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

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<https://goo.gl/LU3eNm>

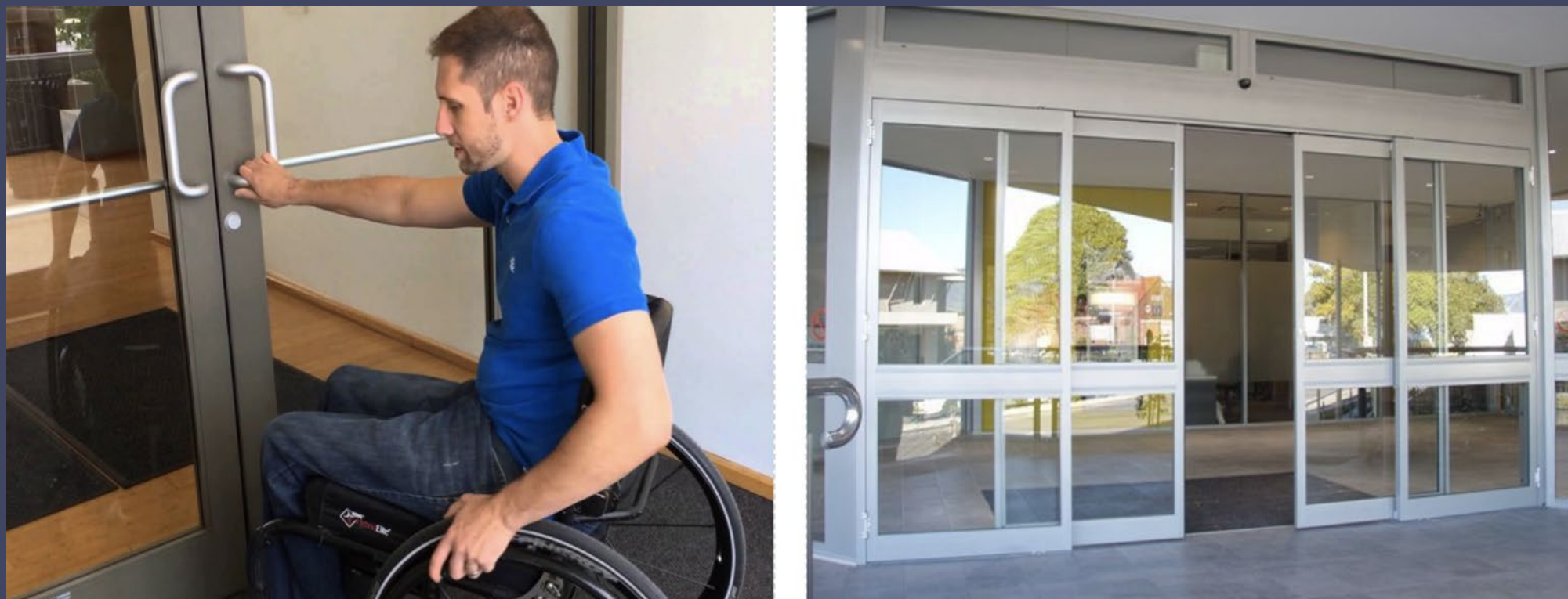
Agenda

UDL
Overview

Instruction &
Assessment
Strategies

Q & A

UNIVERSAL DESIGN IN OUR DAILY LIVES



UNIVERSAL DESIGN IN OUR DAILY LIVES



UNIVERSAL DESIGN IN OUR DAILY LIVES



UNIVERSAL DESIGN FOR LEARNING



UNIVERSAL DESIGN IN HIGHER EDUCATION

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





SHIFT TO DIGITAL INSTRUCTIONAL MATERIALS

“The Accessibility of Learning Content for All Students, Including Students with Disabilities, Must be Addressed in the Shift to Digital Instructional Materials (SETDA)”

http://www.setda.org/wp-content/uploads/2014/03/SETDA_PolicyBrief_Accessibility_FNL.5.29.pdf



Active Teaching

Instruction & Assessment: Strategies

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

Highlight
Reading

Web
Applications

Concept
Maps

Executive
Function
(organization,
notetaking,
planning)

