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00:00:00,613 --> 00:00:06,223

Welcome to the Universal Design for Learning Practicum. On behalf of the Curriculum Planning Committee,

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00:00:06,403 --> 00:00:15,043

core session facilitators, recommended session facilitators, cohort leaders, and everyone working behind the scenes to make this practicum possible.

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00:00:15,373 --> 00:00:21,522

Thank you for joining us. The Universal Design for Learning Practicum is a collaboration of accessible NU,

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00:00:21,523 --> 00:00:26,713

the Searle Center for Advancing Learning and Teaching, University Libraries,

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00:00:27,103 --> 00:00:31,183

Teaching and Learning Technologies, Counseling and Psychological Services,

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00:00:31,573 --> 00:00:37,783

Academic Support and Learning Advancement, The School of Professional Studies, and the Office of the Provost.

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00:00:38,323 --> 00:00:43,173

In this video, we'd like to provide a brief overview of the concept of Universal Design for Learning,

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00:00:43,183 --> 00:00:44,502

as over the next three weeks,

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00:00:44,503 --> 00:00:50,143

you'll be taking a deeper look at each of the three principles, and learning how to practically implement them in your course.

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00:00:51,703 --> 00:00:55,723

Universal Design for Learning is based on universal design in architecture.

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00:00:56,143 --> 00:01:03,583

Universal design is a concept developed in the 1970s by Ronald Mace, an architect at North Carolina State University.

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00:01:04,063 --> 00:01:13,873

It refers to designing environments to be usable by all people, to the greatest extent possible, without the need for adaptations or specialized design.

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00:01:14,533 --> 00:01:19,453

Universal design takes a proactive approach to determining barriers that different people

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00:01:19,453 --> 00:01:24,943

will experience, and including alternative options to benefit everyone in the design phase.

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00:01:25,423 --> 00:01:30,373

This creates more inclusive and usable environments, and is also cost effective,

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00:01:30,373 --> 00:01:35,663

as opposed to retrofitting environments to add individual accommodations later.

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00:01:35,693 --> 00:01:40,823

Universal Design for Learning uses similar concepts in the classroom.

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00:01:41,273 --> 00:01:48,293

It was developed by David Rose and Anne Meyer, from the Center for Applied Specialized Technologies at Harvard University.

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00:01:48,923 --> 00:01:54,803

UDL is based on brain research, that suggests there are three brain networks that are used in learning:

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00:01:55,133 --> 00:01:59,093

the recognition network, the strategic network, and the affective network.

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00:01:59,633 --> 00:02:06,653

Everyone's networks work a little differently, so multiple approaches are needed to allow students to take in information,

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00:02:06,953 --> 00:02:10,643

share what they've learned, and be engaged in the learning process.

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00:02:11,243 --> 00:02:16,913

UDL is not a one-size-fits-all approach, but suggests that to reach all learners,

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00:02:16,913 --> 00:02:25,613

options are needed, in the form of multiple means of representation, multiple means of action and expression, and multiple means of engagement.

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00:02:26,273 --> 00:02:31,463

Throughout these next three weeks, you will learn more about each of these principles, and how to implement them,

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00:02:31,463 --> 00:02:40,853

as each will be a focus of a core session. UDL is often talked about out of disability services offices.

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00:02:40,913 --> 00:02:47,873

So I feel it is important to clear up that UDL is about more than just accessibility, and that it benefits all students.

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00:02:48,563 --> 00:02:53,573

These images best illustrate the difference between accessibility and universal design.

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00:02:54,233 --> 00:02:58,493

In this first picture, we see a wheelchair accessible ramp to a building.

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00:02:59,063 --> 00:03:04,013

If we look closer at this image, it appears that this entrance is in the back of the building.

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00:03:04,193 --> 00:03:11,013

It doesn't look very welcoming, and because of its location, it is likely only to be used by someone in a wheelchair.

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00:03:11,813 --> 00:03:14,213

Although others could benefit from it as well,

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00:03:14,243 --> 00:03:20,333

they're unlikely to go around to the back of the building to use this entrance unless it's absolutely necessary.

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00:03:21,023 --> 00:03:26,423

This building meets the minimum requirements for accessibility, but it is not universally designed.

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00:03:26,873 --> 00:03:31,823

This approach could be compared to adding an individual accommodation to a class.

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00:03:33,133 --> 00:03:38,503

Now let's look at the second pic—picture, which I believe is an entrance to a courthouse in Vancouver.

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00:03:39,223 --> 00:03:43,513

This is an example of a universally designed entrance to a building, where the needs

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00:03:43,513 --> 00:03:48,283

of many were considered, and designed into the original plans of the building.

