UNIVERSAL DESIGN FOR LEARNING: REACHING DIVERSE LEARNERS

Enhancing Quality Instruction for Students with disAbilities Project

The University of Texas Pan American
Faculty

Teaching and Reaching all Learners
Disclosure Statement

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Quiz

The majority of learners prefer to gain information using:

a. Kinesthetic Methods
b. Visual Methods
c. Multi-Model Methods
d. Auditory Methods
People generally retain...

- 10% of what they read
- 20% of what they hear
- 30% of what they see
- 50% of what they see and hear
- 70% of what they say
- 90% of what they do and say

Methods that stimulate the widest variety of senses will generally be most effective!

VERNON A. MAGNESEN. Quoted in Quantum Teaching, by Bobbi DePorter, Mark Reardon and Sarah Singer-Nourie, published by Allyn and Bacon, 160 Gould Street, Needham Heights, MA 02194.
How does inclusive instruction apply to today’s students?

- Who are the students in today’s courses?
- What are their academic goals?
- What are their primary learning styles?
- How do faculty address the diversity in their courses?
How to reach diverse learners?

Think...
Inclusive Instruction and Services

Project Enhance  4/5/12
Universal Design can be a starting point for developing a model for inclusive instruction and services.

The principles can be applied to instructional design and help you create courses where lectures, discussions, visual aids, videotapes, printed materials, and fieldwork are accessible to all students.
Universal Design:

- Original concept coined from Architecture
- Coined by Ronald Mace, from North Carolina State University, who challenged the conventional approach of designing for the average user and provided a design foundation for more accessible and usable products and environments.
Universal Design:

- According to the Center for Universal Design at North Carolina State University, Universal Design is defined as “the design of products and environments to be usable by all people, to the greatest extent possible, without the need for adaptation or specialized design.”

- UD goes beyond accessible and usable.
UD can be applied to:

- Teaching: UD for Learning
- Student Service Areas: UD for Student Services
Universal Design for Learning:

- Framework for designing curricula and services that enable all individuals, regardless of their disabilities, to gain knowledge, skills, and enthusiasm for learning.

- The Universal Design reduces barriers to the curriculum while maintaining high achievement standards for all.
Universal Design for Learning:

- Reduces the need for adaptation or special accommodations.
- Respects diversity; meets the needs of diverse learners.
- Offers options and flexibility to the teaching/learning process.
- Maximizes the student learning experience.
Why UDL?

- Growing number of people with disabilities
  - Hidden Disabilities (learning, mental and chronic health)
  - Accommodations become strained with limited resources
- Some students do not know much less understand their disabilities.
- Some students do not request accommodations because of the “stigma” that will be attached.
Why UDL?

- Anticipates the students need instead of reacting.
- Social Model versus Medical Model
- Adds flexibility for both faculty and students.
- Provides alternative to the routine of teaching.
- Incorporates both, hi-tech and low-technologies in the learning process.
Who Benefits from Accommodations?

- What accommodations do you provide to students?
- How time consuming are they for you?
- How could they benefit other students?
UDL or Multimodal Instruction...

- Does not eliminate the need for accommodations: Students with functional limitations will require individualized accommodations.

- Technology plays an important role in UDL, but there are numerous strategies that don’t rely on advanced technology.
**UDL Benefits:**

**Faculty**
- Provides a useful tool for teaching that enables the professor to reach a diverse group of learners, and increase teaching effectiveness.

**Students**
- Increases access to information, thus, providing better opportunities for achievement and student satisfaction.
1. Curriculum
2. Instruction
3. Assessment
4. Environment
Determine the specific content, skills, and strategies to be learned.

Ask the question, “How will the students access the information?

Provide flexible media and materials to ensure access to information and to learning.

Motivate and engage the students based on interest, experience, and application.
Examples of UDL and the Curriculum

- In a Substance Abuse and Family Course, the professor decided to provide a traditional text as well as a Native American 12 Step Sobriety text.

- In a Martin Luther King and Social Renewal course, the professor provides students with audio-casts as well as the original texts of MLK’s speeches.
Provide multiple and flexible methods of presentation (group work, lecture, hands-on experience).

Provide multiple models of correct performance, multiple opportunities to practice with supports, and flexible opportunities to demonstrate skill.

Provide choice of content and tools, adjustable levels of challenge, choice of reward, choice of learning context all of which are culturally responsive.
UCD and **Assessment** – UCD Checklist

- Monitor progress consistent with specific content, skills, and strategies and supports.

- Provide ongoing evaluation of “what is working and what is not.”

- Offer alternatives when assessing students.
UDL and the Environment

- Create a school-wide climate that is safe, caring, and nurturing.

- Build a personalized learning environment. Teach respect for all learners.

