

***Where is it situated in the Inclusion project?***

***New element: inclusive assessment***

- Chapter 1: The inclusive curriculum
- Chapter 2: Learning and teaching guidelines
- Chapter 3: Inclusive approaches to assessment / examinations (new!)

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# Introduction

In learning environments, such as schools and universities, individual variability is the norm, not the exception. When curricula are designed to meet the needs of an imaginary “average”, they do not address the reality learner variability. They fail to provide all individuals with fair and equal opportunities to learn by excluding learners with different abilities, backgrounds, and motivations who do not meet the illusive criteria for “average”.

UDL helps address learner variability by suggesting flexible goals, methods, materials, and assessments that empower educators to meet these varied needs. Curricula that is created using UDL is designed from the outset to meet the needs of all learners, making costly, time-consuming, and after-the-fact changes unnecessary. The UDL framework encourages creating flexible designs from the start that have customizable options, which allow all learners to progress from where they are and not where we would have imagined them to be. The options for accomplishing this are varied and robust enough to provide effective instruction to all learners.

The guidelines in question on inclusive curriculum design, inclusive teaching/learning and inclusive assessment consist of reflective questions and practical tips. Both can be used as an inspiration in teams or individually, when (re)starting the process of designing an inclusive environment.

The reflective questions and practical tips are retrieved from different sources, indicated after each chapter. At the end of the guidelines more useful websites are mentioned for those who want additional information.

# Chapter 1: Curriculum design

## 1.1. Questions to consider

Ask yourself

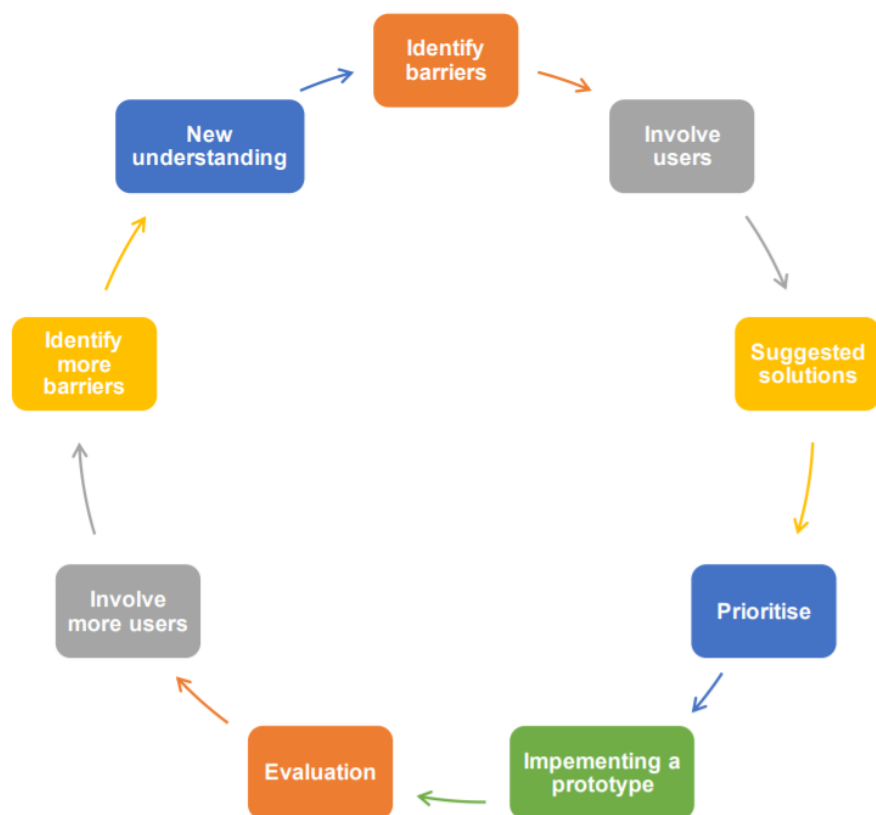
- What processes are in place for developing the curriculum and the competence standards for new courses or rewriting existing courses?
- Who is involved in course and curriculum planning – is there a group of colleagues discussing how this can be addressed by others – or is curricula design a private process at your institution?
- To what extent are topics like diversity and disability an issue in course and curricula planning?
- Which elements outside the institutions are strongly affecting the planning and design process – and what is negotiable among these demands?
- What are the core requirements of the course or program that you design?
- How accessible is the curriculum for students with different needs?
- Which core requirements cannot be changed, regardless of any disability?
- How can the competence standards and learning outcome descriptions be made more accessible for students with different needs?
- What steps has to be taken in the design of specific learning objectives?

