OTIS
COLLEGE
OF
ART
AND
DESIGN

OLC ACCELERATE 2020

REIMAGINING STUDIO/LAB EDUCATION THROUGH UNIVERSAL DESIGN FOR LEARNING

A Framework for Success Online

YOUR PRESENTERS

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We would like to learn a little bit more about you. Please select primary role at your institution. Mark all that apply.

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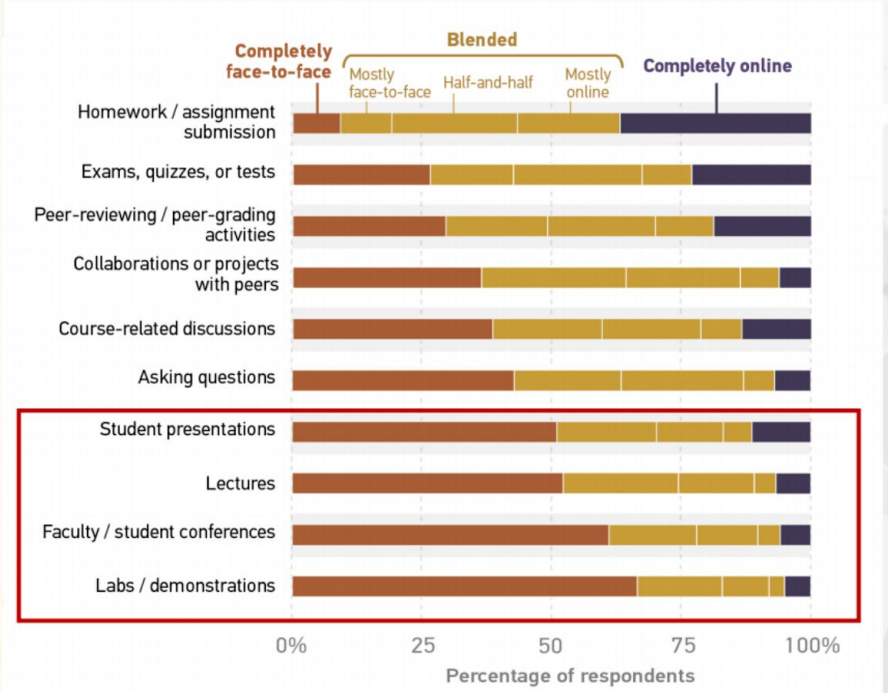
Reimagining Studio/Lab

PRESENTATION OBJECTIVES

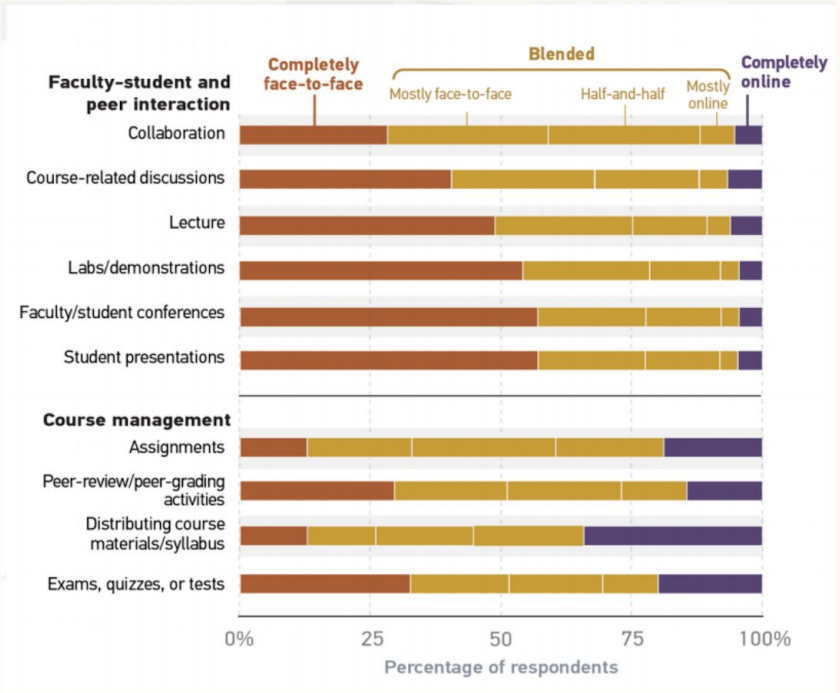
- Introduce fundamental concepts of universal design for learning (UDL)
- Discuss challenges in studio/lab environments
- Share best practices in applying UDL principles in studio/lab environments
- Discuss inclusive pedagogies for the online classroom
- Introduce online tools to support student engagement and participation leveraging UDL

