Equal Access: Universal Design of Instruction

A checklist for inclusive teaching

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A checklist for inclusive teaching

Definition

Universal Design of Instruction (UDI): instruction design for potential students who have broad ranges with respect to ability, disability, age, reading level, learning style, native language, race, and ethnicity.

UDI Goal

To maximize the learning of students with a wide range of characteristics by applying UD principles to all aspects of instruction:

- Class climate
- Interaction
- Physical environments and products,
- Delivery methods
- Information resources and technology
- Feedback
- Assessment

UDI Process

"UD is a goal that puts high values on diversity, equality, and inclusiveness. It is also a process."(DO-IT website)

Instructors *should first consider* the "potential variation in individual *skills*, *learning styles and preferences*, *age*, *gender*, *sexual orientation*, *culture*, *abilities* and *disabilities* as they select appropriate content and strategies for delivery of instruction and then apply universal design to all course activities and resources".

UDI Process

STEPS

1) Identify the course (objectives, content)
2) Define the universe. Describe the student population...
3) Involve students
4) Adopt instructional strategies
5) Apply instructional strategies
6) Plan for accommodations
7) Evaluate

Step 1: Identify the course and 2: Define the universe

Define ***course learning objectives*** and overall ***content*** as well as the ***student population***. Consider this population's potential diverse characteristics with respect to:

- Age
- Gender
- Ethnicity
- Race
- Native language
- Learning style
- Abilities to see, hear, manipulate, read and communicate

Step 3: Involve students

Consider perspectives of students identified in Step 2 in course development.

Step 4: Adopt instructional strategies

In order to ensure full inclusion of all students:
- Create instructional strategies and
- Integrate them with UD

Step 5: Apply instructional strategies

In order to maximize the learning of students with the wide variety of characteristics (*see step 2*)

A. Apply (UD integrated) instructional strategies to:	B. Apply UD to all:
Choice of teaching methods	Lectures
Curricula	Class discussions
Assessments	Group work
	Handouts
	Web based content
	Labs
	Fieldwork
	Assessment instruments
	Other academic activities and materials

Step 6: Plan for accommodations

Learn school procedures for addressing accommodation requests. *Include the information in the syllabus.*

Step 7: Evaluate

a. Monitor the effectiveness of instruction through observation and feedback from students with the diverse set of characteristics identified in Step 2,
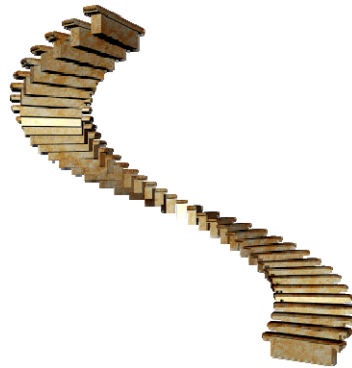b. assess learning, and
c. modify the course as appropriate.
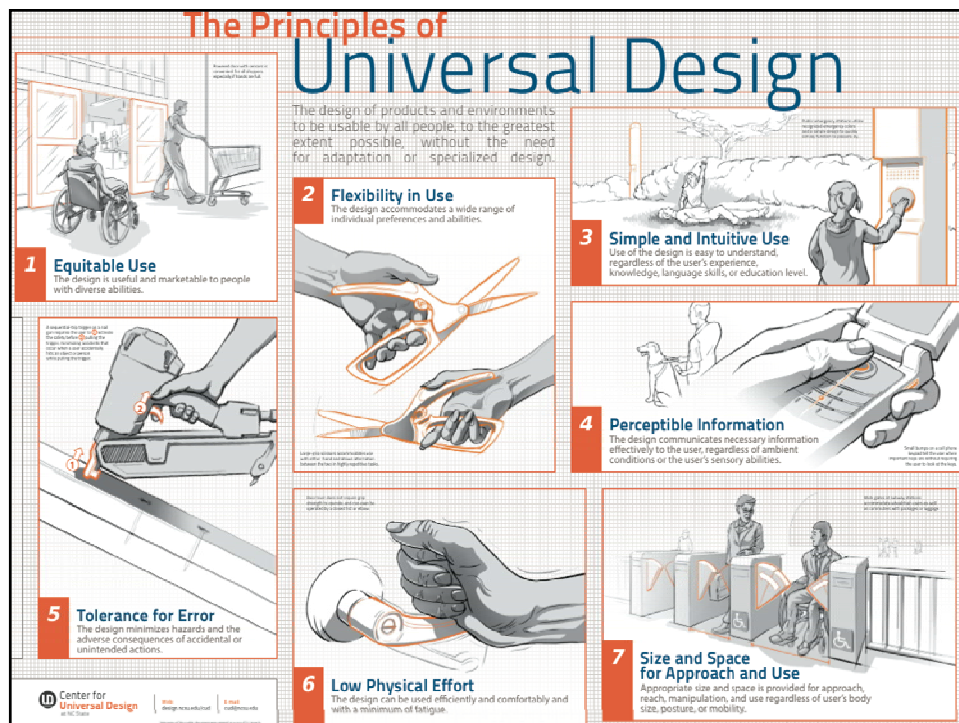
UDL Principle

