

# **Universal Design for Learning**

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An Opportunity for Radical Change

# UDL Guidelines

## Universal Design for Learning Guidelines



### Provide Multiple Means of Engagement

*Purposeful, motivated learners*

#### Provide options for self-regulation

- + Promote expectations and beliefs that optimize motivation
- + Facilitate personal coping skills and strategies
- + Develop self-assessment and reflection

#### Provide options for sustaining effort and persistence

- + Heighten salience of goals and objectives
- + Vary demands and resources to optimize challenge
- + Foster collaboration and community
- + Increase mastery-oriented feedback

#### Provide options for recruiting interest

- + Optimize individual choice and autonomy
- + Optimize relevance, value, and authenticity
- + Minimize threats and distractions



### Provide Multiple Means of Representation

*Resourceful, knowledgeable learners*

#### Provide options for comprehension

- + Activate or supply background knowledge
- + Highlight patterns, critical features, big ideas, and relationships
- + Guide information processing, visualization, and manipulation
- + Maximize transfer and generalization

#### Provide options for language, mathematical expressions, and symbols

- + Clarify vocabulary and symbols
- + Clarify syntax and structure
- + Support decoding of text, mathematical notation, and symbols
- + Promote understanding across languages
- + Illustrate through multiple media

#### Provide options for perception

- + Offer ways of customizing the display of information
- + Offer alternatives for auditory information
- + Offer alternatives for visual information



### Provide Multiple Means of Action & Expression

*Strategic, goal-directed learners*

#### Provide options for executive functions

- + Guide appropriate goal-setting
- + Support planning and strategy development
- + Enhance capacity for monitoring progress

#### Provide options for expression and communication

- + Use multiple media for communication
- + Use multiple tools for construction and composition
- + Build fluencies with graduated levels of support for practice and performance

#### Provide options for physical action

- + Vary the methods for response and navigation
- + Optimize access to tools and assistive technologies



# Universal Design for Learning Guidelines

## Engagement

- Provide Multiple Means of **Engagement**
- *Purposeful, motivated learners*

## Representation

- Provide Multiple Means of **Representation**
- *Resourceful, knowledgeable learners*

## Action & Expression

- Provide Multiple Means of **Action & Expression**
- *Strategic, goal-directed learners*

## Sub-categories chosen for Western Civilization

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- Clear **goals**
- Planning for **learner variability**
- **Flexible** methods and materials
- A **variety** of assessments
- Foster **community and collaboration**

# Target Group: Students in General Studies Western Civilization

- **Higher failure rate** than in the profile sections
- ~~**Higher drop out rate**~~
- Students face a **steep learning curve** in the first semester
- **New concepts, ideas and vocabulary** are not easily learned and retained
- **New options needed** to help students clarify new concepts and vocabulary
- **Isolation**-General Studies, don't know other students
- **Anxiety**
- **Decreased engagement**
- WC course is taken by all Social Science students, usually in the first semester, therefore, presents an excellent opportunity to **help students at the outset**



## Regular Teaching Goals

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- Help students understand the importance of history as a tool to engage with and analyze current issues
- Make links between past and present
- Understand the importance of history to their own lives
- Critical thinking
- Learn how to learn

# UDL Goals

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- Create a more **inclusive** UDL classroom: **variability** in learning
  - Foster **collaboration and community**. The classroom is a place for **conversation**
  - Help students to learn to engage in **debate and discussion** around historical and contemporary issues
  - Understand the impact of history on their own lives; increase self-awareness; empower identity---**Own your history!**
  - Help students define **their own goals** in the class to increase engagement.



# Implementation of UDL Goals

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- **UDL+ Active Learning Classroom (low-tech)**
- **Active Learning Classroom**-ideal setting
- Traditional classroom: 40 students looking at the teacher; teacher is the focus; performance
- UDL goal: Foster collaboration and community/ Engagement
- AL classroom: Student centred learning. There is a **CONVERSATION** amongst the students and the teacher is a part of that conversation. **Radical change.**



# Traditional Classroom

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# AL Classroom: a conversation





# More opportunity for diversity and variability



- Universal Design for Learning Theory and Practice. By Anne Meyer, David H. Rose, and David Gordon.
- With the learner at the center, the curriculum is now defined, or labeled, by how adequately it can support and accommodate the diversity and variability of learners. A "successful" or "rigorous" curriculum is one that provides genuine learning opportunities for all.



**Figure 6.3.** Curriculum is the interrelationship of instructional goals, assessments, materials, and methods. Illustration by Chris Vallo, © 2013 CAST, Inc.



**Figure 6.19.** Within the UDL framework, materials need to be varied and flexible. Illustration by Chris Vallo, © 2013 CAST, Inc.





