Universal Design for Learning
Making Courses Accessible for All

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Agenda

- Introductions.

- Outcomes.

- Accommodation versus Accessibility.

- What is Universal Design?

- What is Universal Design for Learning (UDL)?

- Applying UDL in your courses.

Introductions

- Name.

- Department.

- How familiar are you with universal design for learning?

- Why did you choose to come to this particular session?

Outcomes

- Differentiate between accommodations and accessibility.

- Define universal design and universal design for learning.

- Describe the three principles of universal design for learning.

- Identify resources to help apply universal design for learning to your courses.

Accommodations

What types of accommodations have your students asked for?

What type of accommodations have you made for your students?

How did this affect your teaching? The student's learning?

Types of Accommodations

- Sign language interpreter for students who are deaf.
- Text-to-speech and large print options for students with visual impairments.
- Trackballs and alternative keyboards for students with mobility challenges.
- Extended time on tests for students with fine motor limitations, visual impairments or learning disabilities.
- Note takers for students with learning disabilities.
- Captioning videos for students with hearing impairments.

Accommodations Should Not:

- Reduce program or course standards.

- Fundamentally alter the nature of the course or assignment.

- Pose an undue burden.

Accommodation versus Accessibility

Accommodation

- Reactive.
- Meets needs of a unique learner.
- May require a delay in the learner accessing materials.

Accessibility

- Proactive.
- Meets needs of all learners.
- Allows for equal access of materials.

Universal Design

"Universal design is 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." Ron Mace, The Center for Universal Design

[The Electronic Curb Cut](#) – YouTube Video

Principles of Universal Design
- Equitable Use
- Flexibility in Use
- Simple and Intuitive Use
- Perceptible Information
- Tolerance for Error
- Low Physical Effort
- Size and Space for Approach and Use

Universal Design for Learning Definition 1

"UDL is a set of principles for curriculum development that give all individuals equal opportunities to learn. UDL provides a blueprint for creating instructional goals, methods, materials, and assessments that work for everyone--not a single, one-size-fits-all solution but rather flexible approaches that can be customized and adjusted for individual needs."

National Center on Universal Design for Learning
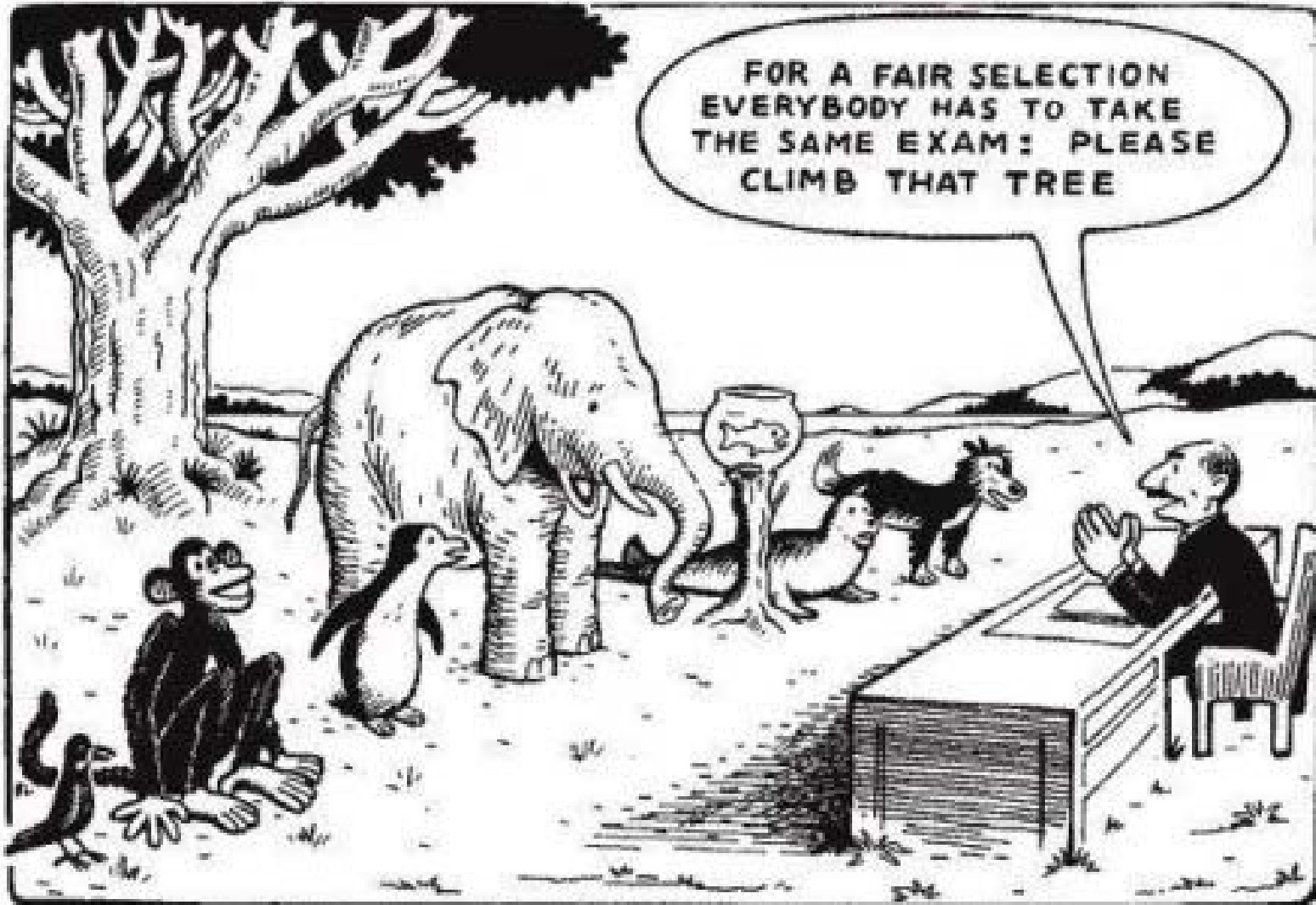
Universal Design for Learning Definition 2