LEARNING PREFERENCES

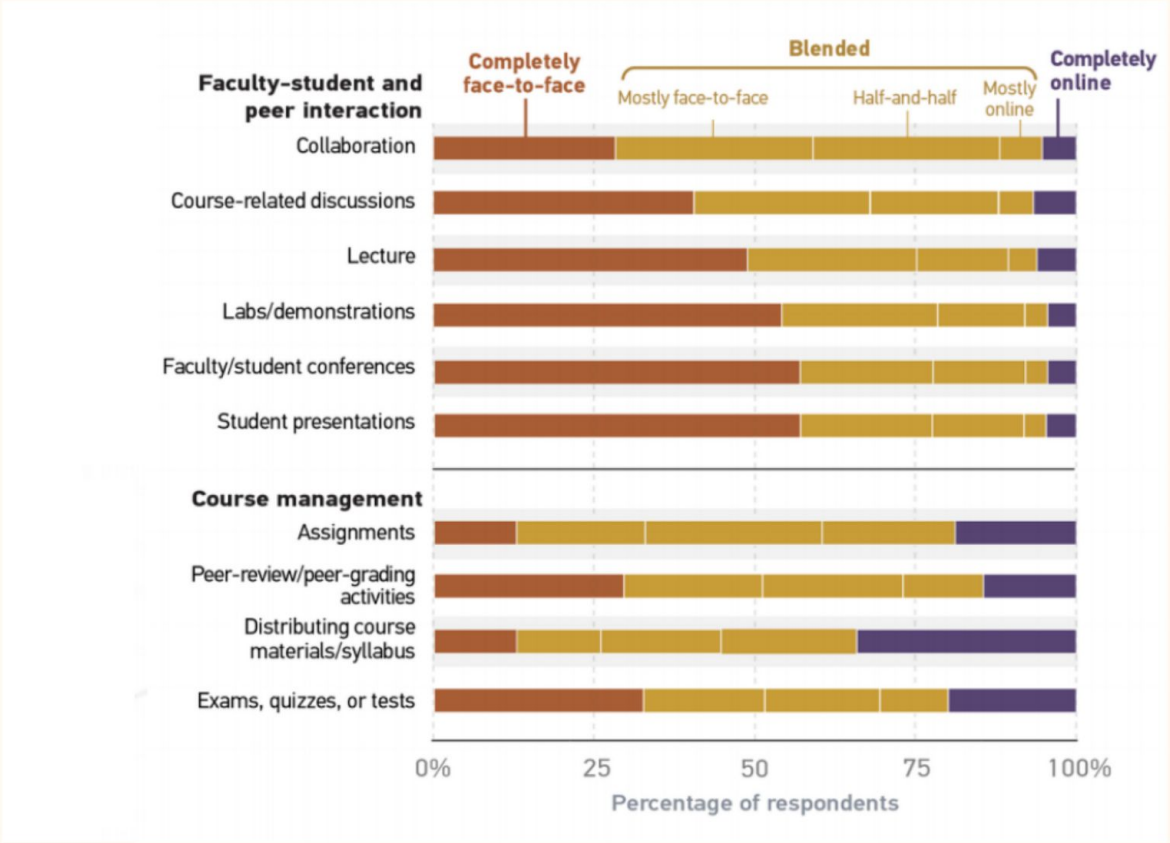
STUDENT



FACULTY



FACULTY TEACHING PREFERENCES



EDUCAUSE 2019 CONFERENCE

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Individuals learn better when they receive information in their preferred learning styles (e.g. auditory, visual, kinesthetic).

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Some of us are "left-brained" and some are "right-brained" due to hemispheric dominance, and this helps explain differences in how we learn.

