New and ReNew

Universal Design for Learning

Grace Hanson
Dean of Access and Wellness
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Overview

• Review UDL

• Diversity and Multiculturalism and Equity

• Connection of Social Equity and UDL

• Provide tools for actual application of UDL principles
Universal Design is…

“the design of products, (curriculum, services) and environments to be usable by all people, to the greatest extent possible, without the need for adaptation or specialized design.”

Center for Universal Design at North Carolina State University

Universal Design for Learning is…

the proactive design of our courses to ensure they are educationally accessible regardless of learning style, physical or sensory abilities.
Universal Design is a curb cut...

Physical
Electronic
Academic
Diversity

• Communication skills
• Marital status
• Ability to attend
• Intelligence
• Values
• Social Skills
• Interests
• Family support
• Religious beliefs
Challenges are the differences

- Physical differences
- Sensory differences
- Cognitive/learning differences
- Attention differences
- Communication differences
- Information differences
- Attitudinal/Opinion differences
- Social interaction differences
Some **cognitive aspects** underlying learning

- Attention
- Visual-motor
- Visual-spatial thinking
- Memory
- Auditory processing
- Social skills
Brainstorm Barriers

- Attention
- Visual-motor
- Visual-spatial thinking
- Memory
- Auditory processing
- Social skills
Where do we start? Remove barriers

Nicole Ofiesh, PhD, CAPED, 2017
Multicultural Sensitivity

• **Multiculturalism:**
  The view that various cultures in a society merit **equal respect** and **scholarly interest**.

• **Cultural Competency:**
  • Understand our own cultural filters
  • **Respect and value differences**
  • Be open and interested in learning about the world
  • Understand there are **varying ways to view the world**
How are UDL and Social Justice Connected?

“...a social justice framework in education is a way of seeing and acting aimed at resisting unfairness and inequity while enhancing freedom and possibility for all. It pays primary attention to how people, policies, practices, curricula, and institutions may be used to liberate rather than oppress those least served by our decision making.”

Sensoy, O. & DiAngelo, R. (2009)

Broad “Construct” of UD

Anticipates the needs of diverse users
Builds in inclusive features from the beginning
Benefits a broad range of individuals
Often promotes cost and/or time saving in the long run
Results in a more inclusive climate

S.Scott*CAPED*October 2017
Brain Based Learning Networks

Three Basic Learning Networks with Principles and Guidelines of UDL

**Principle I. Provide Multiple Means of Representation**

- Guideline 1: Provide options for perception
- Guideline 2: Provide options for language, mathematical expressions, and symbols
- Guideline 3: Provide options for comprehension

**Principle II. Provide Multiple Means of Action and Expression**

- Guideline 4: Provide options for physical action
- Guideline 5: Provide options for expression and communication
- Guideline 6: Provide options for executive functions

**Principle III. Provide Multiple Means of Engagement**

- Guideline 7: Provide options for recruiting interest
- Guideline 8: Provide options for sustaining effort and persistence
- Guideline 9: Provide options for self-regulation

Padlet links: [https://padlet.com/aposey/udlguidelines](https://padlet.com/aposey/udlguidelines)
Steps in Applying Universal Design of Student Services & Instruction

- Consider the “universe” of students that present*
- Determine essential/threshold components
- Create a welcoming classroom/office climate
- Provide clear expectations and feedback
- Incorporate natural supports for learning
- Use varied methods
- Use technology to enhance services and learning
- Encourage faculty, and staff-student contact
- Provide for a variety of ways of demonstrating knowledge or providing feedback
- Plan for accommodations

* Adapted from Curriculum Transformation and Disability Project, University of Minnesota, Disability Services, (2008) by Grace Hanson (2016)
Nine Principles of Universal Design

- Equitable use
- Flexibility in use
- Simple and intuitive use
- Perceptible information
- Tolerance for error
- Low physical effort
- Size and shape for approach and use

For Instruction Add:
- A Community of Learners/Users
- Instructional/Office Climate

North Carolina University Center for Universal Design &
Shaw, S., Scott, S., & McGuire, J. Teaching college students with learning disabilities (Eric Digest #e618, Arlington, VA: Council for Exceptional Children.).
Technology is the Great Equalizer
### Course Purpose and Description
This course is designed to introduce students to the culture of higher education and includes an orientation to college life, higher education resources, and developing an educational plan. Topics include: student rights and responsibilities, college policies, professor and college expectations, exploration of graduation, transfer, and career options, hands-on support in registration, and academic and personal support. You will explore factors influencing educational decisions and will develop an effective educational plan.

