

# Universal Design for Learning: In practice

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Examples from faculty and instructors in the 2016-2017  
FDI, Designing Learning for All

March 9, 2017

# Welcome & Introductions

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Who are you?

Where do you work on campus?

What brings you here today?

*...lunch is an acceptable answer!*

# Universal Design for Learning

Workshop series

March 2, 12-1:30p

**Universal Design for Learning: An  
Introduction**

Created by Daniela Baptista  
from Noun Project



March 9, 12-1:30p

**Universal Design for Learning: In  
Practice**

March 16, 12-1:30p

**Universal Design for Learning:  
Challenges & Considerations**

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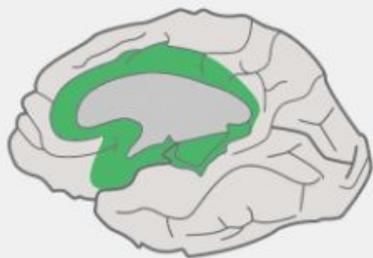
# In this session, we will:

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- Discuss how instructors and faculty at OU have integrated the three UDL principles into their respective classrooms
- Explore specific ways to integrate these practices into both face-to-face and online classrooms
- Address potential implications of UDL in your instructional practices

# UDL and neurocognitive networks

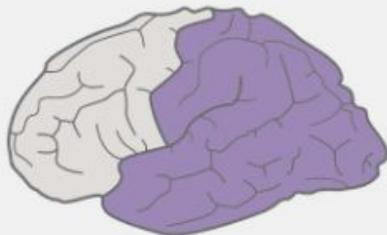
AFFECTIVE NETWORKS:  
THE **WHY** OF LEARNING



## Engagement

For purposeful, motivated learners, stimulate interest and motivation for learning.

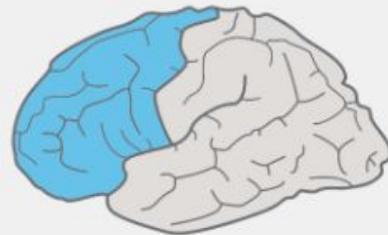
RECOGNITION NETWORKS:  
THE **WHAT** OF LEARNING



## Representation

For resourceful, knowledgeable learners, present information and content in different ways.

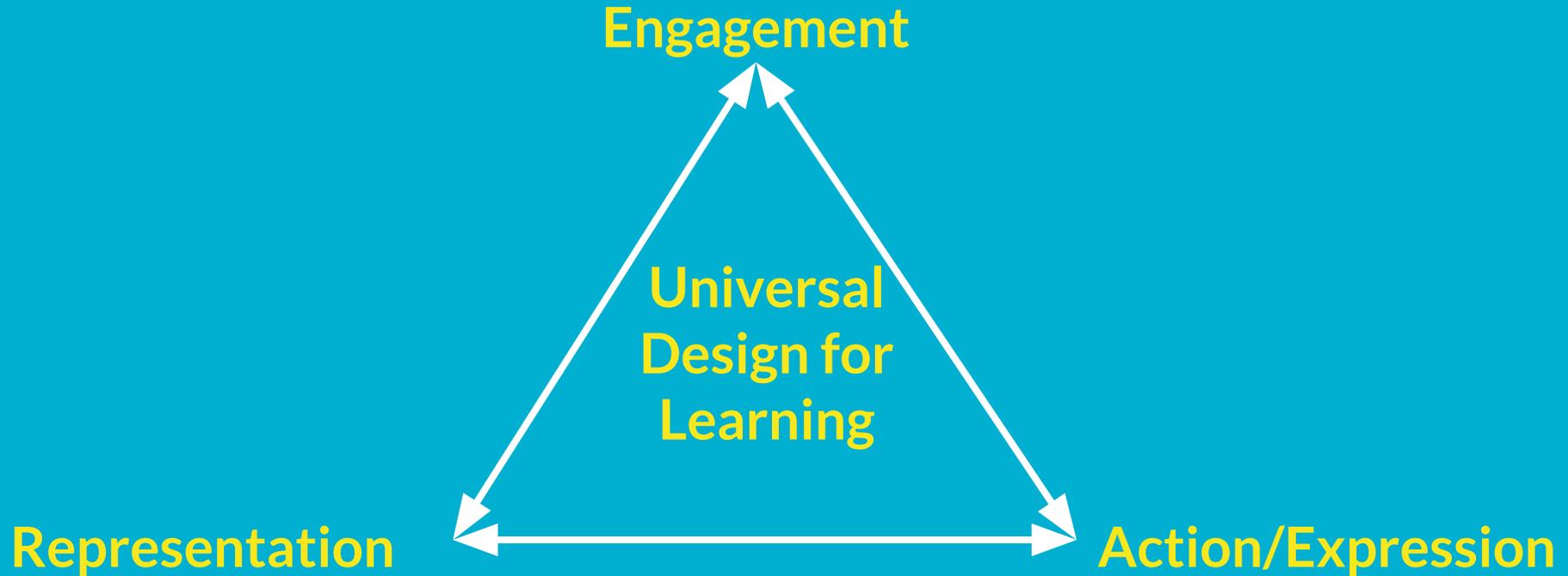
STRATEGIC NETWORKS:  
THE **HOW** OF LEARNING



