

# BACKGROUND

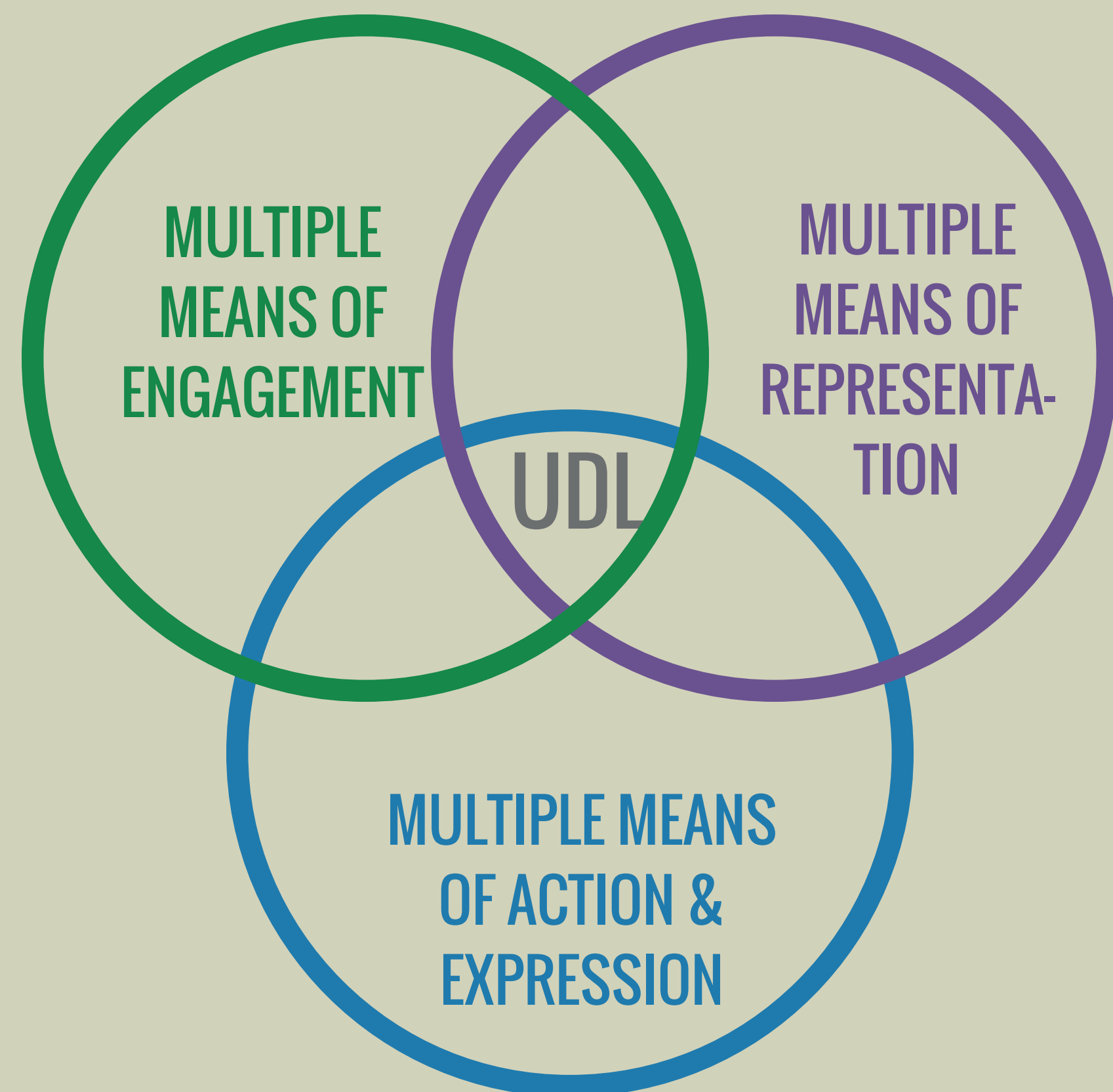
The Union campus is becoming increasingly diverse, including in the individual learning differences of its students.

**UNIVERSAL DESIGN FOR LEARNING (UDL)** principles offer flexible guidelines for meeting the needs of students in the classroom:

## UNIVERSAL DESIGN FOR LEARNING

### THE "WHY" OF LEARNING

- Recruiting interest
- Sustaining Effort & Persistence
- Self Regulation



### THE "WHAT" OF LEARNING

- Perception
- Language & Symbols
- Comprehension

### THE "HOW" OF LEARNING

- Physical Action
- Expression & Communication
- Executive Functions



Download the UDL Guidelines  
<http://udlguidelines.cast.org/more/downloads>

# A UNIVERSAL DESIGN FOR LEARNING (UDL) WORKSHOP FOR INSTRUCTIONAL LIBRARIANS

COURTNEY SEYMOUR

## FINDINGS

### 1. REFINING TERMINOLOGY

Enhanced understanding of UDL, with reported definitions shifting from that "what" to the "how" of meeting student needs.