Want to know more?

[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)

## 1.2. Planning inclusive curriculum design

**The Design Circle**



Here are 6 elements to consider when planning inclusive curriculum design:

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

Want to know more?

[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)

## Chapter 2: Inclusive learning and teaching

### 2.1. Questions to consider

Ask yourself

- Think about your own practice and how you respond in an innovative way to diversity in the student population. What example of good practice are you most proud of?
- Think about redesigning your own educational practice with diversity in mind, to create an inclusive, accessible and welcoming learning environment for all students. What challenges do you expect?
- What do you want the students to learn?
- What will we gain from a lecture?
- What will we gain from co-operative activities such as group work?
- How will students achieve the learning outcome in the best possible way?
- Are there other ways students can get the same knowledge?
- What if some of your students have a hearing or visual impairment or dyslexia– how could you provide alternatives for the diversity of students?
- How do you present information? Do you deliver a speech, or do you encourage students to find information and knowledge elsewhere?
- Do you engage with the students? What other methods can make students learn the content?
- How can you facilitate their learning process? How do you motivate and inspire students to be engaged in the subject?

Want to know more?

[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)

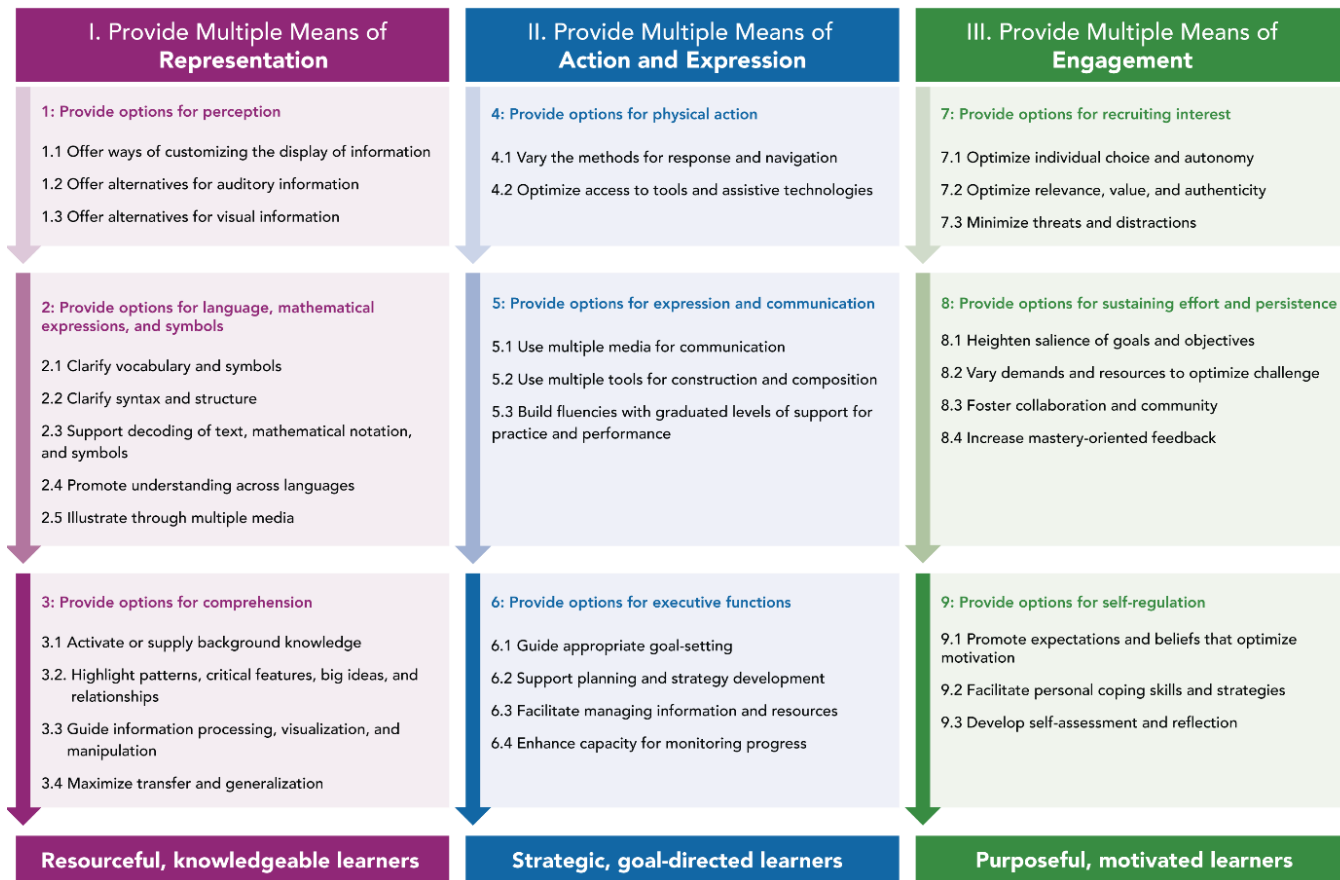
### 2.2. Inclusive teaching and learning

