Faculty Comment
A “flipped” hybrid course design has allowed me to engage my students more deeply in course content. During our face-to-face meetings, I use a variety of instructional methods, such as small group work (group members discuss and collectively answer questions related to course material) and active class discussion (based on individual answers to thought-provoking, often debatable questions that must be completed before class). Based on my observations, this type of design motivates students to be active participants in their learning experiences.

Student Comment
“I have enjoyed the flipped course as I feel like I am much more productive when I have the ability to learn independently as opposed to a lecture classroom setting where each student is learning at the same pace when in reality, that pace is probably either too slow or too fast for most all students enrolled in the course.”

Dr. Tara Gallien

Faculty Comment
When students are given a concrete reason for completing reading assignments and are provided with multiple ways of processing information, they are able to transform basic information into solving problem knowledge.

Student Comment
“I am very effective and only promote success.”

Dr. Anne Spuches

Faculty Comment
My redesign included several components of the UDL guidelines. I recorded lectures through MediaSite so students could revisit concepts. I provided my own videos through My MediSpot to present important concepts and additional worked-out examples of problems. I utilized visual aids such as graphs and flowcharts to represent complex problems solving strategies. In class, I utilized Turning Point clickers to engage the students, encourage small group work, and monitor their understanding during lectures.

Student Comment
“Dr. Spuches is very enthusiastic about her teaching and wants to make sure that every student has a general understanding of the concepts and principles. She is very engaging, even with such a large class and her recorded lectures make it very easy to go back and review material for an upcoming exam.”

Dr. Rosa Bell

Faculty Comment
“The in-class quizzes - both individual and group - help develop understanding of concepts due to individual learning and group communication. In-class examples help provide understanding for working problems.”

Dr. Heidi Stone Bonner

Faculty Comment
A highly structured course design encourages students to engage in the material multiple times, in multiple ways. This stimulates interest and motivation for all types of learners.

Student Comment
“Originality was hectorant about the extensive group work that was required of me but I am beginning to find that it is encouraging me to become engaged in the material and really learn the course work. Most of my other classes have no homework or assignments at all, requiring only that we complete scheduled exams. This requires me to learn all the material on my own. While no student likes homework I think that it is essential in forcing students to become actively involved in the course and actually learn the material. I think [these] teaching methods are very effective and only promote success.”

Our Course (RE) Design Journey: From Boone to Greenville to More Engaged Students!

In this learning community, faculty members from various disciplines learned about principles of course design and UDL to foster significant student learning and redesigned all or part of a course to include them.

Dr. Rosa Bell, Teaching Instructor, Chemistry
Dr. Heidi Stone Bonner, Assistant Professor, Criminal Justice
Dr. Hamid Fonomi, Associate Professor, Technology Systems
Dr. Tara Gallien, Assistant Professor, Health Education & Promotion
Dr. Jane Carol M. Maner, Associate Professor, College of Education
Dr. Dorothy Muller, Director of Faculty Excellence, OFE
Dr. Botim Song, Assistant Professor School of Art
Dr. Anne Spuches, Associate Professor, Chemistry
Maria Esther Hammack, Graduate Assistant, College STAR
Catherine Hendricks, Graduate Assistant, College STAR

March 26, 2014

Universal Design for Learning Guidelines

I. Provide Multiple Means of Representation

1. Provide options for perception
   - Options that minimize or highlight information
   - Options that provide alternative for auditory information
   - Options that provide alternative for visual information

2. Provide options for language and symbols
   - Options that define vocabulary and symbols
   - Options that clarify option and structure
   - Options for denormal text or mathematical notation
   - Options that provide instruction or understanding
   - Options that illustrate key concepts non-linguistically

3. Provide options for comprehension
   - Options that provide or enhance background knowledge
   - Options that highlight critical features, big ideas, and relationships
   - Options that guide information processing
   - Options that support memory and transfer

II. Provide Multiple Means of Action and Expression

4. Provide options for physical action
   - Options to provide individual choices and expectations
   - Options in the design of physical response

5. Provide options for expressive skills and fluency
   - Options in the design of communication
   - Options in the design of problem-solving
   - Options in the design of practice and performance

6. Provide options for executive functions
   - Options that guide the design of goal-setting
   - Options that support plan and strategy development
   - Options that facilitate managing information and communications
   - Options that enhance capacity for monitoring progress

III. Provide Multiple Means of Engagement

7. Provide options for recruiting interest
   - Options that increase individual choice and autonomy
   - Options that enhance relevance, values, and authentic
   - Options that reduce barriers to engagement

8. Provide options for sustaining effort and perseverance
   - Options that can be adapted to engage students
   - Options that vary level of challenge and support
   - Options that foster collaboration and communication
   - Options that increase mastery-oriented feedback

9. Provide options for self-regulation
   - Options that guide personal goal-setting and expectations
   - Options that provide coping skills and strategies
   - Options that develop self-assessment and reflection

CREW Learner Outcomes: Learners (faculty) will

1. Evaluate one of their courses using principles of design and UDL
2. Identify one or more principles for use in redesign
3. Identify appropriate strategies
4. Revise and pilot their revision
5. Make decisions for continued revision or full implementation