Universal Design of Instruction

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Disability Awareness (Part 1)

For this test, you are asked to look at **3** different slides

For the first slide, please read the words you see out loud as ***FAST*** as you can

Green Blue Orange Yellow

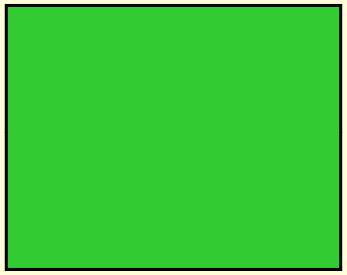
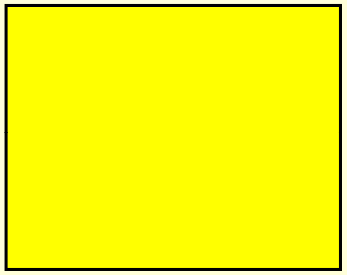
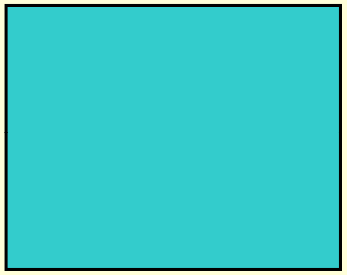
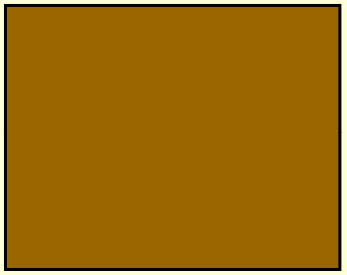
Brown Red Black Purple

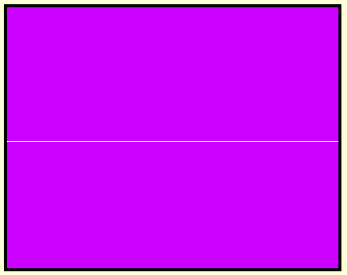
Black Yellow Blue Brown

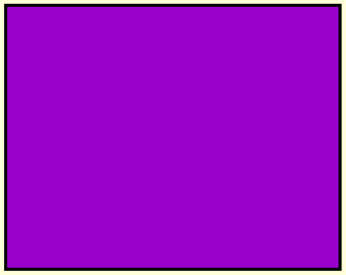
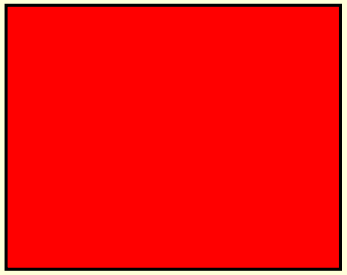
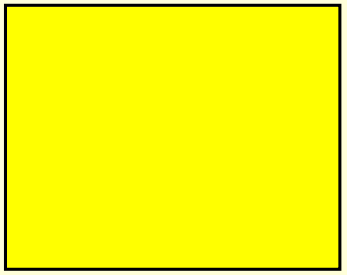
Red Green Purple Orange

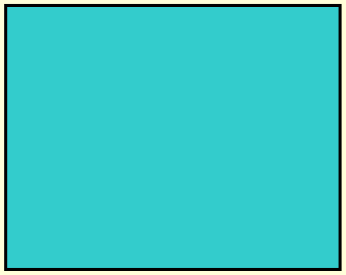
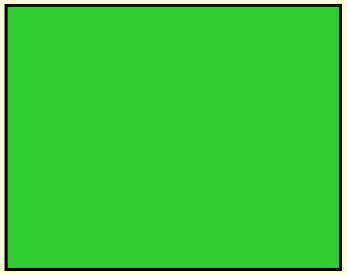
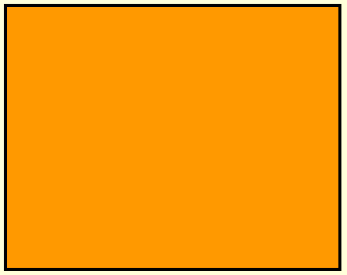
Disability Awareness (Part 2)

For the next slide, please say the color of the blocks out loud as ***FAST*** as you can



Disability Awareness (Part 3)

Now, please say the **color** of the **word** (not the word itself) as ***FAST*** as you can

Green Blue Orange Yellow

Brown Red Black Purple

Black Yellow Blue Brown

Red Green Purple Orange

Disability Awareness (Final Thoughts)

Which slide was the hardest to perform?

What made that slide so challenging?

How did you feel when you started having difficulty?

