Workshop 3:

Universal Design for Learning in Libraries

Project Enable

Welcome!

Introductions

Learning Objectives

1. **Understand** the concept of Universal Design for Learning (UDL) and its principles in the context of your library's instructional programs.
2. **Apply** UDL to programs in your library.
3. **Develop** a basic understanding of the ARCS Model and how it complements UDL.
4. **Identify** your library programs that require UDL principles.

Agenda

Foundations

- Universal Design (UD)
- Universal Design for Learning (UDL)
- Activity #1
- History of UDL
- Library Programs and Learning Preferences

Agenda - Continued

Applications of UDL

- UDL and Online Library Programs
- Activity #2
- Program Development and UDL
- The ARCS Model
- Activity #3
- Recap
- Closing

Why?

Foundations

Universal Design

Discussion (#1)

What do you think of when you hear the term Universal Design?

What is Universal Design?

Universal Design is a space (physical or digital) that everyone can easily access and navigate.

Library Examples of Universal Design

1. Tilting the bottom shelves up so that patrons don't have to kneel or crouch down to the floor to retrieve objects;

2. Providing patrons with multiple formats of the same material (audiobooks, books, graphic novels, movies, etc.);

3. Service desks should be low enough to allow a patron using a wheelchair to reach the counter.

7 Principles of Universal Design

1. Equitable Use
2. Flexibility in Use
3. Simple and Intuitive Use
4. Perceptible Information
5. Tolerance for Error
6. Low Physical Effort
7. Size and Space for Approach and Use

Definitions of the 7 Principles

1. Equitable Use- The design is useful and marketable to people with diverse abilities.
2. Flexibility in Use - The design accommodates a wide range of individual preferences and abilities.
3. Simple and Intuitive Use - The design is easy to understand, regardless of the user's experience, knowledge, language skills, or current concentration level.

Definitions of the 7 Principles Cont.

4. Perceptible Information - The design communicates necessary information effectively to the user, regardless of ambient conditions or sensory abilities.
5. Tolerance for Error - The design minimizes hazards and the adverse consequences of accidental or unintended actions.

7 Principles - Cont.

6. Low Physical Effort - The design can be used efficiently and comfortably with a minimum of fatigue.
7. Size and Space for Approach and Use - Appropriate size and space are provided for approach, reach, manipulation, and use regardless of the user's body size, posture, or mobility.

UD Library Examples

1. Provide various materials such as audiobooks, articles, books, websites, and videos on a particular topic.
2. Provide various types and arrangements of seating options.
3. Use signage that has wording, quickly recognizable symbols, and braille. One popular example is the directional sign for stairs. Usually, there is the word ‘stairs’ in English underneath a simple flight of stairs.

UD Library Examples Continued

4. At the entrances to the library, have a space that communicates the library layout along with “you are here” locators. This is also helpful in the stacks, particularly for libraries with multiple floors and multiple sections on each floor.

5. Consider the placement of power outlets. Avoid power outlets that stick up in the middle of the floor and power outlets behind the bottom bookshelf. Patrons require more access to power outlets and need easy and quick access.

6. Shelving takes up a lot of space, and it is hard to navigate around for patrons in a wheelchair. Providing online content such as eBooks and audiobooks allows for more open space at your library.

7. Allow for the patron to create their workspace. Height-adjustable desks also provide a good example of accessible furniture. Be sure to design workspaces with enough space so that patrons with mobility issues can easily navigate through the space.

Project ENABLE - Challenge Video (#1)

P5 Holly Jin_Video 1_With CC

1 year ago | More

Video: “The Challenge - Holly Jin - Physical Barriers” (3:20) - Link to Challenge Video

Discussion (#2)

What would you do to solve this problem?

Project ENABLE - Solutions Video (#1)

P5 Holly Jin_Video2_With CC.mp4

Video: “The Solution - Holly Jin - Physical Barriers.” (7:24) -

Link to Solutions Video

Universal Design for Learning

Center for Applied Special Technology (CAST)

1. Engagement - Offer patrons different ways to interact with your content that interests and engage them.

2. Representation - Present your information in different ways throughout the library program. Don't just choose one method. Variety adds to interest and engagement, particularly the use of interactive methods of presenting the information.