## Action & Expression

For strategic, goal-directed learners, differentiate the ways that students can express what they know.

# The relationships between these principles



# Examples of multiple means of engagement in the classroom

Katie Greer, University Libraries:  
Engagement in the online  
environment

Megan Conrad (in absentia),  
Industrial & Systems Engineering:  
Ergonomic Design “Gems and  
Bloopers”

Katie Jostock, Communications &  
Journalism / Writing & Rhetoric:  
Minimizing Distractions and Threats  
with Mindfulness

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# Engagement in the online classroom

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Examples from LIB250

Katie Greer, OU Libraries

# LIB 250: Intro to library research and technology in the Information Age

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## Catalog Description

With the ever-increasing availability of online and digital resources, it is vital that students be able to find and use information effectively. In this course students will learn about the organization of information, search skills, the research process, discipline-specific sources, evaluation of information, information ethics and other sources of debate. Prerequisite: WRT 160.

## Course Objectives

- To understand how information sources originate and operate in their broader socio- economic and political contexts (such as the World Wide Web, library databases and scholarly publications).
- To gain interdisciplinary proficiency in seeking information via the World Wide Web and via electronic subscription databases and library search tools.
- To understand how libraries use technology for information organization, storage, and retrieval
- To critically evaluate information.
- To incorporate selected information into the research process.
- To become knowledgeable about information-related issues affecting libraries and higher education as well as society as a whole, especially ethical issues.

# Engagement in the online environment

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Winter 2015: Revamped course, [new \\*\\*\\*Final Project\\*\\*\\*](#)

## Online resource guide

- Real-world skills and application
- Autonomy: topics were open-ended and could be academic or personal
- Continuous planned progress on the assignment
- Collaboration and community: Ongoing peer-review of topics & projects
- Self-assessment & reflection: Peer-review, reflection journals, progress checkpoints

# Final Project Guidelines and Examples

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[Sample sites](#)

Student Work: [Example 1](#), [Example 2](#)

# Ergonomic design “gems and bloopers”

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Megan Conrad, in absentia  
Industrial & Systems Engineering

# Scaffolding Multiple Means of Engagement

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## Ergonomic Design Journal

- Week 1 - Assignment
- Week 2 - Instructor examples
- Week 3 - Student examples
- Week 6 & 9 - Student examples
- Week 13 - Journal due

## Presentation Skills

- Demonstrate expectations
- Discuss in groups, present as groups to class
- Individual presentations (informal - seated)
- Final presentations (formal - head of class)

# Benefits to this Approach:

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- Keeps students on track (7 total journal entries, 3-4 are presented in class well in advance of due date)
- Fosters conversation re: gems/bloopers (good/poor design)
- Sharing observations benefits entire – Examples shared from differing experiences, workplaces, etc.
- Practice presentation skills by gradually developing comfort with the class/speaking environment
- Breaks up lecture periods – students enjoy the discussion
- Students actively identify contemporary ergonomic issues in daily life
- Improves final project – student see/think about examples throughout the entire semester

