How to Prepare for Diverse Learners in the Classroom and on Campus

**Representation**
- Provide options for:
  - Perception
  - Language and symbols
  - Comprehension
- Resourceful, knowledgeable

**Action and expression**
- Provide options for:
  - Physical action
  - Expressive skills and fluency
  - Executive functions
- Strategic, goal-directed

**Engagement**
- Provide options for:
  - Recruiting interest
  - Sustaining effort and persistence
  - Self-regulation
- Purposeful, motivated

UDL Guidelines 2.0
Universal Design for Learning/Instruction

A few basic premises to consider

- UDL requires consideration of all characteristics of potential users, including abilities and disabilities, when developing a course or service.
- UDL can be applied to any product or environment.
- Making a product or an environment accessible to people with disabilities often benefits others.
- UDL is a goal that puts a high value on both diversity and inclusiveness. It is also a process and a mindset.
UNIVERSAL DESIGN in Higher ED starts with............... Starts with definition and principles:

Developed in the early 1970s by Ronald Mace, the founder of the Center for Universal Design at North Carolina State University

An approach from the fields of architecture and design........................................

“[It] is the design of products and environments, to be usable by all people, to the greatest extent possible, without need for adaptation or special design.”

-- Ron Mace, The Center for Universal Design

“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.”

--Dr. Sheryl Burgstahler, Ph.D. University of Washington DO-IT

*developed at the Center for Universal Design at the University of Washington and North Carolina State University
What is UDL?

UDL is a framework for INSTRUCTION and ASSESSMENTS that is based on three main principles:

- **Representation**: UDL recommends offering information in more than one format.
- **Action and expression**: UDL suggests giving students more than one way to interact with the material and to show what they’ve learned.
- **Engagement**: UDL encourages instructors to look for multiple ways to motivate students.
UDL addresses:

- awareness of human diversity
- anticipation of a variety of needs
- an intentional approach to designing an inclusive environment
UDL - UNIVERSAL DESIGN FOR LEARNING
Consider..........

Who are our learners today?

- More likely to need remediation courses
- More first generation college learners
- More likely to need executive functioning support
- Less likely to have significant time to study outside of school
- More women (57% compared to 43% of men)
- More adult learners (75% are older than 25 yrs.)
- More likely to have a job
- Tethered to their technology devices (87% have a smart phone)
- Have a documented disability
Who are our students?

11% of most undergraduate populations identify as having a disability.

- This number is higher in community colleges and 4-year public schools.

- Under the ADA and Section 504 of Rehab act - Colleges must ensure Access for all students, including those with disabilities.
Best practices
Research indicates that best practice models for diverse learners are effective for the entire population of learners.....

- Students bring multiple experiences, abilities, strengths and weaknesses to the classroom:
  - Ethnic, Cultural and Racial Diversity
  - Socioeconomic Diversity
  - English Language Learners
  - Students with Disabilities
UDL can engage and empower students by...

- Providing multiple representations of content
- Helping students have access to all course materials
- Providing an array of options to demonstrate competency in course content
UDL in the classroom – Why?

Importance of working with the whole community: faculty, student affairs, student services, career, clubs, administration.....

- Provides for inclusiveness
- Allows students to utilize strengths;
- Addresses abilities, disabilities and differing learning styles;
- Engages and empowers by providing options and opportunities for student engagement and success.
How......?

UDL applies to:

- Class climate
- Physical environments
- Delivery methods
- Information resources and technology
- Interaction
- Feedback
- Assessment
- Accommodations
Some examples - Student access to materials

- Offer students multiple means of access to course materials and content
- Office hours: Explain purpose & encourage use
- Use Moodle - Post materials, notes, reminders, syllabus, & resources
- Website: Consider creating your own
- Library Reserve: Place course materials on reserve
- Advance Info/Availability of textbooks & syllabus
- Audio taping: Encourage this for lecture segments
- Ancillary products: Select E books, embed web links, consider OER
- Assistive technologies: work with DSS to ensure texts, materials, video content (closed captions!) & exams can be accessed via AT resources
Teaching Strategies

- Clearly convey goals and objectives for the class session

- Use scaffolding techniques – review before moving forward; link concepts to previously learned material

- Cue to allow for adequate processing

- Model good notetaking:
  - Use whiteboard – present info in organized fashion
  - Provide guided notes or outline for student completion
  - Develop PowerPoint slides – use outlining format
More teaching strategies

- Reinforce written material verbally
- Reinforce verbal information in writing
- Post online versions of syllabus and class materials
- In addition to lecturing, regularly include:
  - Inquiry-based activities
  - Case studies
  - Guest speakers
  - Field trips, including virtual (web) trips
- Bring closure to each session by summing up important points and concepts
Classroom strategies

- Minimize distractions (both visual & auditory)
- Establish routines and clear expectations
- Arrange seating to enhance communication
  - Design seating to support buddy system
  - Acknowledge and plan for preferential or specific seating needs
  - Speak facing the class at all times
  - Pair students who might benefit from each other’s strengths
## Sample Syllabus tips utilizing UDL

<table>
<thead>
<tr>
<th>UDL Tip</th>
<th>Syllabus Modification</th>
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</thead>
<tbody>
<tr>
<td>Present information in at least two formats.</td>
<td>Calendar for lectures and office hours added. Map of concepts added to illustrate the link between major themes of course.</td>
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Assessment design
Consider…..Multiple methods of determining student competency:

- Rubrics to set clear standards for evaluation
- Portfolios
- Student presentations (group or individual)
- Video or web-based reports or presentations
- Multiple-format tests (allow for student choice)
- Research or reflective papers
Impact of UDL at a glance............
Resources for Implementing UDL

University of Washington – DOIT

https://www.washington.edu/doit/
  • https://www.washington.edu/doit/programs/accesscollege/faculty-room/universal-design
  • https://www.washington.edu/doit/programs/center-universal-design-education/overview

North Carolina State University

https://projects.ncsu.edu/www/ncsu/design/sod5/cud/

CAST

http://www.cast.org/
  • http://www.cast.org/our-work/about-udl.html#.XI_sw6Ah2M8

Equity and Excellence in Higher Education's Universal Course Design (UCD)

www.eeonline.org/

Stairway to STEM

https://www.stairwaytostem.org/?s=universal+design
Questions..........?

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