TITLE: UDL FOR ASSESSMENTS

DATE: NOVEMBER 3RD, 2021

Purpose

The Purpose of this Job Aid is to provide awareness of Universal Design for Learning considerations of assessment options

Background

What is UDL and how does it pertain to assessments?

Universal Design for Learning (UDL) aims to provide an equal opportunity for student success through universal access in learning environments. La, Dyjur and Bair (2018) stated the following:

> "UDL prompts us to consider the complex factors of learning, including the instructor's decisions in course design, students' motivations for learning, and the learning environment. The UDL framework emphasizes flexibility in how instructional material is presented, how students demonstrate their knowledge and skills, and how they are engaged in learning"

Traditional classrooms may tend to offer one option for a student to complete an assignment. UDL promotes multiple options for a student to demonstrate their knowledge and build upon their strengths.

Giving students the options to demonstrate their knowledge in ways that align with their strengths helps develop student motivation because they are given more ownership over their learning.

UDL endorses providing equitable opportunities for assessment that evaluate the learning outcomes in a way holds assessments to the same standards.

How To: Assessment Options

The left-hand column on the following chart displays some common assessments that we may use on a regular basis. The middle column identifies some potential barriers that may exist with the assessments listed on the left. The right-hand column provides options for assessment with some considerations to facilitation. All assessments listed in this chart are valid, the idea is to identify barriers to student success and find optional assessments that can meet the same

learning outcomes. What might be a barrier to one student may be a beneficial option to another student.

Assessment	Potential Barriers that Exists in the Assessment	Additional Options for Assessment and Their Considerations
Essay	Students may not present themselves best through text, unless the written component exists within the learning outcome you could consider →	Video Presentation - Provides Students with and ability to convey their knowledge verbally, review and edit their work. Can be assessed when the student isn't present. Oral Presentation - Provides Students with and ability to convey their knowledge verbally. Has to be assessed while the student is present.
Standard Test: (Multiple Choice, True of False, Short Answer, Long Answer)	These tests can promote test taking anxiety, which can inhibit students to demonstrate their knowledge adequately. They can also promote memorization rather than critical thought process. You may consider these using these options →	Create a Video Tutorial Case Study Simulations / Role Play These assessment options can promote a deeper representation and development of knowledge, rather than memorization. Video tutorials can take time and training for the student to create. Case Studies can take extra time to create Simulations can be more work to facilitate
In-Person Presentation	Public speaking can cause anxiety, in some learners, that may prevent them from presenting their knowledge adequately. Unless the public speaking component exists within the learning outcome you could consider →	Video Presentation – Provides Students with and ability to convey their knowledge verbally, review and edit their work.

Collaborative Learning (Group Projects)	Social anxiety can exist amongst group work, this can have impacts on group participation. The group of students may not to be developed enough to manage their group work dynamics, this can result in an imbalance in participation and contributions There is a potential for language barriers and communication barriers to exist within classrooms, this can impact performance of a group If group work isn't required by your learning outcomes, you could consider this option →	Students Self-Select for Group Work or Individual Work - If possible, students can select whether they would like to work on a topic in a group or individual setting. This may require a different amount of work to be completed to remain equitable.
Video Presentation	Utilizing video presentations, as a mandatory method of presentation can create barriers to student achievement due to access, tech anxiety, presentation anxiety. Unless your learning outcomes require this type of presentation consider adding these options for assessment →	Creation of a Graphic Organizer/ Info Graphic Oral Presentation Essay These methods of assessment can be used to meet the same learning outcomes as a video presentation while removing some of the barriers around technology. If the criteria for marking this assessment is aligned to the outcomes, it should be easy to adapt to any of these assessments.

Considerations with Assessment Tools

When creating assessment tools, such as rubrics, the tool should be applicable to multiple types of assessments for the learning objective.

If there are more than some minor adjustments that would need to be made, consider whether your assessment is assessing the learning outcome or the method of assessment itself.

UDL on CAMPUS
http://udloncampus.cast.org/home

CAST – Top 10 UDL Tips for Assessment
https://slds.osu.edu/posts/documents/top-10-udl-tips.pdf

UDL Guidelines
https://udlguidelines.cast.org/

Books available through the ACC library:

Bracken, S., & Novak, K. (Eds.). (2019). *Transforming Higher Education Through Universal Design for Learning*. Routledge.

Tobin, T. J., & Behling, K. (2018). *Reach everyone, teach everyone: Universal Design for Learning in higher education*.

References

La, H., Dyjur, P., & Bair, H. (2018). *Universal design for learning in higher education*. Taylor

Institute of Teaching and Learning. Calgary, AB: University of Calgary.

https://taylorinstitute.ucalgary.ca/sites/default/files/UDL-guide_2018_05_04-

final%20(1).pdf