Teaching Design and Strategies to Support Diverse Learners

Dr. Kelly R. Kelley
Western Carolina University
May 6, 2014

Strategies for Including Diverse Learners

0 Lectures and Discussions
0 Readings, quizzes, and tests
0 Small groups and labs
0 Research papers
0 Group presentations
0 Grading
0 Arrival and departure from class

(Course Participation Handout)
Universal Design Simply Defined

A combination of:
- strategies,
- values, and
- philosophies
that make learning accessible

to a greater number of students

Just good teaching:
where ALL students benefit,
including individuals who speak English as a second language,
those with disabilities,
or even older adults

UD Curriculum

As instructors we need to think critically about scaffolding main objectives of our courses
Asking: Are we planning for ALL learners?

Three Basic Principles
UD Curriculum Strategies

0Determine specific content, skills, and strategies to be learned.
0Ask: How will my students access this information?
0Produce flexible media and materials to ensure access to information for ALL students
0Motivate and engage students based on interest, cultural experiences, and applications.

Behling & Hart's Universal Course Design: A Model for Professional Development as cited in Burgstahler, 2008

UD Focused Curriculum

What a few will learn
What some need to learn
What all need to learn
UD Instruction

Universal Design for Learning (UDL) argues for:
- flexibility in representation,
- engagement, and
- expression.

Where a majority of students understand your lessons and are able to demonstrate what they know about the material.

(from Shaw, 2011)

**UD Instruction (Shaw, 2011)**

**Representation**
- Graphic displays
- Simulations or Role plays
- Models
- Clear and concrete syllabus
- Accessible electronic materials
- Lecture outlines
- Study guides

**Engagement**
- Small group discussions
- Whole class discussions
- Variety of homework assignments
- Teaching with explicit strategies to learn material

**Expression**
- Variety of grading
- Multiple exam formats
- Choices on grading exercise
- Sufficient time
- Word processing for spelling/grammar
UD Assessment (Burgstahler, 2008)

Create 2 or more assessment choices from favored learning styles
Provide ongoing evaluation (what works, what doesn’t?)
Change assessment methods based on instruction
Measure student performance across multiple levels

For More Examples on UD Assessment:

http://eeonline.org/ucd-strategies/75-assessment

UD Syllabi (Rubric)

http://www.communityinclusion.org/udl/ex1.html

http://media.umb.edu/syllabustutorial/
Reflective Activity

**Think-Pair** with a partner

At the heart of your discussion: course content and various student learners

List specific ways you can use UD for diverse learners specifically relating to:

- Curriculum content (big ideas)
- Instruction (representation, engagement, expression)
- Assessment (choice, ongoing evaluation, flexibility to change method/format, multiple levels)
- Syllabus (all main components)

**Share notes**/Discuss

Contact Information

UP Website: [http://up.wcu.edu](http://up.wcu.edu)

Kelly R. Kelley, Ph.D.
Western Carolina University

UP Project Consultant
Co-Director, NCCDD Learning & Earning Grant
Assistant Professor, Inclusive Education

828-227-2990
kkelley@email.wcu.edu