



# Universal Design for Learning (UDL) & Teacher Perspectives

Roundtable  
1:30-2:15



Disability, Access, and Teaching  
A One-Day Symposium, April 10, 2019

# Creating Inclusive and Differentiated Syllabi in Higher Education

**Charlotte Morse**  
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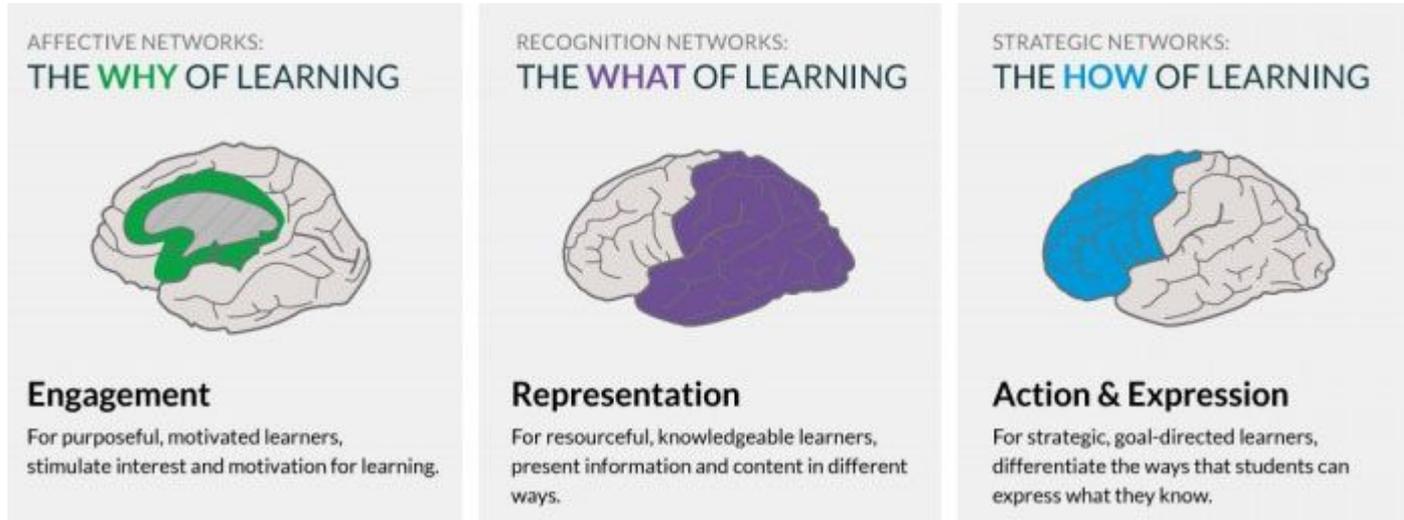
# Charlotte Morse

- B.A. in Public Health (2019)
- M.Ed. Education Policy and Leadership (2020)



- Center for Applied Special Technology
  - Developed framework for UDL
- As an intern, I worked on:
  - National AEM Center
  - CEE-STEM

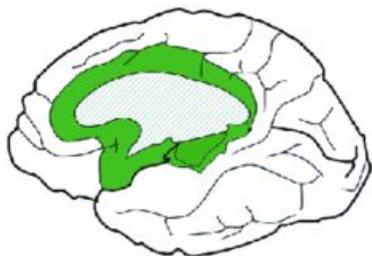
# UDL Overview and Framework



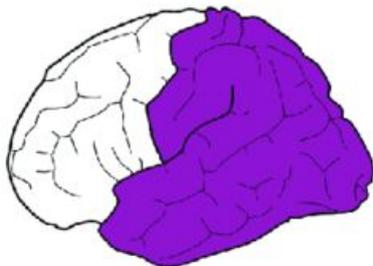
- Emphasis on multiple means of **engagement, representation, and action/expression** for all materials that students access
- UDL guidelines **encourage clarity throughout curriculum, promote choice, and set high standards** for students of all ages and abilities