### Measurable Objectives
1. Identify and evaluate the various college resources available.
2. Develop educational timelines.
3. Compare, contrast, and synthesize information regarding options in higher education.
4. Apply critical thinking and effective decision making skills in establishing educational goals.
5. Design an educational plan to achieve educational goals.
6. Self-assess level of college preparation

### Student Learning Outcomes
**Academic Programs** - Students will be able to explain the differences between the academic programs at Mt. SAC. (i.e. degree, certificates, transfer).

**Student Services** – Students will be able to identify 2 Students Services Areas and their function.

**Disabled Student Programs & Services** Mt. SAC is committed to providing a classroom environment in which all students may achieve their potential. If students have a disability which limits their ability to participate fully and equally in any college instructional program and/or activity, they are encouraged to visit Disabled Student Programs & Services, located on the lower level of the Student Services Center (Bldg. 9B).

### Office Hours
Office hour for this class is Thursdays 1:00-2:00. Please email or call ahead to let me know if you are planning to come and see me during office hours.

### Attendance and Participation
Attendance and participation are essential to being successful in this class. Each class is worth 10 points. Being late will result in losing 5 points. Absences for which a medical or court excuse is provided (professional letterhead required) will be recorded but not figured in the attendance points. Likewise, absences for which advance notice is given by phone or in person will not be figured in the attendance points.

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### Universally Design Your Syllabus
[http://www.mtsac.edu/titlev/toolkits/toolkit.html?&row_id=7711003004692356](http://www.mtsac.edu/titlev/toolkits/toolkit.html?&row_id=7711003004692356)
CREATING AN ACCESSIBLE DOCUMENT

Text
Structure
Images
Format

http://www.mtsac.edu/dsp/facultyinfo/captioningandaccessibilityresources.html
Captioning Videos

http://www.mtsac.edu/dspf/facultyinfo/captioningandaccessibilityresources.html

- Accuracy
- Sound Effects
- Speaker Identification
- Numbers
- Phonetically Spoken Words
- Consistency
- Readability
Accessible PowerPoints
http://webaim.org/techniques/powerpoint/

• Use slide layouts
• Alternative text for images
• Complex Data Tables in PDF
• Links—consider using descriptive Text
• Font Size
• Sufficient Contrast
• Do not use color as the only way to convey content
• Slide Transitions-KISS and avoid Auto
• Simple language
• Check reading order of text boxes you added to a native slide layout
• Embedded video needs to be captioned controls are accessible
• If audio is embedded, a transcript should be included
• When using animations, ensure brevity and that they do not distract from content
10 Tips for Creating Accessible Online Course Content (Video & Handout)

http://www.3playmedia.com/resources/webinars/online-courses-10-08-2015/

- Create and accessibility statement
- Provide semantic structure
- Use True lists, columns, and tables
- Maximize readability
- Provide Alternate Text for images
- Avoid Color Coding
- Ensure sufficient Color Contrast
- Write descriptive hyperlink text
- Use accessibility checkers
- Make Multimedia Accessible
Ten Simple Steps Toward Universal Design of Online Courses

• Step 1: Develop content first, then design.
• Step 2: Provide simple, consistent navigation.
• Step 3: Include an accommodation statement.
• Step 4: Choose CMS tools carefully.
• Step 5: Model and teach good discussion board etiquette.
• Step 6: Use color with care.
• Step 7: Provide accessible document formats.
• Step 8: Choose fonts carefully.
• Step 9: Convert PowerPoint™ to accessible HTML.
• Step 10: If it's auditory make it visual; if it is visual make it auditory.

http://ualr.edu/disability/online-education/
Rubric for Online Instruction


ROI/UDL

UDL Course model

1. Select a Course
   - What Threshold Concepts?

2. Reflect on UDL
   - What you teach
   - How you teach
   - How you assess
   - What requires attention first?

3. Implement Changes & Assess Outcomes

4. Evaluate Outcomes
   - Did it work?
What is a Threshold Concept?
“Jewels” in the Curriculum
5 characteristics

- **Troublesome:** an uncomfortable place that is counterintuitive before learning takes place

- **Transformative:** Once understood, a threshold concept changes the way in which the student views the discipline and perhaps positions him or herself

- **Integrative:** Threshold concepts, once learned, are likely to bring together different aspects of the subject that previously did not appear, to the student, to be related.

- **Irreversible:** they are difficult to unlearn. Understanding a threshold concept involves a change in self, in perspective, and is more a process than an immediate recognition

- **Bounded and Discursive:** The new knowledge and language is specific to the discipline, providing some boundary, that is distinguished from common knowledge.