Universal Design for Learning in the College Setting

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Learning Goals for this Session

- Review the **basic principles** of **Universal Design for Learning** – **UDL.**

- See **ways to implement UDL** in college courses.

NOTE: Information and resources cited come from http://CAST.org , and http://udluniverse.com/

What is **UDL**?

UDL Foundations:
Brain-based Learning Networks

Universal Design for Learning

Recognition Networks
The "what" of learning

How we gather facts and categorize what we see, hear, and read. Identifying letters, words, or an author's style are recognition tasks.

☑ Present information and content in different ways

More ways to provide **Multiple Means of Representation**

Strategic Networks
The "how" of learning

Planning and performing tasks. How we organize and express our ideas. Writing an essay or solving a math problem are strategic tasks.

☑ Differentiate the ways that students can express what they know

More ways to provide **Multiple Means of Action and Expression**

Affective Networks
The "why" of learning

How learners get engaged and stay motivated. How they are challenged, excited, or interested. These are affective dimensions.
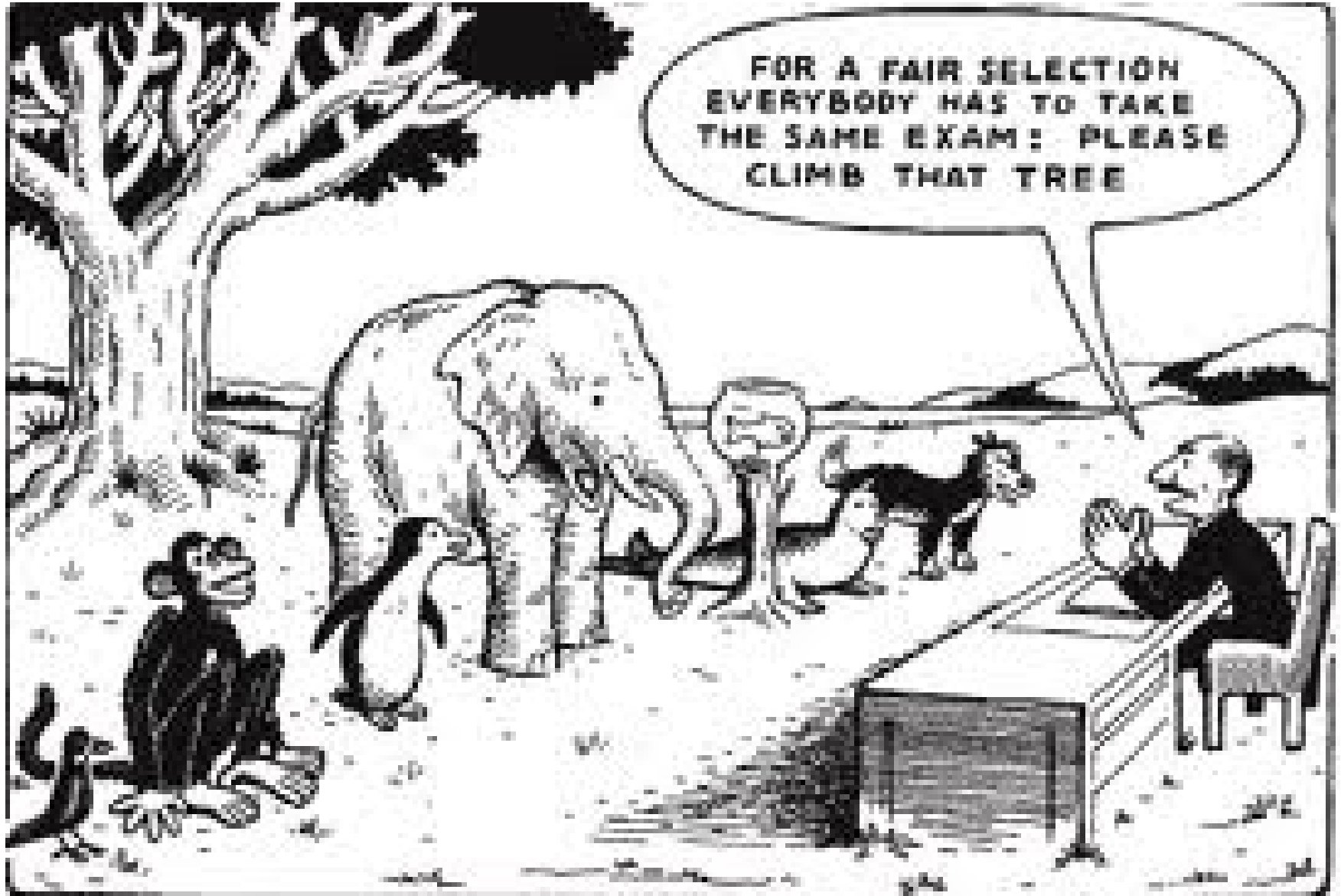
☑ Stimulate interest and motivation for learning

