

How to Talk with Colleagues about Universal Design for Learning

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Pathways15 Online

Advancing Inclusion In 2020 and Beyond

Monday, 30 November - Friday, 4 December 2020

atend.com.au/pathways-conference



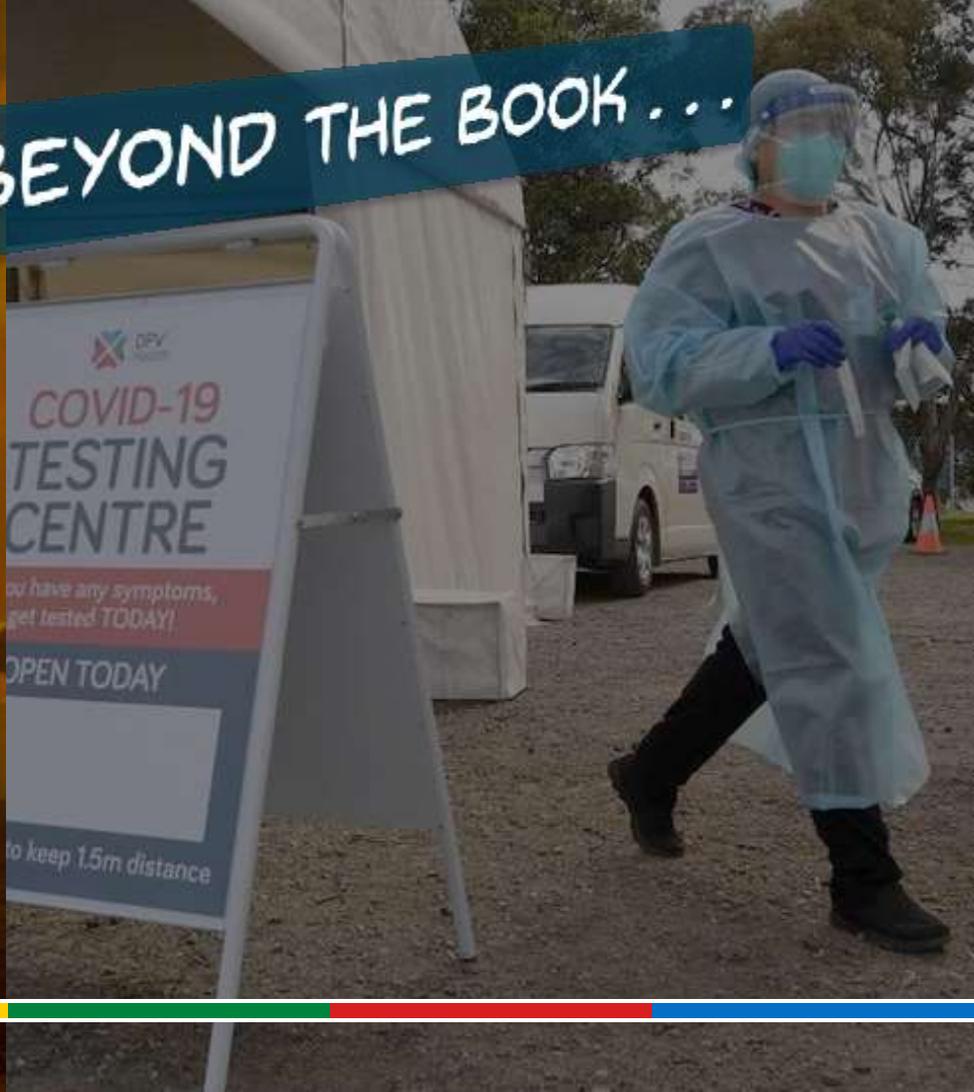


Reach
Everyone,
Teach Everyone

Universal Design
for Learning in
Higher Education

Thomas J. Tobin and Kirsten L. Seeling

BEYOND THE BOOK . . .





Your 5-Minute Message?



1: UDL Advocacy

Universal Design for Learning

- Multiple means of learner engagement
- Multiple means of representing information
- Multiple means of demonstrating skill

Universal Design for Learning

- Multiple means of learner engagement
- representing information
- demonstrating skill



A group of young women are seated at a long table in a meeting room. They are looking at documents on the table. The woman in the foreground is wearing a white blouse and has long brown hair. The woman next to her is wearing a black blazer and glasses. Other women are visible in the background, some looking towards the camera and others looking at the documents. The room has large windows and a modern interior.

What should
our colleagues
say to students?

That Piece
of Paper



How might our
colleagues
actually **feel**?

That Piece
of Paper

Fewer Routine Accommodations



A woman with long, light-colored hair is sitting on a grey couch. She is wearing a grey long-sleeved shirt and blue pants. She is holding a green pen and writing in a notebook that is open on her lap. A young child with dark hair is sleeping on the couch next to her, leaning against her. The child is wearing a dark jacket and blue pants. A dark backpack is on the couch to the right of the woman. In the background, there is a kitchen with wooden cabinets and a glass display cabinet. A green rounded rectangle is overlaid on the right side of the image, containing white text.

