HIGHER EDUCATION: UNIVERSAL DESIGN WITH TECHNOLOGY FOR STUDENT LEARNING AND SUCCESS

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https://goo.gl/LU3eNm
Agenda

UDL Overview

Instruction & Assessment Strategies

Q & A
UNIVERSAL DESIGN IN OUR DAILY LIVES
UNIVERSAL DESIGN IN OUR DAILY LIVES
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UNIVERSAL DESIGN FOR LEARNING
Universal Course Design (UCD) is the design of college courses including the course curriculum, instruction, assessment and the environment, to be usable by all students, to the greatest extent possible, without the need for accommodations.

“Minimizes barriers and maximizes learning” (CAST)
BENEFITS OF TECHNOLOGY IN EDUCATION

• Organizing
• Communication
• Note-taking
• Collaboration
• Paperless
• Light
• Research
• DIGITAL ACCESS
"The Accessibility of Learning Content for All Students, Including Students with Disabilities, Must be Addressed in the Shift to Digital Instructional Materials (SETDA)"

Instruction & Assessment: Strategies

Active Teaching

Active Learning

Strategies
ACTIVITY AND ASSESSMENT STRATEGIES

• Encourage students to choose their medium (e.g. video, speech, paper)
• Offer extra exam time to all students
• Post notes on course site
• E-portfolios
• Rubrics
INSTRUCTIONAL STRATEGIES

Students
Summarize
Topic/Lesson

UDL Suggested activities:
• Write a 2-minute paper
• Draw a picture or cartoon
• Record your summary
• Online or face-to-face class discussion
Multiple Means of ACTION & EXPRESSION

- Concept Maps
- Highlight Reading
- Flashcards
- Web Applications
- Executive Function (organization, notetaking, planning)
Executive Function in Education

- Planning projects
- Choice activities
- Time management
- Sequencing in storytelling
- Initiating tasks
- Generating ideas
- Retaining information
Create simple mind maps and invite others to collaborate at Coggle.it
Any.DO
REDESIGNED

SORT BY FOLDER

SORT BY TIME

ADD NEW ACTIVITY

LONG PRESSED-OPTION
NOTETAKING STRATEGIES

• Sticky notes
• Highlighters
• Drawings
• Different Paper
  - Colored
  - Lined
  - Graphing
GUIDED NOTES

- Pre-lecture notes with essential information
- Word, PPT or Keynote, Google, Web 2.0
- Students actively participate during lecture, reading, etc.
NOTE TAKING USING TECHNOLOGY

Tablet or Mobile Device

Write in private or Share your notes with others by clicking the share button on the top right.

Online (Google, etc.)
ACTIVE LEARNING STRATEGY: TWO MINUTE PAPER

Students summarize the most important points of today’s lecture to measure up-to-date learning.
Universal Design Summary

**EF Strategies in Education:**
- Planning projects
- Choice activities
- Time management
- Sequencing in storytelling
- Initiating tasks
- Generating ideas
- Retaining information

**WHO BENEFITS FROM UCD?**
Students who speak English as a second language.
International students.
Older students.
Students with disabilities.
Students with various learning styles.
ALL STUDENTS.

**UCD COMPONENTS**
COURSE CURRICULUM
Multimedia materials (videos, podcasts, etc.)
Printed or electronic textbooks
VOICE THREAD

People add comments whenever they want, there’s no scheduling

http://www.voicethread.com
Personal statement from person centered planning

Hi, my name is Beth and I am in my last year of high school. I may stay another year because I really want a diploma like my twin sister, attendance. I would like to go to community college and then go to a state college like my sister. I'd rather be at a college that has a degree that will help me to learn to live in my own place. I hope to marry my boyfriend Brandon. I am interested in a few careers: working with children, animals, or being a massage therapist. I'd like to get my driver's license.

Another focus area of transition assessment occurred here because Beth had an internship at a local animal shelter.

Transition assessment data included Beth's MCAS scores, her practice scores, and documentation of accommodations she was using. Beth wanted to pass MCAS so she could get a regular diploma. Her transition staff helped her to enroll in MCAS Prep courses.

Postscript: Beth and her boyfriend are engaged.

One of Beth's aspirations was to get a driver's license.

Beth loved taking care of her cats.

Part of Beth's transition assessment profile included her interest in animals.
If the files are not available please try back later, as archive.org is having issues. The files are safe but may be temporarily unavailable.