#### WHAT UDL DOES...

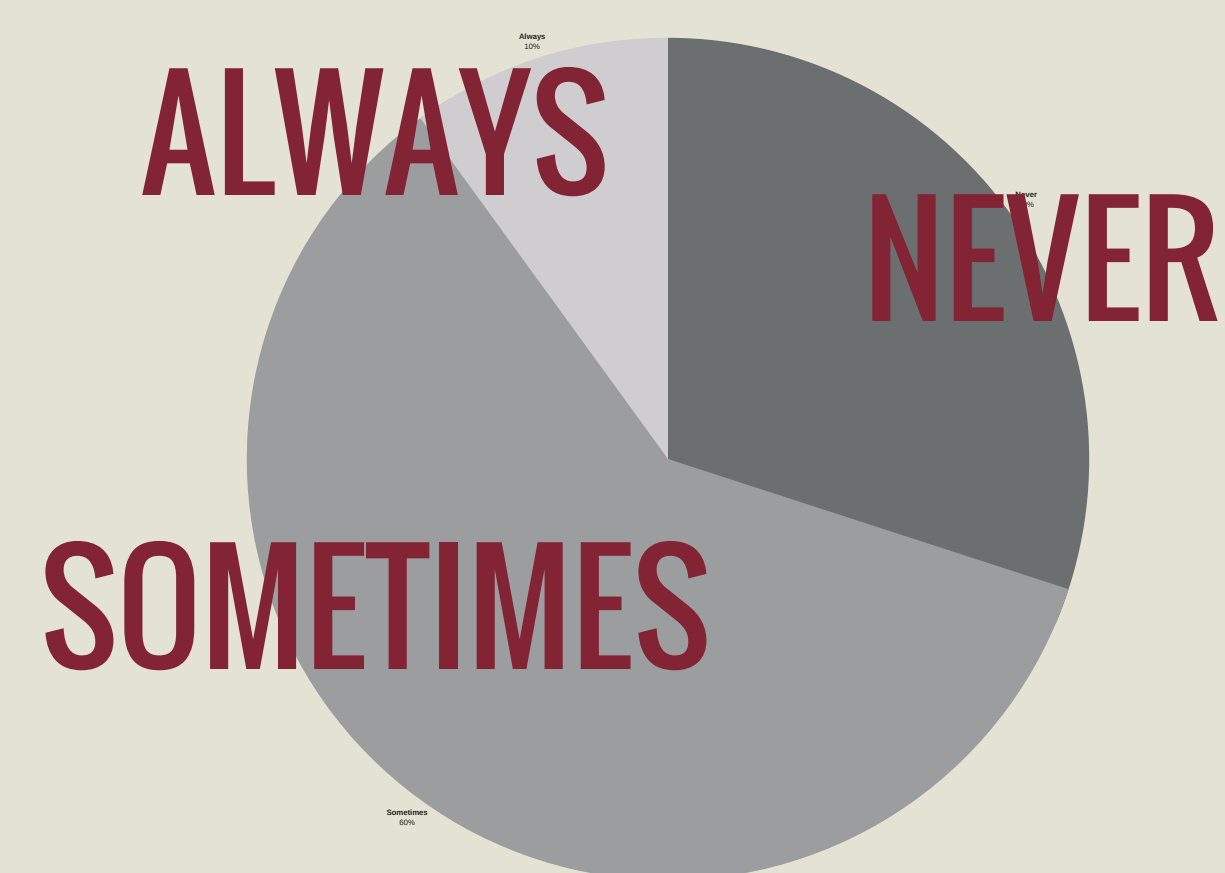
An approach to teaching to all learning styles.

