

# Addressing Evolving Needs with Universal Design for Learning (NU edition)



# ADDRESSING EVOLVING NEEDS WITH UNIVERSAL DESIGN FOR LEARNING (NU EDITION)

A Practicum Resource for  
Northwestern University Instructors

NORTHWESTERN UNIVERSITY UDL  
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Northwestern University Libraries





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# ABOUT THIS RESOURCE

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## Northwestern University Practicum History

Addressing Evolving Needs with Universal Design for Learning is adapted from a practicum developed for Northwestern University instructors. During the pandemic, Northwestern staff began collaborating on learning opportunities for instructors related to timely topics. The first practicum, [Foundations of Online Teaching](#) was a success not only for its content, but the structure used to deliver the content and the collaboration across campus that was used to create and deliver the learning opportunity. The Universal Design for Learning Practicum is third practicum in a series that includes Foundations of Online Teaching and the Inclusive Teaching Practicum.

The UDL Practicum was designed and delivered by a collaboration of units across Northwestern that include Northwestern IT, AccessibleNU, the Searle Center for Advancing Learning and Teaching, the Northwestern Libraries, the School of Professional Studies, Counseling and Psychological Services, and the Office of the Provost.

Universal Design for Learning was chosen as the topic for

the third practicum based on the impact that the events of the previous several years have had on student mental health and their ability to learn effectively in the classroom. New challenges and expectations arose following a year of online learning during the pandemic. Reducing barriers to learning for all students is a priority. Implementing UDL in courses encourages instructors to rethink their approach to their lectures, course materials, and assessments to create the most impactful learning opportunities for all students. It is with this in mind that Addressing Evolving Needs with Universal Design for Learning was developed.

## Practicum Structure

Northwestern practicums are structured as three week learning opportunities with three different methods of learning. Each week a topic is presented as the main topic under what is considered the core session. Participants are required to attend the core session. There are also several recommended sessions each week that are related to the core session, but optional for practicum participants. Practicum participants are also put into a cohort of instructors with similar UDL experience and meet once a week throughout the practicum to further discuss topics that interest that cohort. Finally, each participant has an opportunity to meet with a learning designer each week to discuss how to implement what they've learned in their individual courses.

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# RESOURCE OVERVIEW AND INSTRUCTIONS

Jim Stachowiak

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This resource focuses on the practical implementation of UDL in learning environments. Each resource within each module was designed based on the idea of providing one short term solution that participants could implement immediately and one long term solution they could think about and apply when planning a future class. The modules are designed around the three principles of UDL:

- Module 1: Multiple Means of Engagement
- Module 2: Multiple Means of Representation
- Module 3: Multiple Means of Action and Expression

## Using this Resource

Addressing Evolving Needs with Universal Design for Learning provides access to all of the material used in the UDL practicum in an asynchronous format. Each module represents one week of the practicum. In each module, there are video recordings of the core and recommended sessions for

that topic. For each core session, there is a pre-work activity. These are used to help participants reflect on their own classes and prepare to think about how to apply information learned during the session. When sessions used group discussion, the discussion prompts are also listed in the module. All resources used when developing the modules are also available for further learning.

This resource is designed to be used flexibly, either as an individual or facilitated as a group. When used individually, it is recommended that participants use pre-work and group discussions as individual reflection opportunities. Groups should schedule time to facilitate the discussion activities. At the end of each unit, if participants have questions about implementation in their specific course, they are encouraged to connect with a learning designer at their institution.

### Learning Objectives

After completing all modules, participants will be able to:

- Reflect on the impact of the pandemic and other current events on student and

instructor mental health and well being, as related to the teaching and learning experience

- Recognize how aspects of their current course design may unintentionally exacerbate challenges faced by students
- Understand how utilizing UDL principles can reduce instructors' need to implement individual solutions for students experiencing barriers:
  - Explore ways to incorporate **multiple means of representation** of course material into course design to ensure all are able to access and understand key topics
  - Explore ways to redesign assessments offering **multiple means of expression** to optimize opportunities for all students to accurately demonstrate their learning
  - Explore ways to offer **multiple means of engagement** throughout a course to enhance all students' motivation to learn



- Apply specific UDL practices to syllabi, Canvas sites, course materials, assessments, and learning experiences

## Welcome Video



*One or more interactive elements has been excluded from this version of the text. You*

*can view them online here:*

<https://openbooks.library.northwestern.edu/nudl/?p=165#oembed-1>

[Presentation Transcript: Welcome Video](#) (Word document)



PART I

# MODULE 1: MULTIPLE MEANS OF ENGAGEMENT



1.