- Use physical space to enhance student participation and engagement.
Key Elements of Universal Design for Learning

- Representation
- Expression
- Engagement
Universal Design for Learning is about Options!

- **Representation** refers to how one can design and deliver information to the class.
- **Engagement** refers to how students participate in class.
- **Expression** refers to how one can ask students to demonstrate what they have learned.

*Project Enhance*
Options for Students

- Multiple ways of REPRESENTATION to give learners various ways of acquiring information and knowledge.

- Multiple ways of EXPRESSION provide learners alternatives for demonstrating what they know.

- Multiple ways of ENGAGEMENT to tap into learners’ interest, challenge them appropriately, and motivate them to learn.
Presentation:

- Post class presentations and outlines on webpage before each class.

- Multiple ways of illustrating and presenting information (verbal, graphic, visual and auditory).

- Use of a color/sound code to emphasize or highlight important concepts or information.
Provide examples of major course activities or assignments in different formats and media.

Ensure accessibility to equal or equivalent information (captioned videos).
Expression:

- Design a web page
- Demonstration video
- Oral presentation
- Multimedia presentation
Expression:

- Create a poster.
- Allow the use of assistive technologies to express student knowledge.
- Provide feedback and allow re-submission if appropriate/necessary.
Engagement:

- Multiple teaching methods (visual & auditory) to increase student motivation.
- Group discussions (classroom and blogs).
- Use of clicker technology to provide real time student feedback and find out the level of understanding in the classroom.
Engagement:

- Study groups and partner work.
- Provide different options for students to complete course assignments or activities.
Where to begin?

**Syllabus:**

- Syllabi are living, creative documents.
- To guide both students and faculty through a course.
- Reduces confusion on the policies of the course.
- It provides the following information for students:
  - Contact information
  - The teaching philosophy to the students
  - A course preview
  - A list of required texts
  - A schedule of topics and assignments throughout the semester
  - The grading policy
Transitioning from Traditional Syllabus to a UCD Syllabus

HLTH 832
Fall 2009
US HEALTH POLICY
Tuesdays 4:30-7:10
Sawyer 1106
Instructor: Alisha Freeman
Office: Rehab Annex Building, Room 103
Phone: 956-381-2444
E-mail: wheeleram@utpa.edu

Course Overview
This course looks at important and cutting edge health issues and, for each, its policy implications.

The course begins an overview of the politics and policy process and a brief history of health care policy in the United States. The organization of the health system is reviewed and the crisis in the U.S. health system is discussed. We then look at access to health care and health disparities, financing and universal coverage initiatives especially in Texas and whether a national health system is the solution.

We explore the growing challenges of chronic illness and then disability history and legislation. HIV/AIDS is used to discuss issues of comprehensive policies for local service provision. We dive into the new consumer-oriented paradigm including issues of the caregiver as consultant instead of all-powerful provider, personal responsibility for health (prevention, “nothing to us without us”), the role of the Internet, confidentiality, and the patients’ bill of rights. Behavioral health follows, with a focus on state policy making including Medicaid and the challenges of implementing evidence-based practice. We explore the crisis in the health care workforce, emergency response to disasters and super bugs, and introduce global health issues (taught in more depth in HLTH 840/841).

Technology is dramatically changing our fields and raising difficult ethical and policy issues. We introduce these issues and look at the dramatic approaching worlds of genetics, and stem cell advances. We explore the rising costs of drugs and the biotechnology industry. Finally, we cover end of life issues including DNR orders and assisted suicide. We end with presentations and discussion of your papers. Other topics may be added or substituted based on class interests and available speakers.

If this course is to be successful, we will have to truly be a “shared community of scholars”. Class attendance and participation, independent study, and flexibility will contribute to an exciting semester.

Education 750-850
Fall 2009 Introduction to Exceptionality
Mondays 3:40-6:00
Lamar Campus
Alisha Freeman, Instructor
E-mail: wheeleram@utpa.edu
Phone #: 956-381-2444
Address: 1201 W. University Dr.
(For directions, click here)
http://www.mapquest.com/maps?city=Edinburg&state=TX&address=1201+W.+University+Dr.&zipcode=78539
Office hours are by appointment

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Where to begin? (cont.)

- **Consistent Standards while accommodating different learners:**
  - Define course goal clearly.
  - Provide options for accomplishing those goals.
  - Provide options for learning modalities.

- **Class participation:**
  - Multiple ways of participation.
  - Allow practice with support.
  - Allow flexibility.
Where to begin? (cont.)

- **Online Lectures Notes:**
  - Post before or after each class.
  - Help students distinguish between very important and less important information.
  - Can be used as a study guide.
  - Alternate form of representation for students who learn visually and students with disabilities that rely on assistive technologies.
  - Beneficial to all students.
Where to begin? (cont.)

