

Why Universal Design for Learning (UDL)/Inclusion Matters

Presenters:

Debby Marindin, Ed.D. Student, MS, PMP, CPP, LSSGB

Anne Osowski, M.Ed.

Gretchen Scronce, MSLS

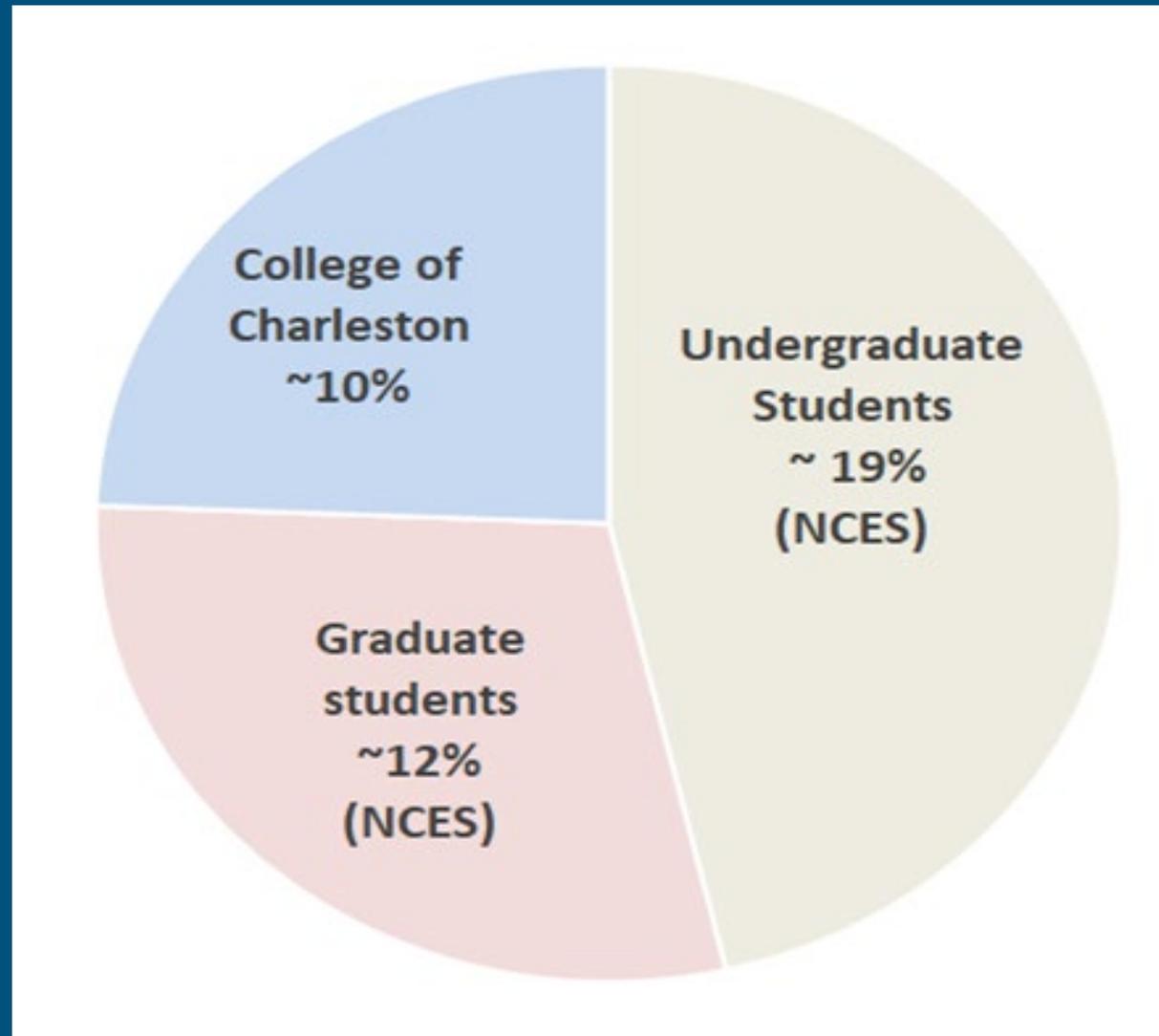
