RADICALIZING SPACES OF POSSIBILITY
Faculty Leadership in Vision 2030

SPRING PLENARY SESSION 2024

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SAN JOSE MARRIOTT

ACADEMIC SENATE FOR CALIFORNIA COMMUNITY COLLEGES

Universal Design for Learning

Creating Inclusive Learning Environments

Presenters

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During today's session we will...

- Learn about the Universal Design for Learning framework
- Discuss the impact of UDL curriculum for community college students
- Identify UDL practices in the classroom
- Learn about the plans to support UDL implementation by the Chancellor's Office.

What is Universal Design for Learning (UDL)?

- Universal Design for Learning (UDL) is a framework for designing instructional methods, materials, and assessments that provide all students with equal opportunities to learn.

- It emphasizes flexibility and customization in teaching to accommodate diverse learner needs, including students with disabilities, English language learners, and those with varying learning styles.

- UDL is based on three main principles: providing multiple means of representation, offering multiple means of action and expression, and engaging students through multiple means of engagement.

- By incorporating these principles, educators can create inclusive learning environments that address individual learner variability and promote academic success for all students.

- UDL encourages proactive planning and design to minimize the need for accommodations or modifications later on, thereby promoting accessibility and equity from the outset of instruction.

Universal Design for Learning Guidelines
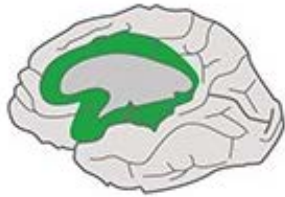
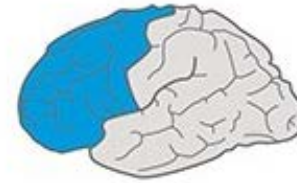| Provide Multiple Means of **Engagement** *Purposeful, motivated learners*	Provide Multiple Means of **Representation** *Resourceful, knowledgeable learners*	Provide Multiple Means of **Action & Expression** *Strategic, goal-directed learners*
Provide options for self-regulation + Promote expectations and beliefs that optimize motivation + Facilitate personal coping skills and strategies + Develop self-assessment and reflection	**Provide options for comprehension** + Activate or supply background knowledge + Highlight patterns, critical features, big ideas, and relationships + Guide information processing, visualization, and manipulation + Maximize transfer and generalization	**Provide options for executive functions** + Guide appropriate goal-setting + Support planning and strategy development + Enhance capacity for monitoring progress
Provide options for sustaining effort and persistence + Heighten salience of goals and objectives + Vary demands and resources to optimize challenge + Foster collaboration and community + Increase mastery-oriented feedback	**Provide options for language, mathematical expressions, and symbols** + Clarify vocabulary and symbols + Clarify syntax and structure + Support decoding of text, mathematical notation, and symbols + Promote understanding across languages + Illustrate through multiple media	**Provide options for expression and communication** + Use multiple media for communication + Use multiple tools for construction and composition + Build fluencies with graduated levels of support for practice and performance
Provide options for recruiting interest + Optimize individual choice and autonomy + Optimize relevance, value, and authenticity + Minimize threats and distractions	**Provide options for perception** + Offer ways of customizing the display of information + Offer alternatives for auditory information + Offer alternatives for visual information	**Provide options for physical action** + Vary the methods for response and navigation + Optimize access to tools and assistive technologies

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Updating UDL Guidelines

1. Removing language to signal that the UDL Guidelines are a tool that can be used by learners as well as educators
2. Removing the numbering of the Guidelines and associated checkpoints
3. Replacing the term "checkpoints" with the term "prompts"
4. Addition of new "prompts," such as:
   o Nurture joy and play
   o Foster belonging and community
   o Practice empathy
   o Authentically represent a diversity of perspectives and identities
   o Address biases related to modes of expression and communication

Advantages of implementing UDL in education:

Increased access and equity for all learners

UDL recognizes and values the diversity of learners and proactively designs instruction to meet their individual needs and preferences, thereby ensuring that all students have the opportunity to succeed.