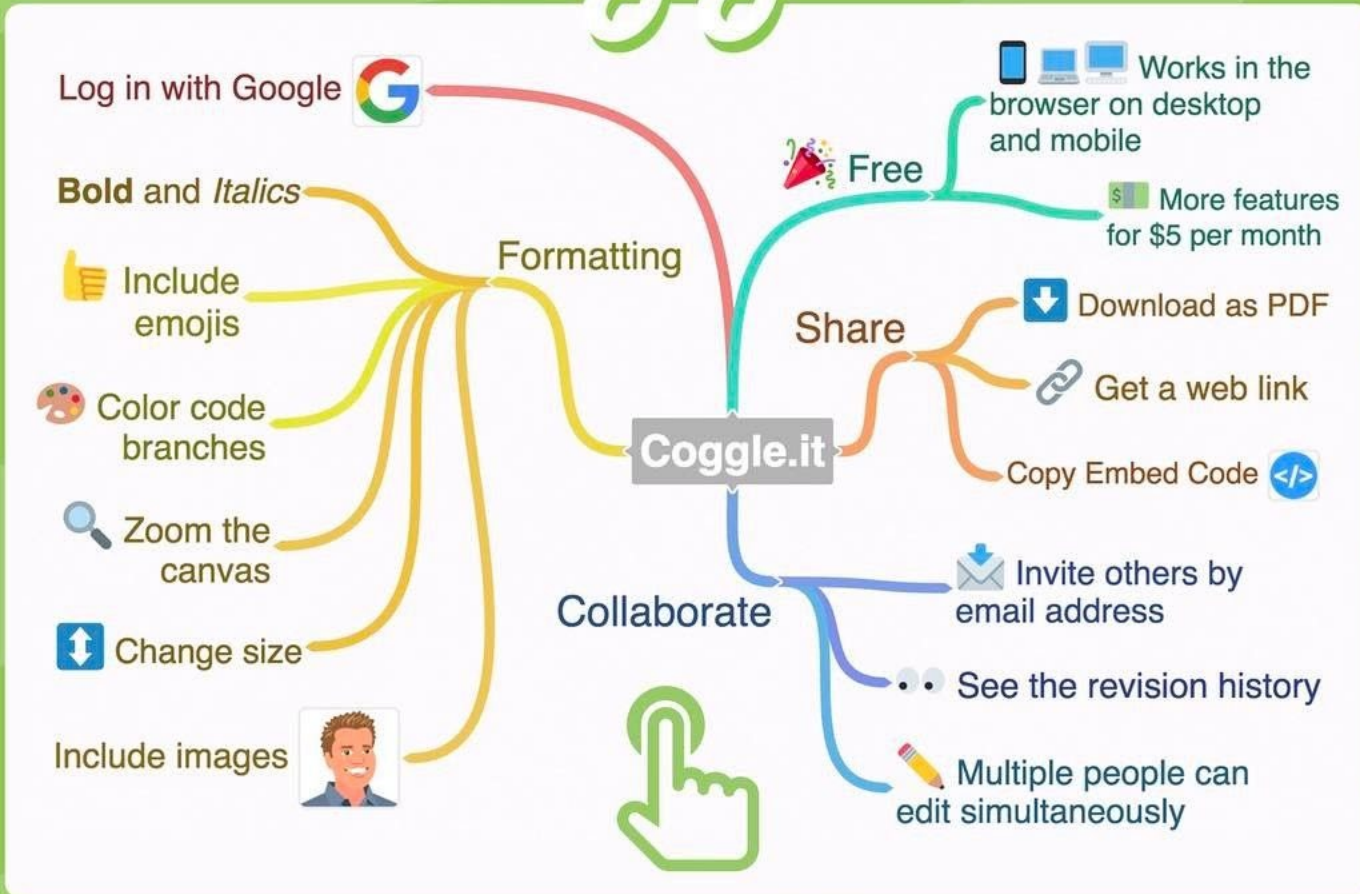
Flashcards

Executive Function in Education



- Planning projects
- Choice activities
- Time management
- Sequencing in storytelling
- Initiating tasks
- Generating ideas
- Retaining information

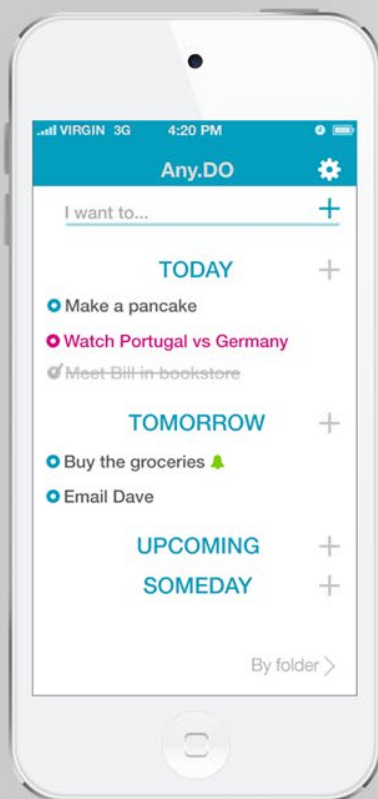
coggle



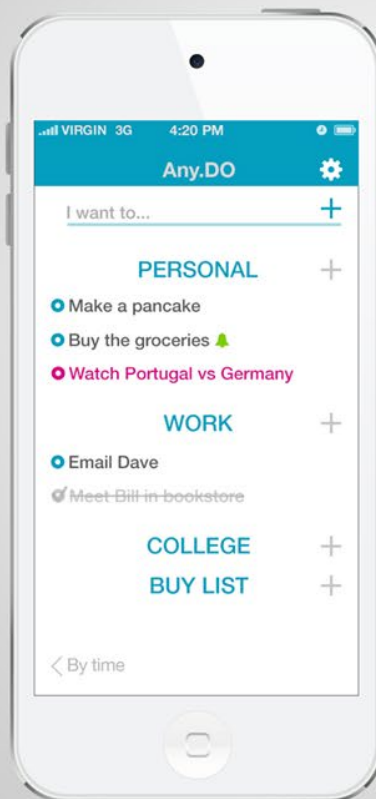
Create simple mind maps and invite others to collaborate at Coggle.it

