

Incorporating UCD Strategies into a College Course

Professor Smith is teaching his Math 101 course to 30 first-year students. He has a wide diversity of students and abilities in his course, including the students listed below. He begins the class by giving them a copy of his syllabi and informing his students that the dates certain topics will be covered may change over the course of the semester. His instructional style includes half an hour lectures followed by individual student board work. He assesses his students every week with a mini multiple choice quiz as well as a mid-term and final exam.

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

Course: Math 101

Instructor: Professor Smith

Goal: Understanding basic math so that these students can fulfill a pre-requisite

Traditional design of the course	UCD strategies to incorporate into the course
Syllabus	
Paper version Flexible content dates	
Instruction	
Lecture Board work	
Assessment	
Mini quizzes Exams	