College of Charleston

Agenda

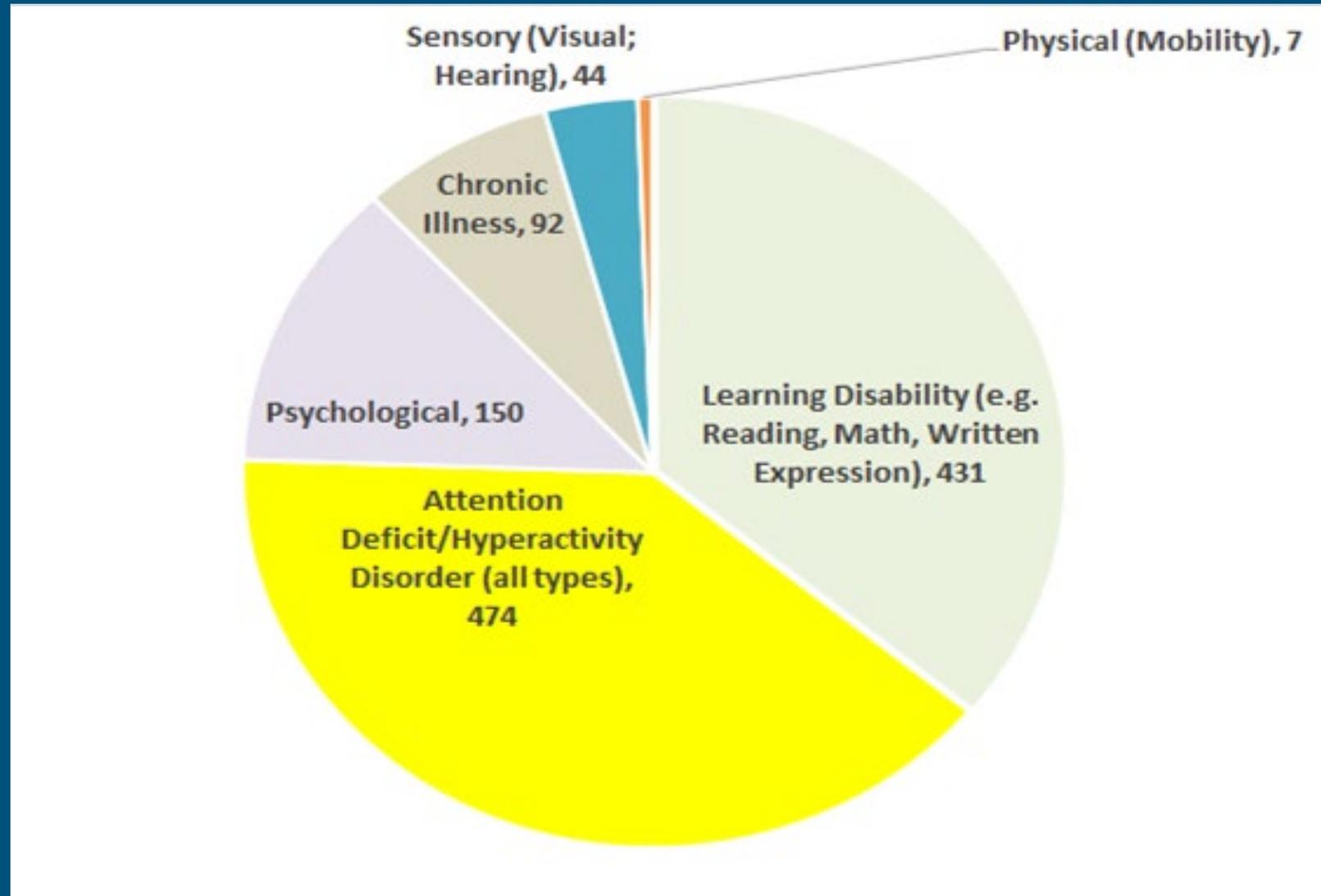
- Who does UDL benefit?
- What is UDL?
- How do students and faculty benefit from UDL?
- Introducing faculty to UDL
- Getting started with UDL