# CORE SESSION 1: WHY UDL IS MORE IMPORTANT THAN EVER

Una McGeough and Garrett Gilmer

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## Introduction

The events of the past 2+ years have impacted instructors and students in ways that we are only just beginning to understand. These impacts have created new challenges for both instruction and learning and have exacerbated many of the challenges that existed prior to the pandemic. As a result, instructors have been left to find solutions on their own.

This session will begin with an overview of the landscape of student well-being both before the onset of the pandemic and since, with an emphasis on the ways that the multiple disruptions of this period have intensified many of these challenges. If you are working with a group, you can gather to reflect on the ways that your personal well-being has also been impacted by the pandemic, further complicating your ability to provide their ideal learning environments for students.

Building on your group discussions, you will identify instructional adaptations you implemented while teaching since Spring 2020 and hear about student experiences of the changes made. Together, we will examine the philosophical underpinnings of UDL and why applying these principles to course design can ultimately make these adaptations less labor-intensive. By examining different scenarios, you will learn how applying UDL principles can lead to more inclusive, accessible, and supportive learning environments for all students. This session lays the groundwork for the practical tools and strategies that will be explored in subsequent sessions.

### Learning Objectives

- Reflect on the current landscape of student well-being and mental health, at Northwestern and nationally, based on the exacerbation of several issues by the pandemic
- Reflect on the impacts and challenges you have experienced as an instructor over the past couple of year
- Explain how individual teaching and learning

adaptations you made over the past couple of years could be enhanced and streamlined using a UDL framework

- Understand how UDL can lead to more inclusive, accessible, and supportive learning environments

## Pre-Work

Read and view the following:

McMurtrie, B. (2022, April 29). [A “Stunning” Level of Student Disconnection](#). Chronicle of Higher Education, 68(17), 12.

Jonathan Malesic. (May 17, 2022 Tuesday). [My College Students Are Not OK; Guest Essay](#). The New York Times – International Edition.



*One or more interactive elements has been excluded from this version of the text. You can view them online here:*

<https://openbooks.library.northwestern.edu/nudl/?p=5#oembed-1>

## Session Recording



*One or more interactive elements has been excluded from this version of the text. You can view them online here:*

<https://openbooks.library.northwestern.edu/nudl/?p=5#oembed-2>

### Discussion Questions

- What from the articles/videos resonated with you or was familiar from your own experiences?



- What was the experience of teaching like, during any stage of the pandemic, as an instructor?
- What else did you notice or experience?

## Presentation Slides and Resources

[Presentation Slides: Why UDL is More Important than Ever](#)

[Presentation Transcript: Why UDL is More Important than Ever](#) (Word document)

## 2.

# PARTNERSHIP AND PROTOCOL: STUDENT ACADEMIC AND BEHAVIORAL CONCERNS

Liz Trubey; Lee West; Heather Bacon; and  
Nicole Eggleston-Watkins

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## Introduction

In this session, representatives from the Dean of Students Office and the Schools Advising Leadership will discuss how they partner to support students who are dealing with academic and non-academic concerns. The aims of this session are: 1) to give you clear steps to equitably respond in such cases, ensuring the student can get the help they need, and 2) to think collaboratively about how to design course policies that take into account the academic calendar and that enable you to provide flexibility while maintaining your learning objectives.

## Pre-Work

None

## Session Recording



*One or more interactive elements has been excluded from this version of the text. You can view them online here:*

<https://openbooks.library.northwestern.edu/nudl/?p=28#oembed-1>

## Presentation Slides and Resources

- [Presentation Slides: Partnership and Protocol: Undergraduate Academic and Behavioral Concerns](#)
- [Presentation Transcript: Partnership and Protocol: Undergraduate Academic and Behavioral Concerns](#)  
(Word document)
- [Action Guide for Northwestern Faculty and Advisers](#)

3.

# CORE SESSION 2: ROI: INCREASING STUDENT ENGAGEMENT WITHOUT COMPLETELY REDOING YOUR COURSE

Anna Luce; Veronica Berns; Jonathan Diehl;  
and Jean Clipperton

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## Introduction

Our goals for this session are to examine the use of in-class time and reconsider how to structure in-course discussion and activity to increase student engagement and deepen student learning. We'll build from instructor-identified 'pinch points' (areas where students typically express confusion, questions, or struggles) in learning to help provide opportunities for deeper student learning and engagement while emphasizing how to implement these suggestions without a time-intensive

redesign. Through the session, we'll introduce three key tools that instructors can leverage to increase the engagement of content and discuss ways to do so efficiently and effectively.

