

CAST | Until learning has no limits™

UDL Principle	Options to support UDL principle
<p>Options for Access, Representation, Comprehension</p>	<p>1. Enhance strategies for assessing and supporting background knowledge and skills upon entry to the program</p> <p>Do initial assessment of everyone’s background knowledge, experience and goals. This information can be used to: support peer-to-peer learning opportunities; provide resources and materials for students who express need/interest in accessing more background info on a particular topic; and allow students to prioritize what content they most want to learn and skills they most want to develop.</p> <p><i>Recommended Resource:</i></p> <p>The neurodevelopmental and related disabilities course begins with students’ Life Maps/Discipline Presentations. This work could be coupled with students reflecting on what content/skills they need to prioritize to continue advancing on a leadership track and what content/skills they already have. Students could be asked to identify where they believe they can serve as peer-teachers to others. The faculty members can use this background knowledge gathering for a variety of purposes including peer-learning groupings, knowing what topics/skills are priorities for what students, and assessing skill/knowledge deficits.</p> <p>2. Develop a Universally Designed syllabus and post to LMS</p> <p>Create a digital accessible syllabus that students can access through Brightspace and that is informed by principles of UDL.</p> <p>The syllabus should be well-organized and provide easy access to course materials for each unit and class session, including:</p> <ul style="list-style-type: none"> ○ Topic, subtopics, learning goals, class outline ○ Summary of key points (preferably in both text and graphic form) and connection to bigger picture/other units (see student note taking idea under recommendation 5 as these “notes” could be linked to the syllabus throughout the course)

- Include both required and optional readings (“light” vs. “heavy”)
- Links to related multimodal representations of content and topics (articles, blogs, videos, podcasts, etc.)
- Access to class presentation material (PowerPoints, handouts, etc.)

Recommended Resources:

Georgia State Tech Support for LMS: <http://cii.gsu.edu/teaching-support/learning-management-system-support/>

Also see accessible UDL syllabus document that we have created for you.

3. Provide options around how students can learn course content

Offer alternate multimodal ways to learn content via reading, video, radio, podcast, blog, article, etc.

When a single medium is used (e.g., print) ensure that this information can be accessed in an alternate format such as text-to-speech (TTS) and that there are accessible digital versions in addition to hard copy printed text (e.g., EPUB3) or audio books

Recommended Resources:

Georgia STATE resources include the Center for Instructional Innovation which supports the creation of etext and other digital materials <http://cii.gsu.edu/teaching-support/content-and-etext/>

UDL on Campus Media and Materials

Section http://udloncampus.cast.org/page/media_landing#.VmhiRspHHO8

CollegeSTAR UDL Initiative in the North Carolina State University system tutorial on using Read and Write Gold in University courses <https://www.collegestar.org/modules/rwg/introduction>

Accessing TTS:

Safari or Google chrome: Edit>Speech>start speaking

MAC Directions to access TTS directly from the system on a Mac- <http://support.apple.com/kb/PH14230>

Firefox has an extension you can add PC – Directions to download Natural Reader which will read text on the PC - <http://www.naturalreaders.com/>

4. Accessibility and UDL best practices for presenting content during class sessions (e.g., accessible

PowerPoints)

Provide all lecturers, including guest presenters, with a list of five key accessibility practices to use in their PowerPoint design. To simplify this you could provide a template PowerPoint for presenters that has the accessibility tips and models of these accessibility best practices. To support executive functioning you could also ask guest presenters to follow a standard outline for their talk (e.g., introduce three big ideas, idea 1, idea 2, idea 3, connection to Georgia LEND, summary) and build this into the template.

Make the PowerPoint presentation available to students online prior to class through Brightspace or google slides and tinyurl <http://tinyurl.com/>

Illustrate concepts in lecture slides and other materials using multiple media and ensure every form of media has alternative formats (e.g., long descriptions for visual representations of information)

Recommended Resources:

WebAIM accessible PowerPoints <http://webaim.org/techniques/powerpoint/>

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5. Support all students comprehension of course materials and concepts

Use plain language where possible. Plain language (also called Plain English) is communication your audience can understand the first time they read or hear it (plainlanguage.gov).