Instructions: Fill in either the author field, the title field, or both. Partial words/names are allowed.

Questions? Send an E-Mail to us, or visit this help page.

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Author: 

Status: Any

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  (the LibriVox wiki)
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Completed works

1. Twain, Mark: "Adventures of Huckleberry Finn" · (readers)
2. Twain, Mark: "Adventures of Huckleberry Finn (version 3)" · (readers)
3. Twain, Mark: "Advice to Little Girls" (in "Short Story Collection Vol. 003") · (readers)
4. Twain, Mark: "Aged Pilot Man, The" (in "Short Poetry Collection 004") · (readers)
5. Twain, Mark: "Awful German Language, The" · (readers)
6. Twain, Mark: "Awful German Language, The" (in "Short Nonfiction Collection Vol. 006") · (readers)
7. Twain, Mark: "Cannibalism in the Cars" (in "Short Story Collection Vol. 008") · (readers)
8. Twain, Mark: "Captain Stormfield's Visit to Heaven" · (readers)
9. Twain, Mark: "Celebrated Jumping Frog of Calaveras County, The" (in "Short Story Collection Vol. 005") · (readers)
10. Twain, Mark: "Chapters from my Autobiography" · (readers)
11. Twain, Mark: "Connecticut Yankee in King Arthur's Court, A" · (readers)
Librivox (Read & Listen)

www.librivox.org
HUCKLEBERRY FINN

Scene: The Mississippi Valley Time: Forty to fifty years ago

CHAPTER I.

YOU don't know about me without you have read a book by the name of The Adventures of Tom Sawyer; but that ain't no matter. That book was made by Mr. Mark Twain, and he told the truth, mainly. There was things which he stretched, but mainly he told the truth. That is nothing. I never seen anybody but lied one time or another, without it was Aunt Polly, or the widow, or maybe Mary. Aunt Polly--Tom's Aunt Polly, she is--and Mary, and the Widow Douglas is all told about in that book, which is mostly a true book, with some stretchers, as I said before.

Now the way that the book winds up is this: Tom and me found the money that the robbers hid in the cave, and it made us rich. We got six thousand dollars apiece--all gold. It was an awful sight of money when it was piled up. Well, Judge Thatcher he took it and put it out at interest, and it fetched us a dollar a day apiece all the year round--more than a body could tell what to do with. The Widow Douglas she took me for her son, and allowed she would civilise me; but it was rough living in the house all the time, considering how dismal regular and decent the widow was in all her ways; and so when I couldn't stand it no longer I lit out. I got into my old rags and my sugar-hogshead again, and was free and satisfied. But Tom Sawyer he hunted me up and said he was going to start a band of robbers, and I might join if I would go back to the widow and be respectable. So I went back.

The widow she cried over me, and called me a poor lost lamb, and she
REWORDIFY

https://www.youtube.com/watch?v=WLYUnw3Avm
QUIZLET - VIDEO

https://www.youtube.com/watch?v=7oJk0IBynoU
Multiple Means of ENGAGEMENT

Presentation Tools

Multi-Media

Assessments
ACTIVE LEARNING STRATEGY: FORMATIVE ASSESSMENT

- End of chapter quizzes
- Polls
  - Poll Daddy
  - Poll Everywhere
  - Socrative
  - Learning Management System
- Kahoot
- Twitter
EXAMPLE OF TRADITIONAL ASSESSMENT

- Write a 3-5 page paper
- Use Times New Roman 12 point font
- Double Spaced
- MLA Bibliography
RUBRIC BENEFITS TO STUDENTS

• Provides all students with clear expectations
• Individualized and modified grading criteria
• Consistent academic standards
• Accessible
CHOCOLATE CHIP COOKIE RUBRIC

The cookie elements the students chose to judge were:

- Number of chocolate chips
- Texture
- Color
- Taste
- Richness (flavor)
CHOCOLATE CHIP COOKIE RUBRIC

4 - Delicious:
• Chocolate chip in every bite
• Chewy
• Golden brown
• Home-baked taste
• Rich, creamy, high-fat flavor
CHOCOLATE CHIP COOKIE RUBRIC

3 – Good:

• Chocolate chips in about 75 percent of the bites
• Chewy in middle, outside crispy
• Either brown from overcooking, or light from being 25 percent raw
• Quality store-bought taste
• Medium fat content
CHOCOLATE CHIP COOKIE RUBRIC

