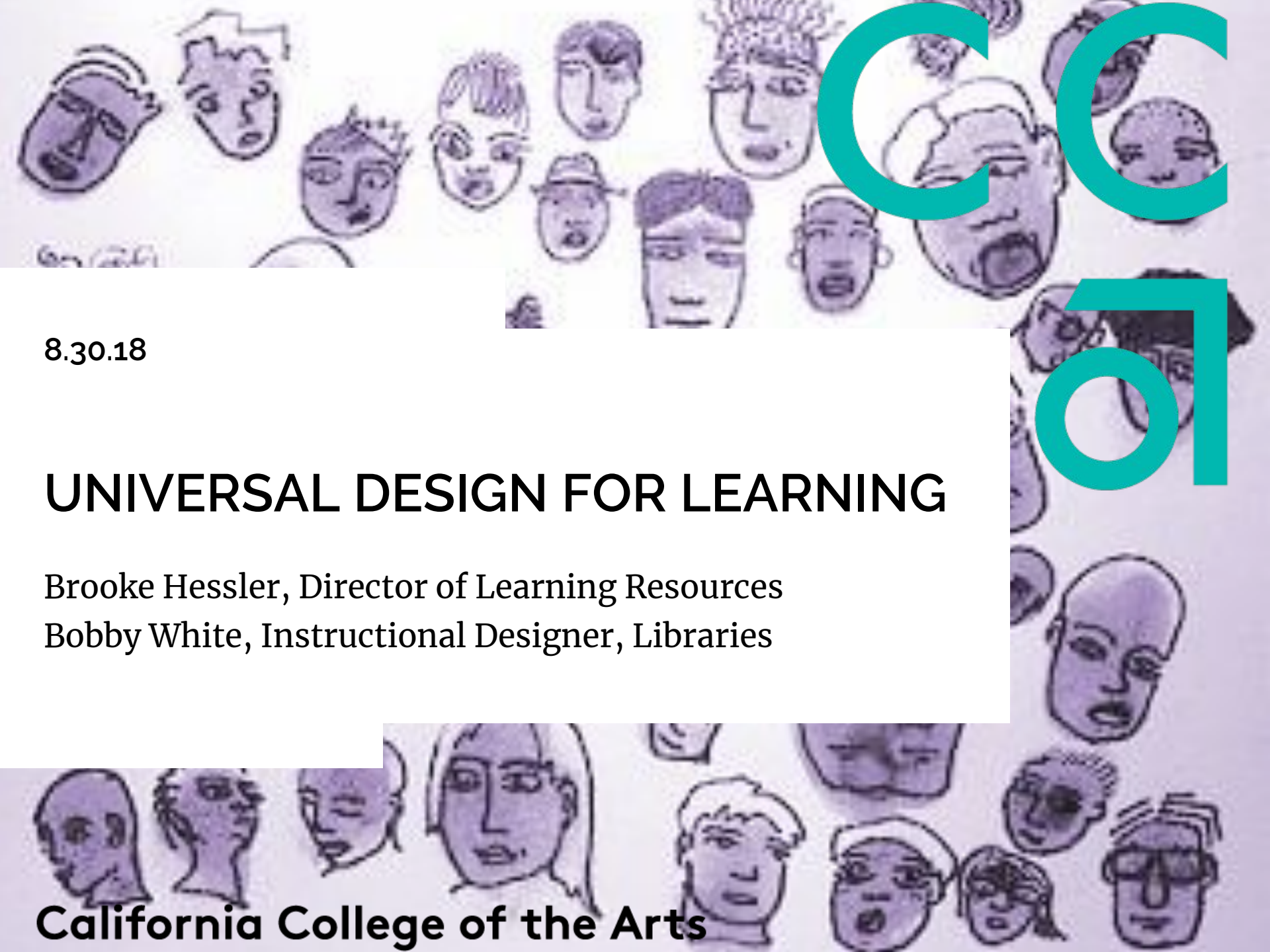


8.30.18

UNIVERSAL DESIGN FOR LEARNING

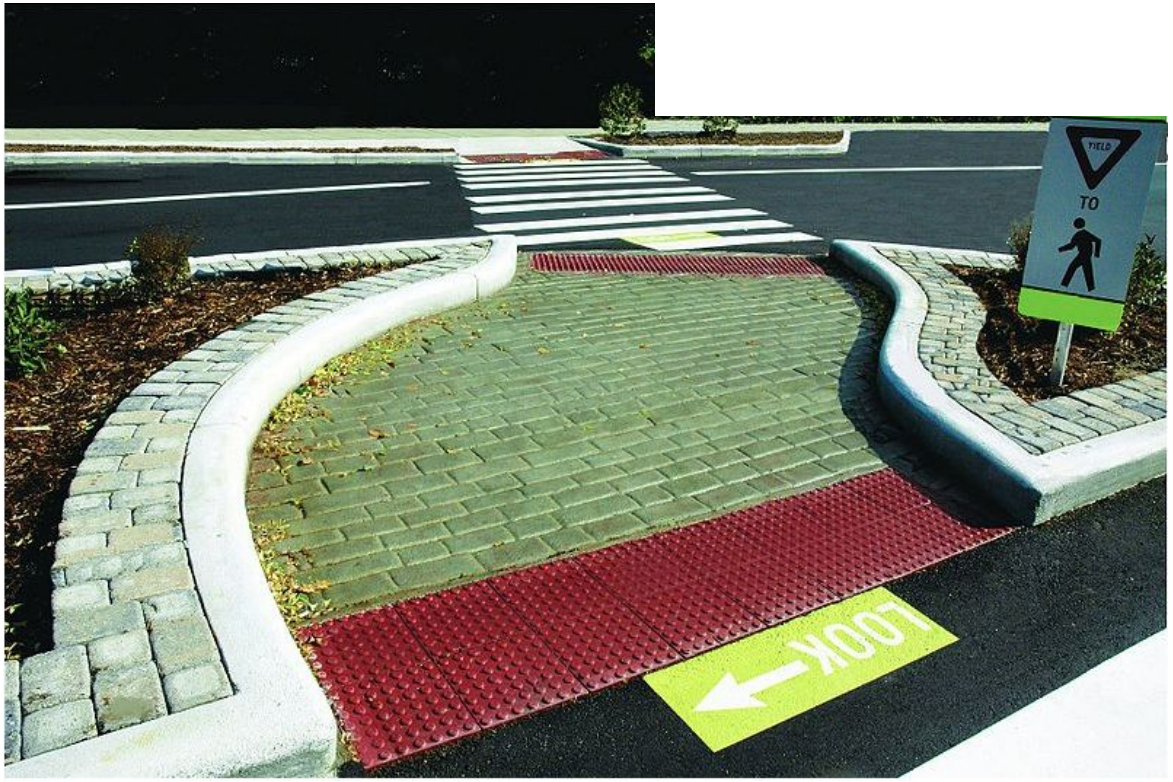
Brooke Hessler, Director of Learning Resources
Bobby White, Instructional Designer, Libraries

California College of the Arts

UDL in a Nutshell

UDL in a Nutshell

INSPIRED BY INCLUSIVE DESIGN MOVEMENT



Researchers at the Center for Applied Special Technology (CAST) pioneered UDL in 1984 as an educational design intervention.

MANY CAMPUSES ADOPT UDL BECAUSE

ACCESS IS A LEGAL OBLIGATION

http://udloncampus.cast.org/page/policy_legal

UDL in a Nutshell – Federal definition

HIGHER EDUCATION OPPORTUNITY ACT OF 2008

"UNIVERSAL DESIGN FOR LEARNING is a scientifically valid framework for guiding educational practice that

(A) provides flexibility in the ways information is presented, in the ways students respond or demonstrate knowledge and skills, and in the ways students are engaged; and

(B) reduces barriers in instruction, provides appropriate accommodations, supports, and challenges, and maintains high achievement expectations for all students, including students with disabilities **and students who are limited English proficient**."