### Learning Objectives

- Identify common pinch points (areas of your course where students typically express confusion, questions, or struggles) in your course as areas to begin implementing UDL principles
- Explain the principle of multiple means of engagement
- Apply at least one additional engagement option during in-class time to increase student engagement with your content

## Pre-Work

1. Before you watch the session recording, listen to the first 7 minutes of the *In the Classroom* recording or [read the transcript](#).



*One or more interactive elements has been excluded from this version of the text. You*

*can view them online here:*

<https://openbooks.library.northwestern.edu/nudl/?p=30>

2. Download and complete the [ROI: UDL Engagement Worksheet](#). If you're completing this course with a group, use this document as a tool to facilitate discussion.

## Session Recording



*One or more interactive elements has been excluded from this version of the text. You*

*can view them online here:*

<https://openbooks.library.northwestern.edu/nudl/?p=30#oembed-1>

# Presentation Slides and Resources

[Presentation Slides: ROI: UDL Engagement](#)

[Presentation Transcript: ROI: UDL Engagement](#) (Word  
document)

[UDL Engagement Resource List](#)

## 4.

# EMPATHY MAPPING

Bea Jimenez; Rachel Goc; Jean Clipperton;  
and Jonathan Diehl

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## Introduction

Often, we design our courses as if we were the students. But this approach can lead to gaps. Empathy mapping is a tool that helps identify the different types of students in our courses by creating personas. Using these personas we can identify their needs, goals, expectations, behaviors, pain points, and more.

## What is an empathy map?

Empathy maps are a way to articulate what you know about a persona – their needs, goals, expectations, behaviors, pain points, and more. They are quick, rough templates that cover broad areas of what a person might be thinking, hearing, saying, and feeling.

In this workshop, we'll be creating empathy maps for different personas of students.



## What does empathy mapping have to do with UDL or course design?

Creating empathy maps helps us consider the course experience from the students' perspective. Using empathy maps to help guide your course design decisions can help you prioritize changes in course design or look at syllabus policies from a new perspective.

After creating some empathy maps, we'll discuss how these maps can inform practical changes to course design, Canvas course sites, and more.

## Pre-Work

None

## Session Recording



*One or more interactive elements has been excluded from this version of the text. You can view them online here:*

<https://openbooks.library.northwestern.edu/nudl/?p=32#oembed-1>

# Presentation Slides and Resources

[Presentation Slides: Empathy Mapping](#)

[Presentation Transcript: Empathy Mapping](#) (Word document)

PART II

# MODULE 2: MULTIPLE MEANS OF REPRESENTATION



5.

# TOOLS FOR MAKING YOUR DIGITAL COURSE MATERIALS ACCESSIBLE, FLEXIBLE, AND USABLE FOR ALL

Jim Stachowiak and Christine Scherer

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## Introduction

Whether you're teaching in-person, hybrid, or remote, there are digital tools you can use to make your course more accessible and aligned with UDL principles. This session will give a crash-course demo in creating accessible content in Canvas, as well as how to use built-in accessibility tools, such as UDOIT and Canvas' accessibility checker. We will share numerous free tools available through Northwestern, including Read&Write Gold and SensusAccess, that provide options (reading with support, listening to audio forms, etc.) for how students can interact with your accessible designed

materials to remove barriers presented by traditional text. Combining accessible Canvas design and tools that provide access options make your digital course materials flexible enough to offer students the ability to use their strengths to get the most out of your materials.

## Pre-Work

None

## Session Recording



*One or more interactive elements has been excluded from this version of the text. You can view them online here:*

<https://openbooks.library.northwestern.edu/nudl/?p=38#oembed-1>

[Presentation Transcript: Tools for Making your Courses More Accessible](#) (Word document)

## Additional Resources

While many of the following resources were created for a Northwestern audience, the concepts and are available to those at other institutions as well. Check with your institution's accessibility office to inquire about the availability of Read&Write Gold, SensusAccess, and other assistive technology software.

