

# Inclusive approaches to learning, teaching and assessment

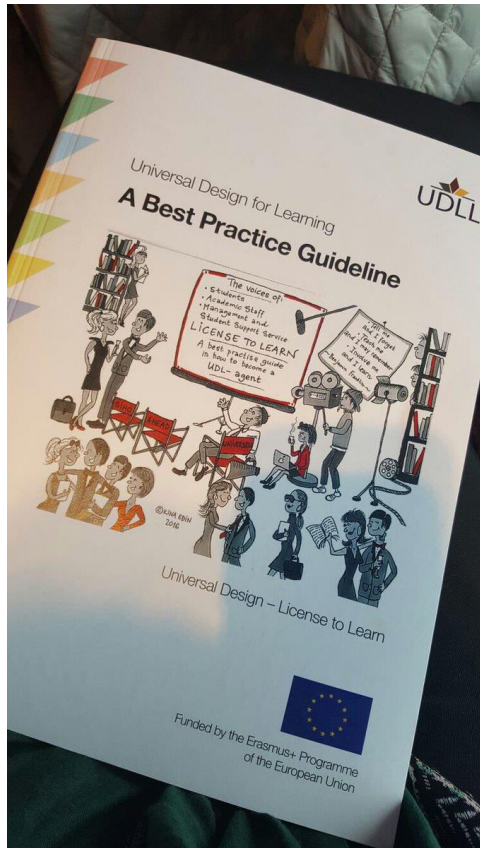


Study visit UCLL  
March 5-9, 2018

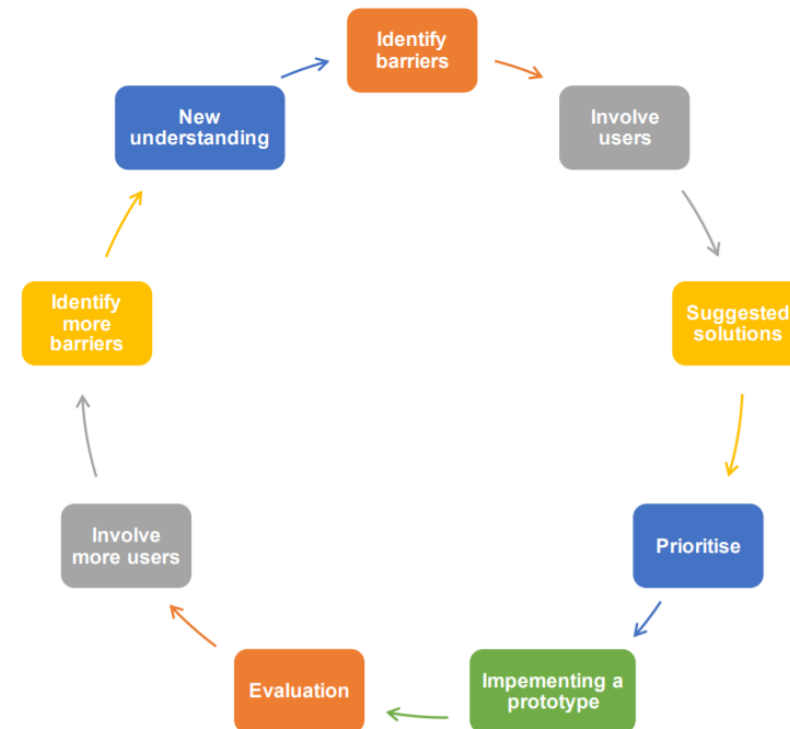
# Guidelines: draft version

- 1) Inclusive curriculum design
- 2) Inclusive teaching and learning
- 3) Inclusive assessment

# Part 1: Inclusive curriculum design



The Design Circle



[http://siho.be/sites/sites.arteveldehogeschool.be.siho/files/pdf\\_udl\\_abestpracticeguideline.pdf](http://siho.be/sites/sites.arteveldehogeschool.be.siho/files/pdf_udl_abestpracticeguideline.pdf)

# Part 1: Inclusive curriculum design

- Course description – challenge your assumptions on UDL and diversity
- Be explicit on general course objectives – motivation is everything
- Be explicit on specific learning objectives – consider core values and methods.
- Define reading lists – think alternative routes for access to literature
- Methods of assessing student learning: Use UDL thinking on assignments and other feedback
- Know your diverse users – the baseline for all UDL thinking

## Part 2: Inclusive learning / teaching

- <http://www.udlcenter.org/aboutudl/udlguidelines/downloads>

- 3 principles
- Multiple checkpoints and tips

→ Inspiration

→ Leads to inclusive instruction: each HEI decides what to take + elaborates own learning / teaching and assessment guidelines

# UNIVERSAL DESIGN FOR LEARNING (UDL)

## Universal Design for Learning

### Affective networks:

THE **WHY** OF LEARNING



How learners get engaged and stay motivated. How they are challenged, excited, or interested. These are affective dimensions.