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# Gem / Blooper - Apple Watch Interface

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I came across the Apple watch when a co-worker of mine was talking about how he planned to get one to add to his tech-savvy collection. The watch is basically all the features of a phone compacted into a small wearable sized screen. You can listen to music, see photos, send emails, chat and also check the time, which is the obvious function of the watch. But what struck me first when I saw this picture of the Apple watch screen was “How were my big fingers going to touch the right icon?” I face a similar problem while swiping over the letters of the digital keyboard on my phone. Moreover I was not fascinated by the unorganized crowding of icons in such a small amount of space. Not to mention, it would require so much more effort in terms of scrolling and making adjustments to do quick tasks like read a message or send an email. Some of the icons that are commonly used can be easily confused such as the speaker icon with a line across it. I read about users who, out of habit, would touch this icon to put a friend on the speakerphone, but would instead mute their own voice. For these reasons I consider this gadget a UD blooper.

# Gem - ATM Monitor

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Chase bank ATM. Personally I have not driven a mid or a high vehicle but I assume it would be difficult for a person driving a truck or a bigger vehicle to use a drive thru ATM that was set at a height suitable for normal sized vehicles only. They would experience strain in their backs and shoulders when trying to reach for the touch screen monitor. They would also find difficulty in comprehending the functions of the ATM since the options would not be clear and visible in their line of sight. I also found the instructions to be very intuitive. The instructions are pretty simple and the buttons are perfectly designed in terms of font and colour. Using black uppercase letters to represent the different heights over yellow coloured backgrounds, makes it visible during the day as well as night.

It also helps people with vision problems to read the signs with less effort. I also feel the use of buttons on an ATM makes it highly ergonomic for people with hand disabilities. This is also true in the case of the options shown on the ATM monitor. They are large, well spaced and of a legible font size that prevents the common touch screen bloopers.

# Blooper - Urinal Configuration

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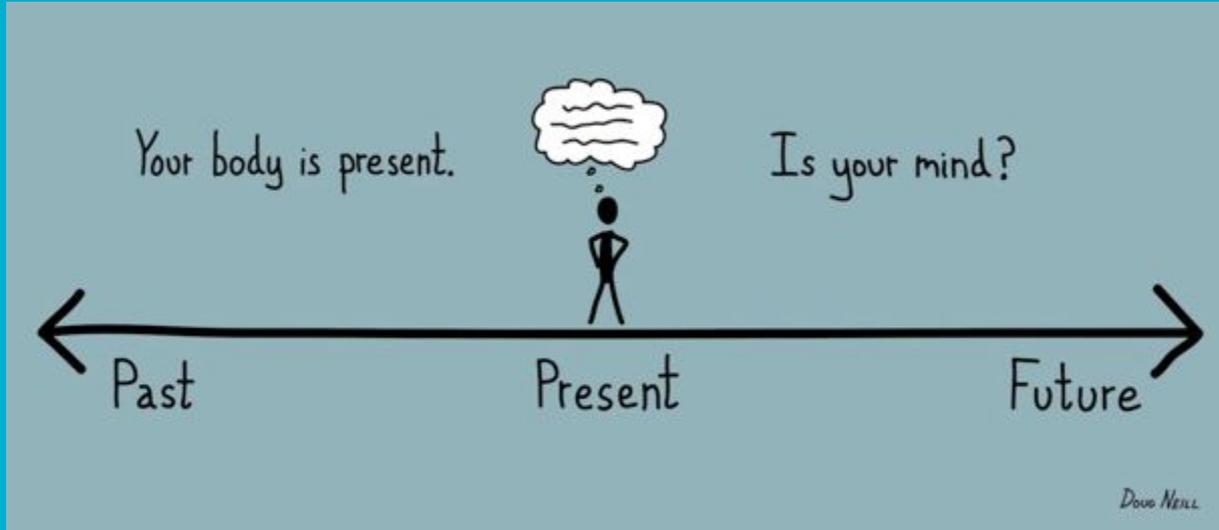
This is a design bloop. There is no way 2 people could use these urinals at the same time, without terrible results.