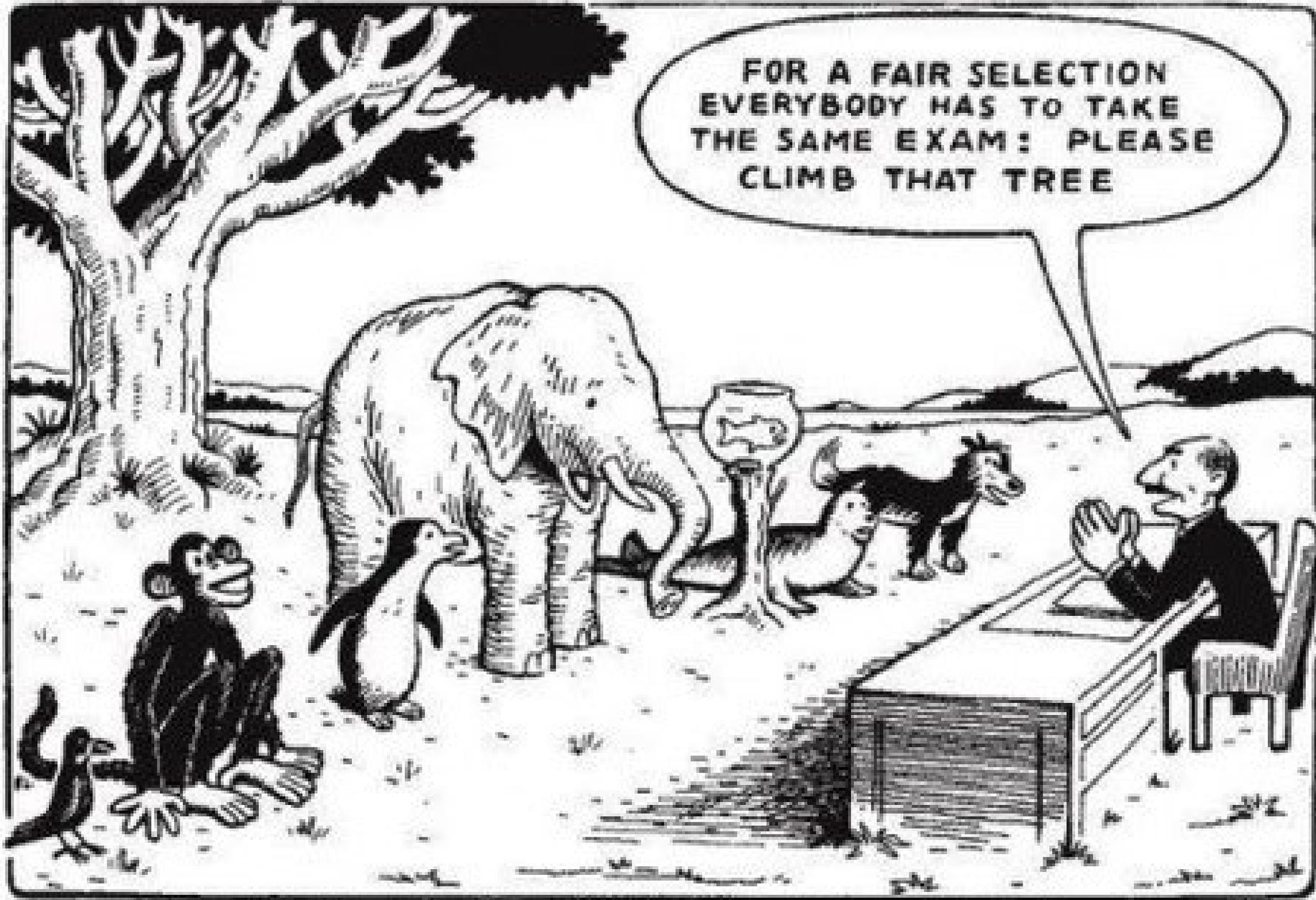


Students with Disabilities – National Figures from NCES vs. CofC



Sample of College of Charleston Students with Reported Disabilities





A green rectangular sign with white text is mounted on two wooden posts. The sign reads "College Just Ahead". The background is a bright, sunny sky with scattered white clouds. The sun is positioned behind the sign, creating a lens flare effect.

College
Just Ahead

Factors Impacting Accommodation Use for Students with Disabilities

- Only 35% of college students disclose their disability
- Accommodation use reluctance
- Barriers
 - Identity issues
 - Negative social reaction
 - Insufficient knowledge
 - Perception of quality and usefulness of accommodations or services
 - Past experience with faculty members



UDL-Implementation Challenges for Faculty

- Time
- Exposure
- Obligations/Commitments
- Knowledge about students with disabilities



“a commonsense approach to making everything we design and produce usable by everyone to the greatest extent possible”

-Ron Mace, 1941-1998



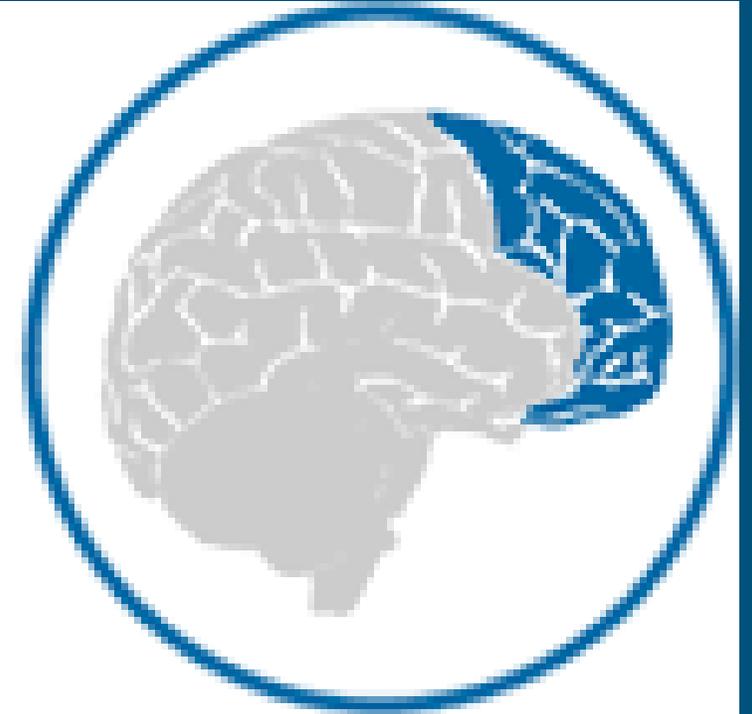
Universal Design for Learning (UDL)