Any.DO

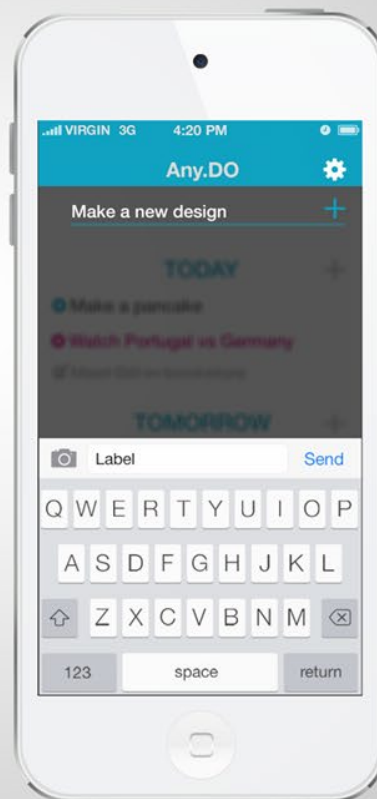
REDESIGNED



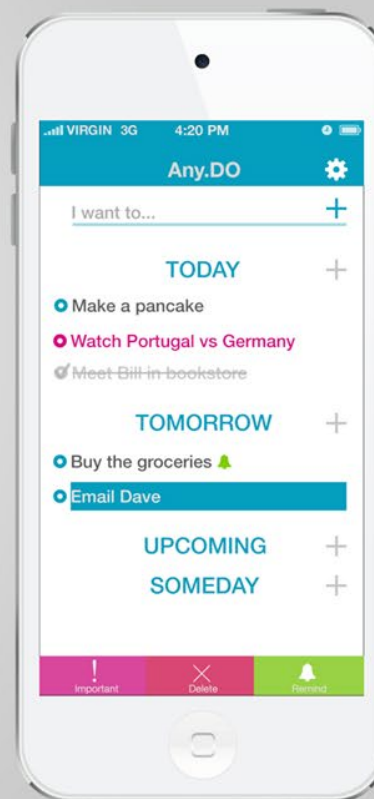
SORT BY FOLDER



SORT BY TIME



ADD NEW ACTIVITY



LONG PRESSED-OPTION

NOTETAKING STRATEGIES

- Sticky notes
- Highlighters
- Drawings
- Different Paper
 - Colored
 - Lined
 - Graphing

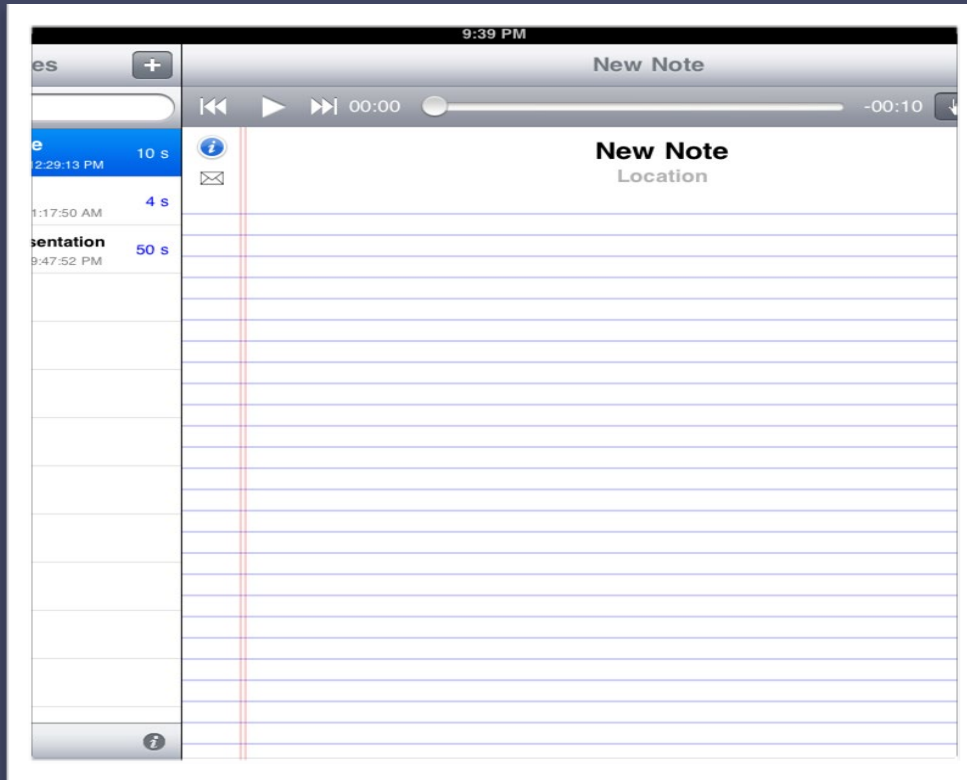


GUIDED NOTES

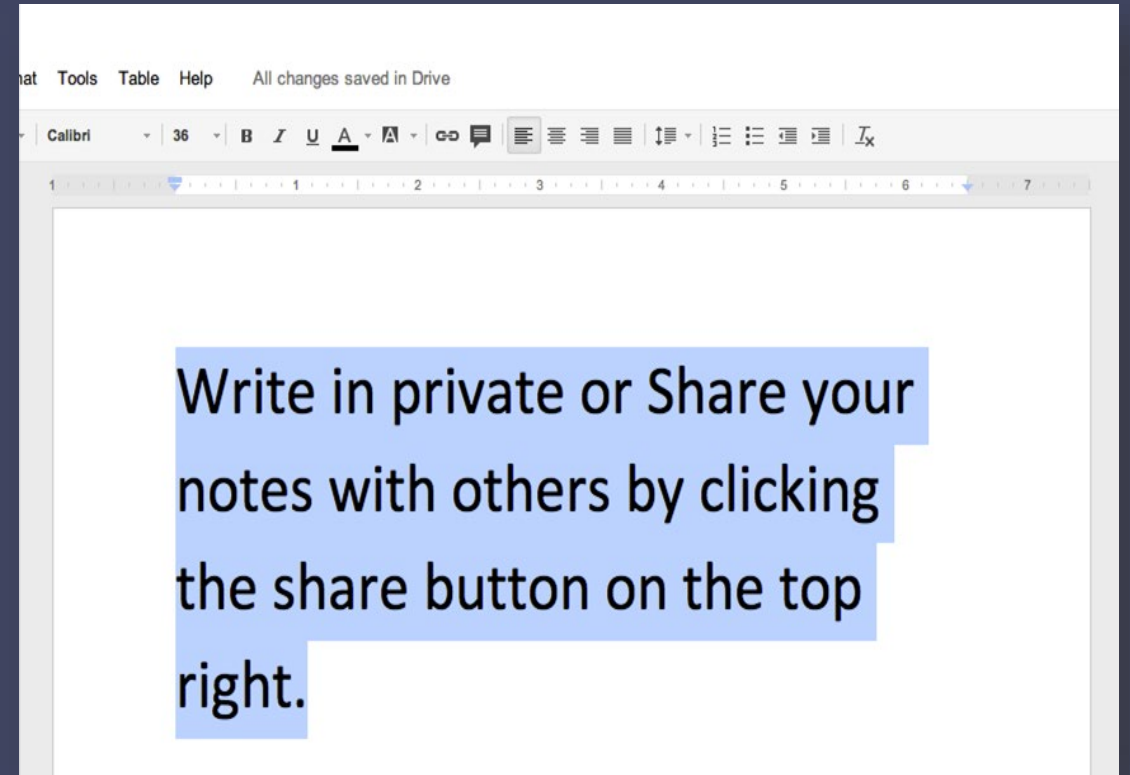
- Pre-lecture notes with essential information
- Word, PPT or Keynote, Google, Web 2.0
- Students actively participate during lecture, reading, etc.