Stimulate interest and motivation for learning

### Recognition networks:

THE **WHAT** OF LEARNING



How we gather facts and categorize what we see, hear, and read. Identifying letters, words, or an author's style are recognition tasks.



Present information and content in different ways

### Strategic networks:

THE **HOW** OF LEARNING



Planning and performing tasks. How we organize and express our ideas. Writing an essay or solving a math problem are strategic tasks.

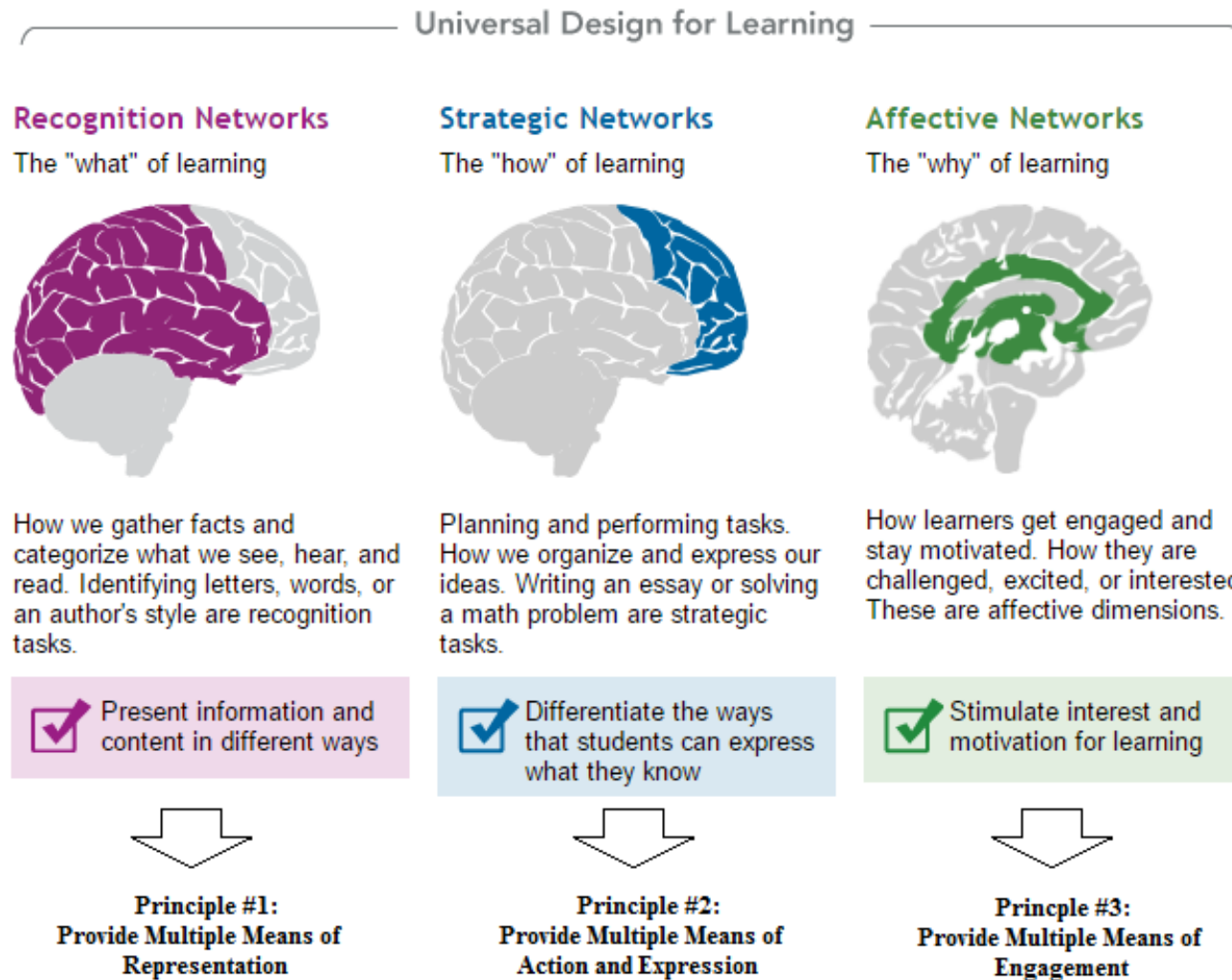


Differentiate the ways that students can express what they know

# What? & Why?

- Curriculum design (courses, evaluation, methods, etc) in such a way what it is accessible for all, independent of learning styles, needs and limitations of students
- Diversity as a rule
- Present from the beginning
- It is more costly to arrange adaptations afterwards
- It is more efficient than individual measures

