Universal Design of Instruction

Basic Principles

Universal Design: Defined

- Universal Design means the design of instructional materials and activities that makes the learning goals achievable by everyone, regardless of their ability to see, hear, read, write, move, understand English, attend, organize, engage and remember.

- UD for Learning is achieved by means of flexible curricular materials and activities that provide alternatives for students with differing abilities.

Inclusiveness

- Create a classroom environment that respects and values diversity
  - Syllabus Statement inviting students to meet with you to discuss accommodation needs
    - **If you need support or assistance because of a disability, you may be eligible for academic accommodations through Disability Services. For more information, contact Disability Services at (541) 463-5150 (voice) or 463-3079 (TTY), or stop by Building 1, Room 218.**
    - http://www.lanecc.edu/cops/disable.htm

Physical Access

- Make sure equipment and activities minimize sustained physical effort

- Door openers
- Adjustable tables/work stations
- Provide options for operation
- Accommodate left and right handed students
- Anticipate transportation needs for field trips

Delivery Methods

- Provide a variety of ways to access information
  - Lecture
  - Discussion
  - Hands-on activities
  - Internet-based interaction
  - Guided Notes
  - Individual modules (FSA)

- Face the class and speak clearly
- Minimize distractions
- Provide print materials that summarize orally delivered content
- Use multiple modes to deliver content
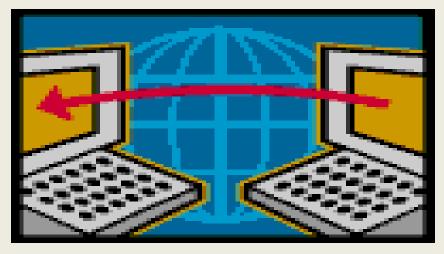
Information Access

- Arrange content in order of importance

- Create print and web-based materials in "user friendly" formats

- Use captioned media
  - Videos, DVDs, online video clips & tutorials

- Make print materials available electronically

- Include text descriptions of graphics on web pages

- Provide print materials early, so students can prepare for lecture

Interaction

- Encourage different ways for students to interact with each other and with you
  - In-class questions & discussion
  - Group work
  - Internet-based communications

Feedback

- Provide effective prompting during an activity

- Invite feedback from students about "triggers" or other sensitive disability issues (during office hours)

- In writing classes, successive writing drafts lead to better papers, and the same technique could be true in your classes.

- Provide opportunities to provide feedback <u>before</u> final paper/project is due

Demonstration of Knowledge

- Provide multiple ways for students to demonstrate knowledge
  - Writing a reaction or response paper
  - Explain the concept to your neighbor
  - Group work
  - Demonstrations
  - Portfolios

  - Presentations
  - Individual modules
  - Comparing notes

Benefits of Universal Design

- Improves student learning for a wider variety of students
  - Captioning helps students with hearing loss, ESL students and students who need multisensory input
  - Delivering content in repetitive ways can improve instruction for everyone
- Creating materials with accessibility in mind requires that your mind be creatively engaged
  - Instructional quality improves
  - Minimizes the need to alter the educational environment for anyone

Queries

- Do you provide multiple ways for students to demonstrate their knowledge, such as group, cooperative and individual work, presentations and portfolios as well as traditional tests in a variety of formats? Do you allow students options for re-submitting work or doing additional work in order to show what they've learned?

- Does the course content include multiple perspectives and examples that will be relevant to students from diverse backgrounds and abilities?

- Do you request feedback from students regarding their understanding and course effectiveness?

Queries (cont.)

- Is there flexibility in allowing students to participate in alternate ways?

- Do you face the class, make eye contact and speak clearly, keeping your hands away from your mouth in order for someone to lip-read if necessary?

- Do you ensure that everyone can use equipment and materials safely, that access is available from varying heights (i.e. from wheelchair). Are labels on lab equipment and other aids printed in large print, using symbols as well as words?

Reflection

- What are you currently doing that fits the Universal Design model?