Inclusivity and Belonging in the Classroom

What is Universal Design for Learning?

Universal Design for Learning (UDL) is based on the principles of Universal Design (UD) pioneered by North Carolina architect Ronald Mace in the 1980s. Mace advocated for the design of buildings to be as accessible to as many people as possible.
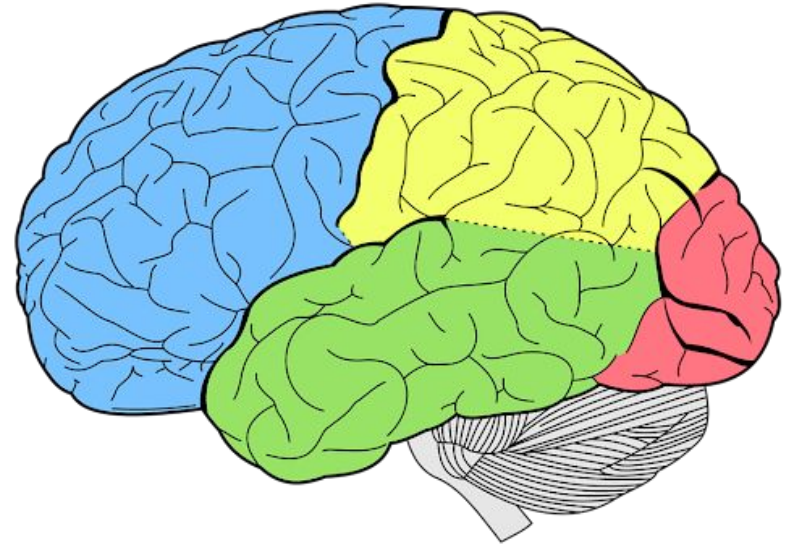
Examples of Universal Design:

What is Universal Design for Learning?

Building on Universal Design, Universal
Design for Learning:

- Reduces barriers to learning
- Increases student engagement
- Facilitates students' self-direction
- Allows students to demonstrate what
  they know
- Creates a flexible and responsive
  course design and delivery model

UDL is based on three main principles:

Building on Universal Design, Universal
Design for Learning:

- Multiple Means of Representation
- Multiple Means of Action and Expression
- Multiple Means of Engagement
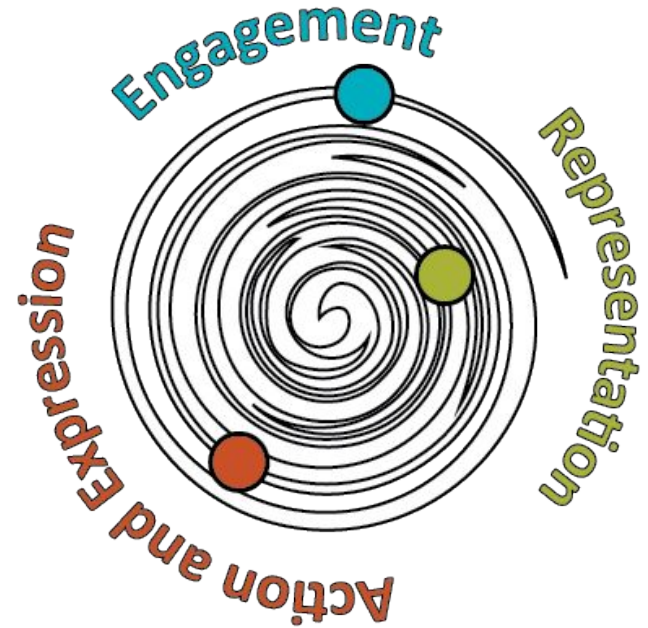
Multiple Means of Representation

- Can help different groups of learners in different ways without watering down learning outcomes; allows learners to choose the format and method that works for them; can also help students better understand and retain the information

Examples:

- Offer a glossary of key terms at the beginning of the unit
- Video record your lectures for students to review later
- Make your PPTs for your classes available on Moodle
- Use a concept map to highlight relationships between course ideas throughout the semester.
- Use a visual representation of statistical or numerical concepts (e.g. table, graph, formula)

Multiple Means of Action & Expression

- Creates a learning environment in which students can access material and express their comprehension in multiple ways; can help by removing barriers to accessing materials and feedback; can help students express their learning.