Definition of Universal Design

Universal Design is the design of products and environments to be usable by all people, to the greatest extent possible, without the need for adaptation or specialized design.

The Center for Universal Design, NC State University

Accommodations vs. Universal Design

- Accommodations
  - Use the medical model approach
  - Adversarial by nature
  - Overly reliant on “expert” opinions
  - Creates divisions between teachers and students
- Universal Design
  - Starts with the idea of making classes as inclusive as possible for all students

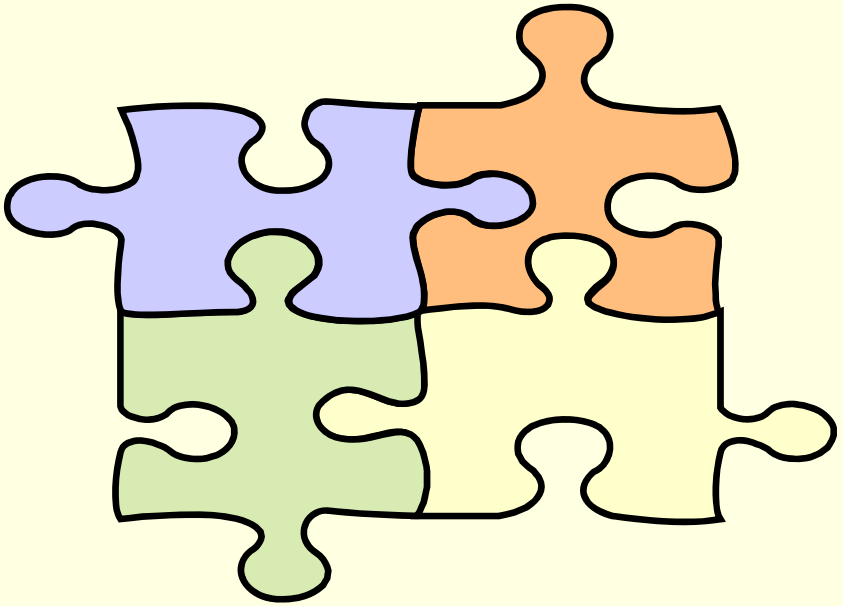
Universal Design of Instruction

- Multiple means of representation
- Multiple means of expression
- Multiple means of engagement

Points to Consider

- Physical spaces
- Type of information used
  - Print, web-based, multimedia, lecture
- Assignment formats
  - Group work, papers, presentations, multimedia
- Testing
  - Timed tests, open note/open book

