

Case Study #2 - Small Humanities/Social Science Class

An instructor teaching a 20 student class currently offers several ways to assess students. There are no exams in this course. However, to prepare for class, weekly readings are assigned and the students must complete a short, written reflection about the readings each week, which is due before class. The instructor allows the students to drop their lowest graded reflection paper for some flexibility, but still gets consistent requests for extensions on these short papers. There are also a couple of larger assignments (a midterm paper and a final paper), which the students are supposed to work on all quarter. All around, the instructor feels that the quality of work has declined and the request for extensions has increased since classes went remote in 2020. Although there is a significant amount of reading and writing in this course, neither skill is explicitly mentioned in the course's learning outcomes. Without a TA to help with grading, the instructor has been overwhelmed as well. The instructor would like to see students more engaged with the assignments to produce a higher quality of work.

Questions:

1. What could be done in the short term to apply UDL principles to assessments in this course?
2. What would be potential longer term UDL solutions this instructor could implement around their assessments?
3. How would you address any potential difficulties or hesitations you might experience in implementing UDL solutions in this class?