In order to respond to the diversity of students' needs and strengths, it is necessary to vary the methods we use and be flexible when it comes to presenting information and knowledge, how students demonstrate their knowledge and how we get them motivated and engaged in the subject.

This corresponds to the three principles of Universal Design for Learning, shown in the graphic organiser below.

- 1) Provide Multiple Means of Representation
- 2) Provide Multiple Means of Action and Expression
- 3) Provide Multiple Means of Engagement

# Universal Design for Learning Guidelines



## 2.2.1.: Principle1: Multiple means of presentation

### Guideline 1: Provide options for perception

- Checkpoint 1: Offer ways of customizing the display of information
  - ➔ Display information in a flexible format so that the following perceptual features can be varied:
    - The size of text, images, graphs, tables, or other visual content
    - The contrast between background and text or image
    - The color used for information or emphasis
    - The volume or rate of speech or sound
    - The speed or timing of video, animation, sound, simulations, etc.
    - The layout of visual or other elements
    - The font used for print materials
- Checkpoint 2: Offer alternatives for auditory information
  - ➔ Use text equivalents in the form of captions or automated speech-to-text (voice recognition) for spoken language
  - ➔ Provide visual diagrams, charts, notations of music or sound

- ➔ Provide written transcripts for videos or auditory clips
- ➔ Provide visual and/or emotional description for musical interpretation
- Checkpoint 3: Offer alternatives for visual information
  - ➔ Provide descriptions (text or spoken) for all images, graphics, video, or animations
  - ➔ Provide auditory cues for key concepts and transitions in visual information
  - ➔ Follow accessibility standards when creating digital text
  - ➔ Allow for a competent aide, partner, or “intervener” to read text aloud
  - ➔ Provide access to text-to-Speech software

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

- Checkpoint 2.1.: Clarify vocabulary and symbols
  - ➔ Pre-teach vocabulary and symbols, especially in ways that promote connection to the learners’ experience and prior knowledge
  - ➔ Highlight how complex terms, expressions, or equations are composed of simpler words or symbols
  - ➔ Embed support for vocabulary and symbols within the text (e.g., hyperlinks or footnotes to definitions, explanations, illustrations, previous coverage, translations)
- Checkpoint 2.2.: Clarify syntax and structure
  - ➔ Clarify unfamiliar syntax (in language or in math formulas) or underlying structure (in diagrams, graphs, illustrations, extended expositions or narratives) through alternatives that:
    - Highlight structural relations or make them more explicit
    - Make connections to previously learned structures
    - Make relationships between elements explicit (e.g., highlighting the transition words in an essay, links between ideas in a concept map, etc.)
- Checkpoint 2.3.: Support decoding of text, mathematical notation, and symbols
  - ➔ Allow for flexibility and easy access to multiple representations of notation where appropriate (e.g., formulas, word problems, graphs)
  - ➔ Offer clarification of notation through lists of key terms
- Checkpoint 2.4.: Promote understanding across languages
  - ➔ Make all key information in the dominant language also available in first languages for learners with limited proficiency
  - ➔ Link key vocabulary words to definitions and pronunciations in both dominant and heritage languages
  - ➔ Define domain-specific vocabulary using both domain-specific and common terms
  - ➔ Provide electronic translation tools or links to multilingual glossaries on the web
  - ➔ Embed visual, non-linguistic supports for vocabulary clarification (pictures, videos, etc)
- Checkpoint 2.5.: Illustrate through multiple media

