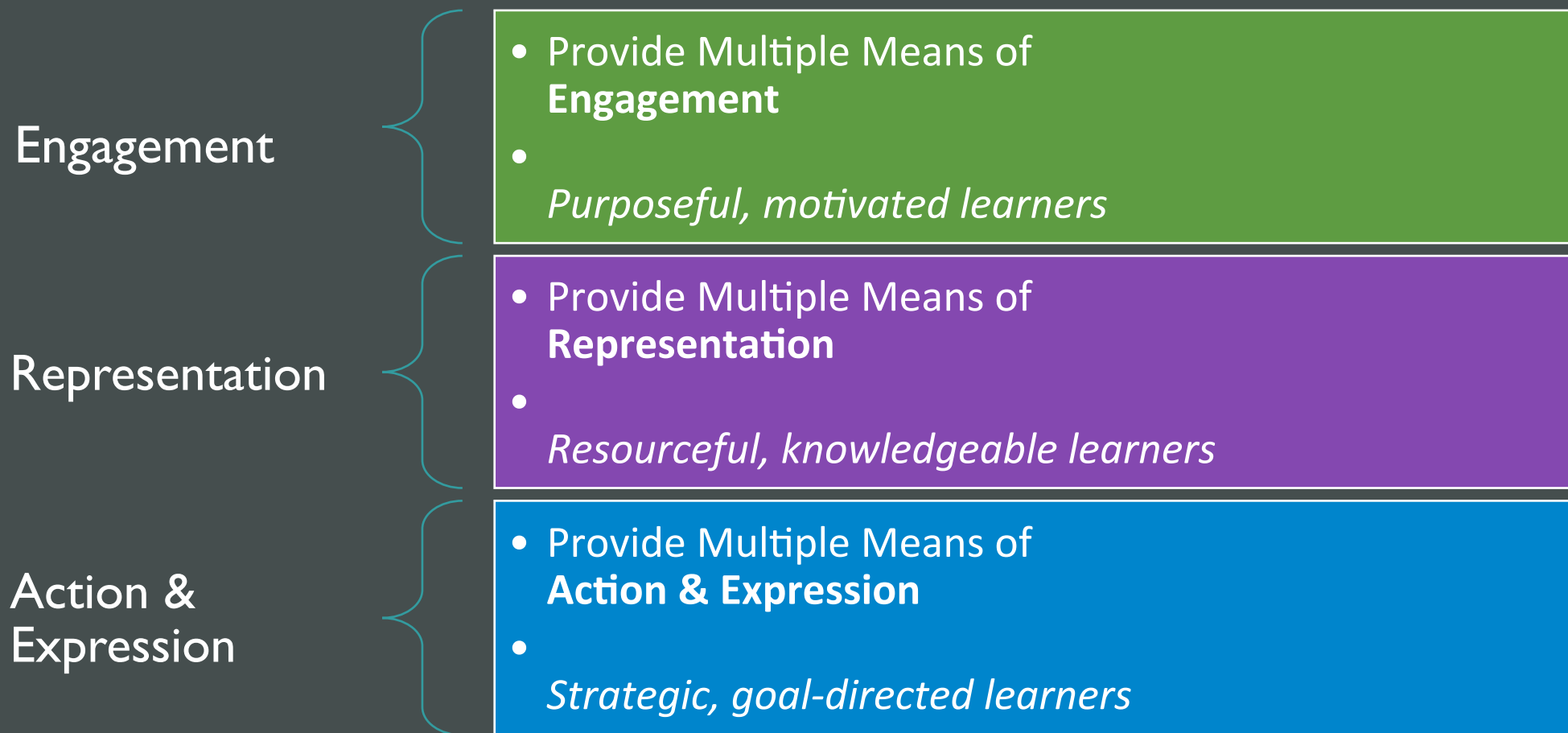


# UDL Implementation, fall 2016

COURSE 603-103-MQ -- THE LORD OF THE RINGS

INSTRUCTOR: REBECCA MILLION

# Universal Design for Learning Guidelines



# My Goals

- To begin a process of implementation of Universal Design in all my courses
- Through trial and error, to work towards a goal of systematizing those aspects of my course that can be converted/improved with UD for the long term
- By keeping a UDL Journal, to reflect upon my teaching practice, specifically the intersection of UDL with the following: use of creativity in the classroom, Critical Humanistic pedagogy, and Active Learning (see attached reflection paper)
- To become an advocate for UDL in my department and in the New School and the Dawson Active Learning Community
- To become part of a faculty learning community that can support and inspire continued evolution of UDL in all of my teaching practice



# Multiple Means of Engagement



## Converted all lecture notes into UDL–friendly PowerPoint Presentations

- Total of 19 new Presentations, limited to 7-10 slides each
- Graphic, easy to read
- Most slides have Illustrations or images
- Minimal use of “blocks” of text
- Different colours for different types of information (i.e., purple text for discussion questions, yellow text for quotations)
- Slides designed to engage students in thoughtful discussion, not simply deliver information

# Engagement & Representation: Clarity, Variety, Choice, Collaboration\*

- created documents such as “How to Read for this Class” and FAQ sheets for assignments
- Incorporated explanations of learning objectives in all assignments and activities, both orally and in written instructions
- used a variety of low- and higher- stakes assignments
- varied assignments and activities using creative and active learning strategies
- used music, video games, visual art and film to illustrate concepts and themes
- elicited feedback based on students’ reflections on what they’d learned
- fostered collaboration in group work and active learning in the classroom



*\* On this slide, I've combined what I've done to create multiple means of engagement and multiple means of representation, because they often overlapped, especially in the case of in-class activities.*

# Options for Perception and Comprehension

- provided all PowerPoint presentations on Lea in advance of classes where they were discussed
- provided all handouts and assignment sheets on Lea in Word documents, for ease of customization
- in process of providing audio for PowerPoint presentations
