Lessons Learned Through Consulting

for Universal Design for Instruction

Alaina Beaver

Universal Instructional Design Consultant

Office of Information Technology

Alaina.Beaver@colorado.edu

# Lessons Learned

1. Figure out the context; know audience
2. Be a good listener (hear the fears)
3. Be agile
4. Have resources, build resources
5. Follow up
6. Reflect, then plan ahead

🡪 Ultimately: It’s all about building relationships!

# Consulting Strategy

3-Pronged Approach: 1) Support, 2) Education, 3) Outreach

# Elements of my process:

1. Context for my work: DOJ letter, why I do what I do
2. Theory: Quick overview of principles of Universal Design?
3. Examples: What does Universal Design look like?
4. Call to Action aka Appealing to social justice, pulling heartstrings
5. Implications: Changes to the everyday workflow
6. Resources and Materials: What to do now with all of this information!

# Universal Design for Instruction

* Designs for a broad range of learners with a diversity of characteristics, including students locating on the disability spectrum
* Proactive rather than reactive
* “Go beyond legal compliance to proactively design… and integrate practice so that other students benefit as well” ~[DO-IT](http://www.washington.edu/doit/)

# 7 Principles of Universal Design

1. **Equitable** (equitable use for all people)
2. **Flexible** (flexibility in use, participation and presentation)
3. **Simple & Intuitive** (consistency of design, good usability)
4. **Perceptible information** (information is explicitly presented and readily perceived)
5. **Tolerance for error** (supportive, rather than punitive, environment)
6. **Low physical effort** (minimize unnecessary physical effort or requirements)
7. **Space for use** (learning space and size appropriate to both students and instructional methods)

# Notes:

# Situations to make UDI-friendly:

1. An instructor finds a YouTube clip on the Internet and wants to show it to her class the next day. She did not check to see if it was captioned properly.
2. An instructor gives an unannounced “pop quiz” at the beginning of class.
3. An instructor knows that the only elevator in her building will be down for repair for the majority of the semester.
4. An instructor requires that students produce their own films as a major cumulative assignment at the end of the course.
5. An instructor teaching a foreign language course relies heavily on visual images as part of assessment (labeling features of a room, for example, as a means to assess vocabulary).
6. An instructor resists making lecture notes available to students before or after class because it’s a violation of his “academic freedom.”