

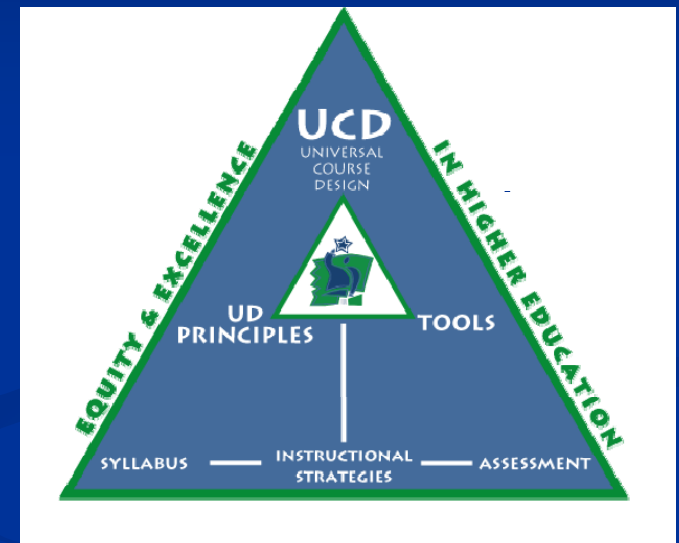
# Universal Design Made Easy



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# What is Universal Course Design?

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.



# Incorporating UCD into Instruction

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**“Class, I’ve got a lot of material to cover,  
so to save time I won’t be using vowels today.  
Nw lts bgn, pls trn t pg 122.”**

# Why add UCD strategies to instruction?

- After 20 minutes of lecturing, 80% of students are no longer listening.
- No two students learn alike.
- The end goal of a course is to make sure students understand the content covered.
- Diversified instruction reaches more students than a monochromatic method.

# UCD and Instruction – Check List

- ✓ Provide multiple and flexible methods of presentation (group work, lecture, hands-on experiences)
- ✓ Provide multiple models of correct performance, multiple opportunities to practice with supports, and flexible opportunities to demonstrate skill.
- ✓ Provide choices of content and tools, adjustable levels of challenge, choice of reward, choice of learning context all of which are culturally responsive.

# UCD Strategies for Instruction

- Administer a learning style survey at the beginning of class
- Alternate delivery methods (discussion, hands-on activities)
- Face the class and speak clearly, avoid using pronouns
- Provide printed materials early for students to prepare with
- If using a PowerPoint, make sure it is universally designed
- Post additional information on course websites



# Faculty Experiences with UCD Instruction

- A Biology professor records all of his lectures.
- He posts each lecture online after the class is over.
- He has 185 students in his course.



# Podcasting results:

- 39 lectures were posted.
- The lecture was downloaded 1,333 times.
- Each student downloaded approximately 7 lectures throughout the course.
- 89% of the downloads took place a week before an exam.



# Student opinions of the podcasts

- Students said that the podcast helped them to:
  - Pay attention in class without furiously taking notes.
  - Review the lecture later on to reinforce a concept in their text.
  - Allowed them to pause, rewind and fast forward a lecture



# Example of UCD and Instruction

An Occupational Therapy professor frequently heard complaints that students could not understand the correct hand positions when working with a client because they could not accurately interpret what they saw in a book to real-life situations.

The professor decided to create short 30 second video clips from the perspective of a practitioner working with a client, for her students to refer to.

Students used these clips to practice in-class as well as made their own video clips at home and shared them with their peers.



# UCD Instruction Exercise

## **Incorporating UCD Strategies into a College Course**

Professor Smith is teaching his Architecture 101 course to 30 first-year students. He has a wide diversity of students and abilities in his course, including the students listed below. His instructional style includes 45 minute lectures with PowerPoint presentations. His PowerPoint pictures are full of pictures but lack any explanation except what he discusses in class. He then asks his students to complete design problems at the board.

He assesses his students every week with a mini multiple choice quiz as well as a mid-term. The students must complete a final project in groups of 3. Previously the final projects have not been very good.

Help him to diversify each type of instruction he plans to use, so that all students can access the information, without the need for accommodations.

### Some of his students:

*Peggy* – has been out of school for awhile and feels overwhelmed by this class particularly when it comes to the quizzes

*Raj* – is a math whiz and eager to be the student writing on the board

*Carly* – uses a wheelchair and has difficulty taking notes (although she does not receive an accommodation for this)

*John* – wants to be a police officer and constantly argues with Professor Smith that math is irrelevant to his future career

*Sheri* – gave Professor Smith documentation that she will need a note taker in class due to her learning disability

# What are your next steps?

- What one thing did you learn today that you will incorporate into your course?
- What are your next steps?



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