Enhanced engagement and motivation

UDL provides diverse and stimulating learning experiences that cater to individual learner needs and preferences, fostering a positive and dynamic learning environment where all students can thrive.

Improved learning outcomes

UDL provides flexible, personalized, and engaging learning experiences that cater to individual learner needs and preferences, leading to increased understanding, motivation, and achievement for all students.

UDL and fostering inclusive education

- **Flexibility:** UDL encourages educators to offer multiple ways for students to engage with and demonstrate their understanding of content, accommodating diverse learning preferences and abilities.

- **Equitable Access:** By providing multiple means of representation, action and expression, and engagement, UDL ensures that all students have equitable access to learning opportunities, regardless of their background or abilities.

- **Personalization:** UDL allows for personalized learning experiences tailored to individual learner needs, promoting autonomy and self-regulation in the learning process.

- **Reduced Barriers:** UDL helps to minimize barriers to learning by proactively addressing potential challenges and providing supports and scaffolds to help all students succeed.

- **Promotion of Engagement:** UDL fosters engagement by offering varied and stimulating learning experiences that tap into students' interests, preferences, and motivations.

- **Inclusive Curriculum:** UDL promotes the use of diverse and inclusive curriculum materials and resources that reflect the backgrounds and experiences of all learners, fostering a sense of belonging and cultural responsiveness.

- **Prevention of Exclusion:** By designing instruction with UDL principles in mind, educators can prevent the need for segregating students based on their abilities or disabilities, promoting a more inclusive learning environment for all.

Impact of UDL on CCC Curriculum

- Supports "hidden" students
- Reduces requests for individual disability accommodations
- Inclusive access to learning
- Increases student engagement

UDL Practice - The Design Process:

Set Clear
Goals

Design for
Learner
Variability

Anticipate
Barriers

Design
Options

@CAST_UDL

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UDL Practice – Tap into Student Interest while being Transparent:

- Clearly state goals and objectives as well as make connections.
- Consider what it means to meet an objective – often we have unstated or irrelevant expectations.
- Activate student's prior knowledge.
- Co-create content when possible.
- Use project-based learning, scenarios, and simulations if you can.
- Optimize student choice and voice.
- Foster collaboration and community.

UDL Practice – The Importance of Design:

- UDL Course Design is INTUITIVE:
  - Show students where to go on the homepage and unit overviews.
  - Exemplary: Create a short, captioned video showing students how to navigate your course.
  - Use quick links/buttons to guide students to key content.
  - Add announcements to the top of your homepage.

- UDL Canvas Courses NAVIGATE through modules.
  - Use module text headers to organize content: weekly or unit
  - Hide unnecessary navigation links in the course navigation bar.

- UDL Assignments are ALL INCLUSIVE.
  - Create your own templates & duplicate.
  - Use headers, bullets, numbers to chunk content in your assignments.
  - Include multiple ways to understand key content through text AND visuals AND videos.
  - Include lecture materials in the assignment itself.
  - Use Google instead of Canvas for linked materials.
  - Use the Canvas Checker & other accessibility tools.