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NEUROMYTHS

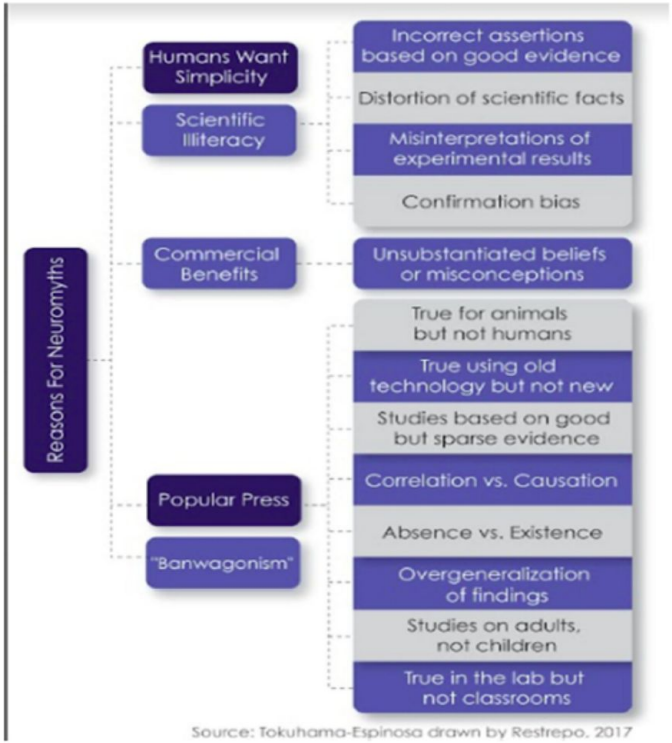

Figure 4. Reasons for Neuromyths. Source: Tokuhama-Espinosa, 2018, W.W. Norton. Reprinted with permission of the author.

COMMONLY BELIEVED NEUROMYTHS

- **Classical Music**

  Listening to classical music increases reasoning ability

- **Learning Styles**

  Individuals learn better when they receive information in their preferred learning style (e.g., auditory, visual)

- **Left vs Right Brain**

  Some of us are left-brained and some are right brained due to hemispheric dominance, and this helps explain differences in how we learn

- **Brain Use**

  We only use 10% of our brain

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Emotions can affect human cognitive processes, including attention, learning and memory, reasoning, and problem-solving.

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Maintaining a positive atmosphere in the classroom helps promote learning.

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EVIDENCE BASED PRACTICES

Emotions

Emotions can affect human cognitive processes.

Positivity

Maintaining a positive classroom environment helps promote learning.

Stress

Stress can impair learning.

Explanation

Explaining the purpose of an activity increases engagement.

Feedback

Meaningful feedback accelerates learning.

TIPS FOR MEANINGFUL FEEDBACK

Direct

Be as specific as possible.

Timely

The sooner the better.

Progress

Address the learner's advancement toward a goal.

