

Implementing Universal Design in the Instructional Environment



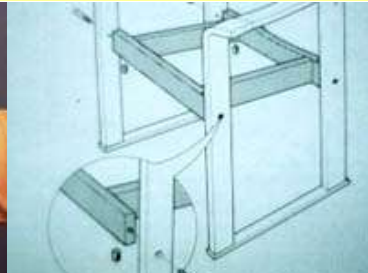
Sally Scott
Wade Edwards
Longwood University

Original presentation developed by Scott, McGuire, &
Shaw, University of Connecticut

Overview

- I. A brief look at UD
- II. The Principles of UDI
- III. Applications of UDI

Universal Design



Definition of Universal Design

The design of products and environments to be usable by all people, to the greatest extent possible without the need for adaptation or specialized design.

Example of Universal Design



Basic Concepts of UD

- Anticipates the needs of diverse users
- Builds in inclusive features from the beginning
- Benefits a broad range of individuals
- Often promotes cost and/or time saving in the long run
- Results in a more inclusive climate

Applying Universal Design to Instruction



Developing the UDI Construct at UConn

- Extensive review of the literature
 - effective teaching in K-12, learning disabilities
 - effective teaching in postsecondary education
 - Universal Design
- Articulating the UDI principles
- On-going validation

Defining UDI

“UDI is the proactive design and use of inclusive instructional strategies that benefit a broad range of learners including students with disabilities.”

Scott, McGuire, & Embry (2002).

Principles of UDI

- Equitable Use
- Flexibility in Use
- Simple and Intuitive
- Perceptible Information
- Tolerance for Error
- Low Physical Effort
- Size and Space for Approach and Use
- A Community of Learners
- Instructional Climate

Principle One: Equitable Use

Definition:

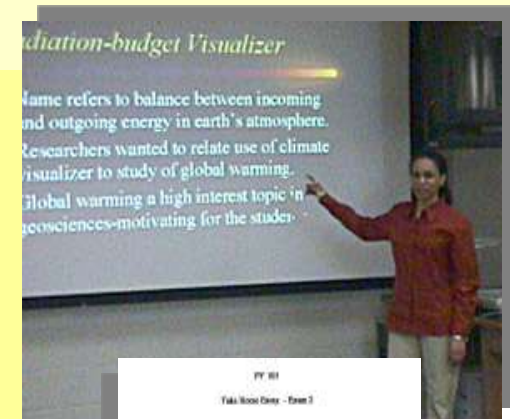
Instruction is designed to be useful to and accessible by people with diverse abilities. Provide the same means of use for all users.



Principle Two: Flexibility in Use

Definition:

Instruction is designed to accommodate a wide range of individual abilities. Provide choice in methods of use.



PT 881
Talia Kocot-Datta - Exam 2

The your test and write or write a one paragraph essay for each of these questions. You may get help from the talking assistant, your study group, think aloud class or any other source. Then get your ideas into your own words. Essay questions should be word processed, with a grammar check and spell check. Bring your essays with you to class on the day of the exam.

Multiple Choice
Circle the best answer.

1. Scatman is to
 - a. malleable
 - b. malleable
 - c. malleable
 - d. malleable
 - e. malleable
2. A. Columbia is
 - a. any form of
 - b. any form of
 - c. any form of
 - d. any form of
 - e. any form of
3. A proposed to
 - a. connect
 - b. connect
 - c. connect
 - d. connect
 - e. connect
4. Communication
 - a. our own
 - b. our own
 - c. our own
 - d. our own
 - e. our own

5. "What are neuroscientists and why are psychologists interested in learning about about them?" Explain the role of neurotransmitters in human behavior by describing two neurotransmitters and the behavior or disorder such a behavior is influenced.