- ➔ Present key concepts in one form of symbolic representation (e.g., an expository text or a math equation) with an alternative form (e.g., an illustration, dance/movement, diagram, table, model, video, comic strip, storyboard, photograph, animation, physical or virtual manipulative)
- ➔ Make explicit links between information provided in texts and any accompanying representation of that information in illustrations, equations, charts, or diagrams

### Guideline 3: Provide options for comprehension

- Checkpoint 3.1.: Activate or supply background knowledge
  - ➔ Anchor instruction by linking to and activating relevant prior knowledge (e.g., using visual imagery, concept anchoring, or concept mastery routines)
  - ➔ Bridge concepts with relevant analogies and metaphors
  - ➔ Make explicit cross-curricular connections
- Checkpoint 3.2.: Highlight patterns, critical features, big ideas, and relationships
  - ➔ Highlight or emphasize key elements in text, graphics, diagrams, formulas
  - ➔ Use multiple examples and non-examples to emphasize critical features
  - ➔ Use cues and prompts to draw attention to critical features
  - ➔ Highlight previously learned skills that can be used to solve unfamiliar problems
- Checkpoint 3.3.: Guide information processing, visualization, and manipulation
  - ➔ Give explicit prompts for each step in a sequential process
  - ➔ Introduce graduated scaffolds that support information processing strategies
  - ➔ Provide multiple entry points to a lesson and optional pathways through content (e.g., exploring big ideas through dramatic works, arts and literature, film and media)
  - ➔ “Chunk” information into smaller elements
  - ➔ Progressively release information (e.g., sequential highlighting)
  - ➔ Remove unnecessary distractions unless they are essential to the instructional goal
- Checkpoint 3.4.: Maximize transfer and generalization
  - ➔ Provide checklists, organizers, sticky notes, electronic reminders
  - ➔ Prompt the use of mnemonic strategies and devices
  - ➔ Incorporate explicit opportunities for review and practice
  - ➔ Provide templates, graphic organizers, concept maps to support note-taking
  - ➔ Provide scaffolds that connect new information to prior knowledge (e.g., word webs)
  - ➔ Embed new ideas in familiar ideas and contexts (e.g., use of analogy, metaphor, drama, music, film, etc.)
  - ➔ Provide explicit, supported opportunities to generalize learning to new situations
  - ➔ Offer opportunities over time to revisit key ideas and linkages between ideas



### **2.2.2. Principle 2: Multiple means of action and representation**

#### **Guideline 4: Provide options for physical action**

- Checkpoint 4.1.: Vary the methods for response and navigation
  - ➔ Provide alternatives in the requirements for rate, timing, speed, and range of motor action required to interact with instructional materials, physical manipulatives, and technologies
  - ➔ Provide alternatives for physically responding or indicating selections (e.g., alternatives to marking with pen and pencil, alternatives to mouse control)
  - ➔ Provide alternatives for physically interacting with materials by hand, voice, single switch, joystick, keyboard, or adapted keyboard
- Checkpoint 4.2.: Optimize access to tools and assistive technologies
  - ➔ Provide alternate keyboard commands for mouse action
  - ➔ Build switch and scanning options for increased independent access and keyboard alternatives
  - ➔ Provide access to alternative keyboards
  - ➔ Customize overlays for touch screens and keyboards
  - ➔ Select software that works seamlessly with keyboard alternatives and alt keys

