

Universal Learning for Design: Getting Started Video Transcript

These days with so many delivery options available deciding which teaching methodology to use is not simple! Each of your students has unique strengths, interests, and needs, which all impact how they learn. Is there an approach that can meet those unique, diverse needs?

Universal Design for Learning, or UDL, is such an approach. Applying UDL's principles to course development means ALL individuals have an equal opportunity to learn.

How do you embed UDL in your courses? Begin with reflecting on your learning outcomes. After a student has taken your course what will they be able to do? After you have reflected on what they will be able to do, UDL asks you to consider three principles that can be applied to learning and instruction.

First, let's look at Multiple Means of Engagement. This principle focuses on strategies that capture students' attention and motivates them to learn. Consider the diversity in your class. What instructional strategies can you use to maximize motivation? One key factor to having students engage is helping students feel safe and valued.

- Providing different ways to respond through polling apps, chat interfaces or simply responding with their voice, offers students choice on how they are heard.
- Sharing ideas in collaborative workspaces can empower and motivate students as they can feel heard.
- What if students had input in creating assignments, using guidelines for expected outcomes?
- Consider an anonymous form that students can use to provide you with feedback! Share how you will respond to their feedback.

Next, let's explore the second principle: Multiple Means of Representation. Multiple Means of Representation emphasizes providing different ways to access learning content.

- Your syllabus can be posted in different formats including an infographic, liquid syllabus or a screencast tour of the traditional paper document.
- Typical reading topics could be represented via podcast, video, WebQuest or article.
- Closed captioning can be offered to ensure clarity of verbal information for English-language learners, learners with technical audio difficulties, or those with hearing loss.
- Recorded lectures can ensure access to your teaching when life or technology prevents attendance in live lectures.
- Using graphics or presenting information in graphic organizers, like a mind map can help students process complex information.
- If not physically present in a classroom students will be using mobile devices or laptops to access course content.
- Screen fatigue can be more intense for students accessing content on mobile devices.

Lastly, let's talk about the third principle: Multiple Means of Action and Expression.

Remember those learning outcomes you reflected on at the beginning of this video? It's time to check in again and think of authentic ways to assess student mastery of your course material. Multiple Means of Action and Expression allows students to demonstrate competency in a variety of ways.

Module 2: Accessibility, Inclusions and Universal Design for Learning

- Some students may prefer to demonstrate their knowledge visually through infographics, video, or other media.
- Others are able to share through stories, dialogue, or debate.
- Some clearly demonstrate competency through their actions. What can they do to show what they know?
- If a written exam is an assessment method you use, allow students to choose between two different essay questions on an exam.
- Multiple Means of Action and Expressions considers choice when possible.

That's a quick introduction to UDL! It's three principles that provide a great variety of strategies to make access to our courses available to the unique, diverse learners we teach.