Components of Universal Design

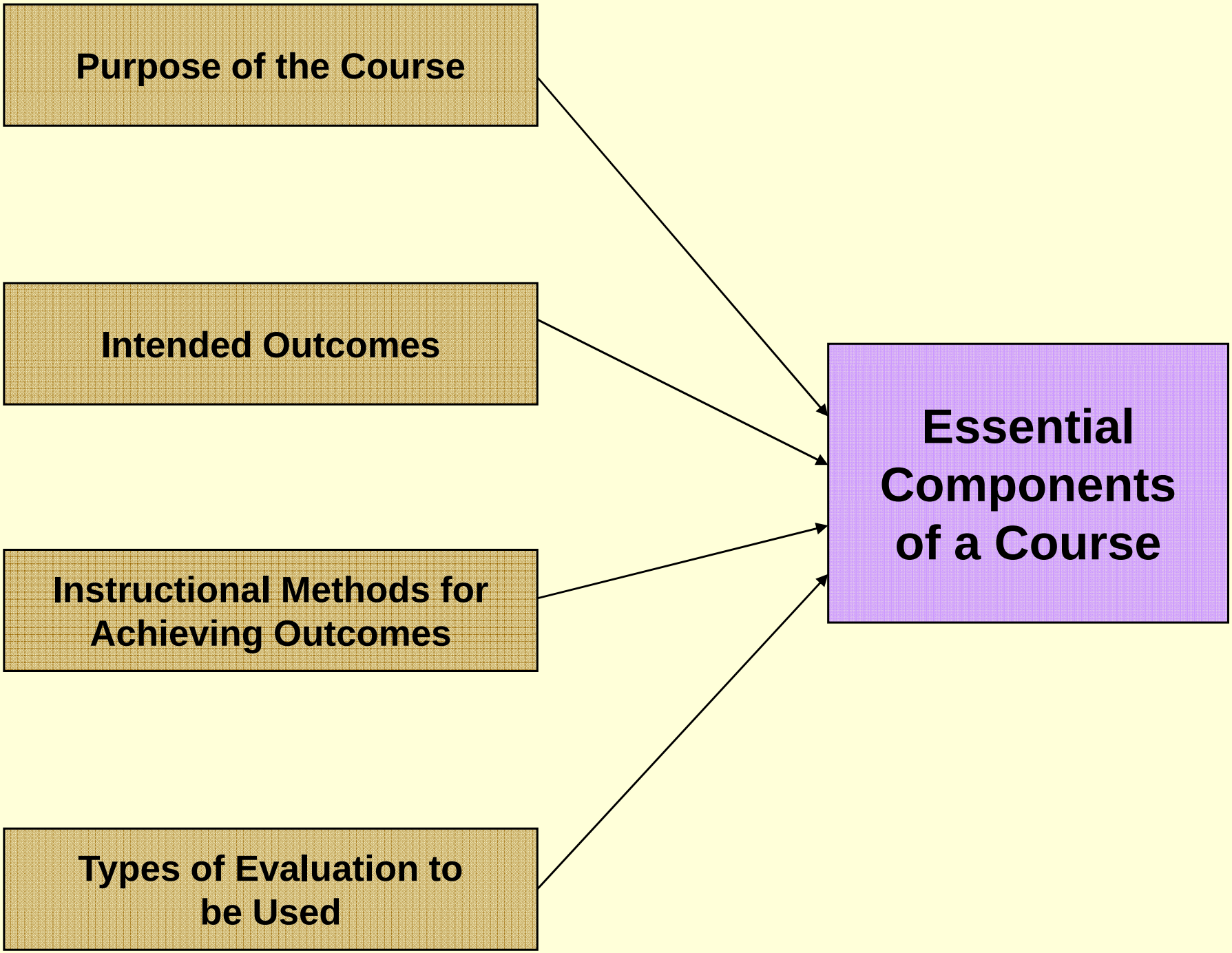


Create a Welcoming Classroom

- Syllabus should clearly delineate course objectives and policies
- Faculty models positive regard for diversity
- Learn student names
- Small group work

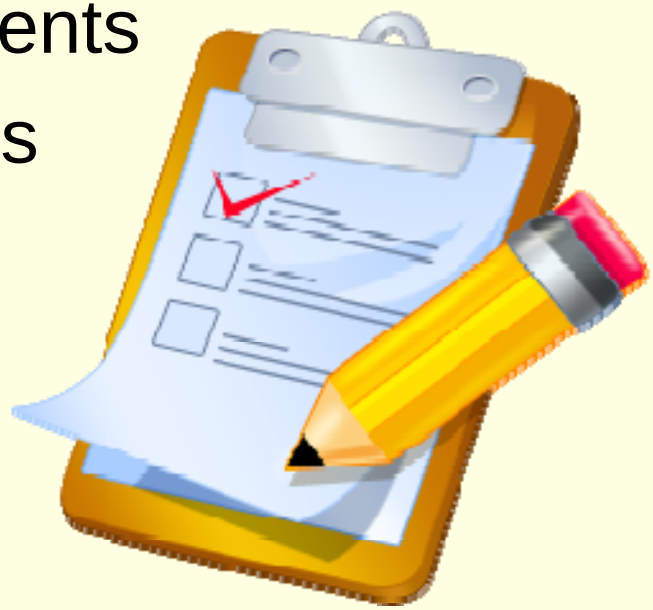
Determine Essential Components of the Course

- Knowledge
- Comprehension
- Application
- Analysis
- Synthesis
- Assessment


Purpose of the Course
Intended Outcomes
Instructional Methods for Achieving Outcomes
Types of Evaluation to be Used
Essential Components of a Course

Communicate Clear Expectations

- Written expectations provided on syllabus
- Reinforced through various forms of communication between faculty and students
  - E-mail
  - Grading rubrics for assignments
  - Assignment summary sheets
  - Class discussions
  - Lecture



Provide Constructive Feedback

- Feedback is more than just a grade
- Make grades a learning opportunity for students
  - Example: provide an answer key when returning tests that lists both the correct answer and where in the text or lecture handouts it can be found.
  - Benefits both faculty and students

Use Natural Supports

- Technology
  - Web pages, chat rooms, blogs, podcasts, etc.
- Assistive Technology
  - Listening devices, screen readers, etc.
- Low-tech
  - Study guides, student-to-student interactions, peer mentoring, cooperative learning, etc.

