

## Universal Design for Learning at UWTSD

### Must (by 2019)

Highlight critical points, big ideas and help students see links between topics.

Provide any handouts or PowerPoint slides on Moodle.

Provide a glossary of new technical words or subject-specific jargon.

For PowerPoint presentations, use a font size of 28+ in fonts such as Arial, Futura or Tahoma, in a highly visible colour which contrasts distinctively with the background e.g. black or navy blue on a cream background. Restrict the content of each slide to three main bullet points or one diagram.

Vary the colour of board markers used on whiteboards

Provide thinking time so that students can process new information and formulate responses.

Remind students of assistive technology software available on open access university PCs: MindView for mind mapping, Claro for text to voice reading. Study Skills sessions are available to learn more about this software.

Use one specific means of communication for conveying course information, such as email, social media, face to face or Moodle notifications.

Make available, where possible, multiple means of communication for delivering course content .

Make learning relevant by making connections with industry /world of work; guest presenters; case studies; and field trips.

Build on students' own experiences and existing strengths to encourage reflective learning.

Provide constructive and informative feedback so that students can self-monitor their progress and develop their learning. For example, define clear areas for improvement.

### Should (by 2020)

Use multiple formats, and activities so that students are engaged at different levels, e.g. non-assessed activity that checks understanding of lectures and individuals' reading, then hold a debate/discussion so students can practise using the concepts and thinking critically about the topic, then set a project that demonstrates higher level thinking skills, such as applying concepts to real-life scenarios.

Allow access to lecture notes/slides 24—48 hours before the lecture to help those who take longer to process information.

Use clear examples to illustrate your points avoiding complex metaphors and ambiguous language.

Make course expectations explicit and provide this information orally and on a handout.

Provide multiple submission formats e.g. essay, infographic/poster, audio presentation, video, with supporting written work such as a script or reflective evaluation of how they have met all the learning criteria.

Break down complex concepts and longer texts and tasks into more manageable chunks.

Be conscious of facing students when delivering lectures to ensure students who are Deaf or hearing impaired can see your face in order to lip-read and read facial expressions when talking.

### Could (future)

Provide an audio recording podcast of the lecture for those who prefer to learn via listening or are visually impaired.

Providing videos can help students who have a hearing impairment, as well as non-native speakers.

Where feasible, redesign existing assessments to provide several question options, which are relevant to the same core concept and which demonstrate appropriate learning outcomes.

Limit the number of assessment questions on a page so that students can focus on one question at a time.

Put tests online so that students with Specific Learning Differences such as dyslexia can use assistive technology to aid their understanding of instructions and questions.

For further details contact the Learning Support Team

“UDL is fundamentally about proactively valuing diversity”; (Edyburn, 2010)