3. Action and Expression - Provide different ways to allow the patrons to demonstrate what they've learned.

Engagement

- Roleplay
- Activities
- Group discussions

Representation

- Lectures
- Discussions
- Videos
- Debates
- Computer-based presentations

Action and Expression

- Written evidence of learning
- Questioning (encourage patrons to ask questions)
- Media-based or technology-based evidence of learning (vidoes, interactive learning games like Kahoot)

Diving Deeper into UDL Principles

Each of the UDL principles is further specified by a number of guidelines, with checkpoints that expand upon the guidelines.

Provide options for perception:

- Provide captions or transcript for a video.
- Present text in larger font sizes.
- Provide tactile alternatives for visual displays.

Each Patron's Needs are Different

- Patrons with mobility issues might not be able to participate in certain activities.
- Patrons who have a hard time sitting still need to move and get up during the program.
- Patrons who have learning disabilities each have different approaches to how they receive and process information.

Library UDL Examples

1. Providing e-books in multiple formats.

2. Providing instructional materials in large, legible fonts.

3. Finding alternative materials for students with disabilities before beginning instruction or a library program.

4. Using different media and visual representations to explain a concept, including videos and infographics.

5. Downloading apps designed for students with disabilities.

Project ENABLE - Challenge Video (#2)

Video: The Challenge - Tina Dolcetti - Low Cost UDL Sources" (2:36)

Link to Challenge Video

Discussion (#3)

What would you do to solve this problem?

Project ENABLE - Solutions Video (#2)

P2_Tina Dolcetti Part 2_with CC

Video: A Solution - Tina Dolcetti - Low Cost UDL Sources" (6:02)

Link to Solutions Video

Activity #1

1. Break into small (3-5 people) discussion groups. [You will be in the same groups for each activity].

2. You will be creating an introductory lesson for an Information Literacy Program using at least three examples of teaching/learning strategies based on UDL principles. You can choose between adults, teenagers, and children for the target audience. (We will build upon your work for this activity in the following activities).

3. Regroup after 20 minutes and have a presenter ready to share your work with the group.

History of UDL and the ADA

Creation of CAST and UDL

- Anne Meyer, David Rose, Grace Meo, Skip Stahl, and Linda Mensing created the Center for Applied Technology (CAST) in 1984.
- The founding members coined the term Universal Design for Learning.
- Their original mission was to see if they could use computers to help users with learning disabilities. However, it snowballed into accessible education for all students.

Development of UDL

- 1985 - Developed a partnership with Apple which resulted in the text-to-speech program put onto their computers.
- 1988 - Equal Access program was developed, early stages of UDL.
- 1993 - WiggleWorks was co-developed with Scholastic and was the first early literacy software series with UDL features.
- 2008 - Universal Design of Learning Guidelines 1.0 was published.

Americans with Disabilities Act

The ADA prohibits discrimination against people with disabilities. People with disabilities are entitled to the same rights and opportunities as non-disabled people.

A vital concept is that covered entities must ensure that they use effective communication with individuals with disabilities that affect communication, such as hearing, vision, reading, learning, speech, intellectual, and sometimes mental health impairments.

ADA Library Examples

1. Tables at the library should have 27-inch high clearance and 19 inches of depth.
2. Space between furniture should be 40 inches.
3. The top row at the stacks shouldn’t be higher than 48 inches.
4. Aisles should have at least 36 inches of clearance, but 42 inches is preferred.
5. Service desks (reference, check out, etc.) shouldn’t be higher than 36 inches.
6. The floor should be smooth and bump-free.

ALA Policy

- History of serving people with disabilities.
- Library of Congress first services to people with disabilities was in 1897.
- Standards regarding equal access were created in 1961.
- Policy was updated in 2001.

Different Learning Preferences

7 Preferences of Learning

1. Visual - People who learn by seeing.
2. Aural - People who learn by listening.
3. Verbal - People who learn by speaking or repeating out loud.
4. Physical - People who learn by touching or doing.

7 Principles of Learning Cont.

5. Logical - People who learn by using numbers.

6. Social - People who learn better in groups of people.

7. Solitary - People who learn better by themselves.

How you teach depends on the content

- Where is Chicago?

- What does salt taste like?

Discussion #4

Can you give some examples of how your learning preference changes when learning different types of content?