- The location of the U.S. with its _____, Pacific, and Gulf coasts, has provided access to other parts of the _____.
- The _____ Ocean served as the highway for _____, early _____, and later immigrants.
- The _____ River was the gateway to the west.
- Inland port cities grew in the _____ along the _____.
- The _____ and _____ Rivers were used to transport farm and industrial products. They were links to U.S. Ports and other parts of the world.
- The Columbia River was explored by _____ and _____.
- The Colorado River was explored by the _____.
- The Rio Grande River forms the _____ with _____.
- The Pacific Ocean was and early _____ destination.
- The _____ provided the _____ and _____ with exploration routes to _____ and _____.

NOTE TAKING USING TECHNOLOGY



Tablet or Mobile Device



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.

File Edit View Insert Format Tools Table Add-ons Help All changes saved in Drive

Comments Share

100% Normal text Verdana 12 B I U A

1 2 3 4 5 6 7

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

Google Docs

VOICE THREAD



<http://www.voicethread.com>

Beth's transition
ATTACHMENT

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 dorm 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.

One focus of transition assessment was conducted here.
Beth's internship at a local YWCA
ATTACHMENT

Part of Beth's transition assessment profile included her interest in animals
Beth loved taking care of her cats

Another area of Beth's transition assessment was focused on independent living. Beth wanted to live in a dorm just like this one. She took a picture of her sister's dorm room

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

MCAS TESTING

Postscript: Beth and her boyfriend are engaged.

[Padlet.com](https://www.padlet.com)

LibriVox

acoustical liberation of books in the public domain

Listen

LibriVox provides free audiobooks from the [public domain](#). There are several options for listening. The first step is to get the mp3 or ogg files into your own computer:

[LibriVox Catalog](#)

[Podcast](#)

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Would you like to record chapters of books in the public domain? [It's easy to volunteer](#). All you need is a computer, some free recording software, and your own voice.

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www.librivox.org

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volunteer for LibriVox

LIBRIVOX (SEARCH)

LibriVox

acoustical liberation of books in the public domain

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35 matches

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)



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Huck from his drunk and abusive father, and Jim as a runaway slave.

As Huck and Jim drift down the river, they meet many colorful characters and have many great adventures. The true heart of the story, however, is the friendship between Huck and Jim. A constant theme throughout the book is Huck's internal struggle between what he has been taught, that helping a runaway slave is a sin, and what he truly believes, that Jim is a good man and it couldn't possibly be wrong to help him.

Adventures of Huckleberry Finn was unique at the time of its publication (1884) because it is narrated by Huck himself and is written in the numerous dialects common in the area and time in which the book is set. Although the book was originally intended as a sequel to the children's book *The Adventures of Tom Sawyer*, as Twain wrote *Adventures of Huckleberry Finn* it progressed into a more serious work. Twain's views on slavery and other social issues of the time become clear through the words, thoughts, and actions of Huck Finn. The book has always been the subject of great controversy, and according to [The American Library Association](#) it was fifth on the list of most challenged books in the 1990s. (Summary by Annie Coleman)

- [Gutenberg e-text](#)
- [Wikipedia - Mark Twain](#)
- [Wikipedia - Adventures of Huckleberry Finn](#)
- [LibriVox's Adventures of Huckleberry Finn Internet Archive page](#)
- [Zip file of the entire book \(308.4MB\)](#)
- [RSS feed](#) · [Subscribe in iTunes](#) · [Chapter-a-day](#)

Read by [Annie Coleman](#)
Total Runtime: 10:42:06

mp3 and ogg files

- [Chapter 01 - 00:08:52](#)
[mp3@64kbps - 4.2MB]
[mp3@128kbps - 8.5MB]
[ogg@48kbps - 6.2MB]

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1. Open in new window

2. Choose a chapter to listen to

LIBRIVOX (READ & LISTEN)

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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 sivilize 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



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Live stats: update in 7 seconds

Home page views:	907,004
Words examined:	580,133,380
Words rewordified:	25,631,437