# Based on neurologic research





# Universal Design for Learning Guidelines

## I. Provide Multiple Means of Representation

### 1: Provide options for perception

- 1.1 Offer ways of customizing the display of information
- 1.2 Offer alternatives for auditory information
- 1.3 Offer alternatives for visual information

### 2: Provide options for language, mathematical expressions, and symbols

- 2.1 Clarify vocabulary and symbols
- 2.2 Clarify syntax and structure
- 2.3 Support decoding of text, mathematical notation, and symbols
- 2.4 Promote understanding across languages
- 2.5 Illustrate through multiple media

### 3: Provide options for comprehension

- 3.1 Activate or supply background knowledge
- 3.2 Highlight patterns, critical features, big ideas, and relationships
- 3.3 Guide information processing, visualization, and manipulation
- 3.4 Maximize transfer and generalization

Resourceful, knowledgeable learners

## II. Provide Multiple Means of Action and Expression

### 4: Provide options for physical action

- 4.1 Vary the methods for response and navigation
- 4.2 Optimize access to tools and assistive technologies

### 5: Provide options for expression and communication

- 5.1 Use multiple media for communication
- 5.2 Use multiple tools for construction and composition
- 5.3 Build fluencies with graduated levels of support for practice and performance

### 6: Provide options for executive functions

- 6.1 Guide appropriate goal-setting
- 6.2 Support planning and strategy development
- 6.3 Facilitate managing information and resources
- 6.4 Enhance capacity for monitoring progress

Strategic, goal-directed learners

## III. Provide Multiple Means of Engagement

### 7: Provide options for recruiting interest

- 7.1 Optimize individual choice and autonomy
- 7.2 Optimize relevance, value, and authenticity
- 7.3 Minimize threats and distractions

### 8: Provide options for sustaining effort and persistence

- 8.1 Heighten salience of goals and objectives
- 8.2 Vary demands and resources to optimize challenge
- 8.3 Foster collaboration and community
- 8.4 Increase mastery-oriented feedback

### 9: Provide options for self-regulation

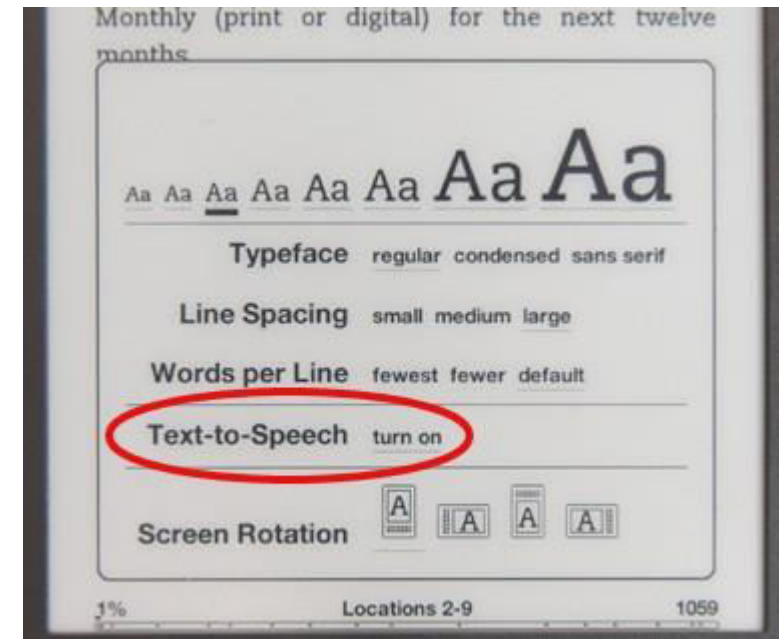
- 9.1 Promote expectations and beliefs that optimize motivation
- 9.2 Facilitate personal coping skills and strategies
- 9.3 Develop self-assessment and reflection