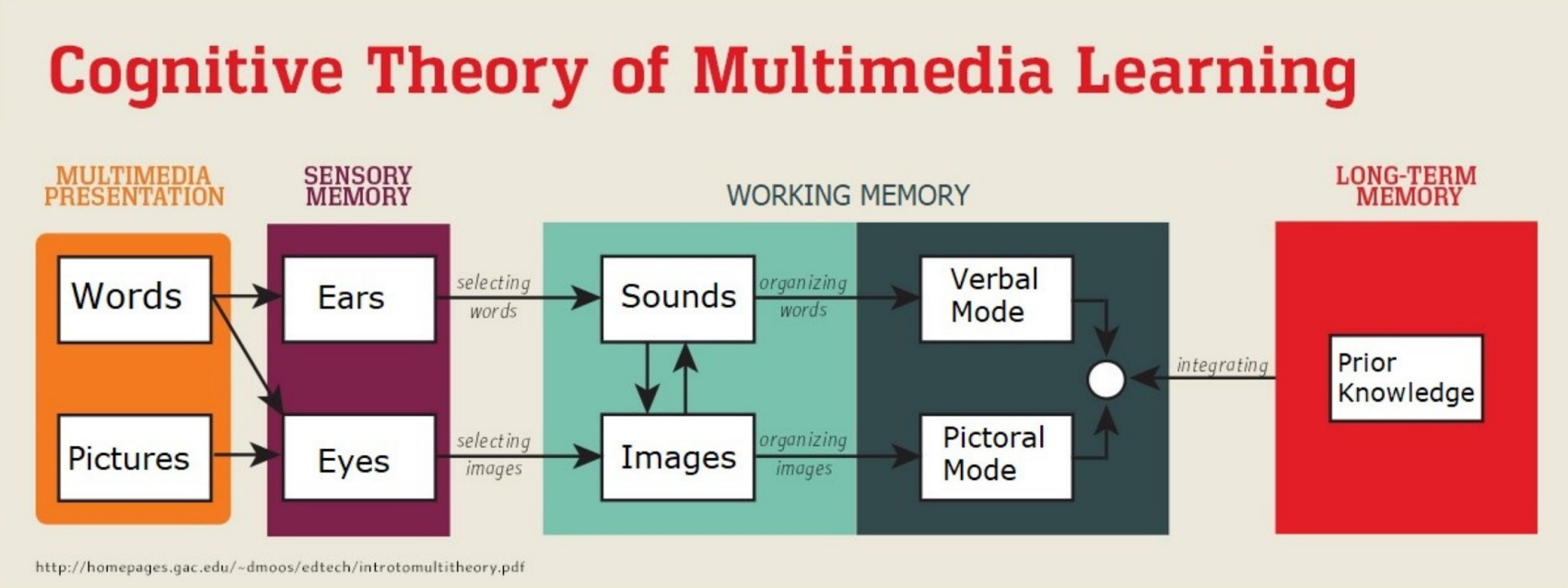
Thoughtful

Present feedback carefully.

Engaging

Involve learners in the process.

From: https://www.edutopia.org/blog/tips-providing-students-meaningful-feedback-marianne-stenger



https://www.mheducation.ca/blog/richard-mayers-cognitive-theory-of-multimedia-learning

Universal Design and Online Courses

"PROFESSIONAL DEVELOPMENT IS A PREDICTOR OF AWARENESS OF (A) NEUROMYTHS GENERAL KNOWLEDGE ABOUT THE BRAIN, AND (B) EVIDENCE-BASED PRACTICES AMONG HIGHER EDUCATION INSTRUCTORS, INSTRUCTIONAL DESIGNERS , AND ADMINSTRATORS."

OLC 2019

"International Report: Neuromyths and Evidence-Based Practices in Higher Education" by Kristen Betts, Ed.D.,Clinical Professor, Drexel University

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What do you know about universal design for learning (udl)?

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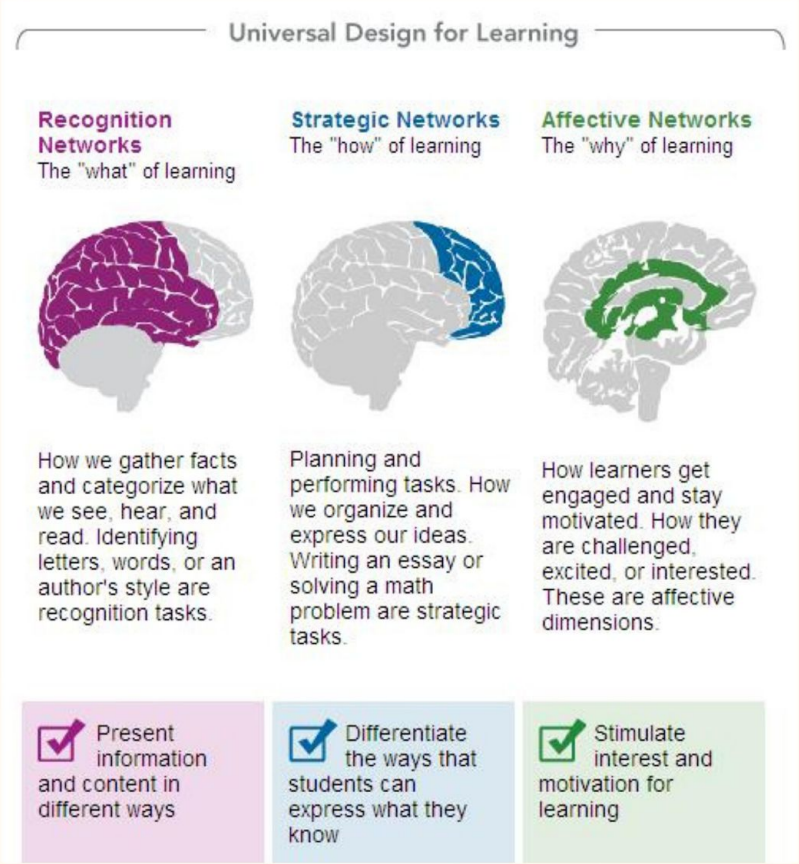
"UDL is a framework to guide the design of learning enviroments that are accessible and challenging for all."

