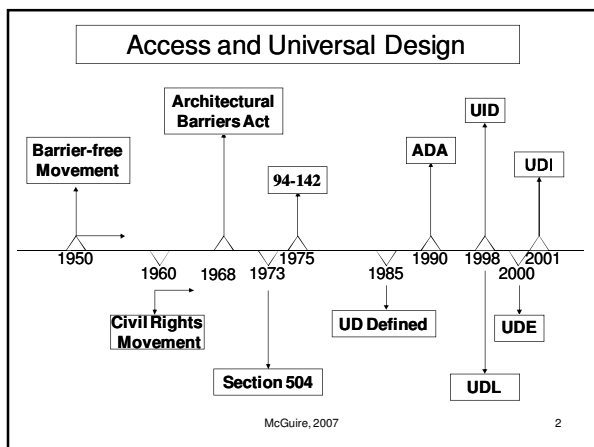


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Universal Design for Instruction: Applications in Modern Language Classrooms and Technology Enhanced Classes

Sally Scott, University of Mary Washington
Joan McGuire, University of Connecticut
Manju Banerjee, University of Connecticut
Wade Edwards, Longwood University



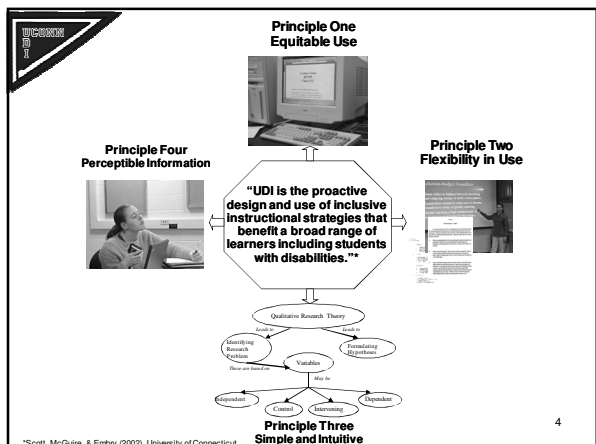
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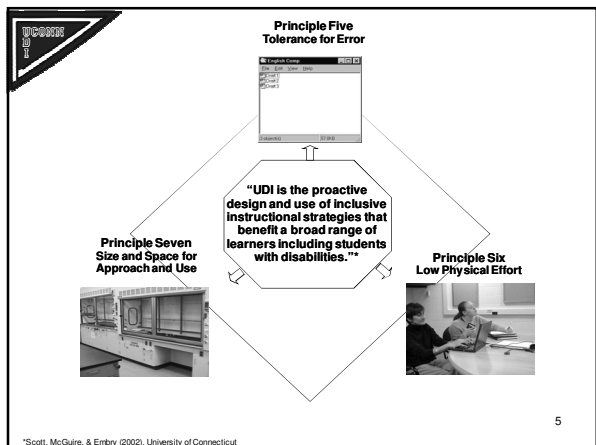
Definition of Universal Design for Instruction (UDI)

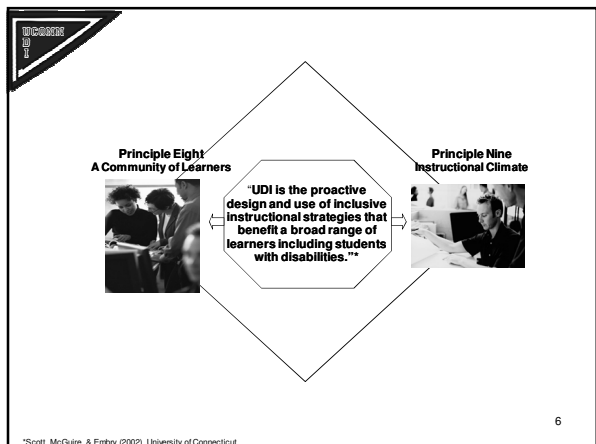
**An approach to teaching that consists
of the proactive design and use of
inclusive instructional strategies that
benefit a broad range of learners
including students with disabilities.**

Scott, McGuire, & Embry (2002)

Scott, McGuire, Banerjee, 2010 3







US DOE Office of Postsecondary Education Demonstration Projects

- Three-year demonstration projects
- Purpose: To develop innovative strategies and support faculty and administrators to work with college students with disabilities.
- Current funding 2008-2011
- 23 funded projects across the country

See <http://www2.ed.gov/programs/disabilities/index.html>

Scott, McGuire, Banerjee, 2010

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UDI Online: Applying Universal Design for Instruction to Online and Blended Courses

PROJECT GOAL: Assemble and disseminate a repository of innovative and inclusive e-Tools (i.e., technologies, teaching modules, and strategies) within a Tool Box for faculty to consider in the planning and delivery of instruction, and the assessment of learning in online and technology blended courses.

