

ICoME Abstract Submission

ID # 17115c

Author:

Milee Ahn (안미리)

Additional author(s):

Jiyeon Lee (이지연), Hanyang University (한양대학교), Republic of Korea,  
jiyeonlee0626@gmail.com

Session Type:

Concurrent Session (Faculty / Teachers / Company)

Title:

UDL Strategies for Low-Performing Students' Emotional Support

Abstract:

Recently, low-performing students are receiving high attention from society and various policies and educational efforts are being put in place to support them. However, supports founded on current education policies regard low-performing students as subjects for individual management. In addition, studies on instructional strategies and educational support considering the emotional characteristics of low-performing students are still lacking, despite the numerous studies done to investigate the causes of low performances in the aspect of cognitive and environmental factors. Therefore, this study aims to develop instructional design strategies for low-performing students to provide them emotional support.

Universal design for learning emphasizes learner's emotion as one of the inclusive instructional methods. For this reason, the principles of universal design for learning were applied as an instructional strategy for supporting low-performing students' emotion. This study examined the emotional characteristics experienced by low-performing students by analyzing previous research and applying it to universal design for learning to derive its initial strategies. The research process and strategy were reviewed by experts to secure the validity of the research. With revisions, an instructional design model including universal design for learning strategies for emotional support of low-performing students was developed.

Keywords:

Universal Design for Learning, Differentiated Learning, Low-performing Students, Emotional Support, Instructional Strategy, Instructional Design Model