In order to fix this situation, one of the urinals must be removed.

# Minimizing Distractions & Threats through — Mindfulness

- Composition I & II, Public Speaking - Anxiety-inducing courses
- “What can be done to help students **retain focus**, approach assignments with **confidence and calm**, and develop **self-acceptance** when making mistakes?”
- Mindfulness focuses on the **present** as a way to **de-clutter our minds** from worrying about the **past or future**
- “**Awareness** that arises through **paying attention**, on **purpose**, in the **present moment**, **non-judgementally**” (Kabat-Zinn, 2005).
- It’s hard for **Westerners** to be mindful

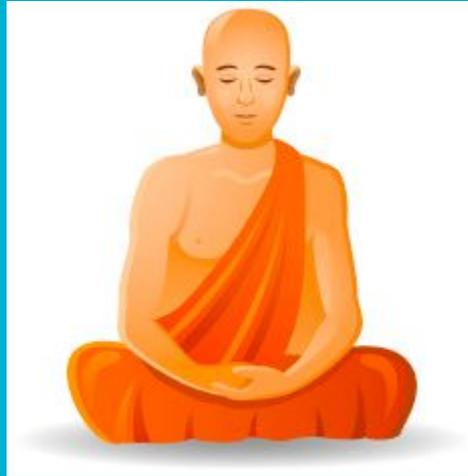
# Becoming Present



# Origins of Mindfulness

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- Eastern Buddhist origins; expect some Western resistance



# Religious Conflict?

I like to think of mindfulness simply as the art of conscious living. You don't have to be a Buddhist or a yogi to practice it. In fact, if you know anything about Buddhism, you will know that the most important point is to be yourself and not try to become anything that you are not already. Buddhism is fundamentally about being in touch with your own deepest nature and letting it flow out of you unimpeded. It has to do with waking up and seeing things as they are. In fact, the word "Buddha" simply means one who has awakened to his or her own true nature.

# Religious Conflict (cont.)?

So, mindfulness will not conflict with any beliefs or traditions—religious or for that matter scientific—nor is it trying to sell you anything, especially not a new belief system or ideology. It is simply a practical way to be more in touch with the fullness of your being through a systematic process of self-observation, self-inquiry, and mindful action.

Kabat-Zinn, 2005

# Mindfulness in Education

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Mindfulness and meditation's positive effects on **focus development** and **stress reduction** have led a number of college instructors from business, accounting, sociology, and nursing to incorporate its practice into their pedagogy (Borker, 2013; Helber, Zook, & Immergut, 2012; dos Santos et al., 2016).

☐ Specific outcomes may include :

- ☐ Staying **focused** in learning situations
- ☐ Moving from fear to **curiosity** in academic learning
- ☐ Finding an inner source of **calm**
- ☐ Feeling more **self-acceptance** when facing difficult situations (Hjeltnes et al., 2015)

# How Do I Start the Conversation?

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- Engage in discussions (“What do you do when you are faced with an unfamiliar task?”)
- Include active learning activities--like “Think/Write-Pair-Share”--and ask students to reflect on their thoughts and feelings (“Take three minutes to write about how you feel when asked to put a paper in MLA.”)
- Be vulnerable and open with them and/or validate their thoughts and feelings (“It is completely understandable that you would be feeling anxious.”)

# How Do We Practice Mindfulness?

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Mindful Breathing

[https://www.youtube.com/watch?v=nTGqo\\_Scl6Y](https://www.youtube.com/watch?v=nTGqo_Scl6Y)



# How Do We Practice Mindfulness?

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## Mindful Eating



# How Do We Practice Mindfulness?

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Mindful Touch



# Stop & think

How do these examples connect to what you're already doing in your classroom(s)?

Do these examples prompt any ideas, thoughts, or questions?