- encouraged use of audio formats of all texts, provided links where possible, encouraged students to share links to audio or video versions.
- provided opportunities for students to bring prior knowledge and experience into discussions of texts ... through discussion questions, in-class activities and short homework assignments, as well as major written assignments



# Multiple Means of Action and Expression



## Executive Function:

- Used scaffolding exercises to work on essay structure
- Offered one-on-one editing and tutoring on essay-writing
- Used what I saw in editing sessions to create checklists and FAQs for assignments
- Demonstrated examples of a variety of successful assignments and discussed why they worked (*showing multiple strategies for communication*)



# Multiple Means of Action & Expression: Options for expression and physical action

- Used a variety of written assignments including analytical essays and small creative works (letters, drawings, games) to explore ideas in the text and critical frameworks for understanding it (Hero's Journey, race and gender theory, etc.)
- In-class activities were often based on active learning pedagogy, using white boards, groups engaging with other groups' work, presenting findings to the class in a "go-round".
- Major, final assignment was a creative response to the text. Form was entirely of the student's choice, drawing on their interests and skills to demonstrate a link between the text and our world and experiences.
- Final assignments were presented in a showcase/party, where students were encouraged to walk around the class looking at presentations, play music, dress in costumes, play on the computer.





## Some final thoughts: What I've learned

*Apart from the practical learning about UDL itself and about neurodiversity in the classroom, there have been some surprising realizations through this process. Here are just a few:*

To truly implement UDL, one has to change the way one thinks about the classroom and about education in general. In order to make my course UDL, I had to remember to **listen** to students, to turn the classroom into a **conversation** between students and myself, and also among students.

Empathy and trust are boosted by the use of UDL in the classroom; by demonstrating concern for students' learning experience we open the door between the student and a deeper experience of what education can mean in their lives.

For the teaching of literature in particular, UDL can help us open up a new world to students who previously thought they hated reading, or they couldn't write. In addition to helping them to enjoy literature, UDL can also help students to realize that they enjoy learning.