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00:03:48,973 --> 00:03:56,623

There are options to get to the entrance, to get to the entrance, that include stairs, a ramp, and handrails along different paths.

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00:03:57,163 --> 00:04:00,643

Users have a choice of how to enter the building. Here, unlike

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00:04:00,673 --> 00:04:08,923

in the previous picture, someone pushing a stroller, or someone who is uneasy on stairs, is much more likely to access the ramp feature.

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00:04:09,463 --> 00:04:14,233

Not only is this accessible, but it—but it is easily used by all.

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00:04:14,503 --> 00:04:22,363

And there are options to choose how you use it. This is the difference between just being accessible, and universally designing something.

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00:04:25,433 --> 00:04:31,533

To further illustrate the difference between making a class accessible versus universally designing it,

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00:04:31,583 --> 00:04:37,623

here are some other key distinctions. To obtain an accommodation to make a class accessible,

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00:04:37,643 --> 00:04:46,013

a student is required to identify with the Disability Services Office as having a disability. In a universally designed class,

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00:04:46,043 --> 00:04:52,492

for the most part, students are able to remain anonymous about their situation. In making a class accessible,

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00:04:52,493 --> 00:04:55,583

accommodations are essentially added as a retrofit.

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00:04:56,033 --> 00:04:59,653

You see, a student experiences something that they cannot do in the class,

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00:04:59,663 --> 00:05:05,093

so an accommodation is made to make that accessible. In a universally designed class,

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00:05:05,123 --> 00:05:10,673

options are added in the planning process, to remove potential barriers ahead of time,

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00:05:11,003 --> 00:05:14,963

and thus the student does not have to experience barriers to be accommodated.

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00:05:16,103 --> 00:05:21,203

Finally, accommodations to make the class accessible are a one-off solution that benefit

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00:05:21,203 --> 00:05:25,973

one individual. When options are added in a universally designed course,

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00:05:26,243 --> 00:05:32,183

the learning environment is designed to remove barriers for all students, extending those benefits to everyone,

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00:05:32,183 --> 00:05:37,343

and creating a more inclusive, accessible, and usable learning environment for all.

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00:05:39,383 --> 00:05:47,273

Implementing UDL in a class is a proactive approach to develop the best learning environment for the variability of learners in the class.

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00:05:47,813 --> 00:05:54,983

To implement UDL, instructors begin by identifying potential barriers that any student may run into in their class

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00:05:54,983 --> 00:05:58,373

environment, course materials, and curriculum,

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00:05:58,373 --> 00:06:06,083

and attempt to reduce those barriers and enhance learning for all, by providing options in representation of materials,

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00:06:06,323 --> 00:06:13,463

expression of learning, and engagement. Will instructors always identify every barrier in the planning process?

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00:06:13,943 --> 00:06:20,453

Of course not. And that is okay. As you will learn over the next three weeks, implementing UDL is an iterative process.

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00:06:20,753 --> 00:06:27,743

It is also a lot to undertake to completely redesign an entire class. As you learn about the UDL principles,

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00:06:27,863 --> 00:06:32,422

we'd suggest starting small, and identifying specific areas where you'd like to

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00:06:32,423 --> 00:06:36,713

start implementing UDL. And build from there as you gain more experience.

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00:06:38,173 --> 00:06:43,843

As I've mentioned, the next three weeks will provide a deeper dive into the principles of universal design for learning,

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00:06:43,843 --> 00:06:48,013

and you will learn practical solutions to take away and use in your courses.

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00:06:48,403 --> 00:06:53,052

The goal of each session is to provide you with something you can implement now, and

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00:06:53,053 --> 00:06:56,833

something you can think more about and implement when planning your next course.

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00:06:57,313 --> 00:06:59,382

By participating in this practicum,

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00:06:59,383 --> 00:07:07,243

participants will be able to: reflect on the impact of the pandemic, and other current events, on student and instructor mental health and wellbeing,

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00:07:07,543 --> 00:07:11,053

as related to the teaching and learning experience;

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00:07:11,713 --> 00:07:19,723

recognize how aspects of their current course design may unintentionally exacerbate challenges faced by students;

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00:07:20,233 --> 00:07:25,273

they'll be able to understand how to utilize UDL principles to reduce instructors'

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00:07:25,273 --> 00:07:29,593

need to implement individual solutions for students experiencing barriers;

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00:07:30,073 --> 00:07:39,403

and you'll be able to apply specific UDL practices to syllabi, canvas sites, course materials, assessments, and learning experiences.