Engagement



Representation



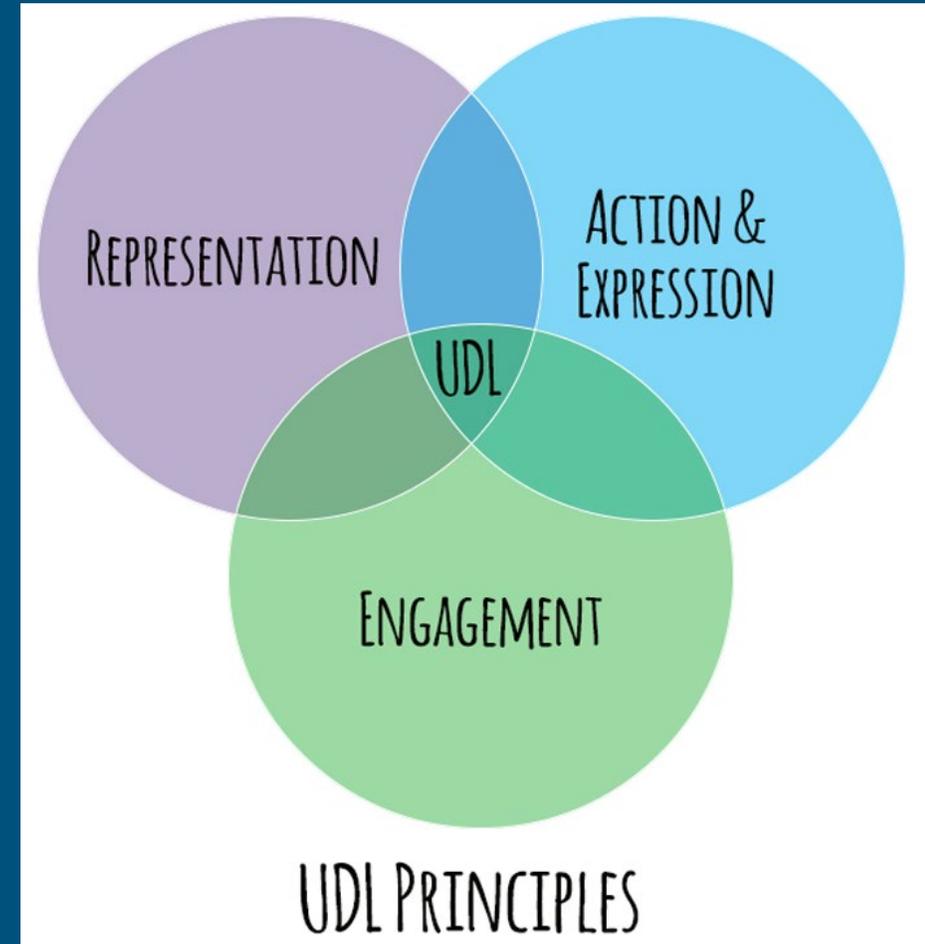
**Action &
Expression**

“The Guidelines of UDL is a tool to support the development of a shared language in the design of...

- *goals*
- *assessments*
- *methods*
- *materials*

that lead to accessible, meaningful, and challenging learning experiences for ALL.”

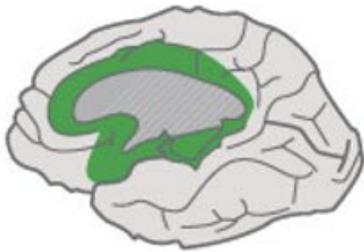
~CAST, 2021



Universal Design for Learning

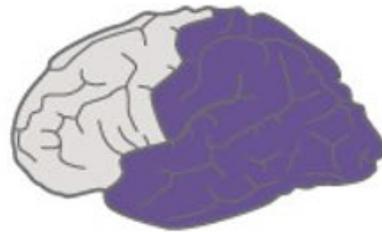
Affective networks:

THE WHY OF LEARNING



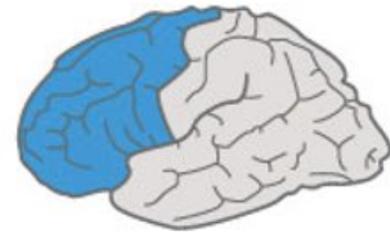
Recognition networks:

THE WHAT OF LEARNING



Strategic networks:

THE HOW OF LEARNING



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	<p>Provide options for Recruiting Interest</p> <ul style="list-style-type: none"> Optimize individual choice and autonomy Optimize relevance, value, and authenticity Minimize threats and distractions 	<p>Provide options for Perception</p> <ul style="list-style-type: none"> Offer ways of customizing the display of information Offer alternatives for auditory information Offer alternatives for visual information 	<p>Provide options for Physical Action</p> <ul style="list-style-type: none"> Vary the methods for response and navigation Optimize access to tools and assistive technologies
	<p>Provide options for Sustaining Effort & Persistence</p> <ul style="list-style-type: none"> Heighten salience of goals and objectives Vary demands and resources to optimize challenge Foster collaboration and community Increase mastery-oriented feedback 	<p>Provide options for Language & Symbols</p> <ul style="list-style-type: none"> Clarify vocabulary and symbols Clarify syntax and structure Support decoding of text, mathematical notation, and symbols Promote understanding across languages Illustrate through multiple media 	<p>Provide options for Expression & Communication</p> <ul style="list-style-type: none"> Use multiple media for communication Use multiple tools for construction and composition Build fluencies with graduated levels of support for practice and performance
Internalize	<p>Provide options for Self Regulation</p> <ul style="list-style-type: none"> Promote expectations and beliefs that optimize motivation Facilitate personal coping skills and strategies Develop self-assessment and reflection 	<p>Provide options for Comprehension</p> <ul style="list-style-type: none"> Activate or supply background knowledge Highlight patterns, critical features, big ideas, and relationships Guide information processing and visualization Maximize transfer and generalization 	<p>Provide options for Executive Functions</p> <ul style="list-style-type: none"> Guide appropriate goal-setting Support planning and strategy development Facilitate managing information and resources Enhance capacity for monitoring progress
Goal	<p>Expert learners who are...</p> <p>Purposeful & Motivated</p>	<p>Resourceful & Knowledgeable</p>	<p>Strategic & Goal-Directed</p>

Access

Provide options for **Recruiting Interest**

- Optimize individual choice and autonomy
- Optimize relevance, value, and authenticity
- Minimize threats and distractions

Provide options for **Perception**

- Offer ways of customizing the display of information
- Offer alternatives for auditory information
- Offer alternatives for visual information

Provide options for **Physical Action**

- Vary the methods for response and navigation
- Optimize access to tools and assistive technologies

Build

Provide options for **Sustaining Effort & Persistence**

- Heighten salience of goals and objectives
- Vary demands and resources to optimize challenge
- Foster collaboration and community
- Increase mastery-oriented feedback

Provide options for **Language & Symbols**

- Clarify vocabulary and symbols
- Clarify syntax and structure
- Support decoding of text, mathematical notation, and symbols
- Promote understanding across languages
- Illustrate through multiple media

Provide options for **Expression & Communication**

- Use multiple media for communication
- Use multiple tools for construction and composition
- Build fluencies with graduated levels of support for practice and performance

Internalize

Provide options for **Self Regulation**

- Promote expectations and beliefs that optimize motivation
- Facilitate personal coping skills and strategies
- Develop self-assessment and reflection

Provide options for **Comprehension**

- Activate or supply background knowledge
- Highlight patterns, critical features, big ideas, and relationships
- Guide information processing and visualization
- Maximize transfer and generalization

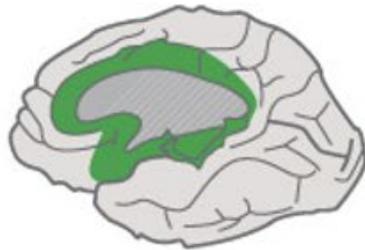
Provide options for **Executive Functions**

- Guide appropriate goal-setting
- Support planning and strategy development
- Facilitate managing information and resources
- Enhance capacity for monitoring progress

Universal Design for Learning

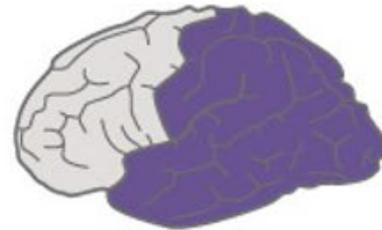
Affective networks:

THE **WHY** OF LEARNING



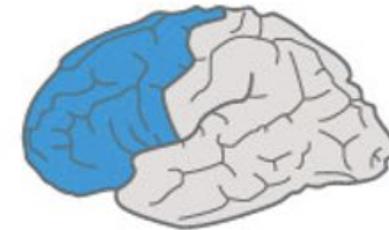
Recognition networks:

THE **WHAT** OF LEARNING



Strategic networks:

THE **HOW** OF LEARNING



Expert learners who are...