Use Natural Supports

"There is a new culture of students emerging. Students spend a lot of time in chat rooms. One student wrote about how he felt very safe there. He had problems interacting with students. I think that is why he could break through in his writing. He was never able to do that in class or group work."

(Izzo, Murray, & Novak, 2008)

Use a Variety of Instructional Methods

- Students are diverse
  - Learning styles
  - Abilities
  - Previous experience
  - Background knowledge

Use a Variety of Instructional Methods

- A recent survey indicated that 84% of instructors use the lecture method always or frequently.
  - Minimal feedback from students.
  - Challenge to students who are not auditory learners or are poor note takers.

(Izzo, Murray, & Novak, 2008)

Use a Variety of Instructional Methods

"I vary my technique. Sometimes we talk and then write. Sometimes we just talk. Sometimes I have them draw the poem. I try to get people to be able to show their skills in different ways."

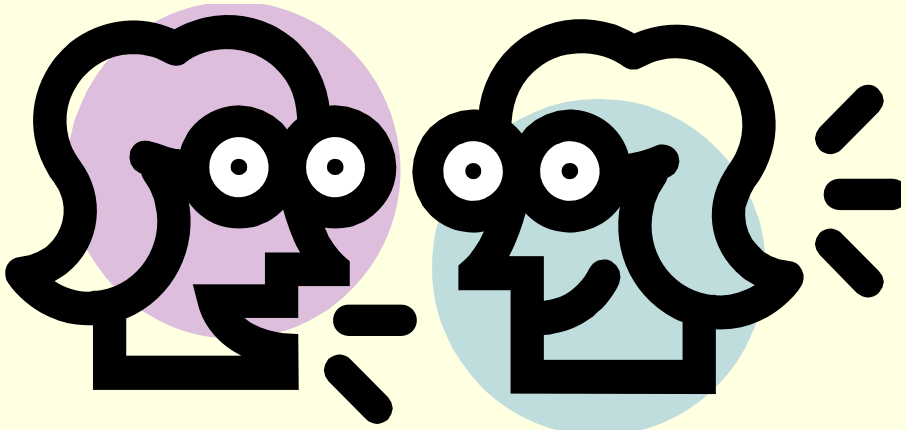
(Izzo, Murray, & Novak, 2008)

Create Multiple Ways for Students to Demonstrate Their Knowledge

- Exams
- Papers
- Journaling
- Oral presentations
- Small group work
- Community service
- Study guides
- Self-assessments
- Multimedia projects

Promote Interaction Between Faculty and Students

- Learn the names of students
- Encourage office visits
- Personalize feedback on assignments
- Guide class discussions rather than lecturing



Contact Information

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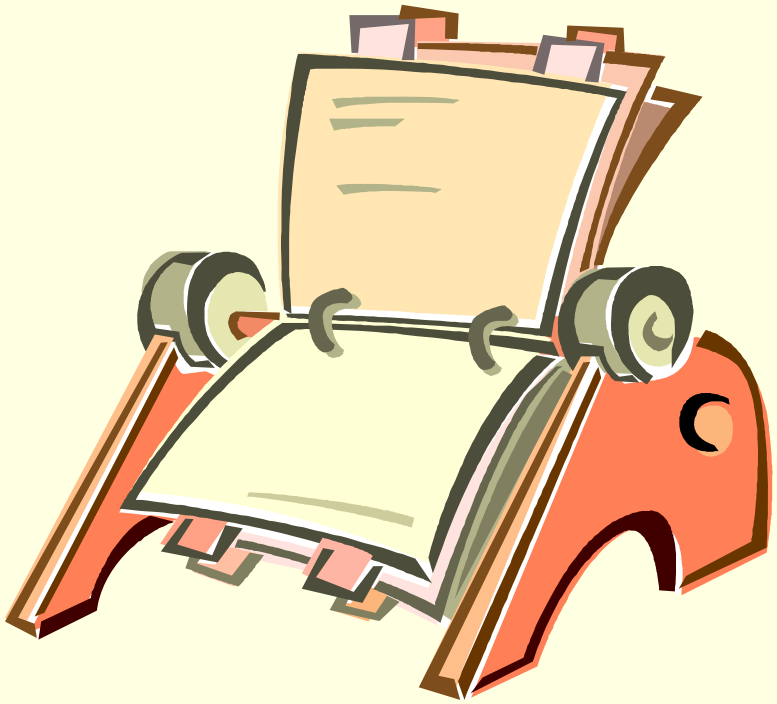
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