UDL in a Nutshell – Federal definition

HIGHER EDUCATION OPPORTUNITY ACT OF 2008

YES! UDL is a great way to make your class more accessible to multilingual students

. . . AND multilingual students have as diverse learning needs as everyone else.

"UNIVERSAL DESIGN FOR LEARNING is a scientifically valid framework for guiding educational practice that

(A) provides flexibility in the ways information is presented, in the ways students respond or demonstrate knowledge and skills, and in the ways students are engaged; and

(B) reduces barriers in instruction, provides appropriate accommodations, supports, and challenges, and maintains high achievement expectations for all students, including students with disabilities **and students who are limited English proficient**."

Why UDL?

BECAUSE EVERYONE LEARNS DIFFERENTLY

Keeping UDL in mind makes your course more accessible for **all kinds of learners**--and helps you become a more versatile educator.

UDL reminds you to communicate your course content more clearly.

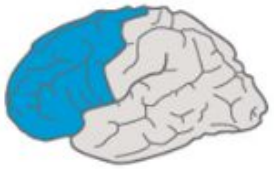
UDL methods give students more ways to demonstrate and communicate their knowledge & creative vision.

UDL in a Nutshell

3 PRINCIPLES

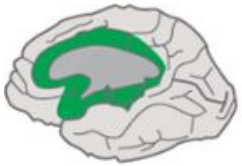
Recognition Networks

Provide **multiple means of representation** to give students various ways of acquiring, processing, and integrating information and knowledge.



Strategic Networks

Provide **multiple means of action and expression** to provide students with options for navigating and demonstrating learning.



Affective Networks

Provide **multiple means of engagement** to tap individual learners' interests, challenge them appropriately, and motivate them to learn.

UDL in Practice

MOST OF US ALREADY DO SOME OF THIS

Most CCA instructors already integrate visuals and other media into their courses.

Our aim is to help instructors take the next step:

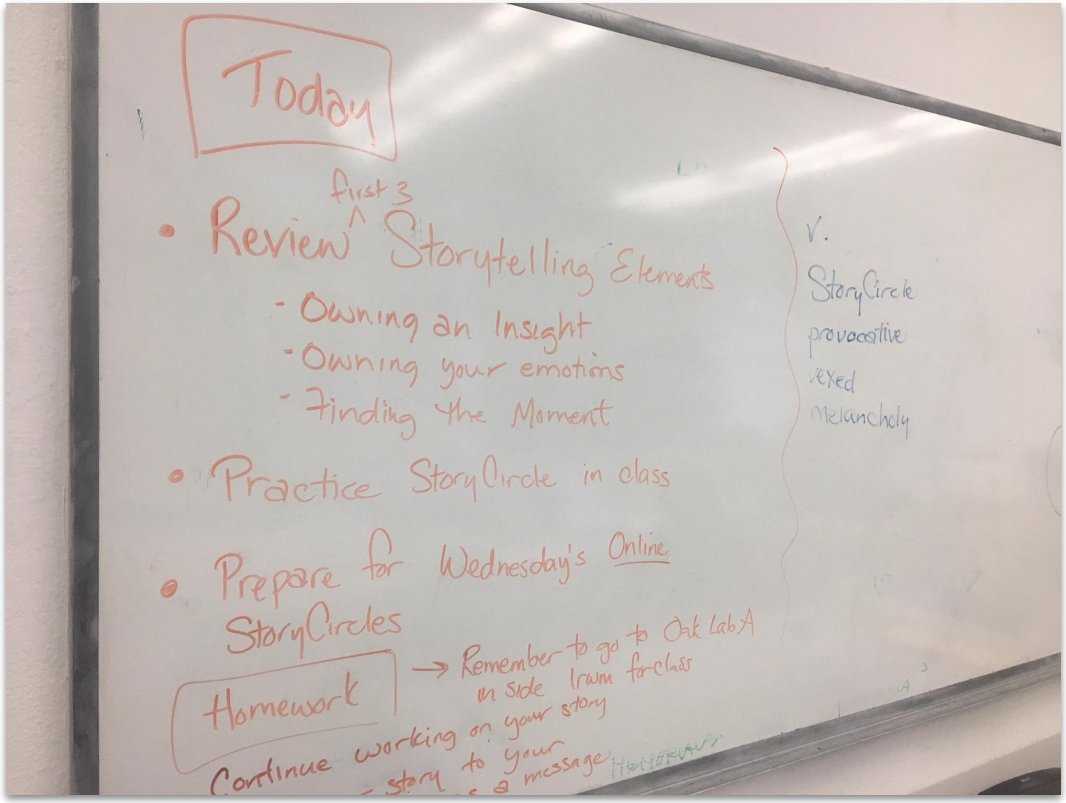
shifting from already-good teaching to UDL-informed teaching