# Talk & share

If you feel comfortable, share your thoughts or questions with someone near you.

Alternately, jot some notes or ideas down on a piece of paper.

# Examples of multiple means of representation in the classroom

Jess Tess-Navarro, Writing &  
Rhetoric:

Multiple formats of writing

Amanda Nichols Hess, University  
Libraries:

Illustrating concepts through  
multiple media (online)

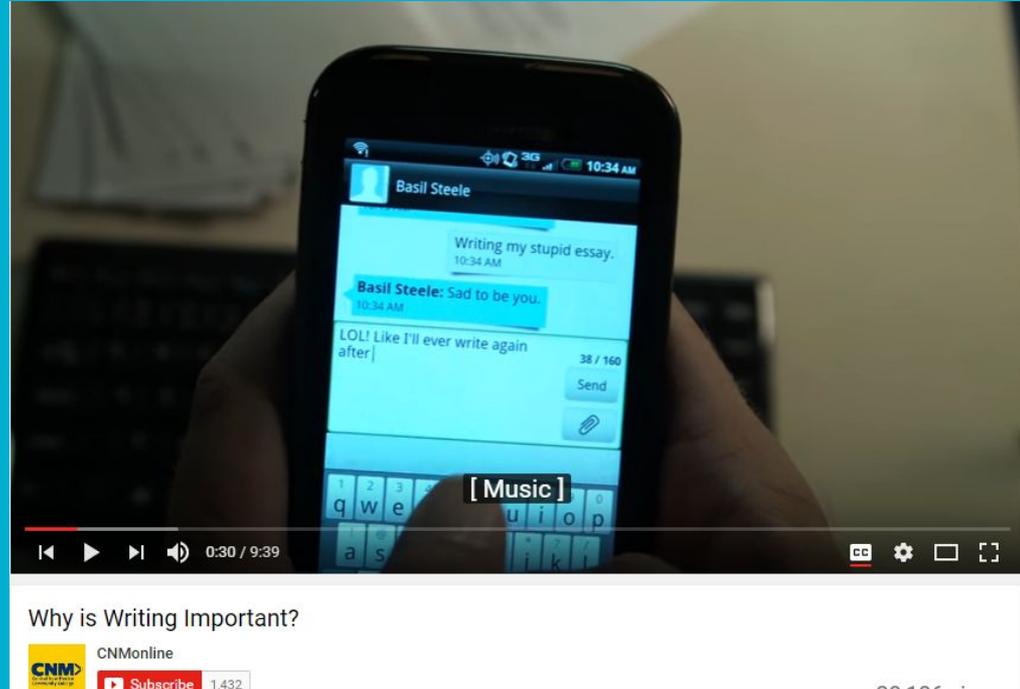
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# Representation - Example

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**Objective:** The student will be able to define and identify different types of writing in a workplace setting, related to their field of study

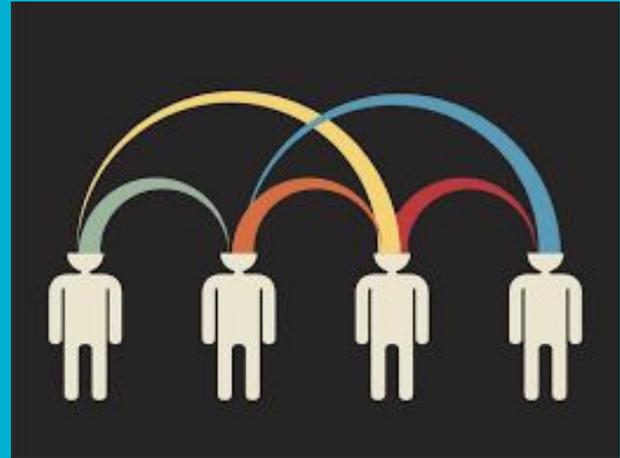
~10 Min Video: Why is Writing Important? (video/audio with subtitles)



# Representation - Example

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- Freewrite: What do you know about writing in your field?
- I report my freewrite to the class about writing in education (instructor testimony)
- Pair-share: Discuss your freewrite with a few people around you (peer testimony)



