Universal Design Learning in your Classroom: How to Get Started

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Jonathan Mooney, “Learning Outside the Lines”

https://youtu.be/bHMF-f-2mIg

UDL Faculty Workshop
Learning Objectives of UDL Plus One Workshop

• Understand the concept of Plus One in Universal Design for Learning
• Identify “pinch” or “pain” points for your students in your course
• Understand and apply the Learning guidelines to a pinch point in your course
Questions to Identify Pinch Points

• Where do my students always have questions?
• Where do they always get things wrong on tests or assignments?
• Where do they always ask for explanation in a different way from the one I provide?
Solving Pain Points with Plus One

“UDL is really just 'plus-one' thinking. For every interaction that learners have now -- with the materials, yes, but also with each other, with instructors and with the wider world -- provide one more way for that interaction to happen. The 'plus-one' approach helps to take what otherwise might look like an insurmountable amount of effort and break it down into manageable, approachable chunks. It also helps people to determine where to start applying the UDL framework so they can address current challenges and pain points in their interactions.”

The Benefits of Plus One Design
The “WHY” part - Engagement
Allow for anonymous participation

• A low-tech approach: Offer a prompt and ask students to write an anonymous response on a notecard. Ask them to swap cards, and then swap again. Start a class discussion with a few students reading aloud the card in front of them.

• A high-tech solution: Choose a classroom-response system (clickers, web-based polling) or a discussion board in which students are anonymous to one another but not to you as the instructor.
  – Other solutions https://admin.sli.do/events
    • Slido
    • Polls Everywhere
Engagement: Instructor Speak Less in Class

• A low tech approach would be give lots of low-stakes quizzes and assessments.

With multiple assessments in class, students practice asking themselves metacognitive questions such as, “How do I know I understand something?” As the instructor, you also benefit by learning immediately how many students are having trouble with a particular concept or skill.

• A high tech approach would be to provide material online (moodle and/or videos), and have them be prepared to discuss in groups and present back to class (flipped classroom). They could also produce videos as small groups about material and then as the instructor, you can play them in class for everyone to discuss. Fill in gaps as a instructor /facilitator of that content.
Assessment through Representation / Action & Expression

• Options for Language & Symbols
  – Use of chapter reading guides
  – Additional opportunities to practice skills & concepts

• Illustrate through multimedia
  – Providing links to videos, Ted Talks

• Action & Expression
  – Physical building of the brain
  – 2D coloring of brain
  – Create models of brain
  – Reassemble brain model
Assessment

Alternative Means of Assessment

Low Tech

• Rolling deadlines for submissions
• Poster presentations in lieu of exam

High Tech

• Offer alternative oral/video presentation in lieu of 5-page essay assignment
Assessment of UDL Plus One Workshop

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