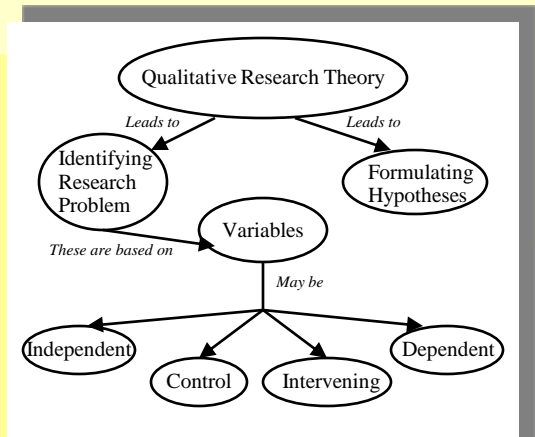
6. "What is a closed head injury?" Why is that type of injury so dangerous? What is the most common situation that people get into that produces a closed head injury? Name two things people can do to reduce the chance they will experience a closed head injury.

7. Name a well known scientist who has a disease or injury to the nervous system. Briefly describe the pathophysiology that the injury or disease causes for people who suffer from it. Discuss the part of the nervous system that is affected by the injury or disease. Then the names of an advocacy group which focuses itself with this particular injury or disease of the nervous system and put this information into your essay. Describe the focus of the advocacy group's efforts (making money for research, increasing public awareness, etc.).

Principle Three: Simple and Intuitive

Definition:

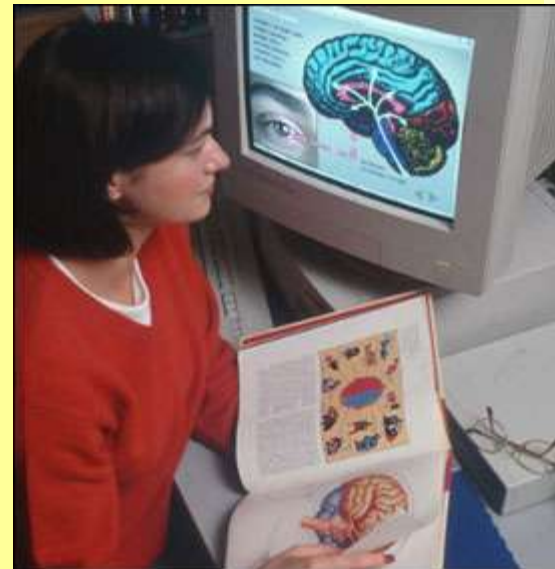
Instruction is designed in a straightforward and predictable manner, regardless of the student's experience, knowledge, language, or current concentration level.



Principle Four: Perceptible Information

Definition:

Instruction is designed so that necessary information is communicated effectively to the student, regardless of ambient conditions or the student's sensory abilities.



Principle Five: Tolerance for Error

Definition:

Instruction anticipates variation in individual student learning pace and prerequisite skills.

Error is seen as a window for promoting individual learning.



Principle Six: Low Physical Effort



Definition:

Instruction is designed to minimize nonessential physical effort in order to allow maximum attention to learning.

(This principle does not apply when physical effort is integral to essential requirements of a course.)

Principle Seven: Size and Space for Approach and Use

Definition:

Instruction is designed with consideration for appropriate size and space for approach, reach, manipulation, and use regardless student's body size, posture, mobility, and communication needs.



Principle Seven: Size and Space for Approach and Use



Principle Eight: A Community of Learners

Definition:

The instructional environment promotes interaction and communication between students and among students and faculty.





Principle Nine: Instructional Climate

Definition:

Instruction is designed to be welcoming and inclusive.

High expectations are espoused for all students.



Realistic expectations

“In some ways the term Universal is unfortunate because no product or environment can be made entirely usable by everyone.... But every environment can be made more usable.”

Ronald Mace

Identifying strategies from our teaching that reflect UDI Principles

- LEVEL
 - “Low threshold” quick enhancements
 - Broader approach to change
- TECHNOLOGY
 - May be no-low-high tech
- INNOVATION
 - May be low-moderate-high innovation

Critically examining the Principles of UDI©

In foreign language learning:

- Are some principles more relevant than others?
- Are some principles more common?
- Are some principles overlooked?
- Should some principles be overlooked?