Create clear headings using plain language guidance.

Discipline specific terms will also be important and therefore when plain language cannot be used, create a glossary of terms, preferably with multimedia capabilities (i.e., capacity to show a picture of the term in addition to a written description). Students can help to build this glossary up over time and faculty can play a quality assurance role.

Have weekly note takers for lectures with each trainee serving as a note taker a few times during the semester. Note takers can post their notes and a summary of the lecture including big ideas, connection to learning goals, and to prior course topics to Bright Space within the accessible syllabus or another designated area so students can benefit from others' representations of the course content. Students in the note taking role will have an extra opportunity to check their comprehension of the course topic.

	<p>Recommended Resources:</p> <p>Plain language writing tips: http://www.plainlanguage.gov/howto/wordsuggestions/simpleworksbest.cfm</p> <ul style="list-style-type: none"> • Plain language in communication: http://www.plainlanguage.gov/howto/guidelines/verbal.cfm • Plain language headings: http://www.plainlanguage.gov/howto/guidelines/headings.cfm <p>Model glossary from the National Center on Universal Design for Learning: http://www.udlcenter.org/glossaries/glossary_eng</p> <p>6. Transparency/information around why you would use UDL in the course and the purpose of UDL</p> <p>Given that the focus of the program is leadership in disability and that students will need to interact frequently with individuals with disabilities throughout their lifespan, students could benefit from building skills in how to use UDL in their own work. By making the use of UDL explicit to students and involving them in helping to make the course more UDL, the GeorgiaLEND program will be building students skills in UDL which could give them an advantage in how effectively they communicate with the individuals they serve.</p>
<p>Options for Action & Expression</p>	<p>7. Clarifying learning goals for the faculty members and students</p> <p>At the beginning of the course through the syllabus and at the start of each class session make clear the specific goals, expectations, and outcomes. As a faculty member it is important to check that the outcome is measurable and that students understand what is expected of them and what is being measured.</p> <p>Where possible separate the means for achieving a learning goal from the goal itself. For example, if the goal is to demonstrate understanding of a concept, offer more than writing as the means to do so. It is often helpful to articulate the goal and then consider options around how students can accomplish the goal.</p> <p>Allow for initial reflection on and articulation of individual students' goals and expectations for themselves within the program (see recommendation 1)</p> <p>In students' work to develop, implement, and evaluate individualized leadership development plans, could they have access to one another's backgrounds and see others' ongoing leadership development plans and could you preserve models of individualized leadership plans from prior years. Self-efficacy and motivation develop when learners can see that there are multiple pathways to a goal and that people with different characteristics can get to a goal (Bandura, 1977, Ford, 1992).</p>

Recommended Resources:

Top 10 UDL Tips for Writing Learning Goals: http://castprofessionallearning.org/wp-content/uploads/2015/09/CAST-Professional-Learning-udl_top_10_learning_goals.pdf

UDL on Campus Learning Goals Resource: http://udloncampus.cast.org/page/planning_goal#.VmhhkK8pHHO8

UDL Syllabus that we have created for you has examples of goals

8. Provide supports and scaffolds for specific course activities such as writing assignments

Provide options for how students can complete projects and assignments. For example students might be allowed to submit assignments in writing, as video narratives, PowerPoint documents etc.,)

Consider whether the eportfolio available in Brightspace allows for more ways to express understanding than just typing and if so see if this tool could be used for journaling.

Provide writing supports such as templates, rubrics, sentence starters, model assignments from previous year students, and peer review). Provide access to these supports on the LMS and show students how to use them.