How you Teach also Depends on the Learner's Ability

- Visually Impaired
- Deaf or Hard of Hearing
- Autistic Patron

Break

Applications of UDL

UDL and Online Library Instruction

Online Library UDL Examples

1. Allow the patron to choose whether they have their camera on or off. This will allow a patron who might not be comfortable showing themselves on camera to participate.

2. Create time for break-out rooms. Sometimes patrons feel more comfortable speaking in smaller groups. Talking in a group of 50 people on a platform like Zoom or Microsoft Teams is very different than the in-person experience or in a small online group.

Online Library UDL Examples Cont.

3. Allow the patrons to chat or talk to each other before and after the program. This will allow for a more personal connection with the other participants of the library program.

4. Send out a schedule and any resources via email ahead of time. This will allow the patron to prepare, understand the flow of the session, and sort out any potential or actual technology issues ahead of time.

Discussion #5

What library programs have you had to change or tweak to be able to transfer them online during the pandemic?

Questions Before Starting

1. How are you going to display information to patrons?

2. How are you going to keep track of time?

3. Do you need to use automatic captioning systems?

4. What technology are you using in the lesson?

Questions Before Starting Cont.

5. Is the technology that you are using accessible to different types of abilities?

6. If you are going to be using additional technology besides the video software (e.g. Kahoot) set aside time to show your patrons how to use it.

7. Schedule breaks if the program is over an hour (or as needed).

8. Anticipate questions that may arise and address them in advance of the program.

Activity #2

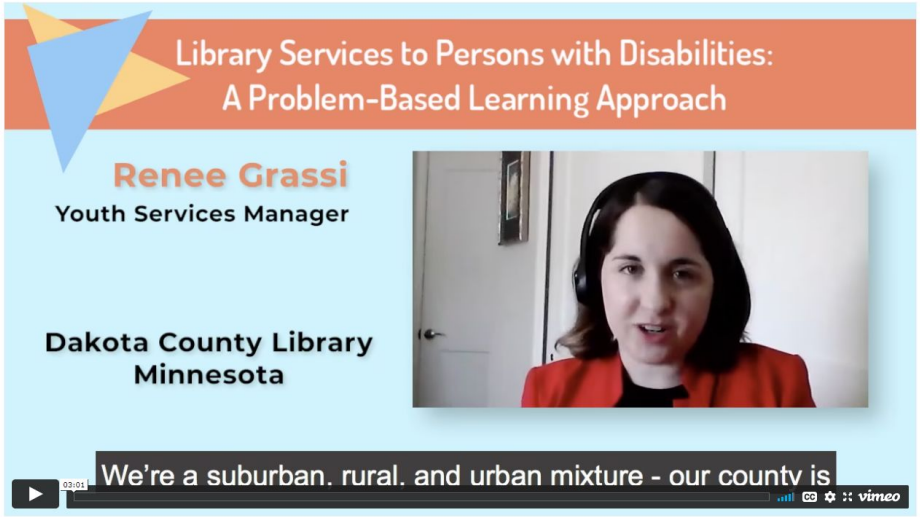
1. Break into the same groups from the first activity.

2. Expand your lesson as an online program, using at least three UDL examples related to online instruction.

3. Regroup after 20 minutes and have a presenter ready to share your work with the group.

Program Development

Project ENABLE - Challenge Video (#3)



P7_Renee Grassi_Video 1_with captions_REV

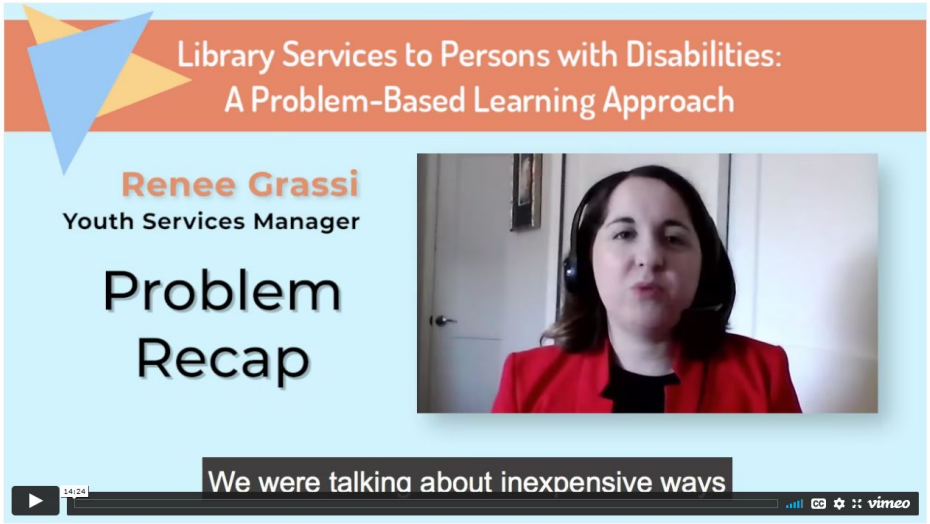
Video: The Challenge - Renee Grassi - Creative Budgeting (3:00)

