**Module Overview**

- **Part 1: Implementation and Research**
  - Garron will share insights about Universal Design for Learning and provide tools and resources for the mini-project

- **Part 2: Demo**
  - CAST will provide expert feedback on your projects

- **Part 3: Final Project Demo**

- **Part 4: End of Unit Survey/ Accessibility**
  - Garron will review rubric for mini-project 3
Class Outline

- **Part 1: Universal Design and the Rubik’s Cube**
  - Identify accessibility features
  - Distinguish accessibility and universal design
  - Connect Universal Design to UDL

- **Part 2: Universal Design for Learning and Reading**
  - Outline “undesirable difficulty” for reading
  - Identify how design can support reading

- **Break**

- **Part 3: Mini-Project**
  - Groups on the How/What/Why of learning
  - Identify content and strategy for project
Accessible Design
From a Universal Perspective
Example: Accessibility and Universal Design
A Design Meditation on the Rubik’s Cube

What is a Rubik’s Cube?
Example: Accessible Design

the Braille Rubik’s Cube
Example: Multiple Means of Representation

A Spectrum of Cubes vs. A Cube for the Spectrum

Color blindness chart courtesy of Nanobot on Wikipedia. Used with permission.

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Example: Multiple means of action and expression
Example: Multiple means of Engagement

Surface Changes (adds complexity)

Varying demands (aligned with learning goals)
Example: Vary Demands in Practice

Rubik's cube one-handed average: 14.19 seconds @ World Championships 2013
What is a Rubik’s Cube?
Universal Design
for Learning
Example: UDL Theory and Practice

What is Reading?

Support: UDL Guidelines

UDL Theory & Practice

Guidelines 2.2
Is this reading?
Is this reading?
Break - please return in 10 minutes
MINI-PROJECT
Get Going on The Mini Project

● Step 1: Break into three groups
  ■ Engagement – The Why of Learning
  ■ Representation – The What of Learning
  ■ Action & Expression – The How of Learning

● Share out

● Step 2: Select Material (by the end of class)
  ■ OER – [https://ocw.mit.edu/index.htm](https://ocw.mit.edu/index.htm)
  ■ Mini-projects (Get going on the final project!)

● Step 3: Select Design Revisions and Authoring Tool
  ○ Focus on 1-3 checkpoints from the Guidelines
  ○ Authoring tools: Book Building, UDL Studio, Microsoft Word
Authoring Tools

- **Microsoft Word as a UDL tool**

- **Book Builder**
  - [http://bookbuilder.cast.org/](http://bookbuilder.cast.org/)

- **UDL Studio**
A short description (200 words, Images, etc.) describing your proposal for mini-project #3.

Be sure to identify which barrier to learning you believe your design will address by explicitly stating the UDL guideline checkpoint(s) you will focus on using in your design.
Preparing for the next class
Next Class

We will discuss how current assessment practices may not be ideal in determining the impact of UDL by discussing a paper which examines how game based learning

The emphasis of next class will be on presenting prototypes of a UDL implementation and getting feedback on the design
WRAP UP