### Creating Accessible Sites

- [Accessible Course Design in Canvas Checklist](#) (School of Professional Studies @ NU)
- [Accessible Documents: Word, PowerPoint, & Acrobat](#) (WebAIM)
- [Creating Accessible Documents](#) (National Center on Accessible Educational Materials)
- [Creating Accessible Word Documents](#) (WebAIM)
- [How Do I Make a Course Accessible?](#) (School of Professional Studies @ NU)
- [How Do I Use the Accessibility Checker in the Rich Content Editor as an Instructor?](#)
- [How to Use UDOIT, the Canvas Course Accessibility Checker](#) (Information Technology @ NU)
- [PDF Accessibility: Converting Documents to PDFs](#) (WebAIM)
- [Universal Design Online Content Inspection Tool](#)

(UDOIT) (University of Central Florida)

## Tools

- [Accessing Read&Write Gold through Northwestern](#)
- [Getting Started with Read&Write for Google Chrome](#) (Texthelp)
  - [Read&Write for Google Chrome Feature Demos \(Video\)](#) (Texthelp)
  - [Read&Write for Mac Feature Demos \(Videos\)](#) (Texthelp)
  - [Read&Write for Windows Feature Demos \(Videos\)](#) (Texthelp)
- [Using SensusAccess through Northwestern](#)
  - [What is SensusAccess](#) (Videos) (SensusAccess)

**Read & Write Gold Syllabus Text:** Read & Write Gold is an optional text reading and writing program with numerous beneficial features. Originally developed to assist users with print disabilities, such as visual impairments, dyslexia, ADHD, etc., this program provides a wide array of tools to assist with reading, writing, and notetaking. One of the most useful tools is the text-to-speech function, which students may use to convert digital text into an audio format. Read&Write Gold is available for free to all Northwestern students, faculty, and staff. Visit the [Northwestern IT site on Read&Write](#)



**Gold** for more information about the software, as well as instructions on how to download it.

6.

# PROMOTING CARE IN THE CLASSROOM: ALTERNATIVES TO PENALTIES

Marquis Bey

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## Introduction

This session will deliver possibilities for alternatives to punitive measures in the classroom. Often, pedagogical practices used to motivate students, deter students from poor performance, or indeed chastise students for poor performance include instituting late penalties and deadlines. However, this session will invite participants to think about other ways to get students to think critically, learn, and importantly, too, feel cared for. These ways, it will be insisted, should not include punitive measures, namely late penalties.

## Pre-Work

None

## Session Recording



One or more interactive elements has been excluded from this version of the text. You can view them online here:

<https://openbooks.library.northwestern.edu/nudl/?p=36#oembed-1>

## Further Reading and Resources

- [Presentation Transcript: Promoting Care](#) (Word document)
- Gonzalez, Jennifer. (2019, August 4). *A Few Ideas for Dealing with Late Work*. Cult of Pedagogy. <https://www.cultofpedagogy.com/late-work/>
- Hasinoff, A. A. (n.d.). *Do Late Penalties Do More Harm Than Good?* Inside Higher Ed. Retrieved May 3, 2023, from <https://www.insidehighered.com/advice/2022/03/02/why-instructors-should-drop-late-penalties-their-courses-opinion>

- *Improving Equity, Grade Challenges, and Late Work—Center for Teaching Excellence | University of South Carolina*. (n.d.). Retrieved May 3, 2023, from [https://sc.edu/about/offices\\_and\\_divisions/cte/teaching\\_resources/grading\\_assessment\\_toolbox/other\\_considerations/index.php](https://sc.edu/about/offices_and_divisions/cte/teaching_resources/grading_assessment_toolbox/other_considerations/index.php)
- Thomas, B. (2019, August 5). Rethinking Deadline and Late Penalty Policies...Again. *Faculty Focus | Higher Ed Teaching & Learning*. <https://www.facultyfocus.com/articles/effective-classroom-management/rethinking-deadline-and-late-penalty-policies-again/>

7.

# CORE SESSION 3: BEYOND THE TEXTBOOK: MULTIPLE MEANS OF REPRESENTATION AS A PATH TO REMOVING BARRIERS

Christine Scherer and Lauren McKeen  
McDonald

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## Introduction

All learners comprehend and perceive information differently. Providing more than one way for students to access information creates pathways for increased participation and deeper learning, and provides much needed flexibility for overburdened students. In this session, we will focus on the implementation of the UDL principle of multiple means of

representation, which focuses on presenting information in multiple ways and/or modalities. We will address the often time-consuming task of identifying new course materials, and give attendees both short and long-term strategies for finding, creating, and implementing multiple means of representation in their classes.

### Learning Objectives

- Explain what it means to provide multiple means of representation within a course
- Explain how providing more than one way for students to access information can benefit all students and positively impact student mental health
- Analyze current course materials and representation methods of course content for potential barriers they may cause for students
- Apply at least one strategy for implementing multiple means of representation, such as offering content in multiple modalities, recording lectures, or crowdsourcing resources to reduce barriers for students

## Pre-Work

Select one (1) of the following resources to read, watch, or listen to, then complete the [Multiple Means of Representation reflection worksheet](#) prior to watching the recording. If you're watching with a group, you may use the worksheet as a prompt for group discussion.