# Representation - Example

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Review Assignment Sheet - text; provides suggestions about writing artifacts

Activity: In groups, annotate a report from the Oakland Post - text example or artifact



**THE OAKLAND POST**

OAKLAND UNIVERSITY'S INDEPENDENT STUDENT NEWSPAPER

**Representation Summary:**

Visual/audio examples, in-person examples, text examples

# Illustrating concepts through multiple media (online)

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Amanda Nichols Hess, University Libraries



# Multiple Media in an Online Classroom

- Use a variety of formats to represent the same kind of information or a single concept

[LIB250-14493 201510](#) » [Forums](#) » [News forum](#) » [Starting Your Research -- Week 2](#)

 Starting Your Research -- Week 2  
by [Amanda Hess](#) - Tuesday, February 17, 2015, 3:58 PM

The second week of the unit begins today, Tuesday, February 17, and ends at 11:55 pm on Monday, March 2. This "week" is a little awkward, because it includes OU's "spring" break. We encourage you to enjoy this week off and get your work done by Friday, February 20!

This week starts our exploration of different kinds of research resources. We'll start this week by considering primary sources of information before we look at other kinds of information sources in future weeks. As a reminder, Teams 1 and 2 are working with Amanda, and Teams 3 and 4 are working with Katie.

Make sure you accomplish the following tasks:

- Watch the [weekly instructor video](#) (3:01 min)
- Work through the [Lesson: Primary Sources](#), [Lesson Assessment: Primary Sources](#), and optional reading by **Friday, February 20, 11:55 pm**
- Tackle your parts of the **Team Task: Primary Sources in the Workplace** in Google Docs by the due dates of **Friday, February 20** and **Monday, March 2, 11:55 pm** -- read the directions carefully!
- Complete the [mid-term course survey](#) -- this is not an official course evaluation but it asks you to consider how things are going for you in the course thus far. Your responses will help us to identify what we can improve in the second half of the semester.

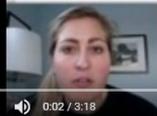
Make sure to follow the instructions as stated in the syllabus, grading rubrics, and tasks as you work through these activities. Starting on February 20, Katie will be without an Internet connection until Monday, March 2. If you have any questions or issues from February 20-March 1, please send them to me -- I'll be checking email sporadically over break. Anything you send to Katie during this time will NOT be answered until after March 2.

Last thing, and this is important, is to show excellence in library research project. First place wins \$1,000!

Enjoy your break!

## Weekly Video: Jan. 27-Feb. 2, 2015

- **Team Task Comments -- due by Tuesday, Jan. 27, 11:55pm**
- **Week 3 of this unit:**
  - **Lesson & Readings: Complete by Friday, Jan. 30, 11:55pm**
    - **Increasing Information Access in the 21st Century, Lesson assessment**
  - **Peer-to-Peer Feedback Task:**
    - **Submit a concept map by Friday, Jan. 30, 11:55pm**
    - **Submit feedback to a team member by Monday, Feb. 2, 11:55pm**
- **Copyright & You eCourse: due Monday, Feb. 2, 11:55pm**



0:02 / 3:18

# Stop & think

How do these examples connect to what you're already doing in your classroom(s)?

Do these examples prompt any ideas, thoughts, or questions?

# Talk & share

If you feel comfortable, share your thoughts or questions with someone near you.

Alternately, jot some notes or ideas down on a piece of paper.

# Examples of multiple means of action / expression in the classroom

Katie Jostock, Communications &  
Journalism / Writing & Rhetoric:  
Broadcast Journalism final  
assignment

Amanda Nichols Hess, University  
Libraries:  
Chunking writing tasks online

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# What is Broadcast Announcing?