Toolbox includes faculty and student review of each e-Tool.

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Project LINC: Learning in Inclusive Classrooms

PURPOSE: To develop a portable training curriculum to support new, part-time, and temporary foreign language instructors in inclusive classroom techniques.

Scott, McGuire, Banerjee, 2010

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Project LINC: Learning in Inclusive Classrooms

Why UDI in foreign language learning?

- An era of multiculturalism and global outreach
- Report from the Modern Language Association (2007)
- Profiles of students with language based disabilities

Scott, 2010

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Baseline Data

- Student focus groups
 - Grp 1: Students w/disabilities
 - Grp 2: Students w/o disabilities
- FL grades (fall 06-fall 08)

	FINAL GRADE	FINAL GRADE	FINAL GRADE	FINAL GRADE
	A-C	D	F	W
Disability	63%	12%	7%	18%
No Disability	76%	12%	7%	5%

Scott, 2010 10

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Individual Student Interviews

(7 students with a variety of disabilities)

FL instructional areas with potential barriers

- Speaking the target language
- Group work
- Assessment
- Homework
- Error correction
- Overall FLL anxiety

Scott, 2010 11

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Preferred FL Instructional Strategies

Percent indicating agree or strongly agree method is a helpful strategy for learning FL (Survey, n= 501)

Strategy	SWD (%)	NSWD (%)
Use of Videos	95	80
Repetition	90	90
One-to-One-teaching	80	50
Multi-Modal Teaching	95	75
Games	50	45
Rhythmic Songs	35	40
Multimedia Activities	55	50
Learning Memory Strategies	90	85
Humor	65	75
Audio-Process/Work	60	40

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Faculty as Designer

When a student does poorly in your class, what is the likely explanation?

Moving from STUDENT issue → DESIGN issue

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Shifting Faculty Perspective

- Foundation workshop:
 - Article: *Do we teach students or do we teach disciplines?* (Gregory, 2008)
 - Student demographics
 - Power of design activity
- Ongoing support:
 - Involvement/modeling of senior FL faculty
 - Monthly workshops structured to practice identifying barriers and designing alternatives

Scott, 2010 14

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Faculty Design Solution #1: Language Autobiography

Context: Semester start-up

- Establishing classroom climate
- Getting to know students

Barriers: Differences from high school FLL ANXIETY!

Strategy: Foreign Language Learning Autobiography (see handout)

Scott, 2010 15

LONGWOOD UNIVERSITY PROJECT LINC **Faculty Design Solution #2:
Support for Target Language**

Context: Classroom climate
- explicit expectations

Barriers: Information processing demands
Student expectations for fluency
ANXIETY and error correction

Strategy: Useful expressions list; language routines; preparation for topics

Scott, 2010 16

LONGWOOD UNIVERSITY PROJECT LINC **Faculty Design Solution #3:
Grading Rubric**

Context: Oral activities and tests

Barriers: Information processing demands
Student expectations

Strategy: Grading rubrics (see handout)

Scott, 2010 17

LONGWOOD UNIVERSITY PROJECT LINC **Faculty Design Solution #4:
Inclusive Strategies Checklist**

Context: Proactive planning for inclusive classroom elements

Strategy: Incorporating strategies early checklist (see handout)

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Topics of Upcoming LINC Training Modules

- Getting started
- Target language use
- Group work
- Assessment
- FLL Anxiety
- Inclusive teaching FAQ
- Self-assessment tools
- Working with Disability Services
- UDI and the 5C's
- Disability 101

Scott, 2010 19

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Data Update


Fall 06-Fall 08

	FINAL GRADE	FINAL GRADE	FINAL GRADE	FINAL GRADE
	A-C	D	F	W
Disability	63%	12%	7%	18%
No Disability	76%	12%	7%	5%

Spring 09-Fall 10

	FINAL GRADE	FINAL GRADE	FINAL GRADE	FINAL GRADE
	A-C	D	F	W
Disability	75%	14%	5%	5%
No Disability	74%	13%	7%	5%

Scott, 2010 20



UDI Online: Applying Universal Design for Instruction to Online and Blended Courses (2008 – 2011)

PROJECT GOAL: Assemble and disseminate a repository of innovative and inclusive e-Tools (i.e., technologies, teaching modules, and strategies) within a Tool Box for faculty to consider in the planning and delivery of instruction, and the assessment of learning in online and technology blended courses.

Toolbox includes faculty and student review of each e-Tool.

PROJECT THEMES:

- Provide opportunity for faculty to adopt inclusive instructional pedagogy, as guided by the Principles of UDI, through e-Tools.
- Use current review of the literature on online and blended courses, and needs assessment of faculty and students at UConn and partner institutions in identifying e-Tools.
- Promote of the concept of "User as Designer".
- Identify a range of low cost/no cost and native features with commonly used technologies for the Tool Box.

