Case Study #1 - Large Humanities/Social Science Class

An instructor teaching a 150 person lecture currently has a couple ways of assessing students throughout the quarter. In this class, there is a multiple choice midterm and final exam. They have been designed this way for the ease of grading. To gain a more complete picture of the student's understanding of topics and ability to apply concepts learned in the class, there are also two written assignments during the quarter. Each is assigned three weeks in advance of the due date, which falls the class before each exam.This instructor has multiple TA's that help with grading the assignments as well as the exams. The core learning objectives for the class mention understanding topics and applying them to current situations. One learning objective mentions being able to write a paper on a given topic. The instructor feels that many of the students are "going through the motions" with the papers and that the quality of the work has not been as good since classes went remote in 2020. There are also significantly more individual requests for extensions on papers than there were before. The instructor has been thinking about redesigning assessments and has determined that although writing skills are important and they'd like them to still be a part of the course, writing does not need to be included in learning objectives for this course.

Questions:

1. What would you do 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 hesitancies you might experience in implementing UDL solutions in this class?