"Universal design for learning (UDL) is a framework to improve and optimize teaching and learning for all people based on scientific insights into how humans learn."

--CAST.org

[UDL at a Glance](#) – YouTube Video (4:36)

Universal Design for Learning 3 Principles

- Multiple means of **representation**

  Recognition Networks

- Multiple means of **action and expression**

  Strategic Networks

- Multiple means of **engagement**

  Affective Networks

Recognition Networks

- The "**what**" of learning.

- Multiple means of **representation**.

- For resourceful, knowledgeable learners, present information and content in different ways.

RECOGNITION NETWORKS:
THE **WHAT** OF LEARNING

Recognition Networks: Common Barriers

- Poor vision.
- Slow reading.
- Difficult vocabulary.
- Unfamiliar symbols or acronyms.
- Hearing impairment.
- Attentions issues.
- Lack of background knowledge.
- English language learner.

RECOGNITION NETWORKS:
THE **WHAT** OF LEARNING

Recognition Networks: Strategies

- Perception.

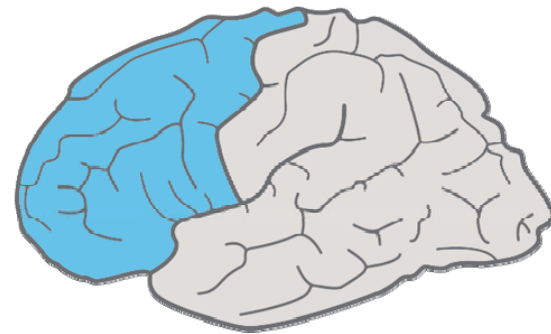- Language, mathematical expression, and symbols.

- Comprehension.

RECOGNITION NETWORKS:
THE **WHAT** OF LEARNING

Strategic Networks

- The "**how**" of learning.

- Multiple means of **action and expression**.

- For strategic, goal-directed learners, differentiate the ways that students can express what they know.
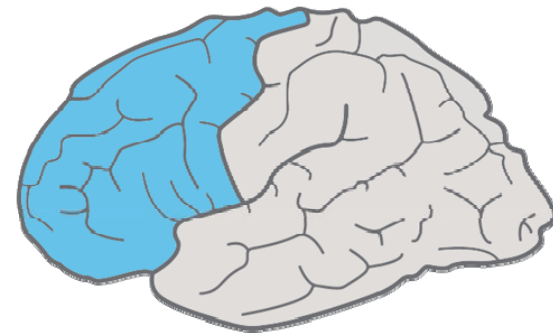
STRATEGIC NETWORKS:
THE **HOW** OF LEARNING

Strategic Networks: Barriers

- Test anxiety and poor performance.
- Misunderstood directions.
- Time constraints.
- Not sure where to begin.
- Now sure how to organize information.
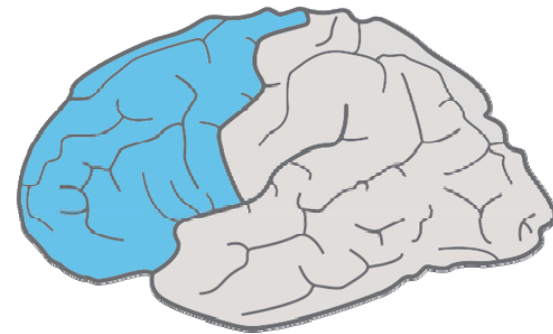- Unclear grading criteria.