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**Course Description:** This is a skills-based experiential course designed to improve your announcing skills in form and function to best prepare you for what is expected in a career where voice, clarity, intelligence, and creativity are of utmost importance. This course is designed similarly to public speaking with the exception that mass communication is a form of public speaking where we cannot always come prepared, and we do not always know our audience. We must deal in the moment in a variety of capacities—interview, sports, radio, television, weather, commercial production, commentary, etc. We will have lectures discussing material related to broadcast announcing, but most of the class will be interactive, discussion, presentation, and skills-based.

By the end of the term, students should be able to:

- Use effective oral delivery
- Use effective physical delivery
- Select appropriate language to communicate ideas vividly, accurately, and respectfully
- Engage in ethical communication by demonstrating respect for the audience, the topic, the content, and the consequences of performances
- Critically evaluate performances

# Two Options for Testing

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## **Tests (100 points [25% of final grade]):**

- **Test #1 – Midterm (50 points):**
  - Option A: Take an exam demonstrating your knowledge of course content.
  - Option B: Create a 5-7 minute video or audio project demonstrating your knowledge of course content and individual creativity. (Proposals and approval required 3 weeks before exam due date.)
- **Test #2 – Final (50 points):**
  - Option A: Take an exam demonstrating your knowledge of course content.
  - Option B: Create a 5-7 minute video or audio project demonstrating your knowledge of course content and individual creativity. (Proposals and approval requires 3 weeks before exam due date.)

# Proposals

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In the text box below, give me a description of what you plan to do for your 5-7 minute video or radio project. These questions may help guide your proposal:

1. What kind of video or radio project do you envision? Will you put on a show? What kind of show? Will you cover a broadcasting issue or focus on developing your specialty announcing?
2. Who is your audience? How will you connect with your audience using the artistic elements of your video and audio (images, sound effects, music, etc.)?
3. Justify the amount of work you intend on putting into this project. How will you earn the 50 points? If you were creating a grading rubric for this project, which kinds of criterion would you include?

# Results

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1. The project that envision would be one that goes over the basics of broadcasting. This would include describing the different personal in the broadcasting. The show would cover the history of radio and TV and go through the issues of broadcasting.

2. My audience would be those between the ages of 18-35. The reason for this age group is because it has the generations of three different ages that have or will have issues in the field of broadcasting. By targeting this I can connect to all the ages of my audience based on the topics and issues that will be covered.

3. The amount of work for this will be somewhat moderate. Since I will be targeting my audience i will have to come up with different scenes that will be require some critical thinking.

The grading rubric that I would create would be one that would include issues in broadcasting that would include speech, delivery etc.

# Results

1. What kind of video or radio project do you envision? Will you put on a show? What kind of show? Will you cover a broadcasting issue or focus on developing your specialty announcing? What will the overall point, message, or theme be for your show (to inform, entertain, or persuade)?

I will be compiling recorded material from a Bike of life segment discussing the power of music. It will inform and entertain people on the deep connection that music has within each of us. I will play clips of different songs – happy, spiritual, and self- love, I will also persuade them to pay more attention to the music they listen to and the effects it can have

2. Who is your audience? How will you connect with your audience using the artistic elements of your video and audio (images, sound effects, music, etc.)?

My audience will be the general population. I will use appropriate music and interesting topics

3. Justify the amount of work you intend on putting into this project. How will you earn the points? Present a storyboard for your project or outline of what you plan to do.

The points will be for:

Clear message – 10pts

Creative – 10pts

Allotted time used well – 8pts

Clear sounding and understandable – 12pts

Connects with intended audience – 5pts

Relevant music/audio – 5pts

Outline:

Show Intro

Topic intro

Feel the Music clip

Music = connection

Music in Judaism – spiritual soul touching

Daled Bavos clip

Bob Marley quote

Study from Brunel Univeristy

Music part of us

Who says clip

Weekly Mission

Show Closing

# Data

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Test #1: Option A	
Student A	93%
Student B	71%
Student C	54%
Student D	94%
Student E	95%

Test #1: Option B	
Student F	80%

Test #2: Option A	
Student A	80%
Student B	78%
Student C	92%
Student D	96%
Student E	90%