Purposeful & Motivated

Resourceful & Knowledgeable

Strategic & Goal-Directed

Multiple Means of Engagement



- Provide all students with lecture content in multiple formats
- Short, low-stakes, frequent assessments

Other Examples? Share on Padlet!

Discussion Padlet:

bit.ly/3kL8gUU

Multiple Means of Representation



- Provide prompt feedback on assignments.
- Use of rubrics; examples of exceptional work

Other Examples? Share on Padlet!

Discussion Padlet:

bit.ly/3kL8gUU

Multiple Means of Action & Expression



- Use of discussion boards
 - Offer flexible opportunities for demonstrating skills/knowledge
- Other Examples? Share on Padlet!

Discussion Padlet:

bit.ly/3kL8gUU

Provide Multiple Means of Engagement
Affective – WHY of learning

Provide Multiple Means of Representation
Recognition – WHAT of learning

Provide Multiple Means of Action & Expression
Strategic - HOW of learning

Stimulate interest and motivation for learning through various means.

Present information and content in different ways. Provide learners with various ways of acquiring information and knowledge.

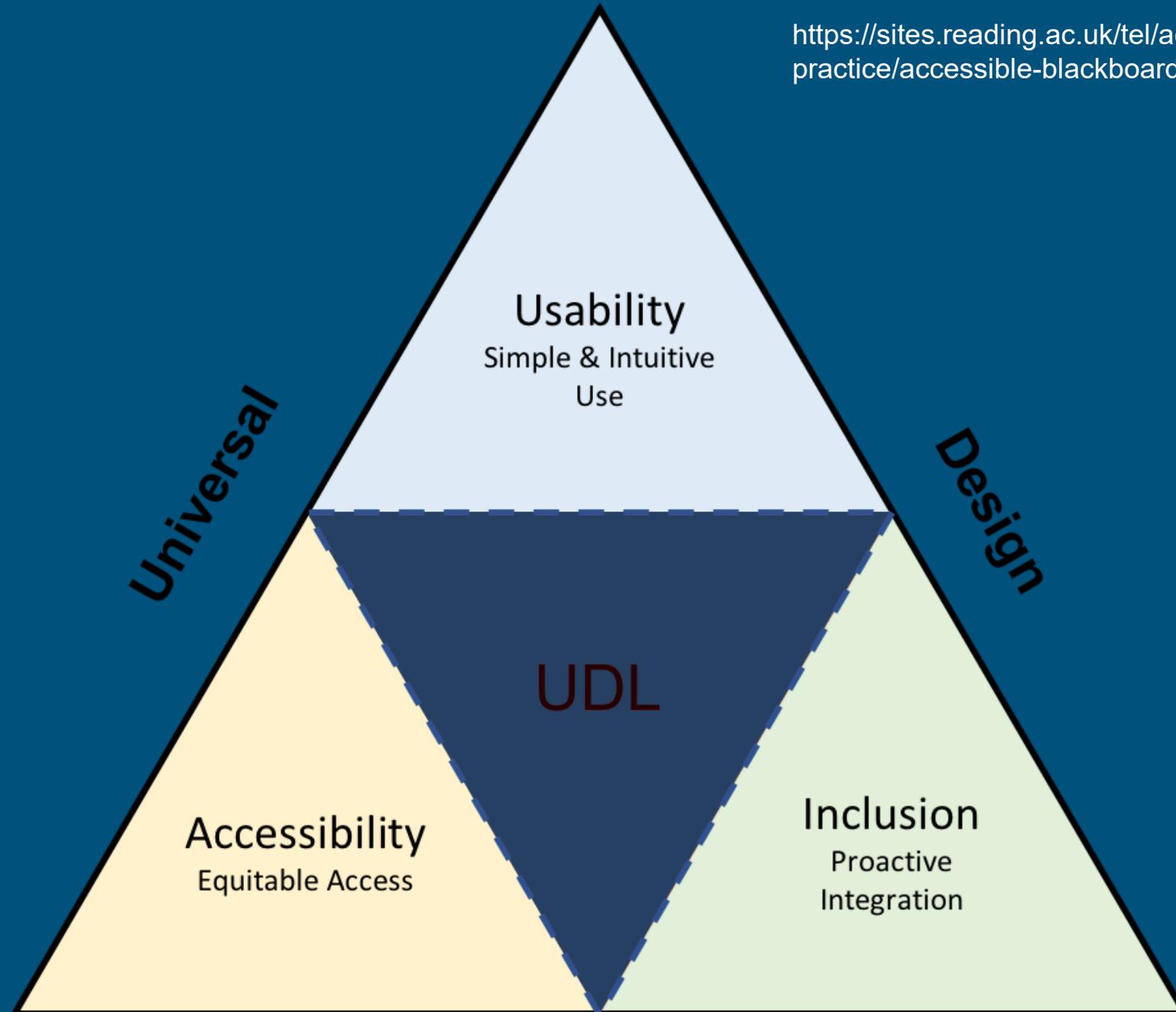
Present information and content in different ways. Provide learners alternative ways for demonstrating what they know.