that **intentionally** integrates the 3 key elements.

UDL in Practice

Assignment Snapshots

BEFORE / CLASS NOTES

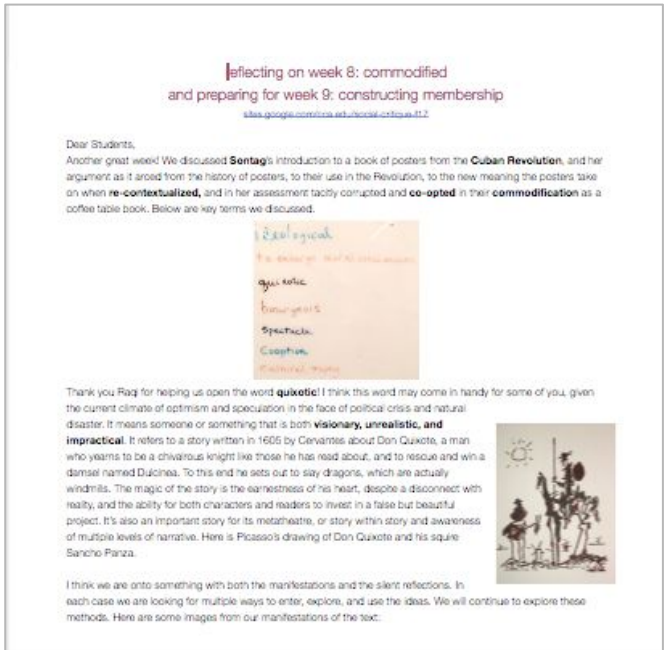


Assignment Snapshots

AFTER / CLASS DIGESTS

BY FACULTY

Fostering engagement, representing knowledge (Saraleah Fordyce, GD669)



eflecting on week 8: commodified
and preparing for week 9: constructing membership

Dear Students,
Another great week! We discussed **Sontag**'s introduction to a book of posters from the **Cuban Revolution**, and her argument as it arced from the history of posters, to their use in the Revolution, to the new meaning the posters take on when **re-contextualized,** and in her assessment tacitly corrupted and **co-opted** in their **commodification** as a coffee table book. Below are key terms we discussed.

Thank you Raqi for helping us open the word **quixotic**! I think this word may come in handy for some of you, given the current climate of optimism and speculation in the face of political crisis and natural disaster. It means someone or something that is both **visionary, unrealistic, and impractical**. It refers to a story written in 1605 by Cervantes about Don Quixote, a man who yearns to be a chivalrous knight like those he has read about, and to rescue and win a damsel named Dulcinea. To this end he sets out to slay dragons, which are actually windmills. The magic of the story is the earnestness of his heart, despite a disconnect with reality, and the ability for both characters and readers to invest in a false but beautiful project. It's also an important story for its metatheatre, or story within story and awareness of multiple levels of narrative. Here is Picasso's drawing of Don Quixote and his squire Sancho Panza.

I think we are onto something with both the manifestations and the silent reflections. In each case we are looking for multiple ways to enter, explore, and use the ideas. We will continue to explore these methods. Here are some images from our manifestations of the text:

Class Digest: 12 March 2018 (Monday)

THE MAIN THING WE DID TODAY:

We started this amazing Monday morning with a minute of mindfulness. :) later on we separate into groups and we had story sharing time it was a nice change from normal class we went to in small groups and we got to know our classmates even better. Some of them share their story with some of them share their letters and we give feedback by using questions like how did you feel by reading this out loud? Did you see something different while reading out loud that you did not see while you were making?

