

Case study #3 - Large STEM Class

An instructor teaching a 120 person STEM class currently assesses their students through homework assignments and assessments. Each week, there is a problem set due by 11:59pm on Thursday. The results are released the next morning, typically at 11:00, so that all students can see where they made mistakes prior to working on the next week's assignment. The assignments do not build on each other. Students are allowed to drop their lowest assignment score. This instructor also gives two midterms and a final exam. Each exam is a mix of multiple choice questions and problems that need to be solved. Since classes went remote in 2020 the instructor has been asked for several individual extensions on most assignments, but has been reluctant to give them. The instructor would like to make some adjustments to their assessments to make them more inclusive and to take into account barriers that students experience.

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?