Share Your Ideas: bit.ly/3kL8gUU

The many Benefits of UDL





Usability

Simple & Intuitive
Use

Universal

Design

UDL

Accessibility

Equitable Access

Inclusion

Proactive
Integration

Actual Quotes from Students

“Lots of resources available beyond textbook.”

“Course organization facilitated easy navigation.”

“Slides aren’t overcrowded with words, so it’s easy to follow along.”

“Clear expectations.
No surprises.”

“Organized and predictable rhythm.”

Online Learning and UDL

How can faculty engage and support ALL students when one of the most familiar means of engagement is suddenly taken away?



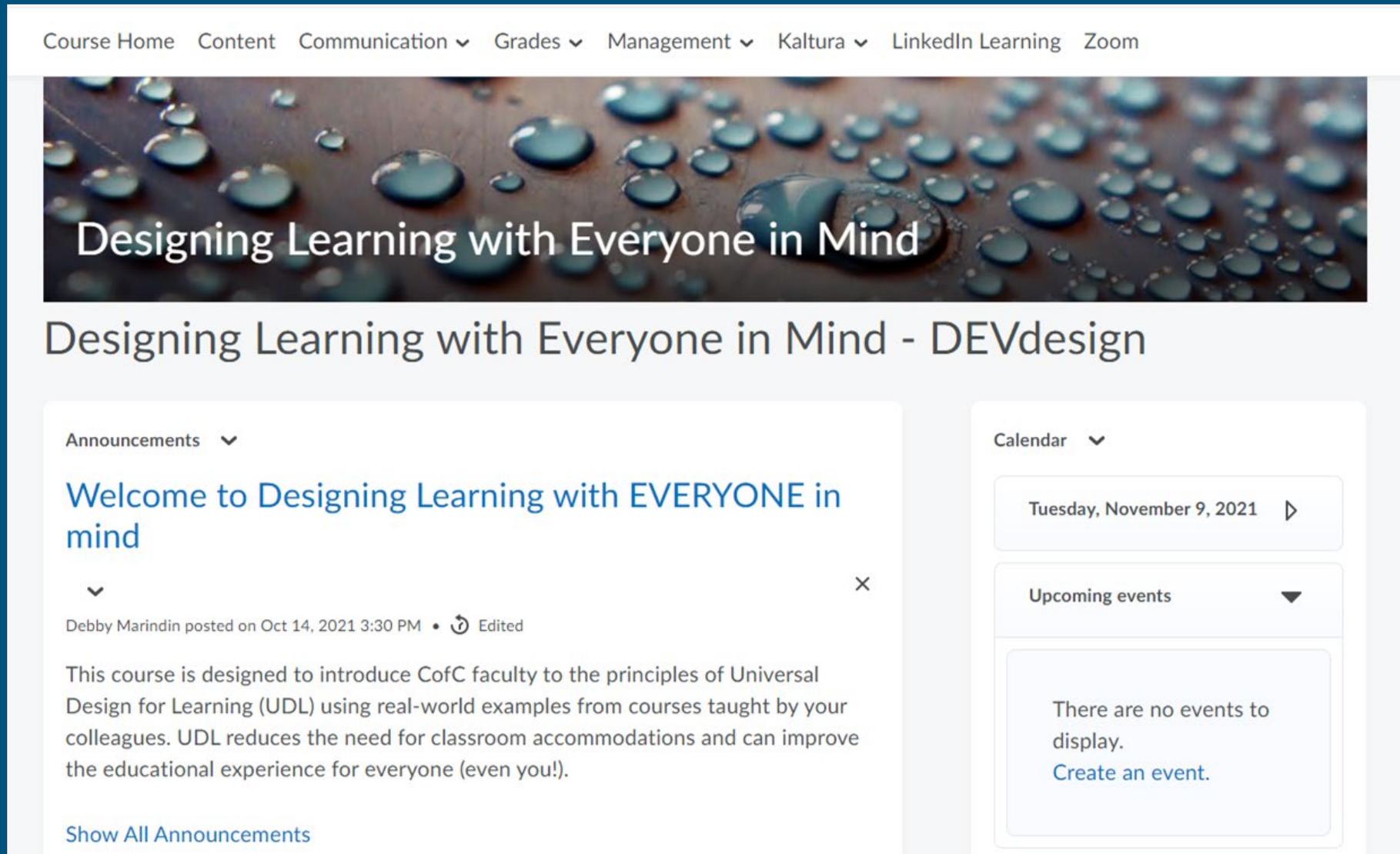
Thinking Through a UDL Lens

- How are faculty implementing UDL without realizing that it is UDL?
- Encouraging faculty to recognize existing UDL practices can lead to adoption of additional UDL strategies.