Words currently being learned

<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



Interactive

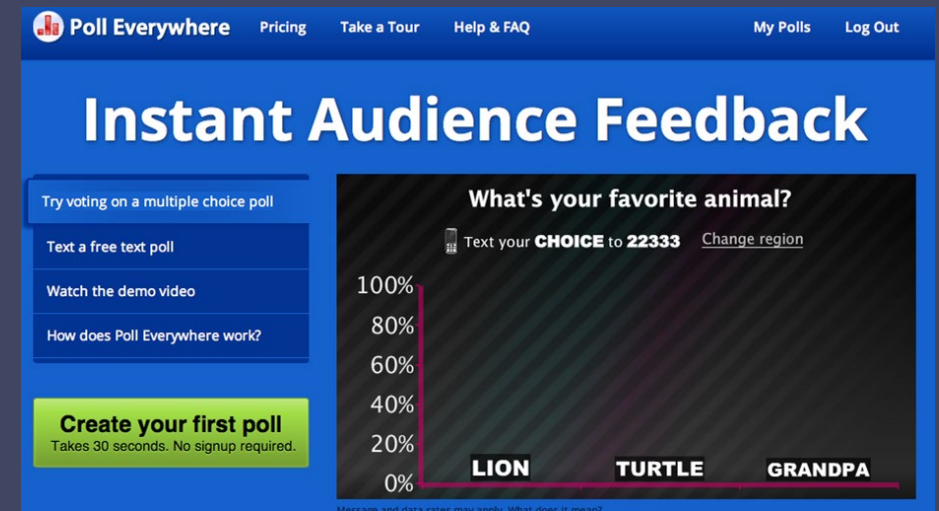
Assessments

Game-based

Rubrics

ACTIVE LEARNING STRATEGY: FORMATIVE ASSESSMENT

- End of chapter quizzes
- Polls
 - Poll Daddy
 - Poll Everywhere
 - Socrative
 - Learning Management System
 - Kahoot
 - Twitter



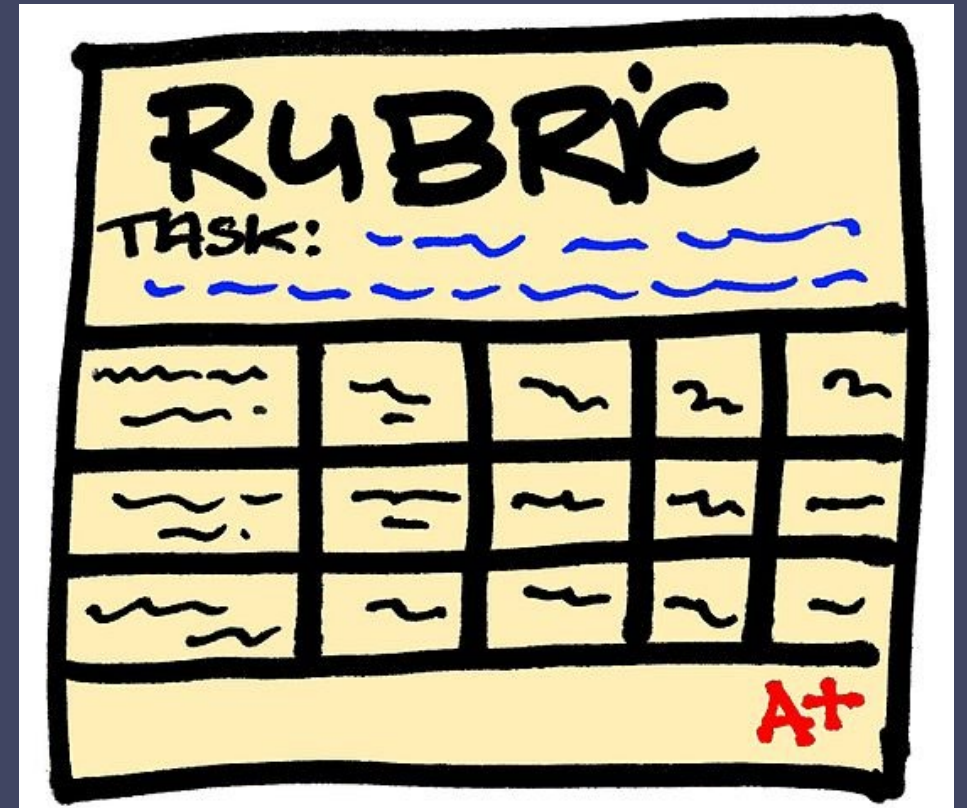
EXAMPLE OF TRADITIONAL ASSESSMENT



- 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:

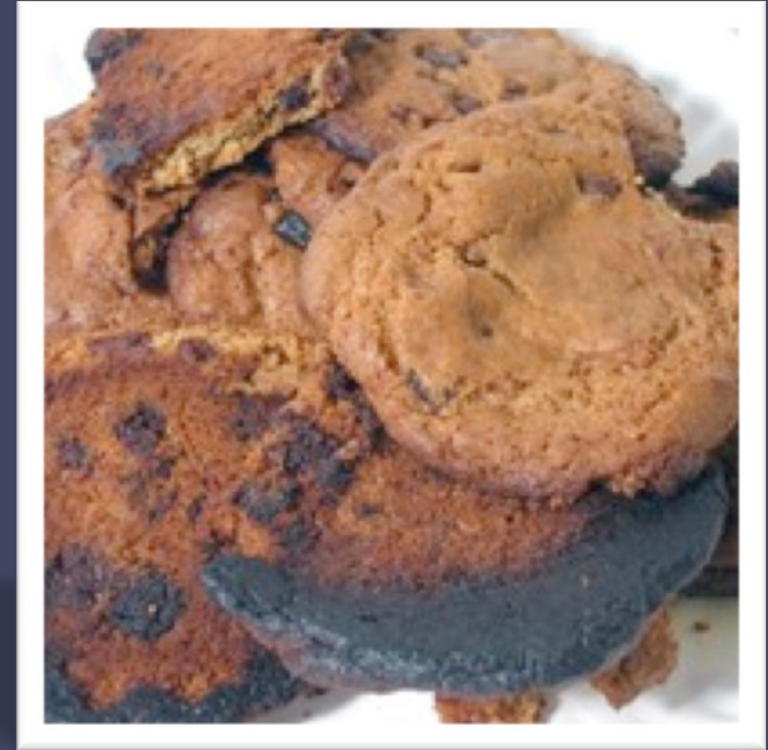
- Chocolate chips in 50% of bites
- Texture is either under or over cooked by 50%
- Either dark brown from overcooking or light from undercooking
- Tasteless
- Low-fat content