## Address Learning Variability Across Neural Networks...

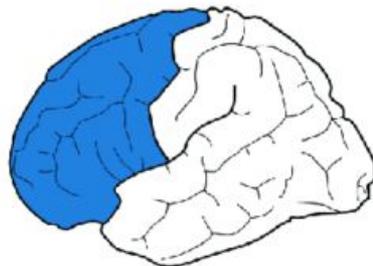
**Affective Networks**  
The WHY of learning



**Recognition Networks**  
The WHAT of learning



**Strategic Networks**  
The HOW of learning



...by Informing the Design of Multiple, Flexible Opportunities to Learn

<b>Engagement</b>	<b>Representation</b>	<b>Action and Expression</b>
Provide options for self-regulation	Provide options for comprehension	Provide options for executive function
Provide options for sustaining effort and persistence	Provide options for mathematical expressions, and symbols	Provide options for expression and communication
Provide options for recruiting interest	Provide options for perception	Provide options for physical action

# UDL in Higher Education

What does it look like?



**High  
standards**



**Choice**



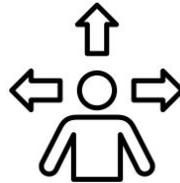
**Support**

# UDL in Higher Education

How can we implement it?



- 
- Set and check in on goals
  - Maintain high standards for all students



- 
- Give multiple options for assignments of all value
  - Activate interest by allowing students to connect research to passion

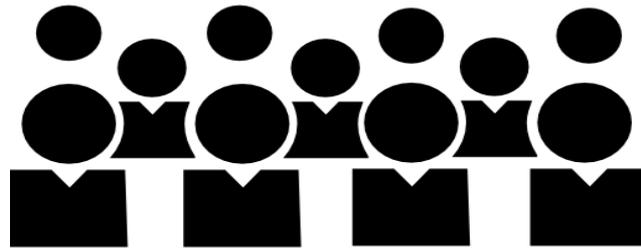


- 
- Use technology to allow students to access material
  - Connect with ASAC/other academic supports to ensure student progress

# UDL in Higher Education

Why does it matter?

- Learning differences do not stop in post-secondary settings
- Inclusive environments need to be implemented in higher education institutions and the workforce
- All students benefit from differentiation and UDL guidelines



# UDL, Dyslexia, and ADHD

**Sarah Irvine Belson**

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**Christine Bresnahan**

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# ADHD & Dyslexia

- Commonality: 1 in 5
- Bi-directional comorbidity
- Challenges overlap, even without dual diagnoses
- UDL removes barriers
- Design to the edges, design for all
- Circumvent vs. overcome

# An Easy Start

## Recruiting Interest:

- Explicitly state why overall topics in your class are meaningful

## Sustaining Effort & Persistence:

- Provide specific feedback about observable behaviors or products

## Self-Regulation:

- Provide planning support for long-term projects

## Perception:

- Allow audio recording of your class

## Language & Symbols:

- Provide accessible and downloadable PDFs and/or class slides

## Comprehension:

- Point out relationships among topics: comparisons, contrasts, examples, non-examples...