#### **Guideline 5: Provide options for expression and communication**

- Checkpoint 5.1.: Use multiple media for communication
  - ➔ Compose in multiple media such as text, speech, drawing, illustration, design, film, music, dance/movement, visual art, sculpture or video
  - ➔ Use social media and interactive web tools (e.g., discussion forums, chats, web design, annotation tools, storyboards, comic strips, animation presentations)
  - ➔ Solve problems using a variety of strategies
- Checkpoint 5.2.: Use multiple tools for construction and composition
  - ➔ Provide spellcheckers, grammar checkers, word prediction software
  - ➔ Provide Text-To-Speech software (voice recognition), human dictation, recording
  - ➔ Provide calculators, graphing calculators, geometric sketchpads, or pre-formatted graph paper
  - ➔ Use web applications (e.g., wikis, animation, presentation)
- Checkpoint 5.3.: Build fluencies with graduated levels of support for practice and performance
  - ➔ Provide differentiated mentors (i.e., teachers/tutors who use different approaches to motivate, guide, feedback or inform)

- ➔ Provide scaffolds that can be gradually released with increasing independence and skills (e.g., embedded into digital reading and writing software)
- ➔ Provide differentiated feedback (e.g., feedback that is accessible because it can be customized to individual learners)
- ➔ Provide multiple examples of novel solutions to authentic problems

#### Guideline 6: Provide options for executive functions

- Checkpoint 6.1.: Guide appropriate goal-setting
  - ➔ Provide prompts and scaffolds to estimate effort, resources, and difficulty
  - ➔ Provide models or examples of the process and product of goal-setting
  - ➔ Provide guides and checklists for scaffolding goal-setting
  - ➔ Post goals, objectives, and schedules in an obvious place
- Checkpoint 6.2.: Support planning and strategy development
  - ➔ Embed prompts to “stop and think” before acting as well as adequate space
  - ➔ Embed prompts to “show and explain your work” (e.g., portfolio review, art critiques)
  - ➔ Provide checklists and project planning templates for understanding the problem, setting up prioritization, sequences, and schedules of steps
  - ➔ Embed coaches or mentors that model think-alouds of the process
  - ➔ Provide guides for breaking long-term goals into reachable short-term objectives
- Checkpoint 6.3.: Facilitate managing information and resources
  - ➔ Provide graphic organizers and templates for data collection and organizing information
  - ➔ Embed prompts for categorizing and systematizing
  - ➔ Provide checklists and guides for note-taking
- Checkpoint 6.4.: Enhance capacity for monitoring progress
  - ➔ Ask questions to guide self-monitoring and reflection
  - ➔ Show representations of progress (e.g., before and after photos, graphs and charts showing progress over time, process portfolios)
  - ➔ Prompt learners to identify the type of feedback or advice that they are seeking
  - ➔ Use templates that guide self-reflection on quality and completeness
  - ➔ Provide differentiated models of self-assessment strategies (e.g., role-playing, video reviews, peer feedback)
  - ➔ Use of assessment checklists, scoring rubrics, and multiple examples of annotated student work/performance examples