## Video option



*One or more interactive elements has been excluded from this version of the text. You can view them online here:*

<https://openbooks.library.northwestern.edu/nudl/?p=34#oembed-1>

## Text option

*Universal Design for Learning Guidelines version 2.2* (Center for Applied Special Technology, 2018) Retrieved from: <http://udlguidelines.cast.org/representation>

## Audio option

Universal Design for Learning-Multiple Means of Representation from Assist Learning Podcast | Podcast Episode on Podbay (Podbay, 2017) Retrieved July 19, 2022 from: <https://podbay.fm/p/assist-learning-podcast/e/1504130802>



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<https://openbooks.library.northwestern.edu/nudl/?p=34>

## Session Recording



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[https://openbooks.library.northwestern.edu/  
nudl/?p=34#oembed-2](https://openbooks.library.northwestern.edu/nudl/?p=34#oembed-2)

## Presentation Slides and Resources

- [Presentation Slides: Beyond the Textbook](#)
- [Presentation Transcript: Beyond the Textbook](#)(Word document)
- [Multiple Means of Representation: additional tools and readings](#)

For Northwestern faculty and  
instructors

- [Video Production Studio \(Mudd Library, Evanston\)](#)
- [Video Production Studio \(Feinberg IT, Chicago\)](#)
- [Panopto Instructor Training](#)

8.

# LOWERING COURSE MATERIAL COSTS AND INCREASING INSTRUCTION ACCESSIBILITY THROUGH THE LIBRARIES

Chris Davidson; Ted Quiballo; and Lauren  
McKeen McDonald

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## Introduction

In this session, you will learn a variety of ways the Libraries can support your instruction. Presenters will focus on obtaining low- or no-cost course materials (e-books, streaming media, chapter scans, and OER) that are accessible to the entire class, recording lectures in the Video Production Studio via Lightboard, and working with Subject Librarians to provide

students with course-specific instruction on library research tools and methods.

## Pre-Work

None

## Session Recording



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<https://openbooks.library.northwestern.edu/nudl/?p=40#oembed-1>

## Presentation Slides and Resources

- [Presentation Slides: Lowering Course Material Costs](#)
- [Presentation Transcript: Lowering Course Material Costs](#) (Word document)

Resources for Northwestern

## Instructors

- [Video Production Studio Info Sheet](#)
- [Course Materials at the Library Handout \(Fall 2022\)](#)
- [Open Educational Resources at Northwestern](#)
- [Course Reserves Information for Faculty](#)
- [University Libraries Subject Librarians](#)
- [Affordable Instructional Resources \(AIR\) at Northwestern](#)

PART III

**MODULE 3:  
MULTIPLE MEANS  
OF ACTION AND  
EXPRESSION**



9.

# CORE SESSION 4: IS THERE REALLY ONLY ONE WAY? RETHINKING ASSESSMENTS WITH UDL IN MIND

Jim Stachowiak and Veronica Womack

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## Introduction

This session will focus on the implementation of the UDL principle of multiple means of expression. Offering diverse ways of expressing what students have learned promotes equitable outcomes. We will unpack the assumptions underlying participants' current static assignments and assessments, identify and discuss practices that reduce student anxiety around exams and deadlines, and discuss rethinking assessments to integrate options using a plus one thinking approach. Utilizing interactive discussion and a case study approach, this session will offer you ideas for implementing

‘multiple means of expression’ to reduce barriers for all both immediately and while planning your next course

## Learning Objectives

By the end of this session, you will be able to:

- Identify assumptions that serve as the basis for the design of current assignments and assessments
- Apply at least one UDL-based approach to your class to reduce student anxiety around exams and deadlines while maintaining rigor
- Critically examine course learning objectives to eliminate unnecessary components that restrict offering assignment options
- Apply the UDL principle of multiple means of expression by redesigning one assignment to offer at least two options of delivery

## Pre-Work

1. Watch the “Centering Critical Multiculturalism in



UDL” video (4 minutes) below:



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<https://openbooks.library.northwestern.edu/nudl/?p=95>

2. Take 15-30 minutes to reflect on your assignments and assessments by completing the [Multiple Means of Expression Worksheet](#)

3. Review each of the following case studies. If you are completing this session with a group, the case studies can be used to form groups for discussion after watching the session recording. In the live session, each participant chose one case study they wanted to discuss with a group.