To promote the development of curriculum that includes:

1) Multiple means of representation
2) Multiple means of action and expression, and
3) Multiple means of engagement

UDl embraces both UD and UDL principles to all aspects of instruction.

UDI Practices. A checklist

CLASS CLIMATE	
Adopt practices that reflect high values with respect to both diversity, equity and inclusiveness.	• **Create a welcoming and inclusive environment for all students** • **Avoid stereotyping** • **Be approachable and available** • **Motivate all students** • **Address individual needs in an inclusive manner** • **Avoid segregating or stigmatizing any student**

UDI Practices. A checklist

INTERACTION	
Encourage regular and effective interactions between students and with the instructor, use multiple communication methods, and make them accessible to all participants.	**Promote effective communication:** a. **Face the class** b. **Speak clearly** c. **Make eye contact** d. **Offer in-person contact and online communication** e. **Use straightforward language and avoid unnecessary jargon and complexity** **Make interactions accessible to all participants.** a. **Make expectations verbal and in printed format for discussions, presentations and small groups.**

UDI Practices. A checklist

INTERACTION (contd.)

Encourage regular and effective interactions between students and with the instructor, use multiple communication methods, and make them accessible to all participants.

Encourage inclusive cooperative learning:

a. Assign group work which engages a variety of skills and roles.

b. Encourage different means of interaction

- in-class discussions
- group work,
- internet based communications

Insist on and facilitate all students' participation.

UDI Practices. A checklist

PHYSICAL ENVIRONMENTS AND PRODUCTS

Ensure that all facilities, activities, materials, and equipment are physically accessible to and usable by all students

- Ensure physical access to facilities

- Arrange instructional spaces to maximize inclusion and comfort

(*accessible seating, minimal distractions, encourage administration to apply UD principles in facility design and renovation*)

- Ensure that everyone can use equipment and materials.

- Ensure safety

UDI Practices. A checklist

| DELIVERY METHODS

Use multiple instructional methods that are accessible to all learners. | **Select flexible curriculum**

A. choose UD-inspired textbooks

B. use well-organized and structured curriculum materials which:

• **emphasize important points and provide:**

   a.   **references for background knowledge**
   b.   **indices and glossaries**
   c.   **chapter outlines**
   d.   **study questions**
   e.   **practice exercises**

C. Consider technology-based materials that provide *feedback*, *background information*, *vocabulary* and *other supports* (based on student responses) |

UDI Practices. A checklist

| DELIVERY METHODS (contd.)

Use multiple instructional methods that are accessible to all learners. | **Make content relevant**

▪ **Put learning in context**

Incorporate multiple examples and perspectives to make concepts relevant to individuals with diverse characteristics (*see step 2*) |

UDI Practices. A checklist

DELIVERY METHODS (contd.)

Use multiple instructional methods that are accessible to all learners.

Provide cognitive supports

a. Summarize major points

b. Give background and contextual information

c. Write key terms/concepts on the board and in handouts

d. Deliver effective prompting

e. Provide scaffolding tools in print and electronic format:
   • Outlines
   • Class notes
   • Summaries
   • Copies of projected material

f. Provide options for gaining background information, vocabulary, and practice

g. Consider projecting 1-2 questions to be answered by end of class.