## Physical Action:

- Facilitate use of beneficial technology

## Expression & Communication:

- Vary ways students can express their knowledge and understanding

## Executive Function:

- Provide models or exemplars of finished products

# Nuts and Bolts: Inclusive Library Instructional practices using UDL Guidelines

**Nedelina Tchangalova**

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UNIVERSITY  
LIBRARIES

# A little bit of myself



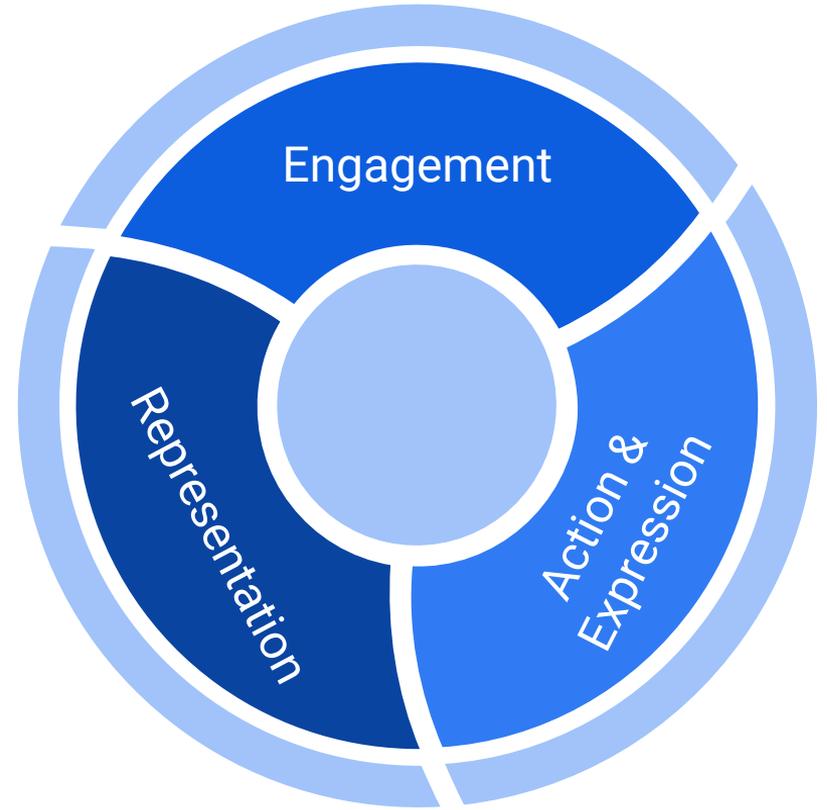
Created by Vectors Market  
from Noun Project



Created by Adrien Coquet  
from Noun Project

# UDL and Inclusivity

In the classroom



# UDL and Accessibility

In the online classroom

**Consult the experts!**

Instructional designers  
with experience in  
accessible learning and  
quality assurance



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from Noun Project

# UDL and Accessibility

## With Responsive Web Design



LIBRARY RESOURCE



LIBRARY RESOURCES



- [Introduction](#)
- [Module 1](#)
- [Module 2](#)
- [Module 3](#)
- [Module 4](#)
- [Module 5](#)
- [Module 6](#)
- [Quizzes](#)

Home | Introduction | Module 1 | Module 2 | Module 3 | Module 4 | Module 5 | Module 6

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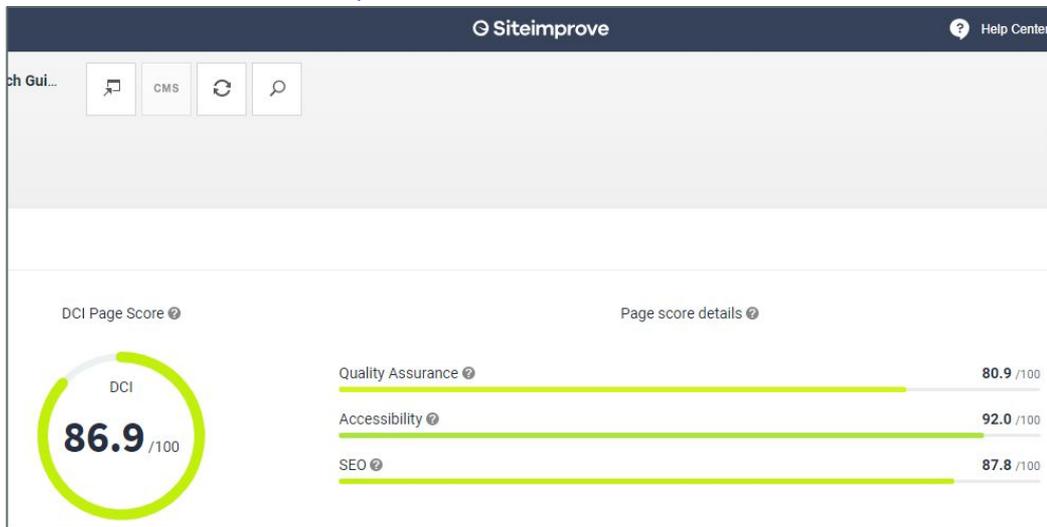
# UDL and Accessibility