[Case Study #1 – Large Humanities\\_Social Science Class](#)

[Case Study #2 – Small Humanities\\_Social Science Class](#)

[Case Study #3 – Large STEM Class](#)

[Case Study #4 – STEM Lab Class](#)

## Session Recording



*One or more interactive elements has been excluded from this version of the text. You can view them online here:*

<https://openbooks.library.northwestern.edu/nudl/?p=95#oembed-1>

## Presentation Slides and Resources

- [Presentation Slides: Is There Really Only One Way?](#)
- [Presentation Transcript: Is There Really Only One Way?](#)  
(Word document)

## Websites

- [Alternative Final Assignment Formats](#) (Clipperton, 2019)
- [Multiple Means of Expression](#) (Coy, 2017)
- [Sample Assignment Using UDL Guideline Multiple Means of Representation](#)
- [Offering Assessment Options: Motivating Learners through Multiple Means of Action and Expression](#)

(University of Central Florida)

- [UDL on Campus: UDL and Assessment](#) (Center for Applied Special Technology)

## Podcasts

- [Making UDL Work for Everyone with Thomas J. Tobin](#) (Think UDL)
- [See What Your Students Know through Multiple Means of Action and Expression](#) (Skrabut, 2019)
- [UDL Conversation Cafe: Action and Expression](#) (Centennial College)

## Videos:

- [Differentiated Means of Action and Expression in Higher Education Classes](#) (Center for Applied Special Technology, 2021)
- [UDL Examples: Examples of Multiple Means of Action and Expression](#) (College STAR, 2016)

## Articles

- [Connecting universal design for learning with culturally responsive teaching](#) (Kieran & Anderson, 2018)
- [Cross-pollinating culturally sustaining pedagogy and universal design for learning: Toward an inclusive](#)

[pedagogy that accounts for dis/ability](#) (Waitoller & King Thorius, 2016)

- [Developing Pedagogies: Learning the Teaching of English](#) (Sternberg & Lee, 2002)

## Books

- [Teaching to Transgress: Education as the Practice of Freedom](#) (hooks, 1994)

10.

# ALTERNATIVE GRADING AND ASSESSMENT PRACTICES FOR UDL

Anna Luce; Lisa Del Torto; Veronica Berns;  
and Meaghan Fritz

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## Introduction

What approaches to grading will increase equity in your classes, motivate your students, and encourage them to focus on learning (rather than “grade grubbing”)? This session will offer an introduction to ungrading, contract grading, and other equitable grading practices that align with Universal Design for Learning practices. You will be prompted to consider how these approaches can work for their courses. Individual follow-up consultations will be available if you want to implement an alternative grading framework in your course.

## Pre-Work

None

## Session Recording



*One or more interactive elements has been excluded from this version of the text. You can view them online here:*

<https://openbooks.library.northwestern.edu/nudl/?p=44#oembed-1>

## Presentation Slides and Resources

[Presentation Slides: UDL Alternative Grading and Assessment](#)

[Presentation Transcript: UDL Alternative Grading and Assessment](#) (Word document)

## Grading and Evaluating Writing

- [Equitable Writing Assessment for Weinberg College](#)

### Seminars

- [Labor-Based Grading Contracts: Building Equity and Inclusion in the Compassionate Writing Classroom](#)
- [Toward writing assessment as social justice](#) (College English special issue)
- [Antiracist Writing Assessment Ecologies: Teaching and Assessing Writing for a Socially Just Future](#)
- [What LMS Site Statistics Tell Us about Timing Instructor Feedback on Student Writing](#) (Lafren)

## General Chemistry Grading Tools

- Grade Tracker from Chem 181, Fall 2022 (linked here: [Grade Tracker Word Document](#), and [Grade Tracker Excel Document](#))
- [Grade Tracker FAQ](#) — additional tables of grade standards made accessible to students

## Alternative Grading Frameworks and Practices

- [Grading for Equity](#) (Feldman)
- [Specifications Grading](#) (Nilson)
- [Using Multiple Grading Schemes](#) (Dyer)

## Media Credits

Slide 1: “Piled Higher and Deeper by Jorge Cham” from [www.phdcomics.com](http://www.phdcomics.com) is included on the basis of fair use.

Slide 4: [“Starring Role ... Have you been good today?”](#) by Pewari is licensed under [CC BY-NC-SA 2.0](#).

Slide 10: “Opportunities/Merit Ranking Chart” Where Does Grading Come From? Retrieved from <https://asaobinoue.blogspot.com/2021/05/where-does-grading-come-from.html> is included on the basis of fair use.

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## 11.

