How to Prepare for Diverse Learners in the Classroom and on Campus:
Universal Design

- Developed in the early 1970s by Ronald Mace, the founder of the Center for Universal Design at North Carolina State University

- An approach from the fields of architecture and design

- “[I]t is the design of products and environments, to be usable by all people, to the greatest extent possible, without need for adaptation or special design.”
  
  -- Ron Mace, The Center for Universal Design
  
  http://www.design.ncsu.edu/cud/
Universal Design entails:

- awareness of human diversity
- anticipation of a variety of needs
- an intentional approach to designing an inclusive environment
Why UDI?

Approaching instruction and diversity from a holistic perspective provides a more cohesive instructional environment for a broad range of students.
UDI Principles

- Equitable Use
- Flexibility in Use
- Simple and Intuitive
- Perceptible Information
- Tolerance for Error
- Low Physical Effort
- Size and Space for Approach and Use
- A Community of Learners
- Inclusive Instructional Climate
<table>
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<th>Diversity at MCC</th>
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<td>- Ethnic, Cultural and Racial Diversity</td>
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Students bring multiple experiences, abilities, strengths and weaknesses to the classroom.
How does UDI meet students’ needs?

- Provides for inclusiveness
- Addresses abilities and disabilities
- Provides options for student engagement and success
The application of UDI can engage and empower students by:

- providing multiple representations of content
- helping students have access to course materials
- providing multiple options to prove competency in course content
Multiple Representations of Content

- Pictures, diagrams, & graphic organizers aid in developing content-related vocabulary
- Handouts, notes, & slide printouts augment lectures
- Podcasts and video streaming of lectures help in review of content
- Video (with closed captions), LCD and overheads help engage students and emphasize key content
- Web links offer additional experiences with content
Teaching Strategies

- Clearly convey goals and objectives for the class session
- Use scaffolding techniques – review before moving forward; link concepts to previously learned material
- Cue to allow for adequate processing
- Model good notetaking:
  - Use whiteboard – present info in organized fashion
  - Provide guided notes or outline for student completion
  - Develop PowerPoint slides – use outlining format
More Teaching Strategies

- Reinforce written material verbally; Reinforce verbal information in writing.
- Post online versions of syllabus and class materials.
- In addition to lecturing, regularly include:
  - Inquiry-based activities
  - Case studies
  - Guest speakers
  - Field trips, including virtual (web) trips
- Bring closure to each session by summing up important points and concepts.
Classroom Strategies

- Minimize distractions (both visual & auditory)
- Establish routines and clear expectations
- Design seating to support buddy system
- Acknowledge and plan for preferential or specific seating needs
- Speak facing the class at all times
- Arrange seating to enhance communication
- Pair students who might benefit from each other’s strengths
Assessment Design

Use multiple methods of determining student competency. These might include:

- Rubrics to set clear standards for evaluation
- Portfolios
- Student presentations (group or individual)
- Video or web-based reports or presentations
- Multiple-format tests (allow for student choice)
- Research or reflective papers

Consider offering students various options for demonstrating competency and knowledge acquisition.
Student access to materials

Offer students multiple means of access to course materials and content:

- Explain purpose & encourage use of office hours
- Post materials, syllabus, & resources on Blackboard
- Create your own website
- Put course materials on reserve
- Make books & syllabus available in advance
- Allow for audio taping
- Choose books with accompanying CD or website link
- Learn about available assistive technologies
Universal Design in Practice

- Reflects good pedagogy
- Respects all learners
- Benefits people of all learning styles
- Eliminates the need for adapting or retrofitting
- Supports creative teaching
- Invigorates curriculum
- Enhances opportunities for student engagement
MCC Resources

Disability Support Services
- On the portal: [www.middlesex.mass.edu/DisabilityServices/](http://www.middlesex.mass.edu/DisabilityServices/)
- Lowell Office:
  Lowell City, 3rd floor, 978-656-3258
- Bedford Office:
  Enrollment Ctr., 2nd floor, 781-280-3630

Technology Center
- On the portal: [https://mymcc.middlesex.mass.edu/](https://mymcc.middlesex.mass.edu/)
- Help Desk: [https://helpdesk@middlesex.mass.edu](https://helpdesk@middlesex.mass.edu)
  978-656-3301
MCC Resources

Academic Support Center
- On the portal: https://mymcc.middlesex.mass.edu/, under Student Services
- Lowell location: Lowell City, 4th floor, 978-656-3364
- Bedford location: Academic Resource, Bldg. 1, 2nd floor, 781-280-3724

MCC Library
- Lowell location: Federal Building, 978-656-3004
- Bedford location: Academic Resource, Bldg 1, 781-280-3708
UDI Resources on the Web

- [http://adaptiveenvironments.org/neada/site/student_videos](http://adaptiveenvironments.org/neada/site/student_videos): personal stories and information on disability accommodation in higher education
- [http://blackboardsupport.calpoly.edu/content/about/accessible.html](http://blackboardsupport.calpoly.edu/content/about/accessible.html): application of UDI principles in developing a Blackboard site
- [http://ada.osu.edu/resources/fastfacts/index.htm](http://ada.osu.edu/resources/fastfacts/index.htm): info on developing accessible web content, guided notes, teaching strategies, UDI