STRATEGIC NETWORKS:
THE **HOW** OF LEARNING

Strategic Networks: Strategies
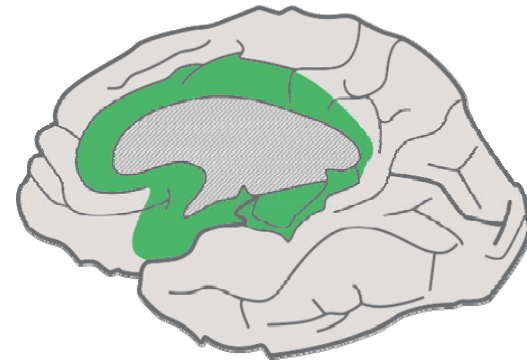
- Provide choices.

- Provide support.

STRATEGIC NETWORKS:
THE **HOW** OF LEARNING

Affective Networks

- They "**why**" of learning.

- Multiple means of **engagement**.

- For purposeful, motivated learners, stimulate interest and motivation for learning.

AFFECTIVE NETWORKS:
THE **WHY** OF LEARNING

Affective Networks: Barriers

- Don't understand the purpose of the lesson.
- Assignment is too easy or hard.
- Find the content boring or irrelevant.
- May be embarrassed to ask questions.
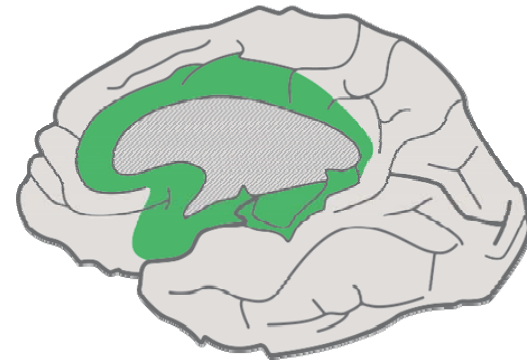- Do not have sufficient background knowledge.

AFFECTIVE NETWORKS:
THE **WHY** OF LEARNING
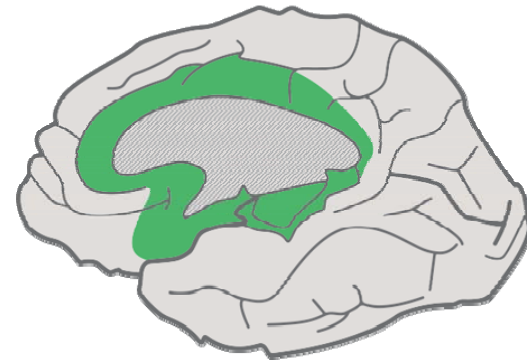
Affective Networks: Strategies

- Recruit and capture interest.

- Foster self-regulation.

- Sustain effort and persistence.

AFFECTIVE NETWORKS:
THE **WHY** OF LEARNING

Quality Matters General Standard 8

- Addresses Accessibility and Usability: *The course design reflects a commitment to accessibility and usability for all learners.*
- All learners can access course content and activities.
- All learners can easily navigate and interact with course components.

(Quality Matters Higher Education Rubric, Fifth Edition, 2014)

Specifics of the Standards

- **Standard 8.1**-Course navigation facilitates ease of use.
- **Standard 8.2**-Information is provided about the accessibility of all technologies required in the course.
- **Standard 8.3**- The course provides alternative means of access to course materials in formats that meet the needs of diverse learners.
- **Standard 8.4**-The course design facilitates readability.
- **Standard 8.5**-Course multimedia facilitate ease of use.

Incorporating UDL into Curriculum

- Include an accessibility statement in your syllabus.
- Create documents in an accessible format.
- Use alternative text for images, figures, graphs and charts.
- Ensure learners can easily navigate and interact with course components.
- Caption videos you create to use in your course.
- Purchase video materials that are captioned.
- Provide transcripts for audio.

How Do I Start?

Start small!

Upcoming Events

MnSCU Captioning Symposium
April 1, 2016 from 9:00 AM to 3:15 PM (CDT)
[Anoka-Ramsey Community College or Virtually](#)

MOQI (MN Online Quality Initiative)
Accessibility of Course Materials (Focus on Standard 8.3)
April 4, 2016 from 12:15 PM to 12:45 PM (CDT)
http://minnesota.qualitymatters.org/workshops/

For More Information / Questions?

Academic Technologies Team Blog - blog.stcloudstate.edu/attn

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