Purposeful, motivated learners

# Principle 1: Provide multiple means of representation

## Checkpoint 1: Provide options for perception

- Provide information in different ways: visual, audio, tactile
- Use pictures, video, text, audio, graphs
- Offer ways of customizing the display of information: possibility to enlarge text, to increase the sound, etc
- Accessible texts:  
[https://www.sheffield.ac.uk/polopoly\\_fs/1.18989!/file/The-inclusive-learning-and-teaching-handbook.pdf](https://www.sheffield.ac.uk/polopoly_fs/1.18989!/file/The-inclusive-learning-and-teaching-handbook.pdf)



# Principle 1: Provide multiple means of representation

Checkpoint 2: Provide options for language, mathematical expressions, and symbols

- Clarify words and symbols
- Clarify syntax and structure
- Support decoding of tekst
- Illustrate through multiple media

# MY GLOSSARY

## Glossary

**laptop:** a small computer you can use on your lap

**desktop:** a large computer you use on a desk

**keyboard:** the buttons on a computer with letters and numbers



# Principle 1: Provide multiple means of representation

## Checkpoint 3: Provide options for comprehension

- Activate or supply background knowledge
- Highlight patterns, big ideas and relationships
- Guide information processing, visualisation
- Maximize transfer and generalisation

# Principle 2: Provide multiple means of action and expression

## Checkpoint 4: Provide options for physical action

- Vary the methods for response and navigation
- Keyboard, mouse, reading software, role play, dialogue, collaboration, project work, mind maps, polls, etc.

# Principle 2: Provide multiple means of action and expression

## Checkpoint 5: Provide options for expression and communication

- Vary the methods for examination
- Vary the type of questions
- Use different (online) tools
- Give clear feedback

# Principle 2: Provide multiple means of action and expression

## Checkpoint 6: Provide options for executive functions

- Guide appropriate goal-setting
- Support planning
- Clarify expectations and requirements



# Principle 3: Provide multiple means of engagement

## Checkpoint 7: Provide options for recruiting interest

- Optimize choice and autonomy
- Optimize relevance
- Minimize threats and distractions

# Principle 3: Provide multiple means of engagement

## Checkpoint 8: Provide options for sustaining effort and persistence

- Use short term goals to achieve long term goals
- Use schemes with reminders
- Evaluate the process
- Peer tutoring, peer feedback
- Cooperative learning

Name \_\_\_\_\_ Class Period \_\_\_\_\_ Date \_\_\_\_\_

Write the names of your group members in the numbered boxes. Then, assign yourself listed attribute. Finally, do the same for each of your group members and total

**Values: 5=Superior 4=Above Average 3=Average 2=Below Average**

Attribute	Myself	1.	2.	3.
Participated in group discussions.				
Helped keep the group on task.				
Contributed useful ideas.				
How much work was done.				
Quality of completed work				
Totals				

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## Group Self Evaluation Checklist

Name \_\_\_\_\_ Class Period \_\_\_\_\_ Date \_\_\_\_\_

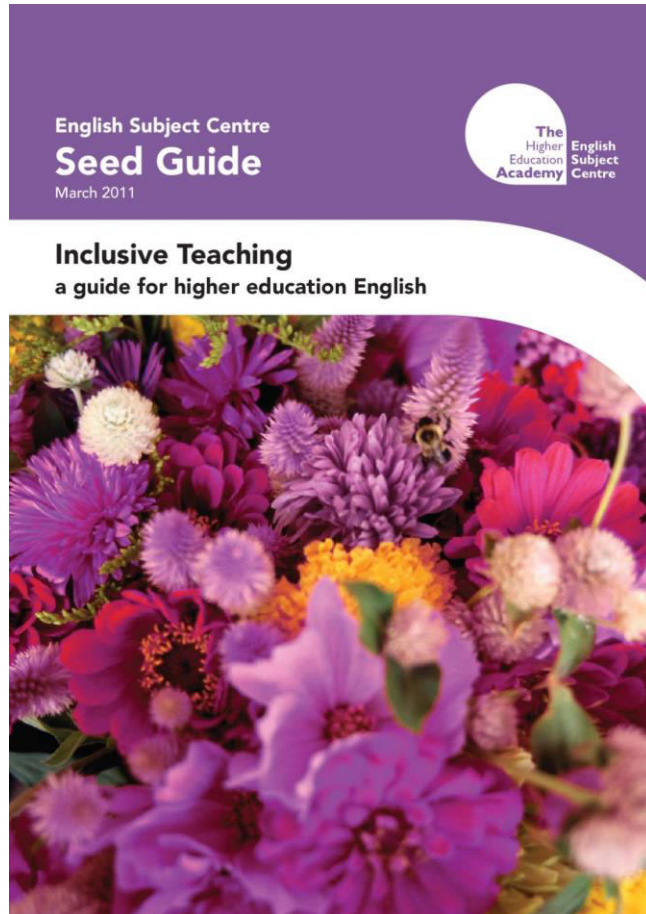
Topic of Study \_\_\_\_\_ Group Members' Names \_\_\_\_\_