2 - Needs Improvement:
• Chocolate chips in 50% of bites
• Texture is either under or over cooked by 50%
• Either dark brown from overcooking or light from undercooking
• Tasteless
• Low-fat content
CHOCOLATE CHIP COOKIE RUBRIC

1 – Poor:
• Too few chocolate chips
• Texture resembles a dog biscuit
• Burnt
• Store-bought flavor with a preservative aftertaste – stale, hard, chalky
• Non-fat contents
### CHOCOLATE CHIP COOKIE RUBRIC

The following rubric adapted from Elizabeth Wikfors Hall from the Ella Cline Shear School of Education, State University of New York, and Susan Salmon from the College at Geneseo. [https://journals.sagepub.com/doi/abs/10.1177/004005990303500401](https://journals.sagepub.com/doi/abs/10.1177/004005990303500401)

<table>
<thead>
<tr>
<th></th>
<th>Delicious (4)</th>
<th>Good (3)</th>
<th>Needs Improvement (2)</th>
<th>Poor (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Number of Chips</strong></td>
<td>Chocolate chip in every bite</td>
<td>Chips in about 75% of bites</td>
<td>Chocolate in 50% of bites</td>
<td>Too few or too many chips</td>
</tr>
<tr>
<td><strong>Texture</strong></td>
<td>Chewy</td>
<td>Chewy in middle, crisp on edges</td>
<td>Texture either crispy/crunchy or 50% uncooked</td>
<td>Texture resembles a dog biscuit</td>
</tr>
<tr>
<td><strong>Color</strong></td>
<td>Golden brown</td>
<td>Either light from overcooking or light from being 25% raw</td>
<td>Either dark brown from overcooking or light from undercooking</td>
<td>Burned</td>
</tr>
<tr>
<td><strong>Taste</strong></td>
<td>Home-baked taste</td>
<td>Quality store-bought taste</td>
<td>Tasteless</td>
<td>Store-bought flavor, preservative aftertaste – stale, hard, chalky</td>
</tr>
<tr>
<td><strong>Richness</strong></td>
<td>Rich, creamy, high-fat flavor</td>
<td>Medium fat contents</td>
<td>Low-fat contents</td>
<td>Nonfat contents</td>
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## Rubrics by Grade Level:

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<tr>
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<td>Kindergarten - Grade 5</td>
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<td>Grade 6-8</td>
<td>31468</td>
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<tr>
<td>Grade 9-12</td>
<td>34879</td>
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<tr>
<td>Undergraduate</td>
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<tr>
<td>Graduate</td>
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<tr>
<td>Post Graduate</td>
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## Rubrics by Subject:

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<thead>
<tr>
<th>Subject</th>
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<td>(General)</td>
<td>20897</td>
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<tr>
<td>Accounting</td>
<td>4176</td>
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<tr>
<td>Arts and Design</td>
<td>12117</td>
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<tr>
<td>Biology</td>
<td>5943</td>
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<td>Business</td>
<td>6944</td>
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<tr>
<td>Chemistry</td>
<td>8672</td>
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<tr>
<td>Communication</td>
<td>7508</td>
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<td>Computers</td>
<td>7762</td>
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<tr>
<td>Dance</td>
<td>5202</td>
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<tr>
<td>Education</td>
<td>5882</td>
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<tr>
<td>Engineering</td>
<td>4609</td>
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<tr>
<td>English</td>
<td>47612</td>
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<td>Finance</td>
<td>4091</td>
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<td>Foreign Languages</td>
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<tr>
<td>Geography</td>
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<td>Geology</td>
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<td>Law</td>
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<td>Math</td>
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<td>Music</td>
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<td>Nursing</td>
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<tr>
<td>Physical Ed., Fitness</td>
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<td>Political Science</td>
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<td>Psychology</td>
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<td>Social Sciences</td>
<td>15920</td>
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<tr>
<td>Test Preparation</td>
<td>671</td>
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<tr>
<td>Vocational</td>
<td>8940</td>
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## Rubrics by Type:

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<th>Type</th>
<th>Rubrics Count</th>
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<td>(Other)</td>
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<td>Assessment</td>
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<td>Assignment</td>
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<tr>
<td>Class note</td>
<td>2251</td>
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<td>ePortfolio</td>
<td>2552</td>
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<td>Exam</td>
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<tr>
<td>Homework</td>
<td>7320</td>
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<tr>
<td>Presentation</td>
<td>20485</td>
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<td>Project</td>
<td>65648</td>
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<td>Reading</td>
<td>7261</td>
</tr>
<tr>
<td>Writing</td>
<td>32582</td>
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### US History Song/Rap Rubric

**Derived from rubric:** US History Song/Rap Rubric

Students will write a song/rap that incorporates all the elements of the Nationalism project guideline. They will create their own lyrics and create their own music. It must be a song/rap, complete with lyrics, original music, and performance.