Course Design
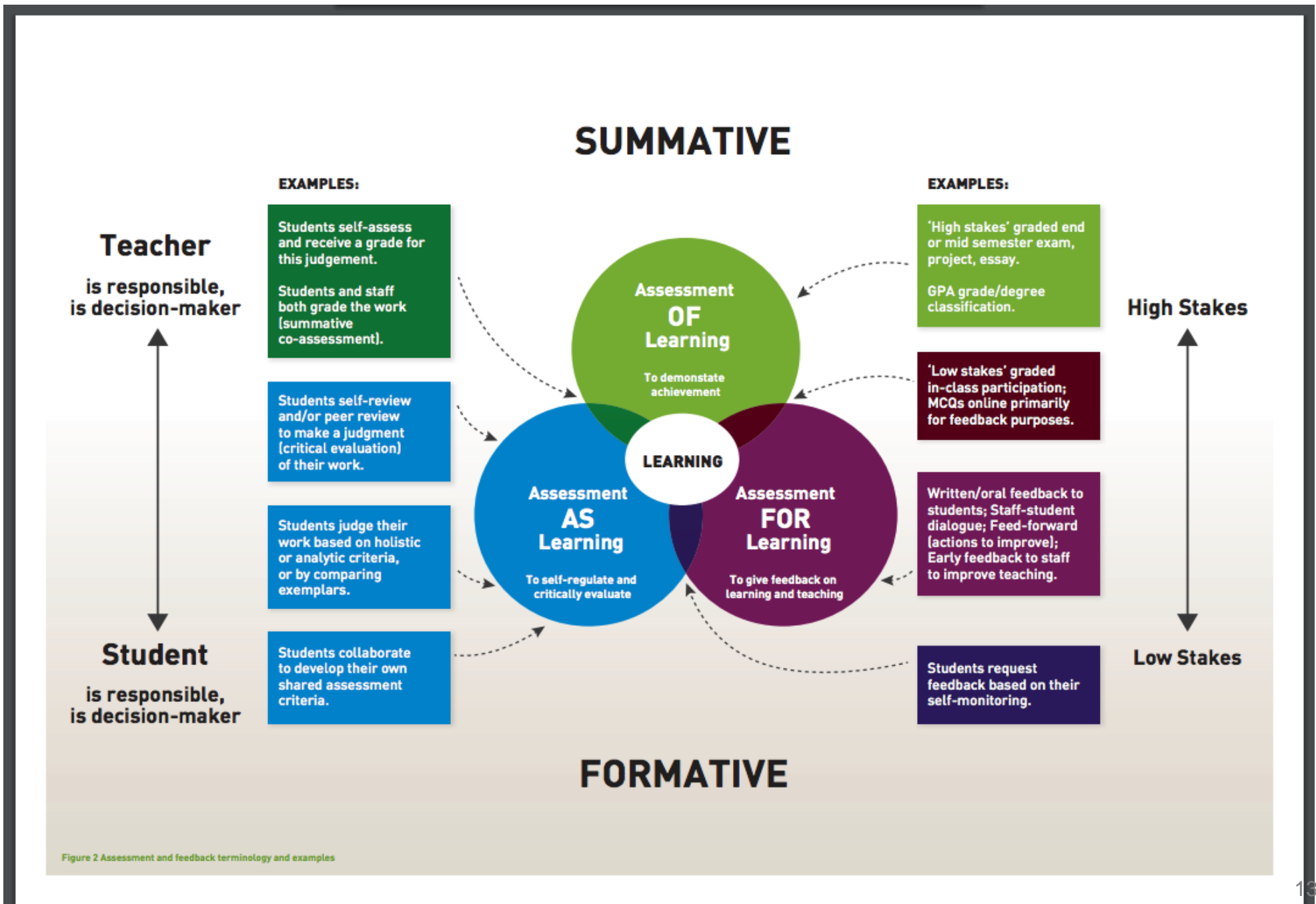
Module Design

Assignment Design
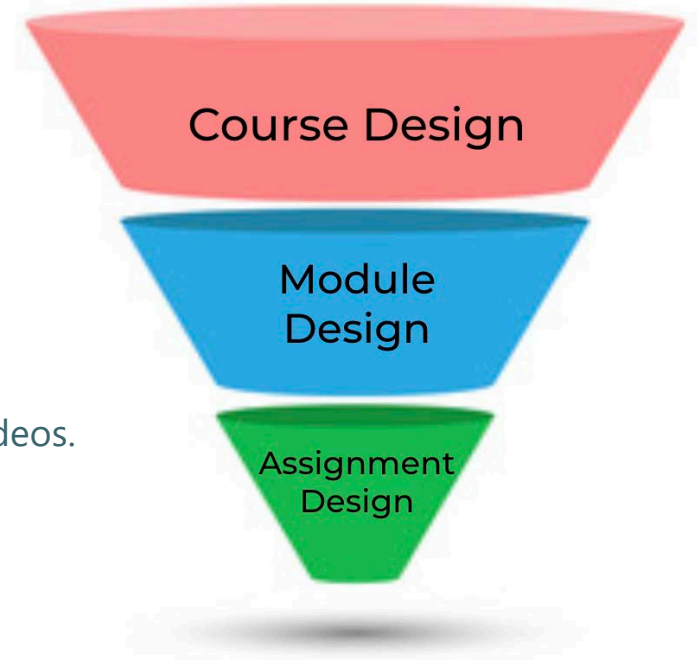