More ways to provide **Multiple Means of Engagement**

Why should you care about UDL?

- Our **students have changed**.

- Neuroscience reveals that our ways of learning are **as varied and unique as our DNA or fingerprints**.

- **UDL** offers a **flexible approach to designing instruction.**

"As we start a new school year, Mr. Smith, I just want you to know that I'm an Abstract-Sequential learner and trust that you'll conduct yourself accordingly!"
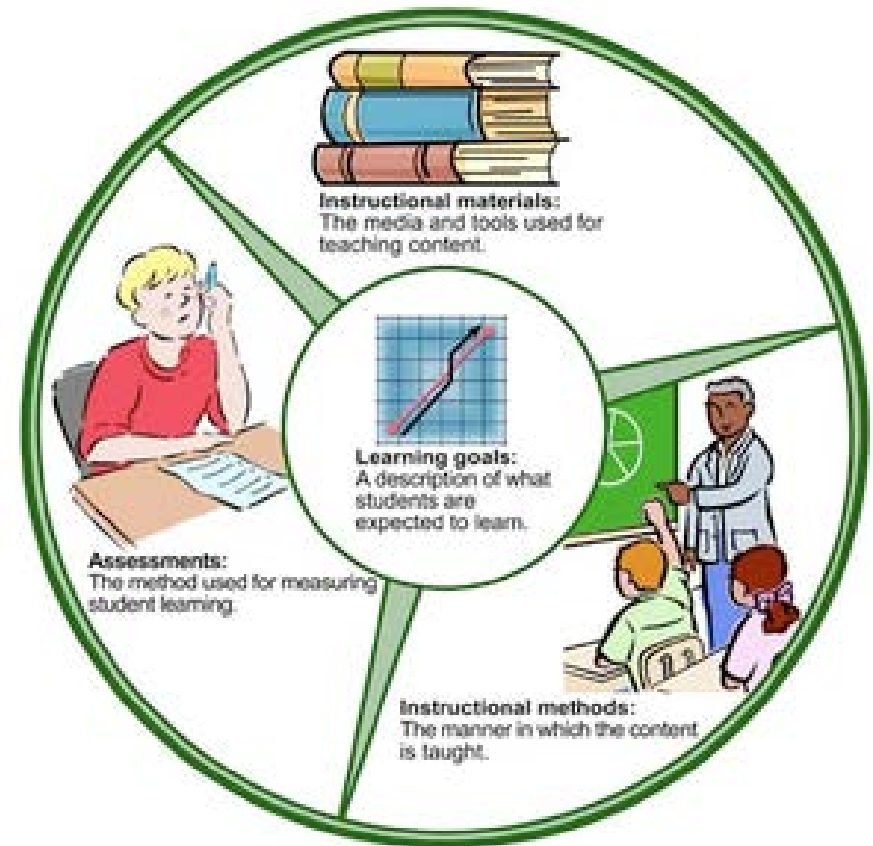
Another reason for UDL

Questions??

Comments?

In plain English... **UDL** says to

- Present **content** to students in multiple ways and in a **variety of formats**,

- Allow students **multiple ways to express their understanding**, and

- Encourage students to **engage** with new ideas and information **in multiple ways.**

Instructional materials: The media and tools used for teaching content.