Test #2: Option B	
Student F	96%

# Reflection from My “Option B” Student

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“Having the option to do an assignment instead of a written exam is what I had **hoped** for when I signed up for the class. I gained a lot from the 2 projects; I did a **hands-on** assignment while everyone else took an exam... I was glad for the opportunity to actually **utilize equipment** in real life and **not just receive a textbook education**. It made my semester so much **more meaningful** and it helped me catch a lisp mistake I wasn't noticing prior! Anyone who plans on a career within broadcasting should opt out of the exams as they need more **real life experiences** in the field. Plus, they were super **fun and creative!**”

# What This Reflection Tells Us about UDL

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1. Students “hope for” multiple means of action and expression as a way to express their individual talents and creativity.
2. Multiple means of action and expression yield greater meaning and engagement for students regarding courses.
3. Multiple means of action and expression allow students to reflect on their strengths and weaknesses and adjust accordingly.
4. Multiple means of action and expression can provide students with real-world experiences.

# Chunking writing tasks online

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Amanda Nichols Hess, University Libraries

# Addressing Writing-Intensive Requirements

LIB250: writing-intensive course

Writing Intensive in General Education requirements:

- Prerequisite of WRT160, cross-cutting capacity of effective communication
- 33%+ of a student's grade based in writing
- More than one writing format
- Emphasis on critical inquiry
- Evaluation of form & content
- Opportunities for revision / feedback
- 500+ word assignment
- 2500+ words / 10+ pages of writing

## WI.1. General Education Writing Intensive

(Note: Requirement cannot be met with

**WRT 150 or WRT 160.** Course may double count with an approved general education course. Students must have earned a grade of 2.0 in the Writing Foundations course to enroll in a Writing Intensive in General Education course. Students may substitute a second course from Writing Intensive in the Major (WI.2.) to satisfy this requirement. Students may not apply non-classroom experience (course competency, Advanced Placement and/or CLEP credits) to satisfy General Education requirements for Writing Intensive in General Education.)

### LIB 250 - Introduction to Library Research and Technology in the Information Age

#### LIB 250 - Introduction to Library Research and Technology in the Information Age



**(4)**With the ever-increasing availability of online and digital resources, it is vital that students be able to find and use information effectively. In this course students will learn about the organization of information, search skills, the research process, discipline-specific sources, evaluation of information, information ethics and other sources of debate. Satisfies the university general education requirement in the knowledge applications integration area. Satisfies the university general education requirement for a writing intensive course in general education. Prerequisite for knowledge applications and writing intensive: completion of the university writing foundation requirement. (Formerly LIB 250)

Prerequisite(s): WRT 160.

# Chunking Writing-Intensive Tasks Online

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- 33%+ of a student's grade based in writing
- More than one writing format
- Emphasis on critical inquiry
- Evaluation of form & content
- Opportunities for revision / feedback
- 500+ word assignment
- 2500+ words / 10+ pages of writing

Activity	Grade Weight
Lessons / Readings / eCourse <i>Includes all content under Lessons course headings</i>	10%
Small Group Discussions	10%
Team tasks	10%
Peer-to-Peer Feedback	10%
Project Progress Checkpoints	10%
Reflection Journals	15%
Final Assignment	35%
<b>Total</b>	<b>100%</b>

# Stop & think

How do these examples connect to what you're already doing in your classroom(s)?

Do these examples prompt any ideas, thoughts, or questions?

# Talk & share

If you feel comfortable, share your thoughts or questions with someone near you.

Alternately, jot some notes or ideas down on a piece of paper.

# Key takeaways from this session:

Thoughts and ideas to take back  
to your own practice... and  
maybe to share with others in  
your unit

UDL principles can -- and should --  
look different in different disciplines  
and learning environments.

Not every UDL principle can be  
applied in every course or learning  
situation.

Technology can help to facilitate  
integrating UDL in a more seamless  
way.

Others?

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# Next session:

Universal Design for Learning: Challenges & Considerations

March 16, 12-1:30p

Engage in a discussion about the instructional, technical, and administrative challenges faced in integrating UDL at OU. Hear about, and help identify, options for mitigating these issues.