A CONNECTION BETWEEN OUR CLASS AND SOMETHING OUTSIDE OUR CLASS:

It is nice to tell our story or story that we have to share so other people can relate it can be a new connection you may have with new person also spark a memory to a person overall story can help you as the listener and you as a reader !

SOME VOCABULARY WORDS FROM TODAY

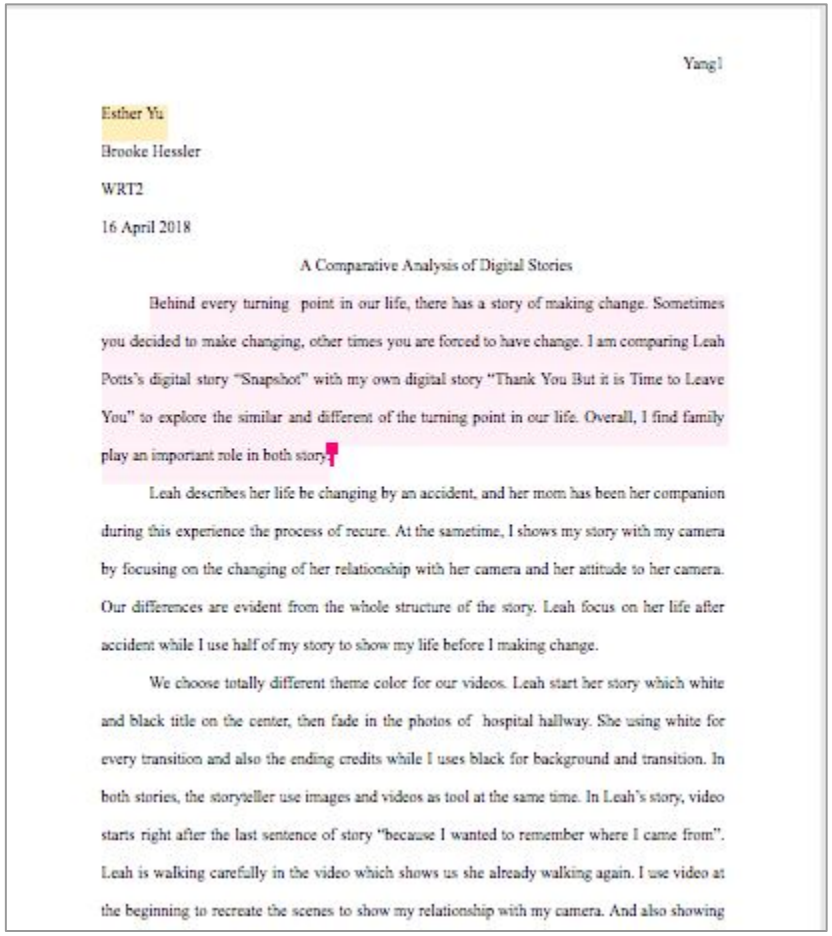
- Provocative: causing annoyance, anger, or another strong reaction, especially deliberately
- Vexed: (about a problem or issue) difficult and much debated; problematic.
- Melancholy: a feeling of pensive sadness, typically with no obvious cause

BY STUDENTS

Reinforcing engagement & demonstrating knowledge (Brooke Hessler, WRT2 EL)