#### ...HOW IT DOES WHAT IT DOES

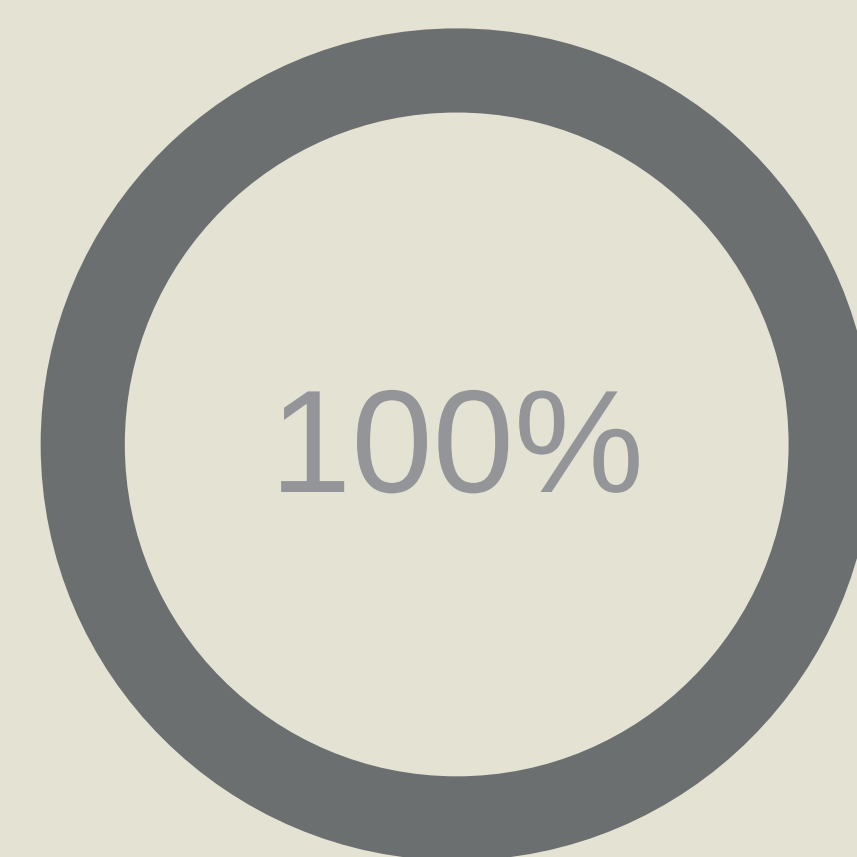
A set of principles and guidelines for expanding the accessibility of our teaching and ensuring that it reaches those with differing learning styles. (Layperson's terms!!)

### 2. UDL IN THE CLASSROOM

#### CURRENTLY USES UDL PRINCIPLES



#### "VERY LIKELY" TO USE UDL IN THE FUTURE



### 3. FUTURE INSTRUCTIONAL SERVICES

These are sample lessons, suggested post-workshop by attendees. A 2019 survey will follow up on the effectiveness of these classroom activities.

#### MULTIPLE MEANS OF ENGAGEMENT

Using visual content as well as text, the latter to be PDF'd and sent to or posted for students after the session.

#### MULTIPLE MEANS OF ACTION & EXPRESSION

Short-form activity in class to assess a provided resource and report on it verbally, paired with a long-form take-home assignment to assess multiple resources the student has discovered relevant to their topic and provide written assessment.

#### MULTIPLE MEANS OF REPRESENTATION

1) After briefly modeling an exercise on topic development, incorporating suggestions from students, 2) have students work together on filling out simplified worksheets assessing each other's specific project ideas and suggesting directions; and 3) have each group/pair report their best suggestion(s) back to the class as a whole.

## RESOURCES

CAST (2018). Universal Design for Learning Guidelines version 2.2. Retrieved from <http://udlguidelines.cast.org>

## ACKNOWLEDGEMENTS

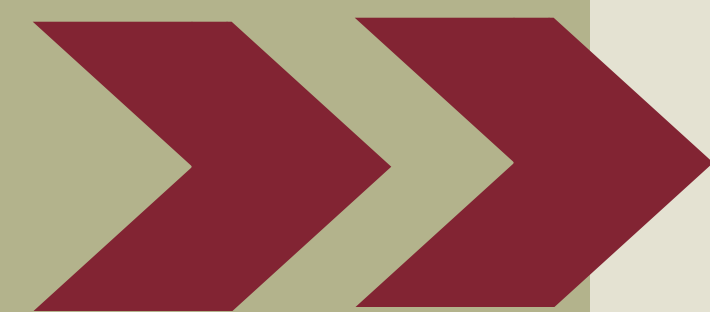
Thank you to Gretchel Hathaway and Jason Benitez for their dedication to bringing this certificate course to Union's campus. I am indebted to Lindsay Bush for her collaborative willingness to plan the workshop and to co-build the assessment tools. Finally, I am profoundly grateful to Audrey Sartiaux for her professional and personal generosity, on this endeavor and so many others.

## PROJECT DESCRIPTION & OBJECTIVES

Dr. Audrey Sartiaux, Director of the Language Center, Diversity & Inclusion Course graduate, and a UDL-trained instructor, offered a UDL workshop to librarians who engage in classroom instruction.



Conducted pre- and post-workshop assessments of instructor knowledge of UDL practices and their use in the classroom.



1. To educate librarians on student learning needs and potential UDL solutions

2. To gain knowledge of current and post-workshop instruction practices

3. To enhance our instructional services and bring them in line with campus need and teaching practice