Examples:

- Create tasks that can be done in writing or through presentation
- Provide examples of how you apply your disciplinary knowledge in authentic situations
- Create instructional materials/activities that can be accessed in different ways (i.e. documents that can be read by screen readers, use Google Docs so students can work on an assignment simultaneously by typing)
- Offer feedback in different formats (e.g., meet with students via Google Meet, provide audio recorded feedback, video recorded feedback, written feedback, etc)
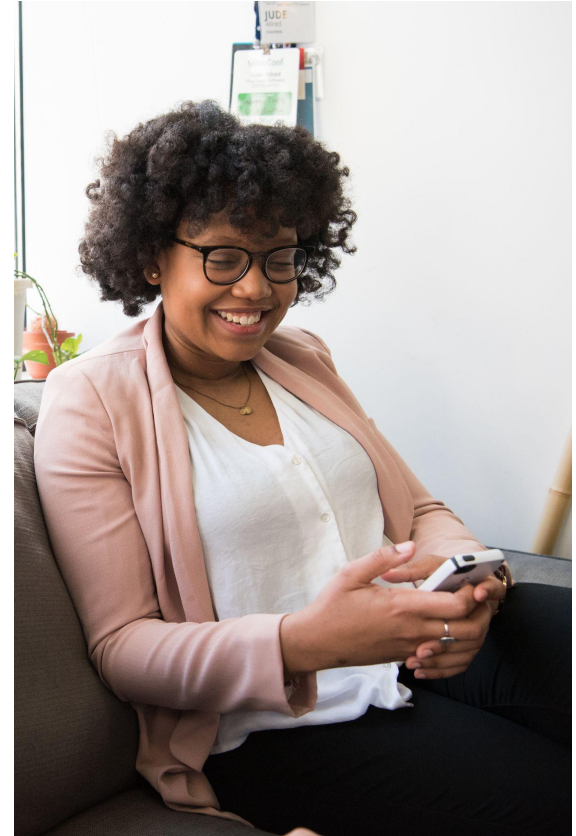
Multiple Means of Engagement

- Can motivate students to learn and help students see the relevance of disciplinary knowledge in their academic, professional, and personal lives; offers diverse ways for learners to be involved with course content, their peers, and the instructor.

Examples:

- Ask students to identify the potential real-world audiences or applications they see in their work.
- In example scenarios or problems, use a variety of names, settings, or cultural references.
- Break large projects into smaller stages that students can develop and receive feedback on throughout the course.
- Vary activities by type and difficulty level within a unit or class period.
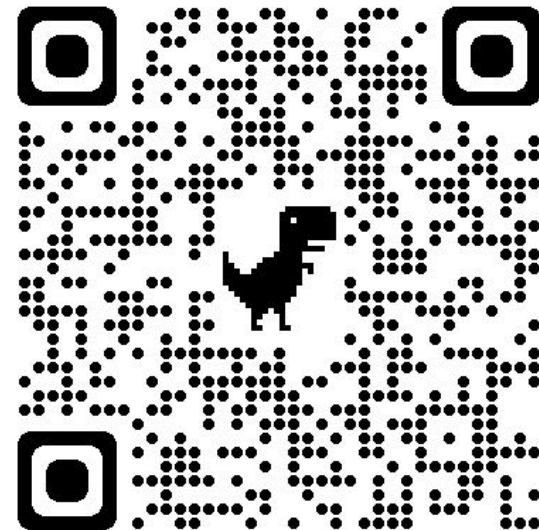
Goals:
- Improved Success
- Improved Perseverance

Unexpected
- Developed sense of belonging and purpose
- Helped to narrow equity gaps

Principle 1

Purpose

- *What Skills will they practice?*

- *What knowledge is to be gained?*

- *How will the assignment help them outside of the classroom*

Principle 2

Task

- *Most of us do well with this one….*

  sometimes too well!

- *Who, What, and How…*

Image by Gerd Altmann from Pixabay

Principle 3

Criteria

- *Rubrics*

- *Checklists*

- *Good and Sometimes Bad examples*

Unexpected
- Grading became easier
- Clarity was improved
- Scaffolding \ Sequencing became more apparent

Think….

1. We have two different scenarios to consider, read through them and choose the one that most interests you.

2. On the third page of the handout, you will find a set of guiding questions surrounding UDL and TILT. Think them through…

3. We will take approximately 5 minutes for this initial step…

Pair….

1. Find someone in the room who chose the same scenario as you - try to make it someone you do not work with on a regular basis - walk around, it's ok!

2. Go back to the third page of the handout, Discuss your reactions to the different questions and find similarities and differences in how you thought about approaching them…

3. We will take approximately 10 minutes for this step…

Pair and Share….

1. Find a pair who chose the same scenario as you

2. Go back to the third page of the handout, Discuss your reactions to the different questions and find similarities and differences in how the group thought about approaching them…

3. Decide as a group on:
   a. The most important change needed
   b. The group this might help the most
   c. The potential result of the change

4. Plan to share out the answers to these three questions (you may want to choose a speaker or two

5. We will take approximately 10 minutes for this step…

Just Share….