Assignment Snapshots

BEFORE / VISUAL ANALYSIS ESSAY



Yang1

Esther Yu

Brooke Hessler

WRT2

16 April 2018

A Comparative Analysis of Digital Stories

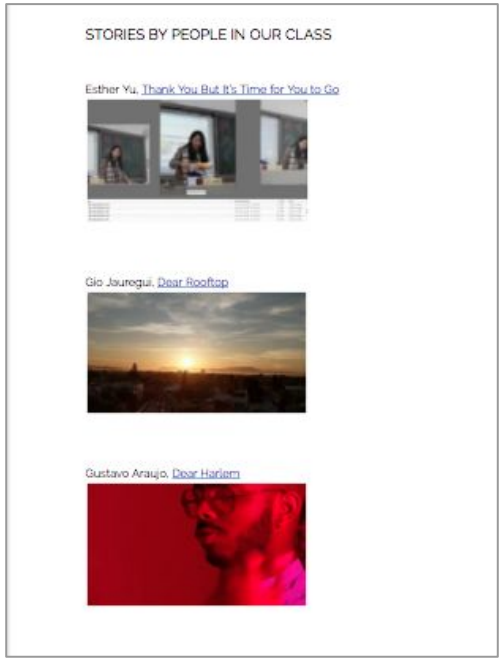
Behind every turning point in our life, there has a story of making change. Sometimes you decided to make changing, other times you are forced to have change. I am comparing Leah Potts's digital story "Snapshot" with my own digital story "Thank You But it is Time to Leave You" to explore the similar and different of the turning point in our life. Overall, I find family play an important role in both story.

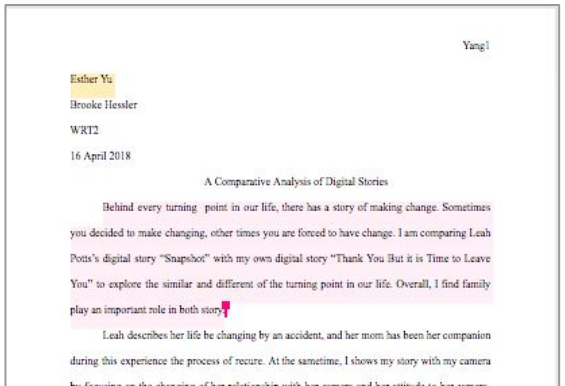
Leah describes her life be changing by an accident, and her mom has been her companion during this experience the process of recure. At the sametime, I shows my story with my camera by focusing on the changing of her relationship with her camera and her attitude to her camera. Our differences are evident from the whole structure of the story. Leah focus on her life after accident while I use half of my story to show my life before I making change.

We choose totally different theme color for our videos. Leah start her story which white and black title on the center, then fade in the photos of hospital hallway. She using white for every transition and also the ending credits while I uses black for background and transition. In both stories, the storyteller use images and videos as tool at the same time. In Leah's story, video starts right after the last sentence of story "because I wanted to remember where I came from". Leah is walking carefully in the video which shows us she already walking again. I use video at the beginning to recreate the scenes to show my relationship with my camera. And also showing

Assignment Snapshots

AFTER / DIGITAL STORYTELLING AS REFLECTION & ANALYSIS

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Leah describes her life be changing by an accident, and her mom has been her companion during this experience the process of recure. At the sametime, I shows my story with my camera

Students create digital memoirs then use them as sources for comparative analyses. (Brooke Hessler, WRT2 EL)

So is UDL just

"ADD ART-MAKING AND STIR"?

JUST ADDING ART ≠ UDL

Integrating art/making into an academic class is a wonderfully intuitive way to begin developing a UDL-informed assignment, especially at CCA.

It's something most instructors already do so well!.

The **next step** is to consider what teaching and learning goals can be furthered through that option, how it can become part of a **comprehensive** approach to designing multiple means of representation, demonstration, and engagement into the course--and how to **assess** its effectiveness in multiple ways as well!.

REPRESENTING INFORMATION

IN GENERAL, be explicit about the ways in which students can access content (e.g., textbook, slides, course website, videos), explaining where to find background information. and providing multiple examples in a variety of media.