- **Student Assessment:**
  - Provide multiple ways to present the assessment (digital, tactile diagrams, etc.).
  - Provide multiple ways for students to respond.
  - Extended time on quizzes.
  - Opportunity to revise material and resubmit responses.
  - Use computer-based assessment: minimizes distractions, text can be enlarged, embossed in Braille, or converted to speech.
  - When timed response are required, keep the user informed of the time remaining.
Where to begin? (cont.)

- **Traditional Tests:**
  - Use conventional presentation and response.
  - Can be delivered in oral format and alternative means (audio response, typed, and answer spaces allowing enough room for large handwriting).
  - The test response format includes sufficient white space for easy visual interpretation (minimum of a space and a half).
  - Lines of text span 12 words or less; 1 inch minimum margins.
Where to begin? (cont.)

- **Traditional Tests:**
  - Response fields clearly associate and are near the test items.
  - Test items in audio format allow student to control pace, volume, and pitch of voice.
Suggestions

- Captioned Videos
- “Styles”- useful tool for organization and also allows a blind student using a screen reader to understand that organization.
- Creating web pages with accessible graphics and pictures.
- PowerPoint slides created with font size that is accessible for everyone (minimum 18 point font and minimum 6 lines per slide).
Suggestions:

- Ensure that classrooms, labs, and fieldwork are in locations accessible to individuals with a wide range of abilities and disabilities.
- Alternate methods, including lecture, discussion, hands-on activities, Internet-based interaction, and fieldwork.
- Face the class and speak clearly.
- Provide printed materials in electronic format.
- Make sure equipment and activities minimize sustained physical effort.
Suggestions:

- Provide printed materials early.
- Create printed and Web-based materials in simple, consistent formats.
- Encourage different ways for students to interact with each other and with you.
- Provide multiple ways for students to demonstrate knowledge (group work, demonstrations, portfolios, and presentations, among others).
Suggestions:

- If creating web content:
  - Avoid flickers.
  - Don’t rely on color alone.
  - Provide text descriptions for images and captions for videos.
  - Don’t time out your page or session without giving reasonable advice.
  - Allow students to revise their answers in web based exams.
  - Test your web pages frequently for accessibility.
Distance Education
Ten indicators of accessible distance learning were identified based on a review of the literature from distance learning administrators on their experience creating accessible distance learning courses for potential students and instructors with disabilities.

Taken from: http://www.washington.edu/doit/Brochures/Technology/equal_access_uddl.html
Students and Potential Students:

1. Distance learning home page is accessible to individuals with disabilities.

2. Statement about the distance learning program’s commitment to accessible design for all students, including those with disabilities.

3. Statement about how distance learning students with disabilities can request accommodations.

4. Statement about how people can obtain alternate formats of printed material.

5. The online and other course materials of distance learning courses are accessible to individuals with disabilities.
For Course Designers

6. Publications and web pages include a statement of the programs commitment to accessibility, guidelines or standards regarding accessibility, and resources.

7. Accessibility issues are covered in course designer training.
For Instructors

8. Publications and web pages for distance learning instructors include a statement of the distant learning program’s commitment to accessibility, guidelines or standards regarding accessibility and resources.

9. Accessibility issues are covered in training sessions for instructors.
Program Evaluators:

10. A system is in place to monitor the accessibility of courses and based on this evaluation, the program takes actions to improve the accessibility of specific courses as well as update information and training given to potential students, actual students, course designers and instructors.

Taken from:
http://www.washington.edu/doit/Brochures/Technology/equal_access_uddl.html
For an overview of access barriers, strategies for making distance learning instructional tools accessible to all students and resources....

- Real Connections: Making Distance Learning Accessible to Everyone
  
References:

- National Center on Secondary Education and Transition, University of Minnesota: [www.ncset.org](http://www.ncset.org)
- Center for Applied Special Technology: [www.cast.org](http://www.cast.org)
- Ensuring Access through Collaboration and Technology (EnACT): [www.enact.sonoma.edu](http://www.enact.sonoma.edu)
References:

- DO-IT: The Student Service Conference Room; University of Washington: http://www.washington.edu/doit/Conf/staff_resources.html
- The Center for Universal Design; North Carolina University: http://www.design.ncsu.edu/cud/
References:

- Pedagogy and Student Services for Institutional Transformation (PASS-IT) Project; University of Minnesota: http://cehd.umn.edu/passit/docs/PASS-IT-BOOK.pdf

- Kristen Behling, Suffolk University. Universal Design Made Easy for Faculty; AHEAD National Conference 09 Presentation.
Media Resources:

- “Best Practices through Universal Design for Learning”; of The ACCESS Project at Colorado State University:
  
  http://accessproject.colostate.edu/udl/video/video.cfm