

Equal Opportunity Learning

Promising Practices 36

Suggestions for Program Improvement for Ohio Aspire Practitioners

Curriculum/Instruction

Program Puzzler

Your program is planning to revise its current curriculum. You have heard from colleagues that implementing curriculum based on the framework Universal Design for Learning (UDL) is flexible and can be tailored to individual student needs.

Your program has historically had an educationally diverse student population and at times had difficulty juggling multiple student needs at once. Having an inclusive curriculum that encompasses different learning styles and applies to different levels appeals to you.



Timely Tips

There are three basic principles of Universal Design for Learning according to the Center for Applied Special Technology:

1. Multiple means of representation
2. Multiple means of action and expression
3. Multiple means of engagement

Peer Perspective

Information Offered

- Universal Design for Learning requires instruction to be proactive, not reactive.
- UDL allows the student multiple ways of acquiring and demonstrating knowledge.
- UDL lends itself to student engagement and motivation and could increase persistence and retention.

In the Classroom

- Develop UDL guidelines or a checklist for staff to use in the classroom. Many of these already exist online and can be adapted to your program needs.
- Allow students to be active in and provide input to the process.
- Use a variety of instructional approaches (e.g., oral and visual presentations, demonstrations, media- and technology-based instruction, project-based learning).
- Build a sense of community within the classroom; empower students in their own learning. You may find that some students are very willing to help others. This draws on your students' skills and experiences.
- Use manipulatives to reinforce or teach concepts, particularly with regard to abstract concepts.
- Make connections between concepts by linking new knowledge to previously taught concepts or real-life examples

Added Insights

- Refer to the “Curriculum and Instruction” section of *The Ohio Performance Accountability System (OPAS) Manual* (May 2012) on the Ohio Board of Regents (OBR) Aspire website (<http://www.ohiohighered.org/files/uploads/able/reference/accountability/OPAS%20manual.pdf>) for specific information about lesson planning and the instructional process.
- The National Center on Universal Design for Learning provides resources related to UDL to practitioners. <http://www.udlcenter.org>
- CAST: Center for Applied Special Technology Universal Design for Learning <http://www.cast.org/udl/index.html>
 - UDL Guidelines 2.0 <http://www.udlcenter.org/aboutudl/udlguidelines>
- University of Washington <http://www.washington.edu/>
 - Universal Design of Instruction (UDI): Definition, Principles, Guidelines, and Examples <http://www.washington.edu/doi/Brochures/Academics/instruction.html>
 - A Checklist for Inclusive Teaching http://www.washington.edu/doi/Brochures/Academics/equal_access_udi.html

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