UDL in Practice – the WHAT of learning

REPRESENTING INFORMATION

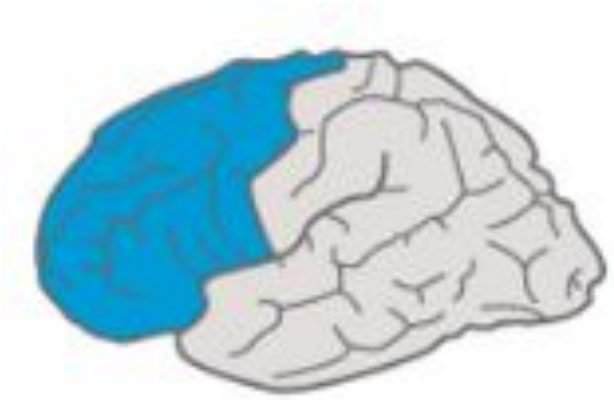
THINGS TO TRY

- Make an alt-text version of a text
- Break content into chunks
- Highlight patterns-relations in a text
- Caption a video
- Screencast a process

UDL in Practice – the HOW of learning

DEMONSTRATING KNOWLEDGE

IN GENERAL, use the syllabus to communicate regular routines, establish expectations, outline the timing and format of assessments, and offer resources for the management of information.



UDL in Practice – the HOW of learning

DEMONSTRATING KNOWLEDGE

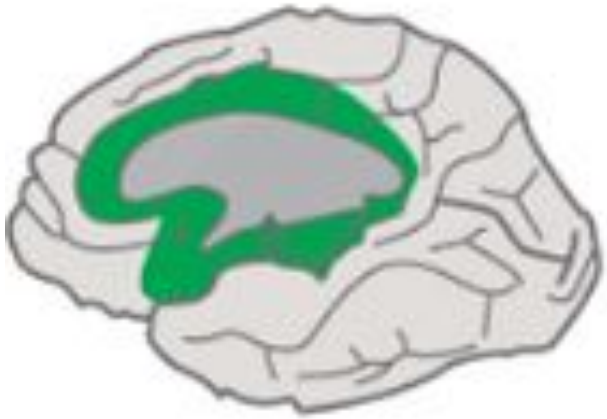
THINGS TO TRY

- Convert a lecture or paper into an audio or video
- Assign a video of a learning experience
- Curate a collection of student work
- Use a discussion board for critique
- Assign a weekly class historian to summarize class-time experiences

UDL in Practice – the WHY of learning

KEEPING STUDENTS ENGAGED

IN GENERAL, outline the learning goals and objectives, the relevance of the content, and any opportunities for choice within the course.

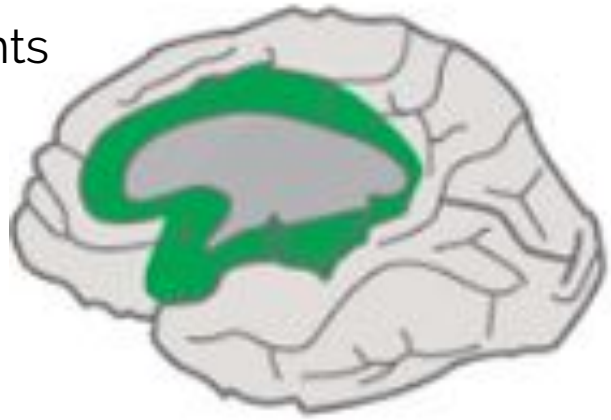


UDL in Practice – the WHY of learning

KEEPING STUDENTS ENGAGED

THINGS TO TRY

- Email a welcome message at the start of thematic units
- Offer no-penalty practice to encourage risk-taking
- Integrate personal experiences into analyses
- Assign ongoing self-assessments
- Share coping skills
- Incentivize collaboration
- Make a weekly class digest



Diving In: Part 1

Hands-on Demo

Getting Started

IF YOU COULD DO JUST ONE THING . . .

If you're eager for a quick game-changer here it is: **Make your PDFs accessible** by scanning them as OCR-ready. These word-searchable files . . .