**Keywords:** songwriting, History, music, lyrics

**Categories:** Subject: History, Music; Types: Project, Presentation, Assignment

#### Musical Composition

<table>
<thead>
<tr>
<th></th>
<th>Needs Improvement</th>
<th>Work in Progress</th>
<th>Decent</th>
<th>High Quality</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Melody</strong></td>
<td>Needs Improvement</td>
<td>Work in Progress</td>
<td>Decent</td>
<td>High Quality</td>
</tr>
<tr>
<td>Does your music sound like it all belongs together? Do the notes and tones flow?</td>
<td>Notes and tones vary and even clash. The song has no flow.</td>
<td>The song has a basic flow, yet notes and keys flow. The types of tunes enhance the song.</td>
<td>The notes, tones, and keys are polished. Each section brings meaning to the overall song and aids in the understanding of the lyrics.</td>
<td>The notes, tones, and song keys are polished. Each section brings meaning to the overall song and aids in the understanding of the lyrics.</td>
</tr>
<tr>
<td><strong>Lyrics</strong></td>
<td>Needs Improvement</td>
<td>Work in Progress</td>
<td>Decent</td>
<td>High Quality</td>
</tr>
<tr>
<td>A set of words, phrases or sounds that make up a song. Do the words cover the details of your topic and the majority of the elements in the Nationalism guideline?</td>
<td>Lyrics clash with the melody and have little relationship to the topic.</td>
<td>Lyrics are starting to give some details related to the topic.</td>
<td>Lyrics are meaningful and connect to the topic.</td>
<td>The lyrics are meaningful to the flow with the melody and connect to the overall topic.</td>
</tr>
<tr>
<td><strong>Tempo and dynamics</strong></td>
<td>Needs Improvement</td>
<td>Work in Progress</td>
<td>Decent</td>
<td>High Quality</td>
</tr>
<tr>
<td>Tempo is how fast or slow the song moves and dynamics describe the way the song ebb and flows in relation to volume etc.</td>
<td>The song is choppy with an unnatural mix of tempo. It has no change in dynamics.</td>
<td>Tempo and rhythm are coming together but detract from the message.</td>
<td>Tempo and rhythm are consistent. The dynamics flow, but could be used more fluently.</td>
<td>The tempo, rhythm and dynamics complete the overall song and experience. The use of volume helps with the understanding of the lyrics.</td>
</tr>
<tr>
<td><strong>Audience Response</strong></td>
<td>Needs Improvement</td>
<td>Work in Progress</td>
<td>Decent</td>
<td>High Quality</td>
</tr>
<tr>
<td>How do you react to the song?</td>
<td>Song has little or no impact on you as you listen. You have little to say about it.</td>
<td>You may tap your foot, smile occasionally and nod to the rhythm. You may have few comments, but not many.</td>
<td>You definitely want to interact with the song with body movement, laughter, talk or dance. You have a greater understanding of the topic because of the song.</td>
<td>It's a potential hit song. You have a strong positive reaction to the song. You want to listen to it again and again. It helps you to remember the details of the topic.</td>
</tr>
</tbody>
</table>
KAHOOT.IT
Multiple Means of REPRESENTATION

- Text To Speech
- Scaffolding
- Outlining
- Pictures
- Charts, Graphs, maps
SCRIBBLE MAPS
http://www.scribblemaps.com
Empowering the world to design.

www.canva.org
HAPPY

- Joy
- Cheerful
- Thankful
- Upbeat
- Ecstatic
- Glad
- Sunny
- Bright
- Delighted
- Light Hearted

https://www.canva.com/design/DAC7woordrq/8zJbeVtyO9pWtCwD5dje8g/view
EXAMPLE OF TRADITIONAL ASSESSMENT

• Listen with text-to-speech and adjust speed
• Read words are highlighted
• Adjust font size
• Choose colors
• Reads in Braille
CONTACT INFORMATION

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link to presentation: https://goo.gl/LU3eNm