## “We learn so much better”

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- Students' comments:
- *awesome*
- *all our classrooms should be like this*
- *I like coming to class*
- ***We learn so much better***

# Question? Why did you learn better?

## Answers:

- *We could talk to each other*
- *Share ideas*
- *There are two screens in the classroom*
- *There were different activities*
- *It was fun*
- *In-class discussion works better than studying at home*
- ***We can remember better***
- ***We can learn better***
- **Answer: UDL principals** of Multiple Means of Engagement, Representation, Action and Expression **can be applied and students “can learn better”**



# Multiple Means

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## Regular Classroom

1. Textbook
2. Homework on Textbook
3. Lectures using PowerPoint
4. Study Guides for Tests

## UDL Classroom

1. Textbook
2. Homework on Textbook
3. Lectures using PowerPoint
4. Study Guides for Tests
5. Diverse group activities
6. Diverse Materials
7. Diverse Assessments

# UDL and Assessments

- **Extra time is built in** to the test periods so that students do not need to use the Accessibility Centre for extra time.
- AL classrooms use **table dividers for tests** which allow students to work in their own space/zone.
- Some groups: allowed to use crib sheets-decreases anxiety
- **Group activities and reflections** become part of the assessment-15-20%
- Future ideas:
  - Make more use of group quizzes
  - Have students create test questions as an activity



## UDL changes to PowerPoint Presentations

- Incorporate quizzes or reflection assignments into the PP; group quizzes allow for group discussion; assign each group a question to review and put the answer on the white boards.
- Provide PP summary on Lea as some students find it difficult to listen and write at the same time
- Encourage groups to **share** notes. Give them time to share their class notes and fill in gaps together during the class. Learn **best note-taking practices** from each other.

**Group study and group sharing** is encouraged throughout the semester. **Fosters sense of community and collaboration.**

## Examples of UDL Activities

### Different learning activities for different learners

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- **Example 1: Informal and Homework Assignment Copybook** 15% of final grade
- Started with WID
- New UDL elements: **develop diverse activities** using the Homework Assignments and other in-class AL activities
- UDL goals: reduce anxiety, variety of assessments and learning activities

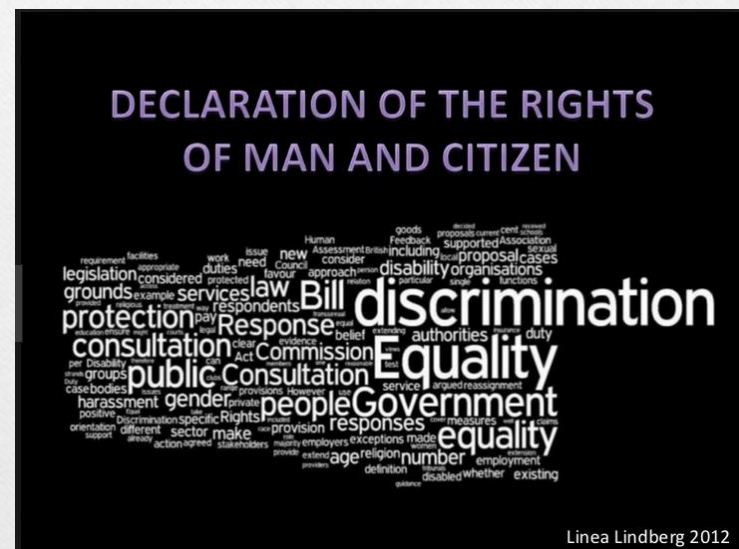


## Example 2: Textbook

- Pre-UDL: Students must answer Homework questions from Chapters in the text.
- **UDL changes:** In class, each group is assigned 2 or 3 answers to present to the class. The **students discuss together** and decide on a best answer for each question. Students **write the answers** on the white boards. Sometimes drawings can be added (Fun!) Students ( not the teacher) **present these answers orally** to the class. The whole class has an opportunity to correct the answers, ask questions and **ENGAGE**.
- **UDL Representation** : read textbook, write in Homework /Informal copybook, discuss, write on white boards, oral presentations
- **UDL Engagement:** Multiple activities around the text using **Multiple means of Action and Expression**
- **UDL Reduce Anxiety:** Students feel less anxious working in groups. The person who writes on the board or presents to the class is a volunteer.
- **UDL Student centered learning.** Not always necessary to lecture.

### Example 3: Activity on Declaration of Rights of Man and Citizen

- Students write a **reflection** in their Informal Assignment copybook on the rights they find **the most important to their own lives**.
- Students **share and discuss** this in the group
- Students also **discuss any violations of rights** they might have experienced or seen.
- Fosters: critical thinking, link between past and present
- **UDL**: Engagement, variety of learning opportunities





## Example 4: DALC Jigsaw activity-The French Revolution.

- Each group works together to answer the questions on one of the classes or estates
- Students switch tables and **teach each other**.
- Each group reports back to the whole class to review and correct.
- Discussion of the concepts of **class, revolution, historical transformation**.
- **Student centered learning.**  
Lectures not always necessary.