Help all students--including multilingual learners:

_____ read more strategically & build vocabulary

_____ conduct research more strategically

_____ use text-to-speech apps

Make your PDFs more accessible

SCANNING

3 handy ways to scan or convert your documents so they are Optical Character Recognition (OCR) ready:

GREEN COPY

Take your loose pages, scan there, pay a setup & per-page fee

ADOBE SCAN

Mobile app that scans to OCR PDF

ADOBE ACROBAT PRO

Converts any image or PDF to OCR

Make your PDFs more accessible

SCANNING

Scan & OCR

MORE TIPS

CHECK YOUR LIGHTING

Always scan in bright, but indirect light

GET YOUR ADOBE CLOUD ACCESS

Contact HelpDesk@cca.edu

LAB COMPUTERS AT CCA

All lab computers at CCA have the Adobe Suite

Diving In: Part 2

UDL in Practice

PUTTING IT ALL TOGETHER

"LEVEL UP" THIS LEARNING EXPERIENCE:

You've decided to screen a 20-minute video in your class to accompany the day's lecture--a great way to begin diversifying the way information is represented. ***What else*** can you do to enrich the way this learning experience will provide . . .

_____ multiple means of **representation**

_____ multiple means of **action and expression**

_____ multiple means of **engagement**

Universal Design for Learning Guidelines

I. Provide Multiple Means of **Representation**

1: Provide options for perception

1.1 Offer ways of customizing the display of information

1.2 Offer alternatives for auditory information

1.3 Offer alternatives for visual information

2: Provide options for language, mathematical expressions, and symbols

2.1 Clarify vocabulary and symbols

2.2 Clarify syntax and structure

2.3 Support decoding of text, mathematical notation, and symbols

2.4 Promote understanding across languages

2.5 Illustrate through multiple media

3: Provide options for comprehension

3.1 Activate or supply background knowledge

3.2. Highlight patterns, critical features, big ideas, and relationships

3.3 Guide information processing, visualization, and manipulation

3.4 Maximize transfer and generalization

Resourceful, knowledgeable learners

II. Provide Multiple Means of **Action and Expression**

4: Provide options for physical action

4.1 Vary the methods for response and navigation

4.2 Optimize access to tools and assistive technologies

5: Provide options for expression and communication

5.1 Use multiple media for communication

5.2 Use multiple tools for construction and composition

5.3 Build fluencies with graduated levels of support for practice and performance

6: Provide options for executive functions

6.1 Guide appropriate goal-setting

6.2 Support planning and strategy development

6.3 Facilitate managing information and resources

6.4 Enhance capacity for monitoring progress

Strategic, goal-directed learners

III. Provide Multiple Means of **Engagement**

7: Provide options for recruiting interest

7.1 Optimize individual choice and autonomy

7.2 Optimize relevance, value, and authenticity

7.3 Minimize threats and distractions

8: Provide options for sustaining effort and persistence

8.1 Heighten salience of goals and objectives

8.2 Vary demands and resources to optimize challenge

8.3 Foster collaboration and community

8.4 Increase mastery-oriented feedback

9: Provide options for self-regulation

9.1 Promote expectations and beliefs that optimize motivation

9.2 Facilitate personal coping skills and strategies

9.3 Develop self-assessment and reflection

Purposeful, motivated learners

CAST

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APA Citation: CAST (2011). *Universal design for learning guidelines version 2.0.* Wakefield, MA: Author.

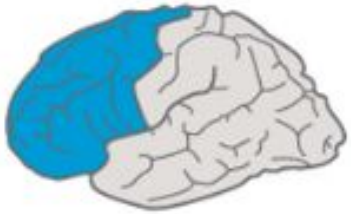
UDL in Practice

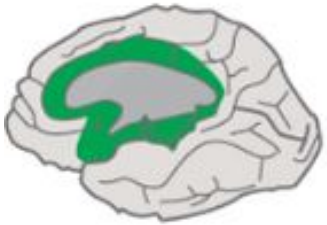
PUTTING IT ALL TOGETHER

THINK - PAIR - SHARE

What are some ways you are already incorporating these principles into your teaching?

What's one thing you could do to take it to the next level?





UDL@CCA

TODAY'S HANDOUTS

- Making PDFs more accessible
- Checklist of common elements for any course

Let's Chat!

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