### 2.2.3. Principle 3: Multiple means of engagement

#### Guideline 7: Provide options for recruiting interest

- Checkpoint 7.1.: Optimize individual choice and autonomy
  - ➔ Provide learners with as much discretion and autonomy as possible by providing choices in such things as:
    - The level of perceived challenge
    - The type of rewards or recognition available
    - The context or content used for practicing and assessing skills
    - The tools used for information gathering or production
    - The color, design, or graphics of layouts, etc.
    - The sequence or timing for completion of subcomponents of tasks
  - ➔ Allow learners to participate in the design of classroom activities and academic tasks
  - ➔ Involve learners, where and whenever possible, in setting their own personal academic and behavioral goals
- Checkpoint 7.2.: Optimize relevance, value, and authenticity
  - ➔ Vary activities and sources of information so that they can be:
    - Personalized and contextualized to learners' lives
    - Culturally relevant and responsive
    - Socially relevant
    - Age and ability appropriate
    - Appropriate for different racial, cultural, ethnic, and gender groups
  - ➔ Design activities so that learning outcomes are authentic, communicate to real audiences, and reflect a purpose that is clear to the participants
  - ➔ Provide tasks that allow for active participation, exploration and experimentation
  - ➔ Invite personal response, evaluation and self-reflection to content and activities
  - ➔ Include activities that foster the use of imagination to solve novel and relevant problems, or make sense of complex ideas in creative ways
- Checkpoint 7.3.: Minimize threats and distractions
  - ➔ Create an accepting and supportive classroom climate
  - ➔ Vary the level of novelty or risk
    - Charts, calendars, schedules, visible timers, cues, etc. that can increase the predictability of daily activities and transitions
    - Creation of class routines
    - Alerts and previews that can help learners anticipate and prepare for changes in activities, schedules, and novel events
    - Options that can, in contrast to the above, maximize the unexpected, surprising, or novel in highly routinized activities
  - ➔ Vary the level of sensory stimulation
    - Variation in the presence of background noise or visual stimulation, noise buffers, number of features or items presented at a time
    - Variation in pace of work, length of work sessions, availability of breaks or time-outs, or timing or sequence of activities

- ➔ Vary the social demands required for learning or performance, the perceived level of support and protection and the requirements for public display and evaluation
- ➔ Involve all participants in whole class discussions

Guideline 8: Provide options for sustaining effort and persistence

- Checkpoint 8.1.: Heighten salience of goals and objectives
  - ➔ Display the goal in multiple ways
  - ➔ Encourage division of long-term goals into short-term objectives
  - ➔ Demonstrate the use of hand-held or computer-based scheduling tools
  - ➔ Use prompts or scaffolds for visualizing desired outcome
  - ➔ Engage learners in assessment discussions of what constitutes excellence and generate relevant examples that connect to their cultural background and interests
- Checkpoint 8.2.: Vary demands and resources to optimize challenge
  - ➔ Differentiate the degree of difficulty or complexity within which core activities can be completed
  - ➔ Provide alternatives in the permissible tools and scaffolds
  - ➔ Vary the degrees of freedom for acceptable performance
  - ➔ Emphasize process, effort, improvement in meeting standards as alternatives to external evaluation and competition
- Checkpoint 8.3.: Foster collaboration and community
  - ➔ Create cooperative learning groups with clear goals, roles, and responsibilities
  - ➔ Provide prompts that guide learners in when and how to ask peers and/or teachers for help
  - ➔ Encourage and support opportunities for peer interactions and supports (e.g., peer-tutors)
  - ➔ Construct communities of learners engaged in common interests or activities
  - ➔ Create expectations for group work (e.g., rubrics, norms, etc.)
- Checkpoint 8.4.: Increase mastery-oriented feedback
  - ➔ Provide feedback that encourages perseverance, focuses on development of efficacy and self-awareness, and encourages the use of specific supports and strategies in the face of challenge
  - ➔ Provide feedback that emphasizes effort, improvement, and achieving a standard rather than on relative performance
  - ➔ Provide feedback that is frequent, timely, and specific
  - ➔ Provide feedback that is substantive and informative rather than comparative or competitive
  - ➔ Provide feedback that models how to incorporate evaluation, including identifying patterns of errors and wrong answers, into positive strategies for future success

Guideline 9: Provide options for self-regulation

- Checkpoint 9.1.: Promote expectations and beliefs that optimize motivation

- Provide prompts, reminders, guides, rubrics, checklists that focus on elevating the frequency of self-reflection and self-reinforcements
- Provide coaches, mentors, or agents that model the process of setting personally appropriate goals that take into account both strengths and weaknesses
- ➔ Support activities that encourage self-reflection and identification of personal goals
- Checkpoint 9.2.: Facilitate personal coping skills and strategies
  - ➔ Provide differentiated models, scaffolds and feedback for:
    - Seeking external emotional support
    - Developing internal controls and coping skills
    - Appropriately handling subject specific phobias and judgments of “natural” aptitude (e.g., “how can I improve on the areas I am struggling in?” rather than “I am not good at math”)
    - Use real life situations or simulations to demonstrate coping skills
- Checkpoint 9.3.: Develop self-assessment and reflection
  - ➔ Offer devices, aids, or charts to assist individuals in learning to collect, chart and display data from their own behavior for the purpose of monitoring changes in those behaviors
  - ➔ Use activities that include a means by which learners get feedback and have access to alternative scaffolds (e.g., charts, templates, feedback displays) that support understanding progress in a manner that is understandable and timely

