Incorporating UDL Principles within Assessment

# Slide 1 Incorporating UDL Principles within Assessment

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# Slide 2 - Agenda

* Current Climate at University of Sydney
* UDL Principles
* UDL in Assessment
* Implementation at University of Sydney
* Next Steps for University of Sydney

# Slide 3 - Current Climate at USYD

| **Current Practice** | **Universal Design for Learning** |
| --- | --- |
| Reactive | Proactive |
| Evaluates the Student | Evaluates environment, curriculum, culture |
| Cause/Effect | Cause/Effect intentional |
| Retrofits Instruction | Designs instruction prior to the arrival of the students |

# Slide 4 - Big Picture Changes at the University

* Faculty Restructure
* New learning Management system (CANVAS)
* Significant Curriculum Reform - Including the development of university wide rubrics, learning outcomes for curriculum components, defining graduate qualities and changes to assessment plans.
* The Curriculum Reform will have a significant & direct impact on how students access their study in the future
* Student Experience Strategy

# Slide 5 - Definition of Universal Design for Learning

Universal Design for Learning:

* Is a set of principles for curriculum development that give all individuals equal opportunities to learn.
* Is intended to increase access to learning by reducing physical, cognitive, intellectual, and organisational barriers to learning.
* Provides a blueprint for creating and implementing flexible learning environments, goals, pedagogies, materials, and assessments that accommodate learner differences.

Source: [www.cast.org](http://www.cast.org)

# Slide 6 *-* Provide Multiple Means of Engagement

Provide options for recruiting interest

Provide options for sustaining effort and persistence

Provide options for self regulation

Leads to - Purposeful, motivated learners

# Slide 7 - Provide Multiple Means of Representation

Provide options for perception

Provide options for language, mathematical expressions and symbols

Provide options for comprehension

Leads to - Resourceful, knowledgeable learners

Source: Center for Applied Special Technology (CAST) [www.cast.org](http://www.cast.org)

# Slide 8 - Provide Multiple Means of Action & Expression

Provide options for physical action

Provide options for expression and communication

Provide options for executive function

Leads to - Strategic, goal-directed learners

# Slide 9 - UDL within Assessment

The goal of applying UDL to assessment is to design and develop assessment which allows participation and success for all students.

Uses the same assessment outcome targets for all students, however provides benefits in workload flexibility and learning management tools for students.

Provides equivalence in learning via multiple means of demonstrating that learning.

Leads to - Reduces staff workload through minimising the need for in semester bespoke adjustments for disability conditions.

# Slide 10 - Tips for Planning Assessments using UDL

Provide regular feedback

* Formative assessments
* Involve learners in their learning process using assessment data
* Peer feedback
* Allow students to submit sections of a large project

Support learner variability through flexible assessments

Clear expectations around assessments and learning outcomes

Eliminate unnecessary barriers in assessment

Provide sample or previous exams

# Slide 11 *-* Implementation of Universal Design for Learning at University of Sydney

* Collaboration with Faculty of Arts and Social Sciences
* Collaboration with the Discipline of Rehabilitation Counselling
* Disability Services Key Stakeholder Forum

# Slide 12 – Canvas (Learning Management System)

Image: screenshot of CANVAS template. Text reads: “You can use this as the landing page of your unit site on Canvas. It’s a great opportunity to write a short, welcoming message to your students that will greet them when they initially land in your site. “

# Slide 13 *–* Digital/Online Material

Image: A page on the University of Sydney website. The page is showing the links to the resources available to the university staff to ensure their web pages and documents are accessible.

# Slide 14– Next Steps

* Key outcome within the new University Disability Inclusion Action Plan 19-24
* University wide Education/Training
* Resources
* Pilot

Image: Sign saying Challenges Ahead

# Slide 15 *–* *UDL* Video-Screenshot of Video

Link to video [https://www.youtube.com/watch?v=rvYqg13tECk&feature=youtu.be](https://protect-au.mimecast.com/s/ce7tCGvmG7fYxQrlSK-G42?domain=youtube.com)

# Slide 16 *-* Questions