UDI Practices. A checklist

DELIVERY METHODS (contd.)

Use multiple instructional methods that are accessible to all learners.

Provide multiple ways to gain knowledge

Use *multiple modes* to deliver content and, when possible, allow students to choose from multiple options for learning content.

Consider:

- Lectures
- Collaborative learning
- Small group discussions
- Hands-on activities
- Internet based resources
- Educational software and
- fieldwork

UDI Practices. A checklist

DELIVERY METHODS (contd.) *Use multiple instructional methods that are accessible to all learners.*	**Clearly deliver instructions in multiple ways** ❖ **Provide instructions orally and in printed form** ❖ **Have students summarize instructions to ensure understanding**

UDI Practices. A checklist

DELIVERY METHODS (contd.) *Use multiple instructional methods that are accessible to all learners.*	**Use large visual and tactile aids** **To demonstrate content use:** a. **Large, bold fonts** b. **Uncluttered displayed documents** c. **A computer to enlarge microscopic images**

UDI Practices. A checklist

INFORMATION RESOURCES AND TECHNOLOGY

Ensure that course materials, notes, and other information resources are engaging, flexible, and accessible to all students.

Select and provide materials early

Provide materials in accessible formats

a. Select/create materials that are universally designed
b. Use textbooks with accessible formats and flexible features
c. Provide syllabus and other materials in electronic format
d. Use captioned videos and provide transcriptions for audio presentations
e. Apply accessibility standards to websites.

UDI Practices. A checklist

INFORMATION RESOURCES AND TECHNOLOGY

Ensure that course materials, notes, and other information resources are engaging, flexible, and accessible to all students.

Accommodate a variety of reading levels and language skills, when appropriate, given the goals of the course

a. Present content in logical and straightforward manner
b. Avoid unnecessary jargon and complexity and define new terms
c. Create materials in simple and intuitive formats.

Ensure the availability of appropriate assistive technology

UDI Practices. A checklist

FEEDBACK AND ASSESSMENT

Regularly assess student's progress and provide specific feedback on a regular basis using multiple accessible methods and tolls, and adjust instruction accordingly.

Provide regular feedback and corrective opportunities

- Allow students to turn in parts of large projects for feedback
- Give resubmission options to correct errors in assignments and exams
- Arrange for peer feedback when appropriate

Set clear expectations

- Keep academic standards consistent for all students (including accommodation)
- Provide syllabus with clear course expectations, deadlines, assessment methods
- Include a straightforward grading rubric

UDI Practices. A checklist

FEEDBACK AND ASSESSMENT

Regularly assess student's progress and provide specific feedback on a regular basis using multiple accessible methods and tolls, and adjust instruction accordingly.

Provide multiple ways to demonstrate knowledge

- Assess individual and group performance

- Consider using

a. traditional tests with a variety of formats (*multiple choice, essay, short answer*
b. Papers
c. Group work
d. Demonstrations
e. Portfolios
f. Presentations

- Provide student choice in assessment methods when appropriate

- Allow students to use IT to complete exams

UDI Practices. A checklist

FEEDBACK AND ASSESSMENT

Regularly assess student's progress and provide specific feedback on a regular basis using multiple accessible methods and tolls, and adjust instruction accordingly.

Monitor and adjust

- Regularly assess background knowledge and current learning informally (*class discussions*) and formally (*frequent short exams*)

- Adjust content and methods accordingly

Provide sample test questions and study guides
  - provide answers
  - discuss how to study for exams or
  - provide study guides

Test in the same manner in which you teach

Minimize time constraints when appropriate
  - Announce assignments well in advance of due dates
  - Allow extended time on tests and projects (*unless speed is a learning outcome*)

UDI Practices. A checklist

ACCOMMODATION

Plan for accommodations for students whose needs are not fully met by the instructional design.

❖ Know protocols to arrange for accommodations

❖ Share accommodation information in course syllabus

❖ Communicate effectively with teaching and lab assistants about student accommodations.