

Universal Design Learning in your Classroom: How to Get Started

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August 27, 2019



Jonathan Mooney, “Learning Outside the Lines”



<https://youtu.be/bHMF-f-2mIq>

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.”



<https://facultyinnovate.utexas.edu/news/plus-one-thinking-framework-inclusive-teaching>



The Benefits of Plus One Design

UDL Faculty Workshop



Provide multiple means of Engagement



Affective Networks
The "WHY" of Learning

Provide multiple means of Representation



Recognition Networks
The "WHAT" of Learning

Provide multiple means of Action & Expression



Strategic Networks
The "HOW" of Learning

Access

Provide options for Recruiting Interest (7)

- Optimize individual choice and autonomy (7.1)
- Optimize relevance, value, and authenticity (7.2)
- Minimize threats and distractions (7.3)

Provide options for Perception (1)

- Offer ways of customizing the display of information (1.1)
- Offer alternatives for auditory information (1.2)
- Offer alternatives for visual information (1.3)

Provide options for Physical Action (4)

- Vary the methods for response and navigation (4.1)
- Optimize access to tools and assistive technologies (4.2)

Build

Provide options for Sustaining Effort & Persistence (8)

- Heighten salience of goals and objectives (8.1)
- Vary demands and resources to optimize challenge (8.2)
- Foster collaboration and community (8.3)
- Increase mastery-oriented feedback (8.4)

Provide options for Language & Symbols (2)

- Clarify vocabulary and symbols (2.1)
- Clarify syntax and structure (2.2)
- Support decoding of text, mathematical notation, and symbols (2.3)
- Promote understanding across languages (2.4)
- Illustrate through multiple media (2.5)

Provide options for Expression & Communication (5)

- Use multiple media for communication (5.1)
- Use multiple tools for construction and composition (5.2)
- Build fluencies with graduated levels of support for practice and performance (5.3)

Internalize

Provide options for Self Regulation (9)

- Promote expectations and beliefs that optimize motivation (9.1)
- Facilitate personal coping skills and strategies (9.2)
- Develop self-assessment and reflection (9.3)

Provide options for Comprehension (3)

- Activate or supply background knowledge (3.1)
- Highlight patterns, critical features, big ideas, and relationships (3.2)
- Guide information processing and visualization (3.3)
- Maximize transfer and generalization (3.4)

Provide options for Executive Functions (6)

- Guide appropriate goal-setting (6.1)
- Support planning and strategy development (6.2)
- Facilitate managing information and resources (6.3)
- Enhance capacity for monitoring progress (6.4)

Goal

Expert learners who are...

Purposeful & Motivated

Resourceful & Knowledgeable

Strategic & Goal-Directed

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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