Learning goals: A description of what students are expected to learn.

Assessments: The method used for measuring student learning.

Instructional methods: The manner in which the content is taught.

UDL is not a silver bullet!

UDL is all about providing [challenges](#) and [supports](#) so that **learning occurs for all students !**

UDL in College Classrooms

- **<u>Deciding on your Goals and Purposes for Using UDL</u>**
  - Dr. Sandra Yang, who teaches Music at Cal Poly Pomona, describes how she got started using UDL principles in her Introduction to Music classes.

UDL in College Classrooms

UDL Principles: Multiple Means of Representation, Expression, and Engagement

- Dr. Neil Lindeman, who teaches Technical and Professional Writing at San Francisco State University, describes how he has changed his classes based on UDL principles

Let's Summarize
Benefits of UDL

For Faculty:

- **Enables you to reach a diverse group of students**
- **Provides guidelines to re-design a course**
- **Increases student participation, achievement, and satisfaction**

For Students:

- **Provide students with better access to course content**
- **Encourages active engagement and participation**
- **Allows students to show what they have learned**

Turn and talk about…

- 3 things you find **interesting** about UDL

- 2 things you think you can **use or apply** immediately in your setting

- 1 **question** you still have about **UDL**

Learn more about UDL

Contact me at bblevin@uncg.edu

- **For more case studies**
  - http://elixr.merlot.org/
  - http://ctfd.sfsu.edu/best-practices-in-teaching.htm
- **Learn more about UDL**:
  - http://www.cast.org/teachingeverystudent/
- **For more on UDL in Higher Education**
  - **http://udloncampus.cast.org/home#.VFP4rzTF_Ak**
  - http://connect.csumb.edu/udl1
  - http://enact.sonoma.edu
  - http://udluniverse.com/

Steps for Implementing UDL

1. Establish course goals

2. Identify student struggles

3. Choose a UDL Principle to focus on
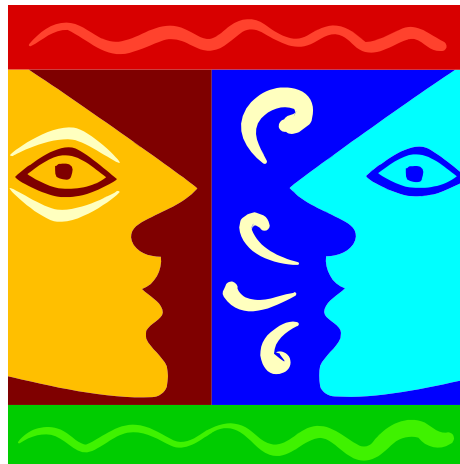
4. Try 1-2 UDL strategies at a time

5. Evaluate effects

5. Share results

REPEAT…

Turn and talk about…

- What strategies do you have to **represent** content?

- In what ways do you allow students to **express** what they know?

- How do you facilitate student **engagement**?

UDL in College Classrooms

Principle 1: Multiple Representations of Knowledge

- **[Getting Started with the UDL Process](#)**
- Dr. Kirsten Ely, who teaches in the Business Department at Sonoma State University, describes how he has changed her Accounting classes based on UDL principles

UDL's Guidelines

I. Provide Multiple Means of Representation

1. Provide options for perception

- Options that customize the display of information
- Options that provide alternatives for auditory information
- Options that provide alternatives for visual information

2. Provide options for language and symbols

- Options that define vocabulary and symbols
- Options that clarify syntax and structure
- Options for decoding text or mathematical notation
- Options that promote cross-linguistic understanding
- Options that illustrate key concepts non-linguistically

3. Provide options for comprehension

- Options that provide or activate background knowledge
- Options that highlight critical features, big ideas, and relationships
- Options that guide information processing
- Options that support memory and transfer

II. Provide Multiple Means of Action and Expression

4. Provide options for physical action

- Options in the mode of physical response
- Options in the means of navigation
- Options for accessing tools and assistive technologies