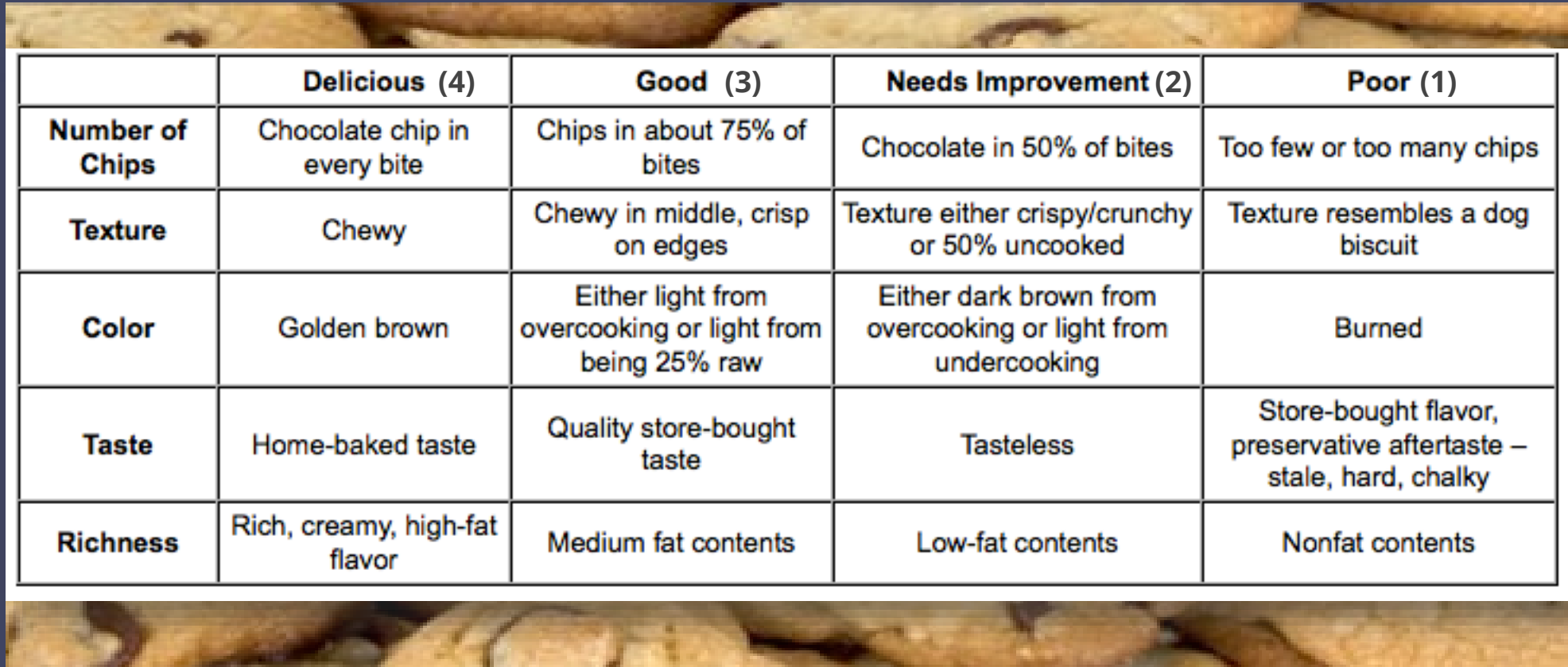
CHOCOLATE CHIP COOKIE RUBRIC

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




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

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>





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RUBRICS BY GRADE LEVEL:

Kindergarten - Grade 5 (24231)

Grade 6-8 (31468)

Grade 9-12 (34879)

Undergraduate (19641)

Graduate (3411)

Post Graduate (469)

RUBRICS BY SUBJECT:

(General) (20897)

Accounting (4176)

Arts and Design (12117)

Biology (5943)

Business (6944)

Chemistry (4673)

Communication (7508)

Computers (7763)

Dance (5202)

Education (5872)

Engineering (4609)

English (47612)

Finance (4091)

Foreign Languages (12472)

Geography (6356)

Geology (5554)

Health (8159)

History (13614)

Humanities (6117)

Journalism (5199)

Law (4347)

Math (13514)

Medical (5649)

Music (9124)

Nursing (338)

Pharmacy (38)

Philosophy (4268)

Physical Ed., Fitness (8152)

Physics (4400)

Political Science (4625)

Psychology (5599)

Science (18944)

Social Sciences (15320)

Test Preparation (571)

Vocational (8849)

RUBRICS BY TYPE:

(Other) (18898)

Assessment (5998)

Assignment (32825)

Class note (2251)

ePortfolio (2052)

Exam (9090)

Homework (7359)

Presentation (29485)

Project (50648)

Reading (7261)

Writing (32582)

US History Song/Rap Rubric

Derived from rubric: [US History Song/Rap Rubric](#)

Students will write a song/rap that incorporates all the elements on 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: Subjects: [History](#) [Music](#)
Types: [Project](#) [Presentation](#) [Assignment](#)

built by [miller6684](#)

Rubric Code: S7X746

✓ Ready to use  Public Rubric

Directly link to this rubric or embed it on your website: 

url:

link:

Musical Composition

Powered by 

	Needs Improvement 18 pts	Work in Progress 20 pts	Decent 22 pts	High Quality 25 pts
Melody Does your music sound like it all belongs together? Do the notes and tones flow?	Needs Improvement Notes and tones vary and even clash. The song has no flow.	Work in Progress The song has a basic flow, yet notes and tones clash occasionally.	Decent The notes, tones, and keys flow. The types of tunes enhance the song.	High Quality The notes, tones and song keys are polished. Each section brings meaning to the overall song and aids in the understanding of the lyrics.
Lyrics 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?	Needs Improvement Lyrics clash with the melody and have little relationship to the topic.	Work in Progress Lyrics are starting to give some details related to the topic.	Decent Lyrics are meaningful and connect to the topic.	High Quality The lyrics are meaningful to the, flow with the melody and connect to the overall topic.
Tempo and dynamics Tempo is how fast or slow the song moves and dynamics describe the way the song ebbs and flows in relation to volume etc.	Needs Improvement The song is choppy with a unnatural mix of tempo. It has no change in dynamics.	Work in Progress Tempo and rhythm are coming together but detract from the message.	Decent Tempo and rhythm are consistent. The dynamics flow, but could be used more fluently.	High Quality The tempo, rhythm and dynamics complete the overall song and experience. The use of volume helps with the understanding of the lyrics.
Audience Response How you react to the song.	Needs Improvement Song has little or no impact on you as you listen. You have little to say about it.	Work in Progress You may tap your foot, smile occasionally and nod to the rhythm. You may have few comments, but not many.	Decent 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.	High Quality 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



