

ROI: UDL Engagement Prework

Before You Get Started

This prework document will take you approximately 20 minutes to complete. Take some time to look through this document, reflect, answer the questions, and write down any questions you may have. These can be used for group discussion.

TWO PARTS TO THE PREWORK:

1. Listen to the first 7 minutes of *In the Classroom* podcast
2. Complete the Pinch Points & Course Reflection

1. Before you watch the session recording

Listen to the first 7 minutes of the *In the Classroom* podcast on pinch points: [ITC: 87 – Improving Your Course by Eliminating Pinch Points | Tubarks - The Musings of Stan Skrabut](#) or [read the transcript](#).

- List two or three things you learned or something that stood out to you.

- What questions do you have about pinch points? We will be using Multiple Means of Engagement during the session to address these pinch points.

2. Pinch Points & Course Reflection

Pinch Points:

A **pinch point** is a point in a process of learning where students constantly encounter difficulties, and the process slows down or stops altogether. This could be a specific lecture that students consistently have trouble understanding, or a specific assignment where students are unsure about how to complete it, etc.

For example, students may struggle with reading and interpreting academic articles. They are not sure how to parse the different elements of the article or how they contribute to answering the research question. This limits their ability to participate in class discussions and complete the final assignment of proposing their own research design.

Course Reflection

For this portion, you'll focus on improving engagement in one of your classes. Think about a specific class of yours.

How would you describe it? Describe the size, general nature/structure below (e.g., *English 240, 20-students, weekly modules with assessments, one final exam*)

Course title:

Course description:

Here are some questions to help you identify potential pinch points in your course:

1. Where do my students consistently have questions or misunderstandings about the course material?
2. Where do my students seem to get things wrong on exams or assignments?
3. Where do my students ask for explanations in a different way from the one I provide? (pp 134 of *Reach Everyone, Teach Everyone: Universal Design for Learning in Higher Education*).

Fill out the matrix below answering these questions

See the example below.

- What are the **three** biggest pinch points in your course?
- What area of the course does each pinch point affect? (e.g readings, interactions (e.g., lecture, group discussion, hands-on), assessment)?

Pinch Points	Area(s) of course: readings, interactions (e.g., lecture, group discussion, hands-on), assessment, etc.
<i>0) Example: Students may struggle with reading and interpreting academic articles. They are not sure how to parse the different elements of the article or how they contribute to answering the research question. This limits their ability to participate in class discussions and complete the final assignment of proposing their own research design.</i>	<ul style="list-style-type: none">• <i>Readings</i>• <i>Group discussion</i>• <i>Final assignment</i>

Pinch Points	Area(s) of course: readings, interactions (e.g., lecture, group discussion, hands-on), assessment, etc.
1)	
2)	
3)	

Consider

In our session, we'll explore ways to address these pinch points. You may want to also consider the questions below prior to our session.

Here are some additional questions to consider:

- How much time do you have to dedicate to this?
- What would Success look like for you?