Figure 2 Assessment and feedback terminology and examples
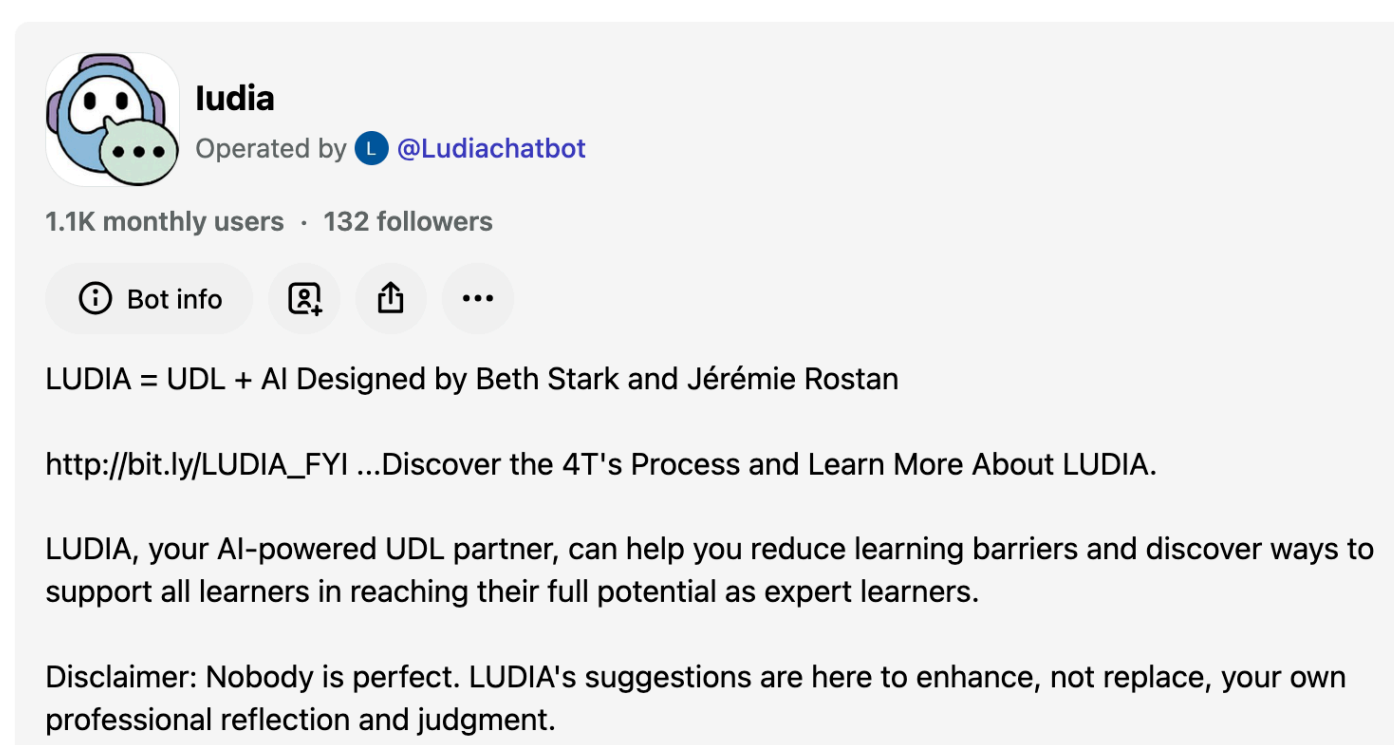
UDL Practices – Flexible Assessment