<https://www.cast.org/news/2021/new-criteria-guide-udl-implementation-certification-schools>

Introducing faculty to UDL -- Utilizing our LMS



The screenshot shows a course page with a navigation bar at the top containing links for Course Home, Content, Communication, Grades, Management, Kaltura, LinkedIn Learning, and Zoom. Below the navigation bar is a banner image of water droplets with the text 'Designing Learning with Everyone in Mind'. The main title of the course is 'Designing Learning with Everyone in Mind - DEVdesign'. The page is divided into two columns. The left column features an 'Announcements' section with a dropdown arrow, a blue heading 'Welcome to Designing Learning with EVERYONE in mind', a close button (X), and a post by Debby Marindin dated Oct 14, 2021. The post text describes the course's focus on Universal Design for Learning (UDL). A 'Show All Announcements' link is at the bottom of the section. The right column features a 'Calendar' section with a dropdown arrow, a date selector for 'Tuesday, November 9, 2021', and an 'Upcoming events' section with a dropdown arrow. Below this, a message states 'There are no events to display.' with a 'Create an event.' link.

Course Home Content Communication ▾ Grades ▾ Management ▾ Kaltura ▾ LinkedIn Learning Zoom

Designing Learning with Everyone in Mind

Designing Learning with Everyone in Mind - DEVdesign

Announcements ▾

Welcome to Designing Learning with EVERYONE in mind

▾ X

Debby Marindin posted on Oct 14, 2021 3:30 PM • 🔄 Edited

This course is designed to introduce CofC faculty to the principles of Universal Design for Learning (UDL) using real-world examples from courses taught by your colleagues. UDL reduces the need for classroom accommodations and can improve the educational experience for everyone (even you!).

Show All Announcements

Calendar ▾

Tuesday, November 9, 2021 ▶

Upcoming events ▾

There are no events to display.
[Create an event.](#)

About the Course

- Includes both theory and practice
- Organized around the three UDL frames
- UDL Showcase

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UDL Showcase

Search Topics 

 Bookmarks

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Methods of Action and Expression 

Methods of Representation 6

Captioning, annotation, and pointing 3

Provide lecture notes and readings prior to class 2

Captioning, annotation, and pointing Print

In Dr. Mitchener's Math 105 course, he uses several different techniques to [guide information processing and visualization \(UDL Checkpoint 3.3\)](#).

He also employs strategies to [highlight patterns, critical features, big ideas, and relationships \(UDL Checkpoint 3.2\)](#).

25 % 1 of 4 topics complete

[Math 105 Review of Exponents by Garrett Mitchener](#)  

 External Learning Tool

Video topic: Review of exponents. Derivation of the basic properties.

How it was made: There are other ways to do all of this, but this was my preferred workflow during the pandemic. I used a [Samsung Android tablet](#) with an active stylus (S pen) and app called [Squid](#) to display and annotate the slide show that I normally lecture with. (It's a PDF file.) I used [scrcpy](#) to display the tablet on my computer. I used [OBS Studio](#) to capture my voice and the tablet window to a video file. I used [Shotcut](#) to edit video files (cut out mistakes, combine files, etc.). I uploaded the final files to [Kaltura](#). It has the ability to add computer-generated captions, which is where the captions and transcript came from. I haven't made any corrections to the captions, so there are some mistakes.

I posted videos in OAKS Content pages using Add Existing Activities, Add Kaltura Media. FYI: There are some settings you have to set just right when you copy Kaltura items from one OAKS course to another, or the copies won't work. Ask TLT for help on this.

Capturing the tablet screen in this way creates the highest quality image, but it poses some challenges. Since I can't point to things with my fingers, I took to circling things with the stylus. In

How we share ideas

2021

TLT

CON

- Through a conference workshop
- Invited interested faculty to join
 - Professional Learning Community (PLC)



Getting started with UDL



- Start small--focus on one specific area
- Develop tight learning goals
- Involve students
- Collaborate with colleagues
- Consider assignments/components individually

Questions and Comments



Debby Marindin: marindinj@cofc.edu

Anne Osowski: osowskia@cofc.edu

Gretchen Scronce: scronceg@cofc.edu

References and additional UDL resources:
libguides.library.cofc.edu/udl

Thank You!