*Want to know more?*

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

## Chapter 3: Inclusive assessment

### 3.1. Questions to consider

Ask yourself

- What is the relationship between assessment methods and students' needs and strengths?
- What are the main barriers for students with a disability in the exam situation?
- What is the relationship between learning goals and the way I assess achievement of the learning goals?
- Can we vary assessment methods and provide alternative ways to demonstrate knowledge (written, digital, physical)?
- Can you give students the opportunity to choose how they will respond to a task?
- Do you state the purpose and criteria for goal achievement?
- Do you state what it takes to carry out the task methodically and show examples of how the task can be completed?
- Is the assessment an opportunity for learning?
- Do you ensure a close connection between students' achievement, your chosen assessment method and the feedback you provide to the student?

Want to know more?

[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)

### 3.2. Inclusive assessment

#### 3.2.1. Run exams inclusively

Consider revisiting your course requirements: to what extent are exams essential to the learning outcomes of your modules? Some of the ends achieved through exams may be equally or better served by other forms of assessment. One possibility is to give students more choice in the extent to which they sit exams. Variations on the standard unseen exam are another possibility.

- If exams are used, make sure that the rationale of each exam is explained in advance, that questions are clear and straightforward and that the exam paper is fully accessible. Be clear about what is being assessed: will grammar and spelling be considered as well as content?
- Ensure that students are able to access past examples of assessment, and that these can be provided in alternative formats if necessary. Various seminar activities can be devised to help students get to grips with exam requirements: mock exams, exercises involving students setting exams themselves, etc.
- Consider whether you could accept answers to exam questions in a number of different forms.
- Consider 'student-friendly' alternatives to traditional unseen exams, such as open-book exams, take-away exams, open-notes exams (in which students do not bring books into the exam-room but are allowed to bring in notes) and multiple-choice questionnaires. Structured exams of various kinds – in which, for example, one question requiring a short answer might lead from or to another – can, if

well designed, be a good way of assessing sophisticated knowledge and skills. If you think carefully about what you want to assess in an exam, one of these non-traditional formats may turn out to be a better method than an exam in the traditional essay-based format.

### **3.2.2. Be flexible when adjusting exams for particular students**

In making specific adjustments to exam procedure to help students with special requirements, try also to take account of the individual student. Don't make too many assumptions about their requirements based on your general impression of what that student's 'impairment' or special circumstances might imply.

- Discuss the exam in more detail with a student who has particular concerns. A different way of meeting the assessment may need extra time.
- You could run a mock assessment to allow a student to estimate how much extra time they need. Practising in advance will also help students who want to use an amanuensis in the exam-room.
- Some students may need to use a computer in the exam room.
- Some disabled students will find it very beneficial to take breaks. It is important, however, that rest breaks are given at the time that the student wishes to take them as an enforced break could do more harm than good.
- Some students will have specific accessibility requirements, such as Braille exam papers, taped questions or the reading aloud of questions before the exam. Other needs will be more easily met, such as exam papers in large print or on coloured paper. Make sure you are ready in advance for any anomalies the use of different formats might create in terms of local policy on, for example, anonymous/blind marking.
- Consider allowing students to redraft their scripts if their handwriting is illegible: following the exam, the student could read their paper to an amanuensis who could then rewrite it, both rough and fair scripts being submitted to the marker.

Want to know more? [file:///D:/u0073619/Downloads/seedguide\\_inclusive.pdf](file:///D:/u0073619/Downloads/seedguide_inclusive.pdf)

## Used websites

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

[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)  
(curriculum)

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## Other useful websites

<http://www.udlcenter.org/aboutudl>

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<https://www.futurelearn.com/courses/inclusive-learning-teaching#section-educators>

<http://inclusive.tki.org.nz/guides/universal-design-for-learning/>