SHARING UDL EXPERIENCES
JANUARY TEACHING CONFERENCE
TOWSON UNIVERSITY

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AGENDA

• Disclaimer – not a UDL expert
• Discovery, Application and Benefit
• Thoughts to consider while ‘UDLing’

DISCOVERY

• From IEPs to the College Classroom
• January Teaching Conference 2017

DISCOVERY

• Support learning through providing multiple means for
  • Representation
  • Expression
  • Engagement
  • WHAT, HOW and WHY of learning
  • This. Is. It.

DISCOVERY

• UDL cohort 2017-2018
• Syllabi and Assignments
• Unpacking the UDL process

APPLICATION

• Many examples of UDL in the classroom
  • Lecture strategies, classroom organization, format of handout materials…

• One assignment that has undergone many UDL related revisions
**APPLICATION**

- Finding what didn’t work…
- …Before discovering what did

**Journey**
- 3 years, 6 semesters total
- Research assignment
- This is a PSYCHOLOGY class…

**ROUND ONE**

- Connect research article to one of the Grand Three Developmental Theories

**LESSONS LEARNED**

- 90 different research articles
- Difficulty understanding the research article
- Even more difficulty applying research to the theories

**ROUND TWO**

- Connect research article to one of the Grand Three Developmental Theories
- Rubric provided
- Pre-screened research articles
  - chosen for their relevance and interest factors

**ROUND TWO LESSONS LEARNED**

- Definite improvement in the hours of grading (!)
- Improvements in connections to the developmental theories
- However, connections were vague and/or erroneous at best
- Due largely to vague and/or erroneous summarizing of the research
ROUND THREE

- Connect research article to one of the Grand Three Developmental Theories
- Rubric provided, Pre-screened articles
- ‘How to Read and Understand Research’ form

ROUND THREE LESSONS LEARNED

- Final products indicated improved understanding of research
- Still missing something in the overall connection to the theories and presentation of the information

ROUND FOUR

- Connect research article to one of the Grand Three Developmental Theories
- Rubric provided, Pre-screened articles
- ‘How to Read and Understand Research’ form
- Students provided with more latitude for submission format
- Other formats and mediums to exhibit their assignment

ROUND FOUR LESSONS LEARNED

- Everyone completed the same assignment
- Organized the requirements in very many different ways
- Reality
  - Different people conceptualize information differently
  - More value on their time spent on the project

APPLICATION

- Hard lessons learned but very valuable.
- And the learning continues…

ROUND 5

- Connect research article to one of the Grand Three Developmental Theories
- Rubric provided, Pre-screened articles
- ‘How to Read and Understand Research’ form
- Students provided with more latitude for submission format
- Form broken down into further steps
**BENEFIT**

- Would some else have figured this out sooner?
- Moot point.
- This was my process.
- To improve my trade.
- Assignment by assignment, lesson by lesson

**THOUGHTS TO CONSIDER**

- Drop the perfect bar.
- Start small.
- Allow for exploration.
- Give yourself the gift of ‘time’

**THOUGHTS TO CONSIDER**

- Universal process; Same principles
- Personal process; Different application
- Talk to each other
- UDL Cohort facilitated many resources and contacts

**THOUGHTS TO CONSIDER**

- Not *another* initiative, Not something *extra*
- Work Smarter, Not Harder
- Conscious, deliberate strategy to serve as a foundation for everything we do.

**UDL AT TOWSON**

- Gaining momentum
- Teacher leadership component
- Have your experiences published in the UDL newsletter!
- Unlocking Deeper Learning

**COOKING TIP**

- Pre-heat the oven
- To assure the best cooking results
- UDL is pre-heating the learning experience for the best learning to be ‘cooked’ and enjoyed
ONE SIZE DOES NOT FIT ALL

• True for our students
  • UDL will help to reach each of them
• True for ourselves