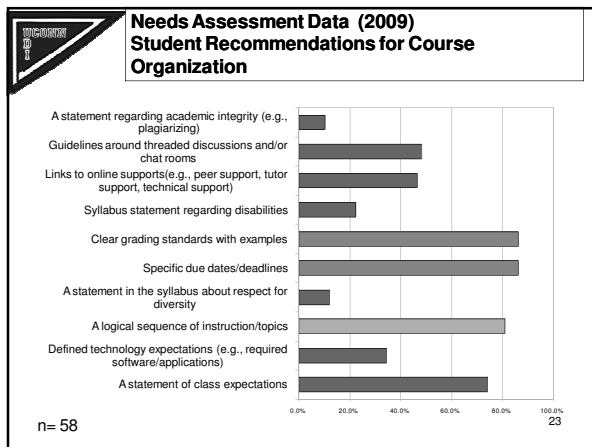
Banerjee & McGuire, 2010 21

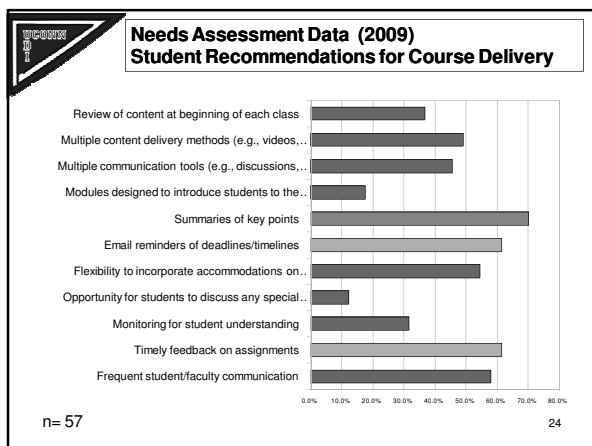
Why UDI in Online Courses

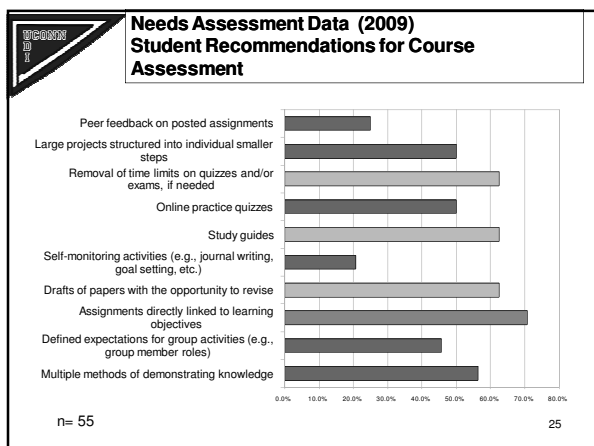
- Proliferation of technology in postsecondary education (GAO, 2009)
- Need to support/scaffold cognitive access
- Technology facilitates the adoption of UDI (Rose & Meyer, 2000)