KAHOOT.IT



Multiple Means of REPRESENTATION

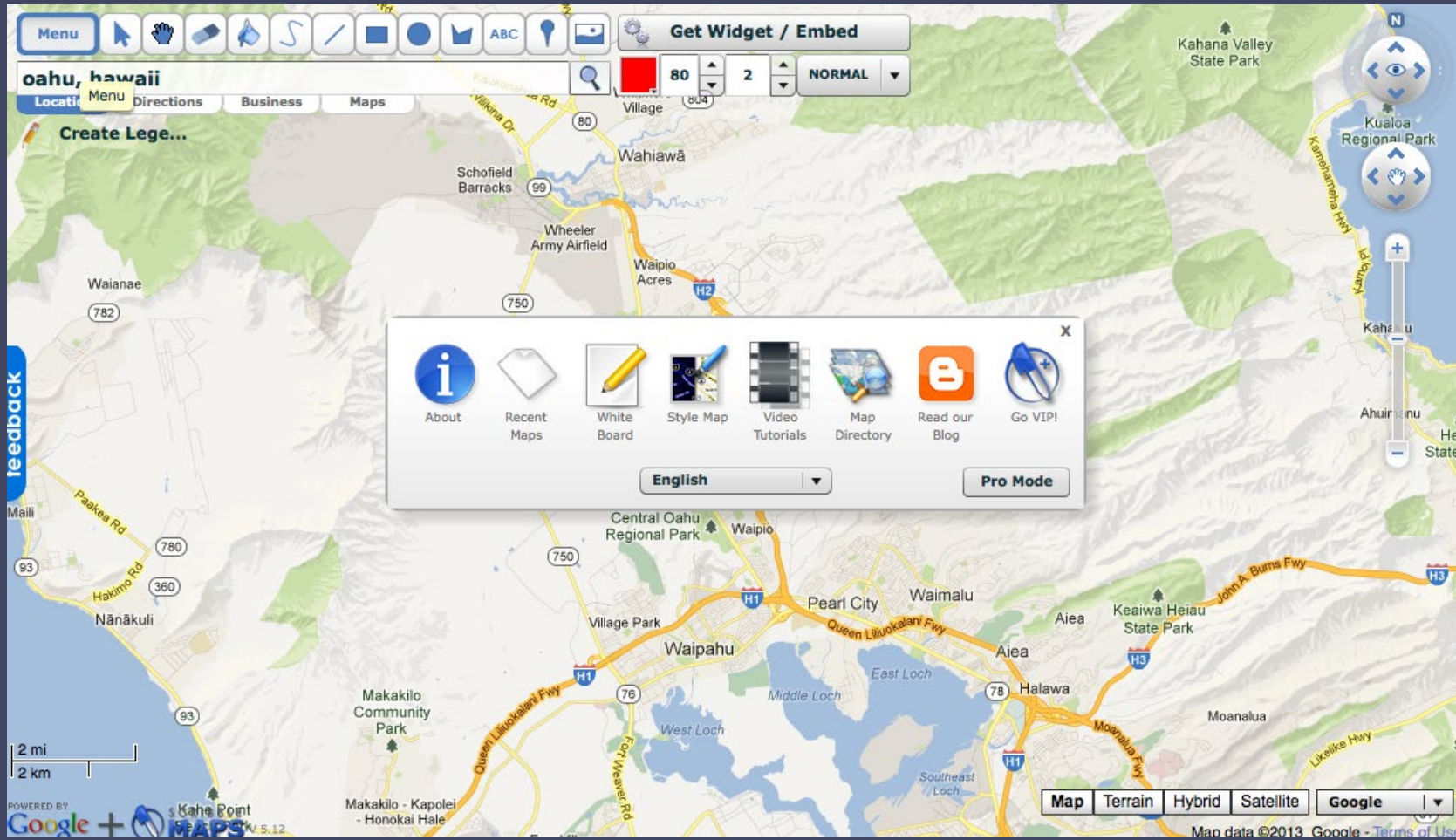
Outlining

Pictures

Charts,
Graphs,
maps

Scaffolding

Text To
Speech



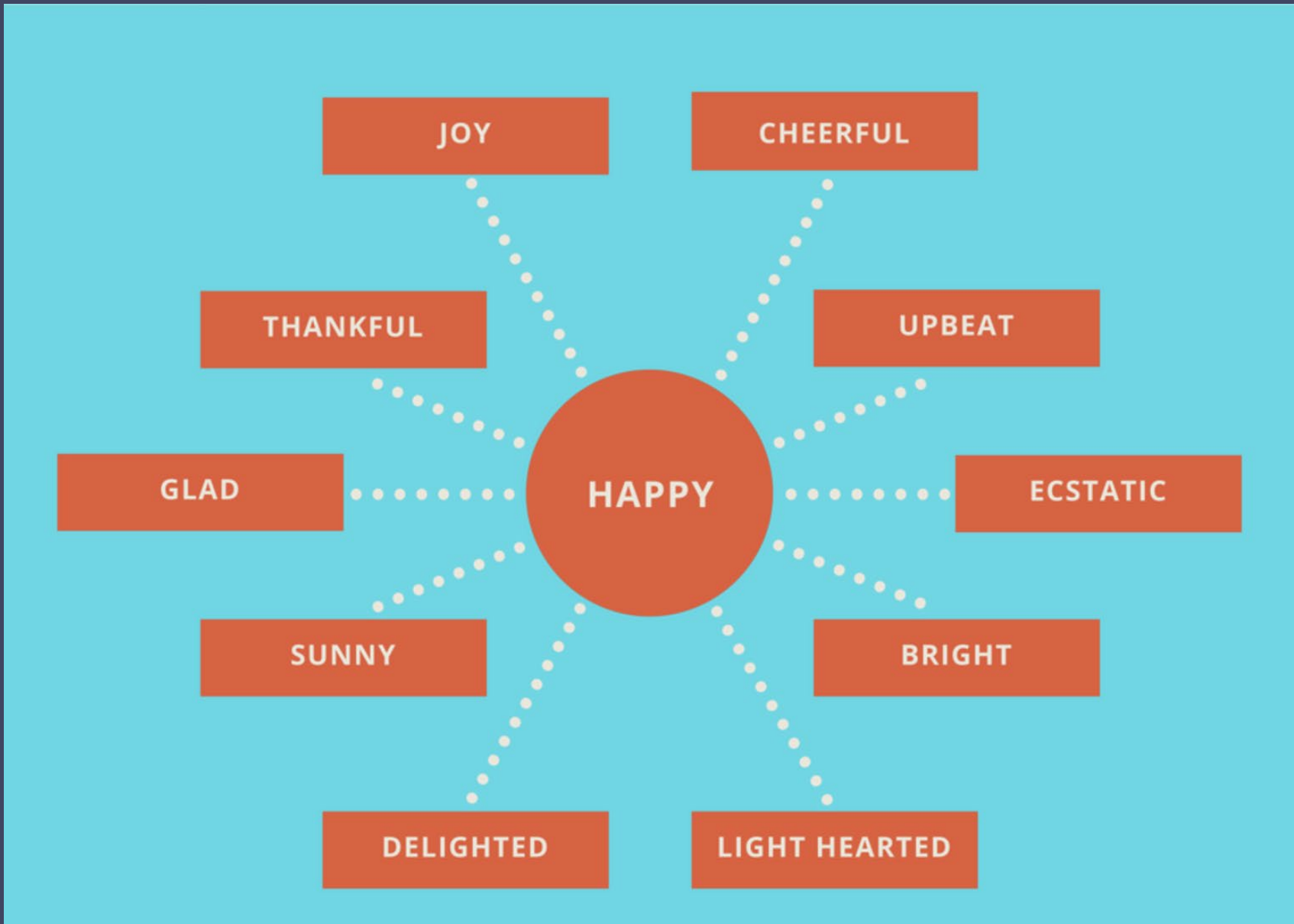
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<https://www.canva.com/design/DAC7woordrg/8zJbeVtyO9pWtCwD5dje8g/view>

EXAMPLE OF TRADITIONAL ASSESSMENT

The screenshot shows the Bookshare website homepage. At the top, there is a navigation bar with the Bookshare logo (A BENETECH INITIATIVE), a search bar for "Title, author or ISBN", and a "Log in" link. Below the navigation bar are links for "Advanced Search", "Browse", and a dropdown menu with options: "Is Bookshare For Me?", "Get Started", "Get Involved", "Help Center", and "My Bookshare".

The main content area features a "Read Your Way" section with a "Sign up today" button. Below this is a blue box with the text: "Bookshare makes reading easier. Access a huge collection of ebooks for people with reading barriers. [Learn how it works.](#)" To the right of this text is an image of two children reading on a tablet.

Below the blue box is a "Recent News" section with two news items:

- Bookshare Salutes Graduates and Encourages Lifelong Learning**
Congratulations to graduates everywhere! Learn how one member used Bookshare to earn an MBA.
- Buckle Up for Summer Reading**
Bookshare offers special summer reading lists for all ages so you can read your way across the U.S. of A.

To the right of the news items is a large text box that says "633,791 titles and counting!".

At the bottom of the page are four featured sections:

- Summer Reading Lists** (with an image of a car in a desert)
- Partnering with Public Libraries** (with an image of people at a library)
- Bookshare International** (with an image of a group of people)
- Read our books in braille** (with an image of hands using a Braille device)

At the very bottom, there is a logo for "IDEAS that Work" and a disclaimer: "This project is supported by the U.S. Department of Education, Office of Special Education Programs (Award Number H327D170002). Opinions expressed herein are those of the authors and do not necessarily represent the position of the U.S. Department of Education."

- 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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Lori_Cooney

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