5. Provide options for expressive skills and fluency

- Options in the media for communication
- Options in the tools for composition and problem solving
- Options in the scaffolds for practice and performance

6. Provide options for executive functions

- Options that guide effective goal-setting
- Options that support planning and strategy development
- Options that facilitate managing information and resources
- Options that enhance capacity for monitoring progress

III. Provide Multiple Means of Engagement

7. Provide options for recruiting interest

- Options that increase individual choice and autonomy
- Options that enhance relevance, value, and authenticity
- Options that reduce threats and distractions

8. Provide options for sustaining effort and persistence

- Options that heighten salience of goals and objectives
- Options that vary levels of challenge and support
- Options that foster collaboration and communication
- Options that increase mastery-oriented feedback

9. Provide options for self-regulation

- Options that guide personal goal-setting and expectations
- Options that scaffold coping skills and strategies
- Options that develop self-assessment and reflection

How do I __represent__ essential course content to my students?

- **Provide videos, podcasts, websites, and images in addition to regular readings**

- **Use advanced organizers to represent content and relationships visually:**
  - **Venn diagrams, concept maps, flowcharts, orr other graphic organizers**
  - Provide completed GO (Learn by viewing example)
  - Students complete partial GO (This is scaffolding)
  - Students construct their own GO (Learn by doing)

How do I __represent__ essential course content to my students?

- Choose **digital textbooks** that provide additional supports
- **Highlight main ideas** in different ways
  - **Color code key words**
  - **Use multiple images and videos**
- **Present information in different ways**
  - **Use labs, workshops, (virtual) fieldtrips, simulations, internet scavenger hunts, WebQuests**
- **Provide examples, models, formats, and rubrics**
- **Repetition is good!**

UDL in College Classrooms
Principle 1: Multiple Representations of Knowledge

- Dr. Paul Beckman, a professor in the College of Business at San Francisco State University, describes how he uses UDL in his Information Systems classes

Guided Notes   Online Resources

*How do I ask my students to **show** or **express** what they know?*

- Offer **multiple opportunities** to complete **different kinds of assignments**
- **Offer choices** of ways assignments can be completed
  - **Oral presentation, video, project, traditional paper, test, performance, create a game, etc.**
  - **Individual, partner, small group**
- **Evaluate process** and progress as well as final product
- **Encourage re-submission** of assignments as appropriate

UDL in College Classrooms
Principle 2: Multiple Expression of Knowledge

- Dr. Chingling Lo, who teaches English at Sonoma State University, describes how she has uses UDL principles in her classes to help students express their knowledge.

*How do I **engage** my students in the learning process?*

- Offer varied ways to **involve students** in the learning process
  - **Small group work, whole-class discussion, hands-on activities**
  - **Use clickers or phones to answer quiz questions**
- **Pause** and think
  - Independent review of notes every 10-15 minutes
- **Think-Pair-Share:** Discussion of questions, notes, or applications of content
- **Short writing** assignments
  - **Quick write, One-minute paper, Ticket out the door**

How do I __engage__ my students in the learning process?

- **Digitally record classes** and/or **post lecture notes electronically**

- Offer clear and **specific feedback on assignments**, and encourage revisions

- Use LMS to **offer video feedback**

- Offer to **Skype** or use **Google hangouts** for **meetings, advising, and to offer feedback**