"Ultimately, the goal of UDL is to support learners to become expert learners who are, each in their own way, purposeful and motivated, resourceful and knowledgeable, and strategic and goal driven."

"UDL aims to change the design of the enviroment rather than to change the learner."

"When enviroments are intentionally designed to reduce barriers, all learners can engage in rigorous, meaningful learning. "

- UDLCENTER.ORG



Website

UDL Guidelines

RECOGNITION: THE WHAT OF LEARNING

Perception
Language and Symbols
Comprehension

AFFECTIVE: THE WHY OF LEARNING

Interest

Optimize choice and value, minimize threats and distractions.

Effort and Persistence

Foster community, increase mastery oriented feedback.

Self Regulation

Facilitate coping skills, develop reflection

Learners develop through:

-Physical action
-Expression and communication
-Executive function

STRATEGIC: THE HOW OF LEARNING

Learners are strategic and goal directed

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What are the most common issues you encounter during the critique/ workshop/ discussion/ lab?

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UDL IN THE STUDIO / LAB

- **Increase student engagement**

  Create as many choices as necessary

- **Maximize relevance, authenticity and value**

  Collaborative assignments and peer feedback

- **Nontraditional learners**

  Anticipate needs to set learners up for success

INCREASED STUDENT DIVERSITY

- Variety of skills and perspectives
- Scaffolds or bridges to connect material with prior knowledge
- Multiple ways to access instruction
- Multiple ways to express knowledge or engage with content

REPRESENTATION IN THE STUDIO/LAB CLASSROOM

Nontraditional students face barriers

Learning disabilities, age, non-native speakers, low SES, educated in different countries, underrepresented minority backgrounds

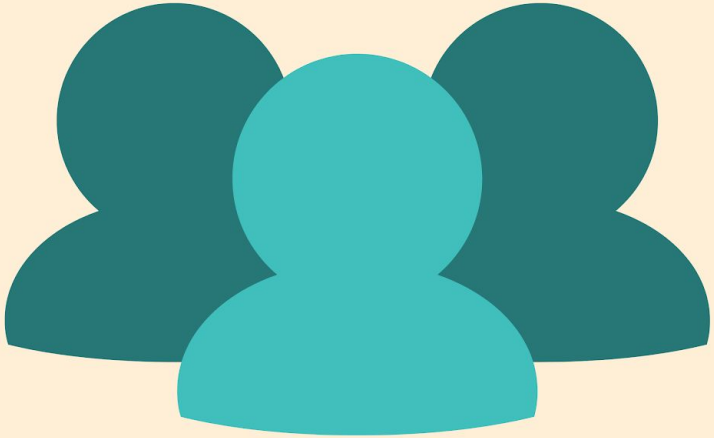
Learning Outcome	Learning and Motivation Principle	Instructional Strategy	Activity (brief description)
Evaluate how their work aligned with the criteria stated on the rubric. (Metacognitive)	Learning and motivation are enhanced when learners set goals, monitor their performance and evaluate their progress towards achieving goals. (metacognition and self regulation).	Provide opportunities for learners to engage in guided self monitoring and self assessment. Provide peer collaboration and discussion, learners discuss strategies and processes.	Use the rubric during discussion, after reflect on how they assessed themselves. Engage in a pre discussion conversation on challenges faced during the assignment, then present work to class.

Learning Outcome	Learning and Motivation Principle	Instructional Strategy	Activity (brief description)
Increase beliefs about the usefulness / benefits of engaging in a group discussion (Extrinsic Value)	Learning and motivation are enhanced when learners have positive expectancies for success (self efficacy) Learning and motivation are enhanced if the learner values the task. (value)	Provide instructional support early on, build in multiple opportunities for practice and gradually remove supports. Materials and activities should be relevant and useful, connects to learner interests and based on real world tasks.	Prior to task, review and model the elements for a successful assignment. Explicitly state these elements on the rubric. Students mimic the development team process by engaging with their peers to give feedback.

STRUCTURED INCLUSIVE

- **Have clear dates/deadlines specific readings, goals, etc in the syllabus**
- **Specific learning outcomes for each class and align class assessments with learning objectives**
- **Build in required practice before, during and after class.**
- **Provide low stakes practice assessments to help the students practice high stakes assessments**
- **Collect assessment evidence from every student, every class**

DISCUSSION



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What were the “key terms” or “buzz words” you heard today that made an impression?

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What ideas did you hear today that you can apply immediately in your practice?

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