

Universal Design: Increasing Access to Learning

Slide 1: Your Facilitator

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Slide 3: Participant Introductions

Name + pronouns

Favorite way to relax

What brought you to this workshop on increasing access?

Slide 4: Our Time Together

Introductions

What: Universal Design Basics

Why: Meeting Student Needs

How: Increasing Access through UDL

Wrapping Up

Slide 5: What: Universal Design Basics

Slide 6: Characteristics of Universal Design

- Be proactive.
- Anticipate needs of your students by identifying barriers in your curriculum and/or practice.
- Make learning valuable and relevant.
- Provide variation and flexibility.
- Build a sense of community and belonging.
- Create a supportive learning environment.
- Promote student choice.
- Build a sense of community and belonging is at the heart of equity.

Slide 7: Universal Design + Equity

“Culturally responsive teaching insists on honoring variability, the very hallmark of Universal Design for Learning. Universal Design for Learning depends on knowing students and developing strong positive relationships with them so that we might honor the kind of learners they already are and, through the framework, move them closer to being expert learners.”

[Culturally Responsive Teaching and the UDL Connection](#)

Slide 8: Universal Design is About Us

“...a blueprint for creating instructional goals, methods, materials, and assessments that work for everyone, not a single, one-size-fits all solution but rather flexible approaches that can be customized and adjusted for individual needs,”

[Universal Design for Learning \(Sac State\)](#)

Slide 9: Why: Meeting Student Needs

Slide 10: Recognizing the Variability of Our Students

“UDI means that, rather than designing for the average student, you design instruction for potential students who have broad ranges with respect to ability, disability, age, reading level, learning style, native language, race, and ethnicity.” ([DO-IT](#))

Slide 11: Example of Course Barrier - Cognitive Demand

- Complex content
- full justification of text
- difficult organization and layout
- clutter and extraneous/distracting information
- unpredictable or complex navigation
- complex writing
- long passages
- lack of visual info
- media players that do not allow customization

Slide 12: Removing Barriers: Universal Design for Learning

Slide 13: [Universal Design For Learning: Access](#)

- Click on the UDL link for information about the Access layer of UDL.

Slide 14: Principle – Engagement: Provide options for Recruiting Interest. (UDL-7)

Slide 15: Checkpoint 7.1 - Optimize Individual Choice and Autonomy

Slide 16 - 17: Examples: Choice and Autonomy (7.1)

- The level of perceived challenge.
- The type of rewards or recognition available.
- The context or content for practicing and assessing skills.
- The tools used for information gathering or production.
- The color, design, or graphics of layouts, etc.
- The sequence or timing for completion of subcomponents of tasks.
- Allow learners to participate in the design of classroom activities and academic tasks.
- Involve learners, where and whenever possible, in setting their own personal academic and behavioral goals.

Slide 18: Checkpoint 7.2 - Optimize Relevance, Value, and Authenticity

Slide 19 - 21: Examples: Optimize Relevance, Value, Authenticity

- Vary activities and sources of information:
- Personalized and contextualized to learners,Â lives.
- Culturally relevant and responsive.
- Socially relevant.
- Age and ability appropriate.
- Appropriate for different racial, cultural, ethnic, and gender groups.
- Design activities so that learning outcomes are authentic, communicate to real audiences, and reflect a purpose that is clear to the participants.
- Provide tasks that allow for active participation, exploration and experimentation.
- Invite personal response, evaluation and self-reflection to content and activities.
- Include activities that foster the use of imagination to solve novel and relevant problems, or make sense of complex ideas in creative ways.

Slide 22: Checkpoint 7.3 - Minimize Threats and Distractions

Slide 23 - 25: Examples: Minimize Threats & Distractions

- Create an accepting and supportive classroom climate.
- Charts, calendars, schedules, visible timers, cues, etc. that can increase the predictability of daily activities and transitions.
- Creation of class routines.
- Alerts and previews that can help learners anticipate and prepare for changes in activities, schedules, and novel events.
- Vary the level of sensory stimulation
- Variation in the presence of background noise or visual stimulation, noise buffers, number of features or items presented at a time.
- Variation in pace of work, length of work sessions, availability of breaks or time-outs, or timing or sequence of activities.
- Vary the social demands required for learning or performance.
- Vary the perceived level of support and protection.
- Vary the requirements for public display and evaluation.
- Involve all participants in whole class discussions.

Slide 26: Next Steps

Slide 27: Summing Up the [UDL Framework](#) - Access

- Click on the UDL link for information about the Access layer of UDL.

Slide 28: Parting is such sweet sorrow.

- Met a few cool people!
- Refresher on Universal Design basics.
- Learned how to increase access to learning by identifying barriers in your instructional practice.

Slide 29: Future Universal Design Workshops

Universal Design: Addressing Variability through Flexibility

Thursday, April 4, 2024 at 12:00 pm - 1:00 pm

Wednesday, April 17, 2024 at 12:00 pm - 1:00 pm

Universal Design: Scaffolding Promotes Expert Learning

Thursday, May 2, 2024 at 12:00 pm - 1:00 pm

Wednesday, May 8, 2024 at 12:00 pm - 1:00 pm

Slide 30: ARC UDL Showcase

- Share your examples of UDL excellence and be a part of our ARC UDL Showcase!
- Survey link: t.ly/dkXIB

Slide 31: Support at ARC

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Slide 32: This Presentation Resources

- [Universal Design for Learning \(Part 3\): Engagement Strategies](#)
- [Cognitive disability and the web \(The National Center on Disability and Access to Education\)](#)
- [Adults with Learning Disabilities \(Learning Disabilities Association of America\)](#)
- [Diverse Abilities and Barriers \(W3C Web Accessibility Initiative\)](#)