ESTATE/CLASS	GRIEVANCES	ACTIONS TAKEN	RESULTS, GAINS OR LOSSES
FIRST ESTATE			
CLERGY			
SECOND ESTATE			
NOBILITY			
THIRD ESTATE			
BOURGEOISIE			
THIRD ESTATE			
URBAN WORKERS			
THIRD ESTATE			
PEASANTRY			
THIRD ESTATE WOMEN			

## **Example 5: Assignment on “Impact of Migration and Historical Events on My Family.”**

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- **Goals:**
- Foster Community and Engagement
- Teach students that History is important to their own lives.



# Example : Presentation of Assignment Pre and Post-UDL: use Arial font and a clear format

D. Shea Western Civ: Essay Assignment Due October 17<sup>th</sup>

(Students in Women's/Gender Studies should see me to discuss the essay assignments)

For your essay assignment for this semester, you will become an historian with a special research topic- **"The Impact of Historical Events and Migration on my Family."** History has an impact on everyone in every generation and even on our own lives. You might be surprised what you discover about your family history.

The research method you will use in your assignment is "oral history." You may use the microphone on your cell phones, iPods etc. to record your interviews. You may also take notes and write as you conduct your interviews. You should keep the interview until the end of the semester as I might ask to hear the whole interview.

For this assignment, you should interview at least two family members-- parents, grandparents and/or other family members such as great aunts or uncles, or an aunt or uncle. You might want to interview everyone together at a family dinner, or interview them separately. There might be one relative who is interested in the family history. If so, that could be a valuable interview. You may choose to focus on either your mother's family history or your father's or both. It depends how the interviews go and who is available to interview. If you have family members in another country, you could Skype or email. You must interview **TWO** people to fulfil the requirements of the assignment. When your assignment is complete, you will be required to present the findings to the people you interviewed.

**Questions to ask:** Remember that you are trying to find out how historical events and migration have changed the course of your family history or had an impact on your family. **For example** (but you need not ask these particular questions), where was your family during the World Wars (or any other war of the 20<sup>th</sup> Century? How did the Depression impact your family? In Quebec, did the Oka Crisis or the FLQ Crisis have an impact on your family? Was your family influenced by world events such as the Vietnam War? How was life different for women of your mother's or grandmother's generation? For **migration**, you would ask about the major moves your family has

D. Shea Western Civ: Assignment Part 1-15%

Due March 20 (Section 16), March 21 (Section 15), March 22 (Section 14)

(Students in Women's/Gender Studies should see me to discuss the essay assignments)

- **TOPIC:**

- For your essay assignment for this semester, you will become an historian with a special research topic- **"The Impact of Historical Events and Migration on my Family."**
- History has an impact on everyone in every generation and even on our own lives. You might be surprised what you discover about your family history.

- The **RESEARCH METHOD** you will use in your assignment is **Oral History**.

- You may use the microphone on your cell phones, iPods etc. to record your **interviews**. You may also take notes and write as you conduct your interviews.
- You should **keep the interview** until the end of the semester as I might ask to hear the whole interview.

- **INSTRUCTIONS FOR INTERVIEWS:**

- For this assignment, you should interview at least **two family members**-- parents, grandparents and/or other family members such as great aunts or uncles, or an aunt or uncle. You might want to interview everyone together at a family dinner, or interview them separately. There might be one relative who is interested in the family history. If so, that could be a valuable interview.
- You may choose to focus on **either your mother's family history or your father's or both**. It depends how the interviews go and who is available to interview.
- If you have family members in another country, you could Skype or email.
- You must interview **TWO** people to fulfil the requirements of the assignment.

- **RESEARCH ETHICS:**

- When your assignment is complete, you should be willing to present the findings to the people you interviewed.
- **You need not discuss anything that you or your family members find too personal and want to keep private.**
- **Do not push your family member to discuss emotionally difficult topics—always be respectful.**
- Ask your family members if they prefer to be referred to by their **names** or their **relationship** to you, for example, Maternal Grandfather, Paternal Aunt etc.

- **QUESTIONS TO ASK:**

- Remember that you are trying to find out how historical events and migration have changed the course of your family history or had an impact on your family.

## UDL Goal: Foster Community and Engagement

**Example:** Assignment on Impact of Migration and Historical Events on My Family.

*“If you don’t know history, then you don’t know anything. You are a leaf that doesn’t know it is part of a tree”* Michael Crichton (both the logo and the quote came from students)

Follow the link to see the blog. <https://westcivdawson.wordpress.com/>

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- Students interview family members and write their stories of migration and the historical events that have had an impact on the family. Students share their stories in their groups in the AL classroom and also on the blog.



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- Future goals:
  - Use the blog to create assignments for Western Civilization
  - Apply UDL and AL to upper level courses including North South group

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- Thank you!
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  - 2017 Team: Michelle Smith, Cathy Roy, Jeffrey Gandell, Roch Ducharme and Maria Dikeakos



In the big picture....

UDL will help teachers, help students to becoming successful learners.

**Thank You!**