More time for
study & practice

Persistence
Retention
Satisfaction





2: UDL Practice

“Doing For” vs.
Designing Into



A system that focuses only on "disorder" and individualised interventions misses the opportunity to address trauma through relational repair in every interaction.

— Elizabeth Gregory





UDL in Disability Support Services

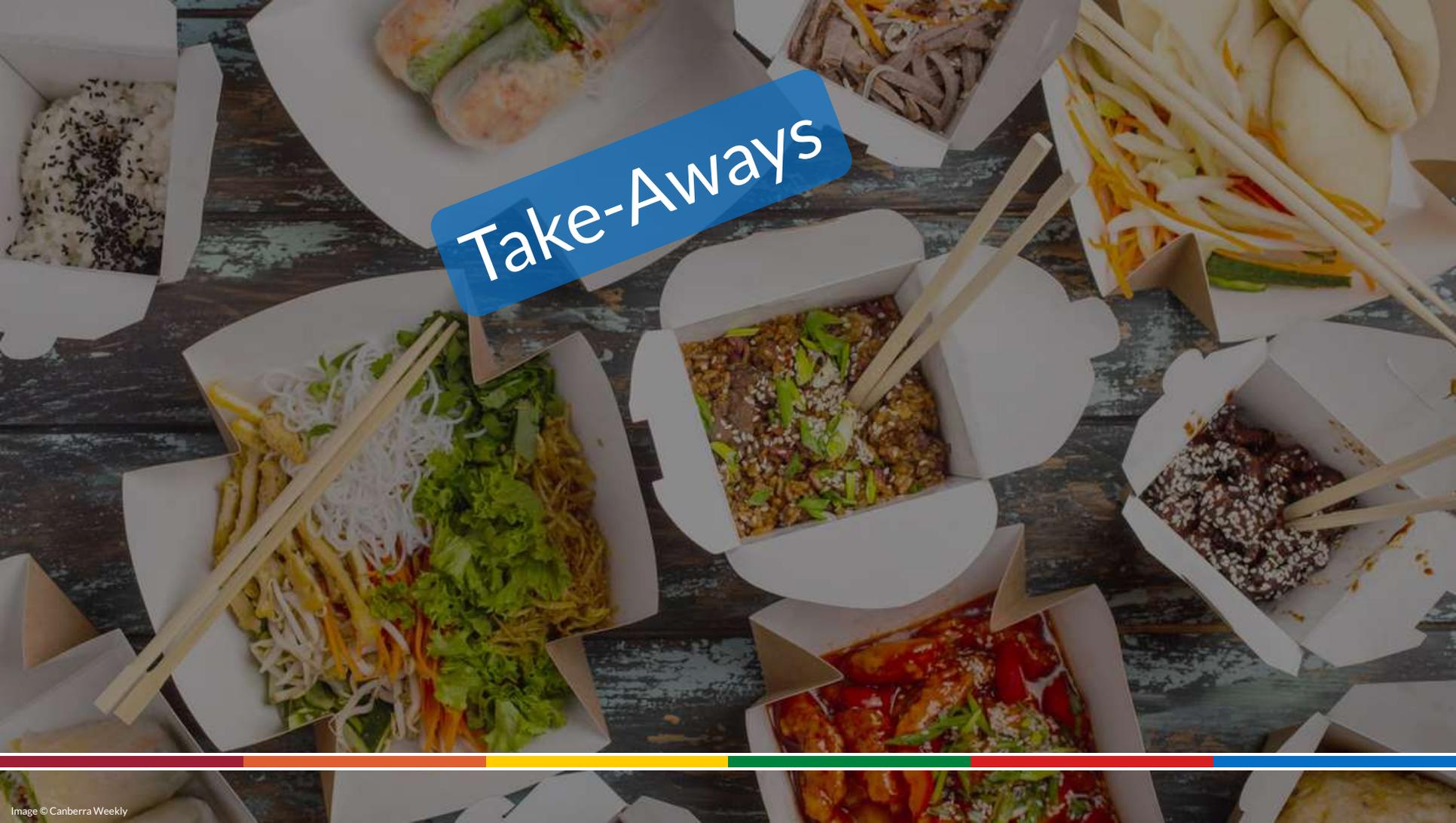
4 Interactions

Materials, Each Other,
The Institution, Wider World

A group of four diverse young adults (three women and one man) are sitting around a table in a modern office setting. They are looking at a tablet together, which is displaying a document or presentation. The man on the right is pointing at the screen. The woman next to him is looking at the screen with interest. The woman next to her is also looking at the screen. The woman on the far left is looking towards the group. The background shows a modern office with plants and a bicycle.

Beyond Individual Inclusion Plans

Take-Aways



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