# UDL IN ACTION: A PANEL DISCUSSION WITH INSTRUCTORS WHO HAVE IMPLEMENTED UDL

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Mikhelson; and Judy Franks

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## Introduction

This panel discussion with Northwestern instructors is designed to give participants insight into the implementation of UDL principles and strategies from those who have successfully done it. Panelists will include instructors from multiple disciplines across campus who have implemented UDL in their course materials, assignments, assessments, and overall class design. They will share their approach, why they chose to implement what they did, how it helped students and themselves, and the reaction they received from students in the

class. They will also discuss any difficulties encountered, things they tried that didn't work, and lessons learned along the way. This will be an opportunity to hear from, interact with, and pick up practical tips from instructors who have successfully implemented UDL in their classes. If implementing UDL sounds overwhelming or if you want to learn how others have added UDL components to their class, this is the session to attend.

## Pre-Work

None

## Session Recording



*One or more interactive elements has been excluded from this version of the text. You*

*can view them online here:*

<https://openbooks.library.northwestern.edu/nudl/?p=47#oembed-1>

[Presentation Transcript: UDL Panel](#) (Word document)

# RESOURCE LIST

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In addition to the resources included within each chapter, check out the following:

## Articles, Blogs, and Chapters:

- [A Few Ideas for Dealing with Late Work](#) (Gonzalez, 2019)
- [Alternative Final Assignment Formats](#) (Clipperton, 2019)
- [Applying the Principles of Universal Design for Learning \(UDL\) in the College Classroom](#) (Boothe, K. A. et al., 2018)
- [Applying UDL to Online Active Learning: Instructional Designer Perceptions.](#) (Rogers & Gronseth, 2021)
- [Beyond the Food Pantry: Spreading the Word – Supporting Students’ Basic Needs with a Syllabus Statement and Welcome Survey](#) (Goldrick-Rab, 2020)
- [Check Your Syllabus 101: Disability Access Statements](#) (zoë, 2018)
- Chronicle of Higher Education
  - [A ‘Stunning’ Level of Student Disconnection](#) (McMurtrie, 2022)

- [Clearing Up Some Misconceptions About Neurodiversity](#) (Bailin, 2019)
- [Connecting Universal Design for Learning With Culturally Responsive Teaching](#) (Kieran & Anderson, 2019)
- [Designing for Wellbeing: An Inclusive Learning Design Approach with Student Mental Health Vignettes](#) (Lister & McFarlane, 2021)
- [Diverse: Issues in Higher Education](#)
  - [How to Make a Syllabus Sound More Human](#) (Kelliher, 2022)
- [Do Late Penalties Do More Harm Than Good?](#) (Hasinoff, 2022)
- [Elevating the Objectives of Higher Education to Effectively Serve Students From Diverse Socioeconomic Backgrounds](#) (Destin, Rosario & Vossoughi, 2021)
- [Exploring the Potential of UDL with Regards to Mental Health Issues in Higher Education](#) (Fovet, 2020)
- [Improving Equity, Grade Challenges, and Late Work](#) (University of South Carolina)
- Inside Higher Ed
  - [From Pandemic to Endemic](#) (Mintz, 2022) (Inside Higher Ed credentials required to access)
  - [Leveraging the Neuroscience of Now](#) (Imad, 2020) (Inside Higher Ed credentials required to access)
- [Measuring the Effectiveness of Universal Design for Learning Intervention in Postsecondary Education](#)

- (Davies et al., 2013)
- [Mental Health and UDL](#) (Takacs, 2021)
  - [Multiple Means of Expression](#) (Coy, 2017)
  - [Offering Assessment Options: Motivating Learners Through Multiple Means of Action and Expression](#) (Eadens & Eadens, 2021)
  - [Reconceptualizing Participation Grading as Skill Building](#) (Gillis, 2019)
  - [Rethinking Deadlines and Late Penalty Policies....Again](#) (Thomas, 2019)
  - [Supporting Teacher Demoralization through the UDL Framework](#) (Froehlich & Novak, 2022)
  - [Trauma-Informed Teaching During COVID-19](#) (Roberts, 2020)
  - [Where Does Grading Come From?](#) (Inoue, 2021)
  - [Why UDL is Essential to Higher Education’s “New Normal”](#) (Tobin, 2020)

## Books:

- [Equity and Inclusion in Higher Education: Strategies for Teaching](#) (Kumar & Refaei, 2021)
- [Reach Everyone Teach Everyone](#) (Tobin & Behling, 2018)
- [Teaching to Transgress: Education as the Practice of Freedom](#) (hooks, 1994)
- [The Body Keeps the Score: Brain, Mind, and Body in](#)