	Possible Barriers	Points to Consider	Assessment Options
Engagement (the *why* of learning)	• Create anxiety in some students • Do not engage some students • Require persistence	• Will students think they can be successful? • Are different levels of challenge provided? • Are different formats for assessment offered across the course?	• Offer choice and variety • assessment conditions • assessment measures • expression of acquired knowledge and skills • accessing relevant information
Action & Expression (the *how* of learning)	• Single response mode • Same format for response	• How will students demonstrate what they have learned? • Which actions could be supported or varied in order to gain an accurate picture of what each student has learned?	
Representation (the *what* of learning)	• Single format for relevant information • Same forms of representation	• How is relevant information presented to students? • What alternatives could be used to support accurate assessment?	From CAST

UDL Practices – Use AI:

- Use [Ludia AI](#) which is centered around UDL to generate ideas, find content, and improve lessons.

- How can you get the most out of it?
    - Give specific information about the context of the **content**.
    - Give specific information about the **learners**.
    - Then, use the **suggested prompts** at the bottom of your initial response to move in your desired direction.

UDL Examples:

- Free UDL Text: *Theory and Practice*
- Improving Discussion Forum Posts
- Guided Notes sample
- SLO Deep Dive Primer
- Process-Based Essays Reflection
- Incorporating Visuals and Creating Multimodal Text
- Visual Essay Prompt on Kindred

When we design and facilitate with universal design principles, we support an equitable learning environment.

Challenges to Implementing UDL

- Instructor Training and Resistance

- Collaboration with Student Accessibility Services (SAS)

- Institutional Support

- Limited research and data for student populations/needs

- Culturally unresponsive/barriers

Challenges to Implementing UDL--Instructor Training and Resistance

- Overwhelming to implement
  - "Checklist" mentality [Updating in UDL Guidelines 3.0]
  - Resistance from faculty who are accustomed to traditional teaching methods and may be reluctant to change their instructional practices.
- One-time UDL training workshops are insufficient
  - Need for ongoing professional development to train faculty on UDL principles.

Challenges to Implementing UDL--Collaboration with SAS

- Accommodations vs Accessibility
  - Though UDL should be seen as in helping students create a more equitable experience with course content, with aligns with the work that is being done by SAS departments, because of misinformation or lack of experience with UDL it can be seen as trying to replace SAS.
    - Accommodations should be defined as eliminating barriers for an individual per request. Mainly through SAS department. A UDL approach would be changing a closed test to an open book, untimed test.
    - Accessibility should be defined creating an inclusive environment for all. An example with UDL approach would be choosing books in digital format or providing class notes to everyone.
  - Important to work in collaboration with SAS departments and overcome siloing that might limit sharing information or planning.

Challenges to Implementing UDL—Institutional Support

- Faculty need more post-workshop support during UDL implementation
  - Finding resources for technology or additional training; physical space of existing classrooms

- Research and Data
  - Limited research in community colleges, distance education
  - Insufficient student outcome data
  - Lacking data on students with disabilities in HEIs

- Culturally unresponsive [Updating in UDL Guidelines 3.0]

CCC Chancellor's Office UDL Taskforce

- The Universal Design for Learning Taskforce Charter was convened in the Fall of 2023 by the Chancellor's Office.

- Membership includes a wide composition of campus leaders including the Chancellor's Office, Chief Student Services Officer Association, Chief Instructional Officer Associations, Chief Business Officer, Chief Information Systems Officers Association, and California Community College Administrators of Occupational Education.

- The taskforce convened to inform the development of a system-wide, UDL-based approach to strengthen the learning environment and campus culture for students with disabilities and will work on developing clear expectations for faculty to implement universal design for learning principles, identifying areas of support, prioritizing professional development, and providing policy recommendations.

- The taskforce will adopt a two-part phased approach with a target completion date in 2024-2025, focusing on recommendations in the first phase and implementation in the second phase.

Resources

- [CAST's UDL-Con: International Conference](#) in Sacramento, July 29 – 31, 2024

- [UDL Guidelines](#)

- [Summary of proposed updates for UDL guidelines 3.0](#)

- [UDL research evidence](#)

Thank you!

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