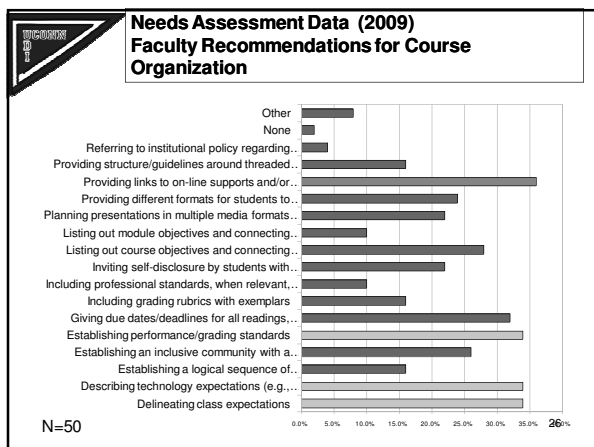
Banerjee, 2010

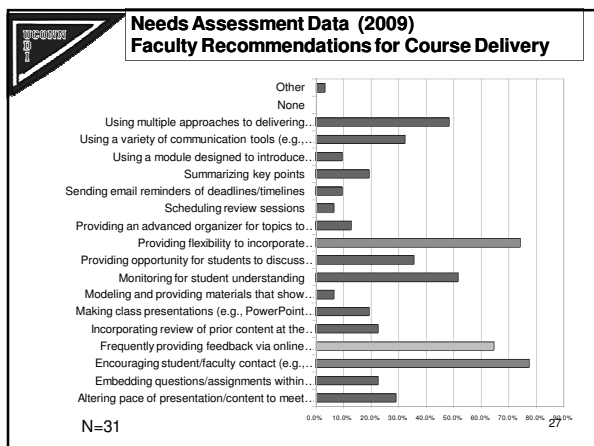
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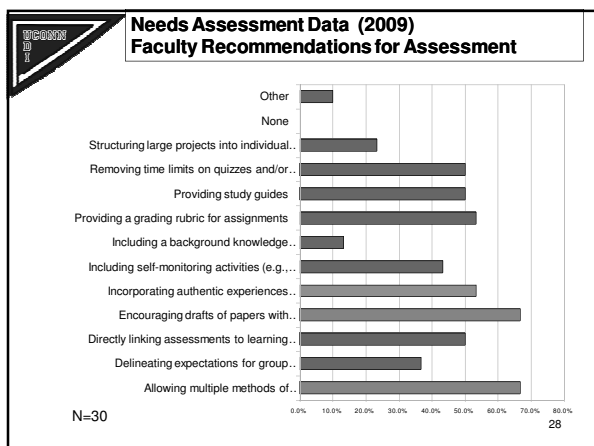


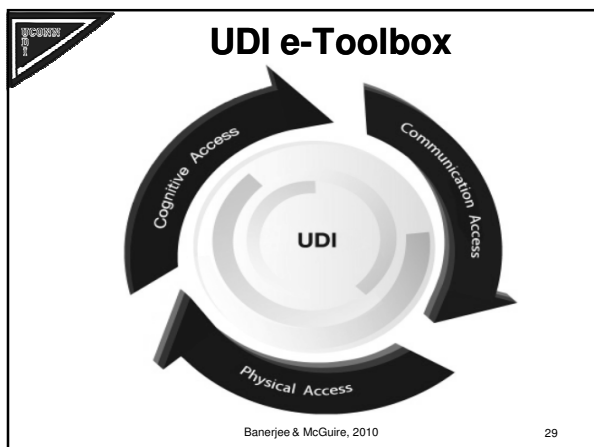












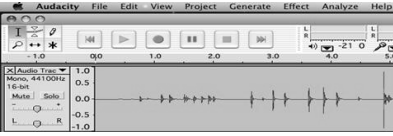
UDI e-Toolbox

e-Tool	e-Features	Description
Audacity	Audio recording feature	Record and edit speech to drop into PowerPoint slides, documents or course websites.
Adobe Acrobat 9.0 Standard or Professional	Note Tool & Commenting	Convert documents to PDF in order to edit, annotate, embed written and audio notes, reminder cues and directions into the text.
Doodle	Polls & Schedules	Schedule meetings with individuals and groups; or poll students on any topic by imbedding survey into course websites.
Inspiration	Organizer Tool	Organize information into visual displays, such as diagrams, flow charts, concept maps or outline form.


Banerjee & McGuire, 2010

Example e-Tools

- **Audacity**



- **Adobe Acrobat Pro**

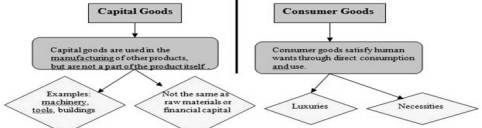


Banerjee, 2010


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Example e-Tools

- **Inspiration**



- **Widgets**



Countdown Creator Pro
by Widgetbox Pro

Easily create and share your own custom countdown widget from Widgetbox.

More in: Custom Countdown, Countdown Clock, ..

Banerjee, 2010

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Caveats Regarding Accessible Technologies

- **The digital divide can affect access to instruction.**
- **Technologies can both hinder and facilitate implementation of UDI.**
- **Finding the right balance of challenge and support with technology is not easy.**

Scott, McGuire, Banerjee, 2010

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Implications for Disability Service Professionals

- OPE site as a resource for information about inclusive instruction
- Impact on need for traditional accommodations?
- Awareness of ways in which instruction and instructional pedagogy are being modified by inclusive practices with or without technology
- Review of Office for Students with Disabilities' (OSD) established procedures around confidentiality and technologies for personal use
- Ongoing monitoring of OSD website

Scott, McGuire, Banerjee, 2010

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UDI as an Instructional Design Framework

- Importance of a theory-based frame of reference
- Need for ongoing research validation
- Implementation of UDI on a continuum – conventional to cutting-edge
- Other?

Scott, McGuire, Banerjee, 2010

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For More Information

- UDI Online
 - Dr. Manju Banerjee (manju.banerjee@uconn.edu)
 - Dr. Joan McGuire (joan.mcguire@uconn.edu)
- Project LINC (www.longwood.edu/ProjectLinc)
 - Dr. Sally Scott (sscott2@umw.edu)
 - Dr. Wade Edwards (edwardswa@longwood.edu)

Scott, McGuire, Banerjee, 2010

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