# Principle 3: Provide multiple means of engagement

## Checkpoint 9: Provide options for self regulation

- Develop self assessment
- Develop reflection
- Use camera, organise role play

# Inclusive assessment

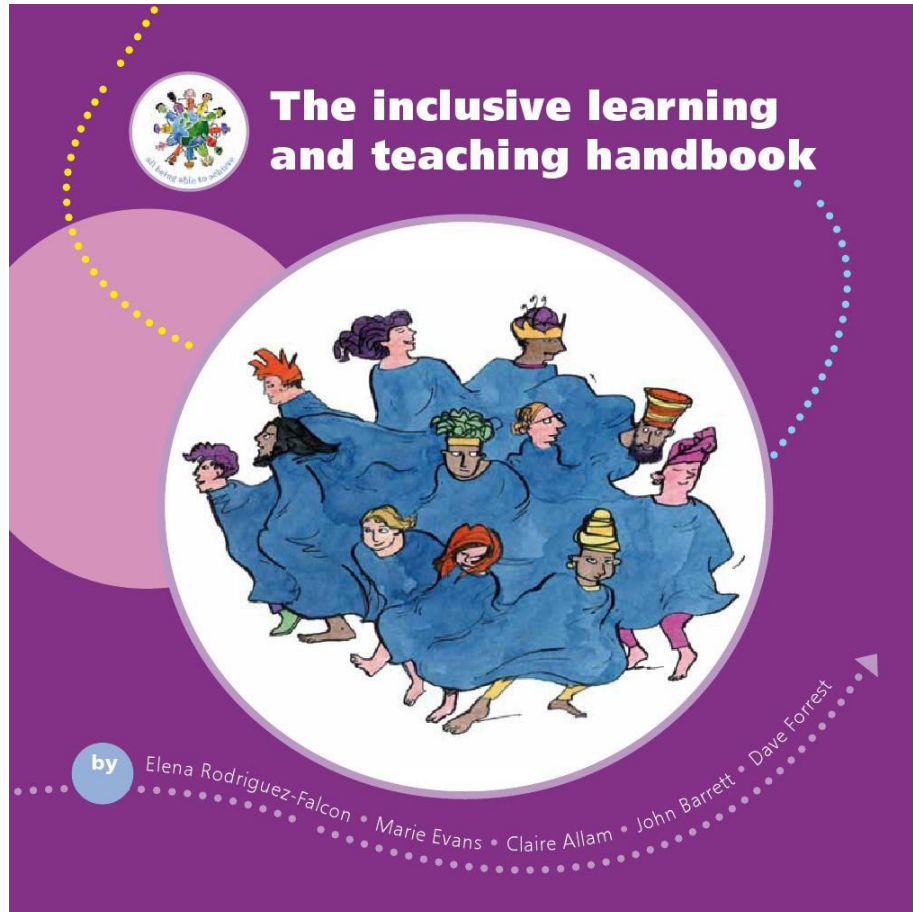


Tips on how to run exams  
inclusively

Tips on flexibility when adjusting  
exams for particular students

[file:///D:/u0073619/Downloads/seedguide\\_inclusive.pdf](file:///D:/u0073619/Downloads/seedguide_inclusive.pdf)

# Other useful websites



Concrete tips on:

- Producing accessible handouts
- Introducing critical thinking to students
- Understanding individual needs
- Presentations that work
- Assessment matters
- The inclusive classroom
- Language in lectures
- Engaging lectures
- Making online materials more accessible
- ...

[https://www.sheffield.ac.uk/polopoly\\_fs/1.18989!/file/The-inclusive-learning-and-teaching-handbook.pdf](https://www.sheffield.ac.uk/polopoly_fs/1.18989!/file/The-inclusive-learning-and-teaching-handbook.pdf)

# Other useful websites

- <http://inclusive.tki.org.nz/guides/universal-design-for-learning/>
- <http://www.udlcenter.org/aboutudl>
- [https://www.heacademy.ac.uk/system/files/inclusivelearningandteaching\\_finalreport.pdf](https://www.heacademy.ac.uk/system/files/inclusivelearningandteaching_finalreport.pdf)
- <https://www.futurelearn.com/courses/inclusive-learning-teaching#section-educators>