## With Web Accessibility Tools



A screenshot of a web application interface. On the left is a dark red sidebar menu with icons and labels for "Account", "Dashboard", "Courses", "Groups", and "Calendar". The "UDOIT" label is highlighted with a red box. The main content area has a light gray background and a vertical list of items: "Home", "Discussions", "People", "Pages", "Chat", "Panopto Recordings", "Quiz Extensions", "Clicker Registration", "UDOIT" (highlighted with a red box), and "Announcements". To the right of this list are several content cards, each with a red box around its error and suggestion counts: "What Research Game L..." (16 Errors, 1 Suggestion), "Organize your Referenc..." (27 Errors, 5 Suggestions), "APA Citation Style" (33 Errors, 52 Suggestions), and "Literature Review" (24 Errors, 4 Suggestions). A red arrow points from the "UDOIT" label in the sidebar to the "APA Citation Style" card.

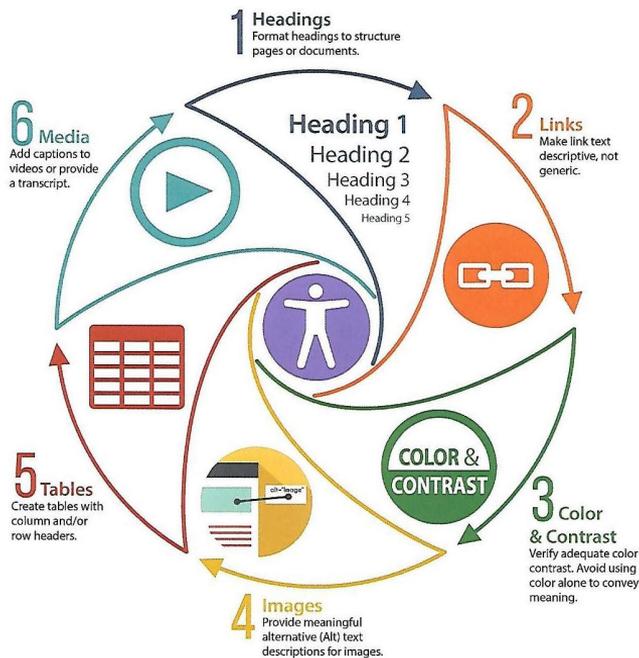
# UDL and Accessibility



## DIY- IT Accessibility

The University of Maryland is committed to creating and maintaining a welcoming and inclusive educational and working environment. Consistently completing these six steps when creating online content improves accessibility and gives all members of our community equal access to information and services.

### SIX Essential Steps



For a text version of this document and more information, visit the IT Accessibility website at [itaccessibility.umd.edu](http://itaccessibility.umd.edu) or contact us at [itaccessibility@umd.edu](mailto:itaccessibility@umd.edu).





Created by Phạm Thanh Lộc  
from Noun Project

# Acknowledgments

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Instructional Designer, Quality Assurance

**Louisa Nkrumah**

Learning Experience Designer



Created by Gan Khoon Lay  
from Noun Project

**THANK YOU!**

**Sarah's title goes here**

**Sara Luterman**

sluterman@gmail.com

Your institution's logo goes here

**Sarah's Info goes here**

# Accessibility for Disabled Teachers: Communication Supports

**Alyssa Hillary**

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# Accessibility for Teachers

- I use augmentative and alternative communication (AAC).
- There's lots of work on AAC in the classroom!  
... for students
- "Disability in the classroom"  
=  
Disabled students?
- What about teachers?

"disability in the classroom"



About 707 results (0.08 sec)

Teaching the 'invisible'disabled students in the classroom: disclosure, inclusion and the social model of disability

[N Matthews](#) - Teaching in higher education, 2009 - srhe.tandfonline.com

... 232 N. Matthews Page 5. Writings on disability and pedagogy suggest that even academic staff, structurally empowered by their position as teachers, may find it difficult to disclose a **disability in the classroom** (Brueggemann, Garland-Thompson, and Kleege 2005, 18) ...

