Instructional Barriers:

The following job aid is designed to help you identify potential instructional barriers to universally designed learning environments. Print out this job aid and use it to conduct an evaluation of your learning system. Some of this is very similar to the appendix in Rose & Meyer. Other features have been added for additional support.

For a refresher on instructional barriers, visit http://www.unco.edu/cetl/UDL/Barriers/barriers_intro.html.

This job aid addresses:
Learning Materials | Assessment

Learning Materials

Check the modes that are addressed through different learning materials:

❑ Visual (images, video)　　　❑ Auditory　　❑ Tactile　　❑ Kinetic (movement)

Course of action: If any are not checked, consider how learning materials in those additional modes can be developed.

Reviewing learning materials for the following features:

❑ Interference – is the background too busy or too colorful?

Guiding questions for modifications:

1. What is the critical information for learning? Does that stand out? Is it in color (or bold or otherwise emphasized)?
2. What is the non-essential information for learning? Can that be deleted, grayed out, or faded?
3. Are learners getting a large majority of information through a single "traffic lane" – e.g. mostly through reading text, mostly through listening to lecture, etc.?

❑ Visual Design

Guiding questions for modifications:

1. Are objects too close together or too far apart for learners to make appropriate distinctions or connections?
2. Do the materials have a consistent design applied to them – e.g. colors consistently used for certain features, concepts or parts; colors and font size consistently used for different levels of headings, etc.?
3. Are text descriptions or detail clearly associated with the visual (diagram, picture, etc.(they describe, or do learners have to flip pages or split their attention between two places to connect information?

❑ Digital

Guiding questions for modifications:

1. Can the material be converted to a digital format (e.g. provide your syllabus online for students, provide lecture notes in an electronic format, etc.)?
2. If it is digital, is it in a format where students can enlarge font size, change the color of the font or the document background, etc., as necessary to suit their own purposes?
3. If it is digital, does it allow for markup? In other words, can students highlight parts of the document, attach notes or comments, etc.?
4. When it makes sense, do you link from that material to additional information or materials that would further support the learner?

❑ Instructionally Appropriate

Guiding questions for modifications:

1. Are the materials linked to a particular learning objective or outcome?
2. Are you using materials because they are available or because they support a learning outcome?
3. Are there materials you would use if you just had the resources to get them or time to make them?

Learning Materials – Tips/Ideas:

- Post your lecture notes online in an easily modifiable format
- Create a website for your class where students can access materials electronically
- Provide readings in a RTF (rich-text format) so students can modify the document, such as font size, background color and font color, and even the font
- Spend less time "talking" and more time creating images, visuals or videos of examples (with captioning as appropriate)

Websites:
- Design websites and web pages using CSS
- Create an option for users to change font size
- Create options for users to change colors

Assessment

Universally designed assessment starts with universally designed learning goals.

Learning goals:

Do any of your learning objectives pre-specify a format? ❏ Yes ❏ No

> If yes, modify the objective(s) to reflect only a learning end.

> (This will not apply in rare instances when the learning objective is specifically about the learner demonstrating skill or learning in a particular mode – such as essays for an English class or presentations for a Speech class).

Assessment Methods:

Does the assessment measure knowledge/performance, or functionality in a given medium (e.g. papers or clickers or speech-giving ability)?

❏ Yes ❏ No

Check the modes that are addressed through your assessment method:

❏ Visual (images, video) ❏ Auditory ❏ Tactile ❏ Kinetic (movement)

Course of action: If any are not checked, consider how the assessment method or materials can be modified to allow access for multiple modalities.

Have you considering allowing students to demonstrate knowledge or performance in two or more of the following formats? ❏ Yes ❏ No

Check all that students may use. Communicate these to students.

❏ Paper/written assignment   ❏ In-class presentation

❏ Multimedia Presentation   ❏ Visual Display

  ❏ PowerPoint   ❏ Poster

  ❏ Movie   ❏ Graphics

  ❏ Animation   ❏ Other: _____