- [the Healing of Trauma](#) (van der Kolk, 2014)
- [UDL University: Designing for Variability Across the Postsecondary Curriculum](#) (Laist, Sheehan, & Brewer, 2022)
- [Universal Design for Learning: Theory and Practice](#) (Meyer, Rose, & Gordon, 2014)
- [Universal Design in Higher Education: From Principles to Practice Second Edition](#) (Burgstahler, 2015)

## Example Materials:

- [Example Syllabus: CHEM 215-1](#) (Knezz)

## Guides, Tips, and Tools:

- [An Introduction to Content and Trigger Warnings](#) (University of Michigan)
- [Autism Spectrum Disorders Fact Sheet for Faculty](#) (Rochester Institute of Technology)
- [Diversity and Inclusion Syllabus Statements](#) (Brown University)
- [Guidance for Teaching During Turbulent Times](#) (Searle Center for Advancing Learning & Teaching @ NU)
- [Inclusive Pedagogy Toolkit: Assessments](#) (Georgetown University)
- [NameCoach Name Pronunciation Tool](#) (Digital

Learning @ NU)

- [Principles of Inclusive Teaching](#) (NU)
- [Resources for Creating Inclusive Teaching Environments and Supporting Students at Northwestern](#) (Searle Center for Advancing Learning & Teaching @ NU) (NU credentials required to access)
- [Sample Assignment Using UDL Guideline Multiple Means of Representation](#)
- [Statement on Academic Accommodations for Religious Holidays](#) (NU)
- [Teaching Students in Multiple Time Zones](#)(Searle Center for Advancing Learning & Teaching @ NU)
- [Transparent Assignment Template](#) (University of Nevada, Las Vegas)
- [Universal Design in Higher Education: Promising Practices](#) (Burgstahler, 2013)

## Initiatives, Organizations, and Programs:

- [Center for Applied Special Technology](#)
  - [UDL on Campus](#)
  - [UDL Guidelines](#)
  - [Research Evidence](#)
- [College Autism Network](#) (CAN)
- [Embodying Your Curriculum](#)
- [Equity, Diversity, and Inclusion in Teaching \(EDIT\)](#)

### Media

- [Professional and Organizational Development \(POD\) Network](#)
  - [Open Discussion Group](#) (Request to join)
- [RespectNU](#) (Student Affairs)

## Podcasts:

- Teaching in Higher Ed
  - [Equity-Centered Trauma-Informed Pedagogy with Alex Venet](#) (2021)
- [Universal Design for Learning with Mark Hoffer](#) (2015)
- [Tea for Teaching](#)
- [Designing for Trauma](#) (2022)
- [Think UDL](#)
  - [Academic Integrity Through Assessment Design with Mark Glynn](#)
  - [Collaborative Learning and Student Engagement in Every Modality with Claire Major](#)
  - [Designing for Learning Equity with Kevin Kelly](#)
  - [Engaging Alternative Grading with Joshua Eyster](#)
  - [Engaging Ungrading with Susan Blum](#)
  - [Inclusive Syllabus Design with Kristen Helmer](#)
  - [New Paradigms in Course Design with Lee Skallerup Bessette](#)
  - [UDL University with Nicole Brewer, Randy Laist, and Dana Sheehan](#)



## TED Talks, Videos, and Webinars:

- [Cruelty-Free Syllabus](#) (Cheney, 2020)
- [Mental Health Matters: How UDL Practices Benefit Students with Mental Health Difficulties](#) (AHEAD)
- [Practical Tips for Implementing UDL in the Higher Education Classroom](#) (Owiny & Lohmann, 2019)
- [The Myth of Average](#) (Rose, 2013)
- [UDL-Universe – A Comprehensive Faculty Development Guide: UDL Online Video Case Stories](#) (Sonoma State University)
- [Universal Design at McGill University](#)

## Websites:

- [Accessible Syllabus](#)
- [Advancing Your Teaching with Universal Design for Learning](#) (University of Nebraska)
- [Applications of Universal Design in Postsecondary Education](#) (University of Washington)
- [Community Building Activities](#) (OneHE)
- [Diversity, Equity, and Inclusion in Physics: Programs, Publications, and Other Resources Supporting Diversity, Equity, and Inclusion in Physics](#) (American Association of Physics Teachers)
- [Inclusive Learning Environment](#) (Feinberg School of Medicine @ NU)

- [Universal Design for Learning](#) (Georgetown University)
- [Universal Design for Learning \(UDL\)](#) (Office of Equity @ NU)