☆ 99 Cited by 113 Related articles All 6 versions

**Disability in the classroom:** Current trends and impacts on music education

[J Abramo](#) - Music Educators Journal, 2012 - journals.sagepub.com

This article covers current trends in disability rights and raises questions about how society's views of disability influence the music education of students in need of special education services. Brief overviews of the disability-rights movement in the United States and of federal ...

☆ 99 Cited by 29 Related articles All 2 versions

Toward an accessible pedagogy: Dis/ability, multimodality, and universal design in the technical communication classroom

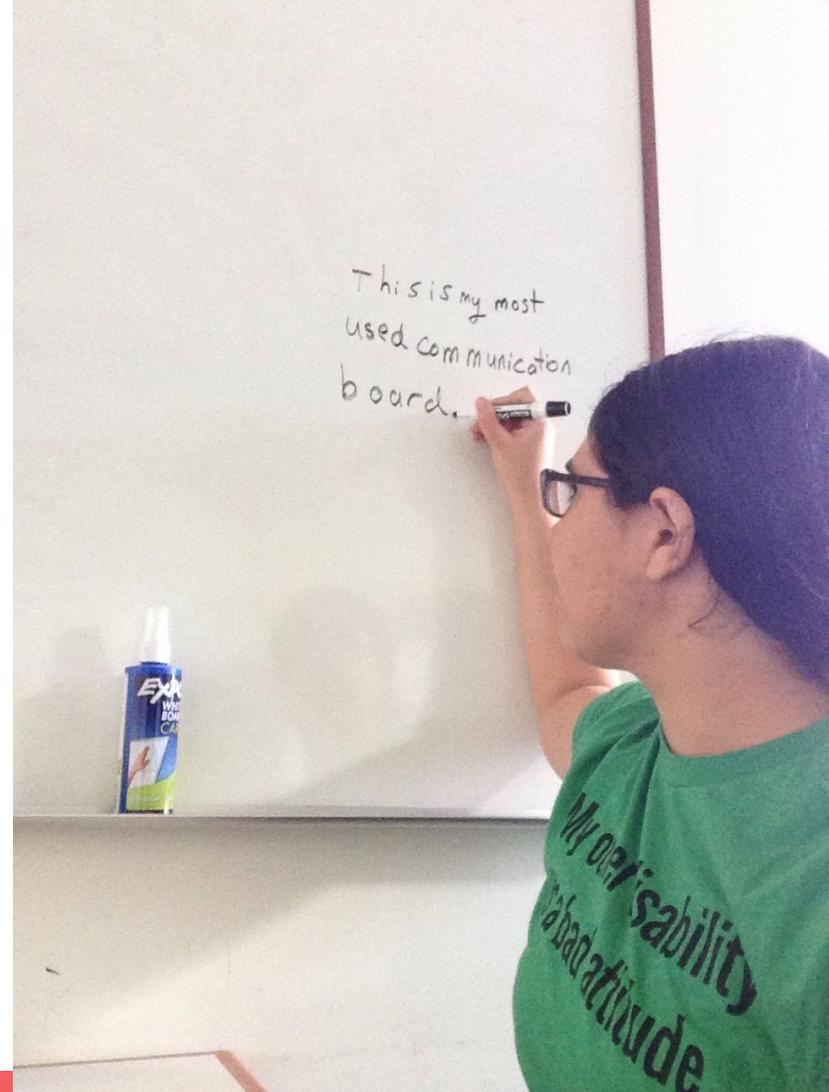
[S Walters](#) - Technical Communication Quarterly, 2010 - Taylor & Francis

... Along these lines, Dolmage (2008) has created three spatial metaphors—steep steps, the retrofit, and UD—to map how composition has responded to **disability in the classroom**. In the steep steps model, the gateway to the ivory tower is hostile to students with disabilities ...