Recommended Resources:

Parallels between UDL and GPS: http://www.udlcenter.org/resource_library/articles/gps

Inspiration software: For visual mapping, outlining, writing and making presentations
http://www.inspiration.com/sites/default/files/InspWNewDataSheet_US_Corp.pdf

Feature list and model uses of the Brightspace eportfolio: <http://www.brightspace.com/products/eportfolio/>

9. Provide supports and scaffolds for specific course activities such as conducting research

Scaffolding and models for activities that involve researching, finding information.

Offer multimodal options for researching and accessing information (news articles, social media, videos, photos, radio, podcasts, television, etc.). Here is an opportunity to meaningfully pair students to compare/evaluate sources of information and maybe make the importance of UDL explicit as even those who have strong research skills will need to have the individuals they work with understand research and information that pertains to

	<p>them.</p> <p>Recommended Resources:</p> <p>There is a need both to provide more on ramps to the research that exists (i.e., how do all students access academic literature) and for students to express what they have learned in examining the research (see recommendation 8).</p> <p>Consider using the eportfolio as a place to document what one has learned in examining the research.</p> <p>Show students how they can use text-to-speech when reading research articles and consider using Read and Write Gold as it is a very helpful tool for students engaged in research.</p> <p>10. Conducting ongoing assessment of progress towards learning goals and/or ongoing reflection of what is being learned (i.e., providing students with options around how progress is assessed)</p> <p>Provide opportunities for planning, progress monitoring and feedback. A well-designed syllabus that details weekly expectations can help students self-monitor.</p> <p>The use of rubrics and models can also help students monitor their own progress towards goals.</p> <p>If there is more use of the LMS, you can use it to monitor what aspects of the LMS students are visiting and therefore see if they may need help accessing course resources.</p> <p>Recommended Resources:</p> <p>UDLonCampus UDL and Assessment Resource: http://udloncampus.cast.org/page/assessment_udl#.VngZBspHHO8</p> <p>UDL on Campus Using LMS Data to Inform Course Design Resource: http://udloncampus.cast.org/page/assessment_data#.VngZI8pHHO8</p>
<p>Options for Engagement</p>	<p>11. Options around how students should prioritize time spent on readings/resources based on their disciplinary background and interest</p> <p>Optimize individual choice and autonomy by offering both required and optional readings (for those interested in going more or less deep) and providing alternate multimodal ways to learn content via reading, video, radio,</p>

podcast, blog, article, etc.

12. Add choice to peer-to-peer learning to ensure everyone can participate in discussions or group work

Provide opportunities for small group and pair work and consider using the Life Maps/Discipline Presentations to find ideal groupings of students.

Engage students in making the course more universally designed by having them contribute notes for guest lectures a few time per semester, review one another’s work, and using different approaches to sharing what they are learning.

Provide students with different options for how to contribute to group work and class discussions such as having a backchannel during class discussions where students can put in questions and insights. Having both small and large group discussions in class and consider having some discussions take place online or using collaborative tools such as google drive rather than face-to-face.

Recommended Resources:

UDL On Campus social learning page: http://udloncampus.cast.org/page/teach_social#.Vngi28pHHO8

Social Learning Leadership guide <http://wenger-trayner.com/resources/leadership-groups-for-social-learning/>

You are also welcome to connect with us about the work we are doing around stereotype threat and social learning in both K-12 and postsecondary for recommendation 12 and 13 (happy to have a conversation about this).

13. Find ways to minimize threats by offering options for how to complete assignments that might be threatening for some students.

Provide multiple entry points for participating in class activities and discussions (see recommendation 12)

Provide some choice for how students can participate in the introducing yourself to a speaker assignment given that some students might be shy or reluctant to introduce themselves to a speaker at a conference, however the goal of engaging with speakers in the field is important for leadership in disability. Students could be given the option to plan questions ahead, attend a speaker’s session and then follow up with an email rather than in person at the conference, or ask a mentor or someone else they know to provide an introduction.