Link to Challenge Video

Discussion #6

What would you do to solve this problem?

Project ENABLE - Solution Video (#3)



P7_Renee Grassi_Video 2_with captions_REV

Video: A Solution- Renee Grassi - Creative Budgeting (14:23)

Link to Solutions Video

Take & Make Kits

- Choose a craft or theme that you can match with a book.
- Prepare unassembled craft material.
- Create an easy-to-follow set of instructions.
- Put the materials in a bag for the patron to pick up.
- Hold the program on your favorite video platform!

Project ENABLE - Challenge Video (#4)

P1_Caroline Smith_Video 1_with captions_REV

Video: The Challenge - Caroline Smith - Inclusive Outreach (2:48)

Link to Challenge Video

Discussion #7

What would you do to solve this problem?

Project ENABLE - Solutions Video (#4)

P1_Caroline Smith_Video 2_with captions_REV

Video A Solution - Caroline Smith - Inclusive Outreach (9:54)

Link to Solutions Video

The ARCS Model of Motivational Design

4 Factors in the ARCS Model

1. Attention: Gain and maintain the patron's attention throughout the library program.

2. Relevance: Make the program personally meaningful and important to the patron.

3. Confidence: Create a program in which the patron can feel they can succeed.

   (Neither too hard nor too easy)

4. Satisfaction: Learners feel they accomplished learning goals.

Discussion #8

What are some memorable things a teacher has done to get your class's attention?

Attention!

- Be enthusiastic about what you present.
- Provide interaction.
- Vary presentation methods and types of media (e.g., lecture, discussion, role play videos, books, augmented reality, posters).

Relevance

- Use real-world examples.
- Demonstrate how the information will be useful in the future.
- Allow learners to choose the method of instruction that best serves their needs.

Confidence

- Show patron’s progress by creating attainable steps.
- Provide learning objectives to patrons at the beginning of the lesson.
- Provide informational feedback on learning progress.

Satisfaction

- Use praise throughout the instruction for learning progress.
- Provide opportunities for learners to apply their new learning.
- Provide unexpected rewards for learning accomplishments.

ARCS Online Library Examples

1. Have pre-printed packets available for pick up in the library for use at the online library program.

2. Have grab-and-go bags with prepared or unassembled craft materials available for pickup in the library for use at the online library program.

3. Provide closed captioning and/or an ASL interpreter for an online library program.

ARCS Online Library Examples Cont.

4. Include a progress chart with the materials sent before that will allow the patron to track their progress and act as a motivator.

5. Build in breaks if the library program is longer than one hour or sooner.

6. Use online games (e.g., Kahoot) to assess and give feedback to patrons in a rewarding and fun way.

Activity #3

1. Break into the same groups from the first two activities.

2. Choose either your in-person or online Information Literacy lesson and add at least three ARCS examples.

3. Regroup after 20 minutes and have a presenter ready to share your work with the group.

Recap

1. Universal Design.
2. Seven Principles of Universal Design.
3. Universal Design for Learning.
4. Federal Law and ALA Policy.
5. Everyone learns differently.
6. Online Instruction is different than in-person instruction.
7. Keep patrons motivated.

Discussion #9

What’s one way you can apply UDL to your own programs in the library?

Closing

1. Complete the workshop evaluation.

2. Submit it to the instructor.

3. Take what you have learned and apply at least one new idea to your library.

4. Enjoy your day!

Thank you!