☆ 99 Cited by 60 Related articles All 2 versions

# Accessibility for Teachers

- I'm a graduate student, *and I teach*
- So, how can we make teaching accessible for me, whether or not I can talk?
  - Existing mainstream tools
    - Whiteboards
    - Online courses
  - Dedicated technology
    - Proloquo4Text
  - People *not being ableist assholes*
- Will my students needs affect my choices?
  - I may not be the only disabled person in the room!
- Recent, relevant, and mine:  
<http://bit.ly/2HDaXpz>



# Teaching on Wheels is UDL

**Karina Jeronimides**

[kjeronimides@gmail.com](mailto:kjeronimides@gmail.com)



# About Me



- **Name: Karina Jeronimides**
- **Education: PhD in French from Yale University**
- **I speak 5 languages and read 8**
- **AU full time term faculty member in wheels for 9 years in the department of World Languages & Cultures (WLC)**
- **I use UDL to accommodate individual differences in my students but also to help me teach!**

# What is UDL Teaching?



Picasso: les demoiselles d'avignon

- In UDL, teaching has to be varied to increase effectiveness and access.
- Interdisciplinary education= Increased Understanding
- French literature & philosophy explained through art and history.
- This allows greater access to difficult texts as **points of view are multiplied.**



Blackboard

QUIZZZ



Center for Teaching,  
Research & Learning

## In UDL accommodations exist for all

- **Accessibility for all of my students, no matter their ability.**
- Pedagogical technology
  - instant accommodation
  - flexibility
  - diminishes stress
- Students are less stressed and find taking tests online easier, I haven't had to use ASAC (Academic support and Access Center) in a year

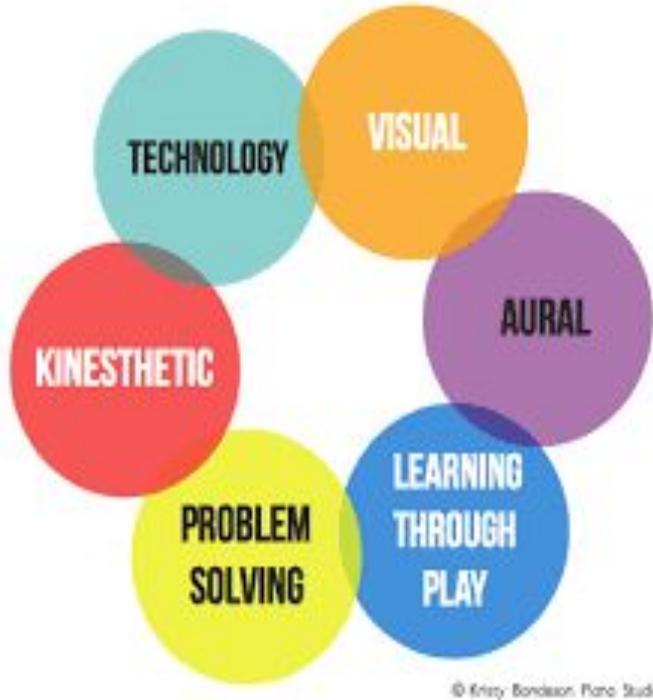
Kahoot!



Respondus®

Quizlet

# Multimodal Assessments & Assignments



© Eriqy Bondson Plano Studio

## Variety of Spoken & Written Formats:

- Journals w/ or w/o videos of self
- Class forums w/ or w/o videos of self
- Quizzes
- Videos or music
- Compositions
- Power points presentations

## Examples:

- Feminist youtuber Anita Sakeesian
- Play acting the play by Ionesco, “Le Maitre”

# UDL: Classroom setup is flexible



- HR has always made sure that my classrooms are in modern buildings, and are easily accessible to my office.
- My classroom is U shaped, is directly across from a bathroom, and my day starts at 9:45 instead of at 8:05am
- Making sure one has the right classroom to enhance communication, class or group work, is essential for learning and teaching.



# ACCESS FOR ALL



For there to be equal access you need:

- Time
- Technology
- Community of Learning (ASAC, CLEAR, the BlackBoard help team, the IT department, the library and the wonderful WLC department staff
- Open minded to individual differences

*“Access to knowledge should be open to all. UDL does that. And my handicap makes me more receptive to individual challenges and learning differences.”-Karina Jeronimides*

# Thank you!

**World  
Languages &  
Cultures**



blackboard



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AMERICAN UNIVERSITY  
WASHINGTON, D.C.