- **Encourage study buddy, partner work, study groups**, etc. in and outside of class.
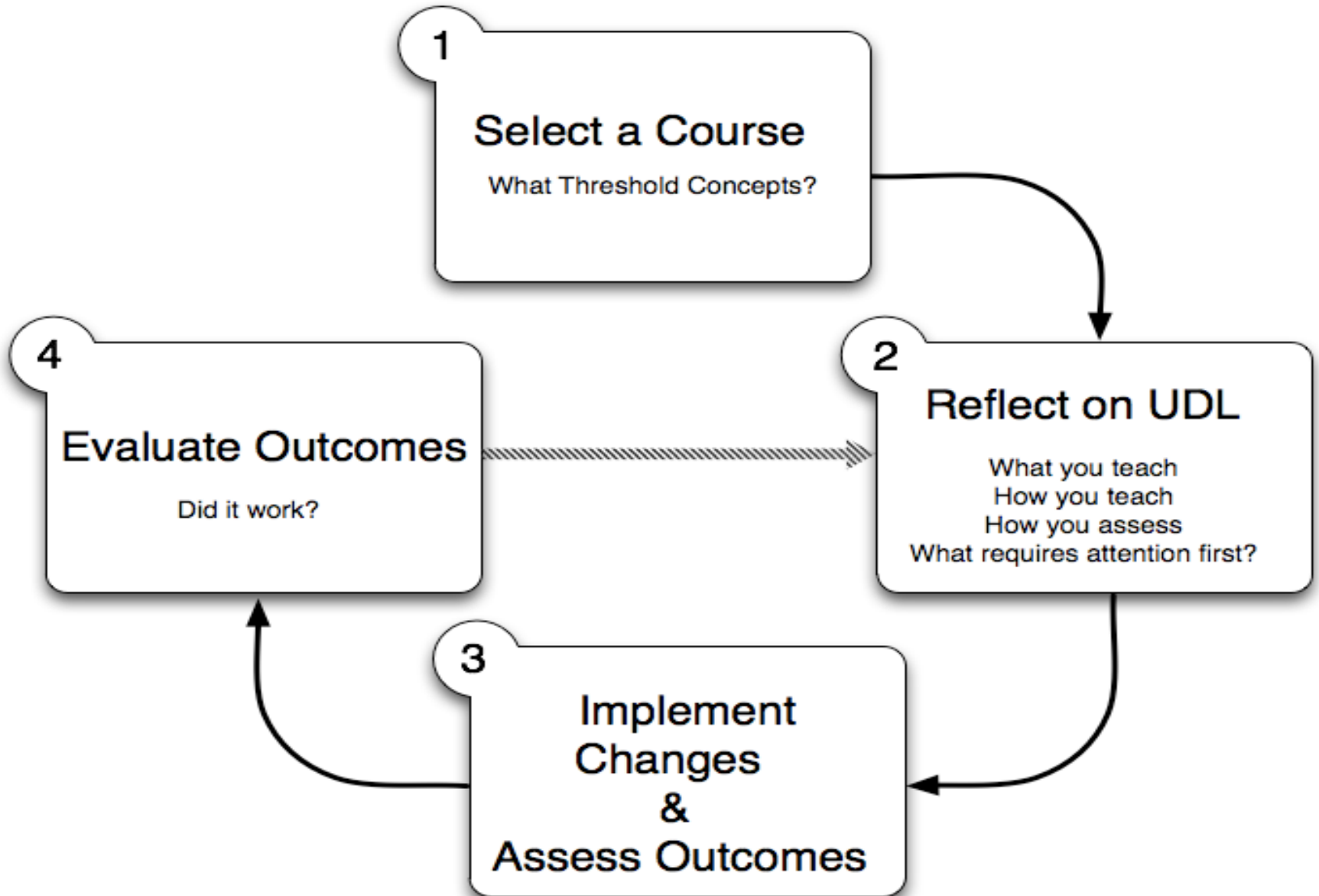
UDL in College Classrooms
Principle 3: Multiple Means of Engaging Students

- Dr. Chingling Wo, who teaches English at Sonoma State University, describes how she engages and motivates her students by using UDL principles.

Let's Review the Process

Some UDL References

- Burgstahler, S. E. & Cory, R. C. (Eds). (2013). *Universal Design in Higher Education*. Massachusetts: Harvard Education Press.

- Meyer, A. & Rose, D. H. (2005). The future is in the margins: The role of technology and disability in educational reform. In D. H. Rose, A. Meyer & C. Hitchcock (Eds.), The universally designed classroom: Accessible curriculum and digital technologies (pp. 13-35). Cambridge, MA: Harvard Education Press.

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- Grabinger, S. (2010). A framework for supporting postsecondary learners with psychiatric disabilities in online environments. *Electronic Journal of e-Learning, 8*(2), 101-110.