

AIAI Grant UDL Example ~ Towson University

Title: Accessible Teaching

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Course/Program or Department: Faculty development Hussman Center

Notes: 1 file

## **ACTIVITY #1** [presented by Zosia Zaks]

Participants were shown a few examples of UDL principles applied to a syllabus. Faculty typically create syllabi assuming students process the information in a standard, language-based format. But some students are better at processing information through visuals, sound, or motion.

After seeing some samples, participants were invited to create some aspect of their own syllabi in a novel format that anticipates diversity in the classroom. If a participant does not currently create and utilize syllabi, that participant can think of other means of delivering valuable information and practice that way – for example, delivering instructions to employees.

## **ACTIVITY #2: CASES**

Each small group will receive a case to discuss. How might you respond to the neurodiverse college student in the case? What strategies could be effective? Are there new ways to understand and support these students?

### **CASE 1**

Tom, a junior majoring in history, is practically “obsessed” with the history of batteries. He brings up this topic every class session, and attempts to steer the conversation to when batteries were invented, different types of batteries, advancements in design, etc. For the group project, he alienated his teammates by insisting they do a PowerPoint on the history of batteries. You asked him a couple of times to “Hold that thought,” but he didn’t seem to get the hint. Next you told the whole class that “For today, we are sticking to the topics in the syllabus,” but he still diverted the conversation to batteries. You are not sure what to do. You are feeling annoyed and as if your class has been “hijacked”.

## **CASE 2**

Every time you call on Susan, she seems to stare straight at you and then doesn't say anything. Yet you know from her homework that she understands the topic and completes the readings. After class one day, you tried to ask her gently why she doesn't answer questions in class. She looked upset and fled into the hallway. You've seen and heard her speaking when you put students into pairs a few weeks ago, so it's not a speech issue. You're not sure what's going on or how to help, but if she doesn't participate it's going to impact her grade.

## **CASE 3**

Rashawn appears to be a bright student. He's gotten As on every quiz so far. The first time you call on students to come to the board and do problems, he complied and got every problem correct. The next time you called on him to come to the board, he hesitated when you handed him a green dry erase marker. He kept pointing at the red dry erase marker, so you gave him the red one and he did his assigned problem. The following week, you called several students to the board to work on problems in an engaging contest to see who could complete the problems first. When it became clear that Rashawn wouldn't have the red dry erase marker – another student took it and began working – he sat back down and refused to come up to the front of the room.

## **CASE 4**

The first day of the semester, Ahn seemed to be fine most of the class period. Suddenly she ran out of the room. You assumed she had a personal emergency. She did come back in about 5 minutes later and sat in the back of the room. The same thing has happened, though, every week since. At last you asked Ahn to come to your office to talk. Ahn explains that the first week of the class, the student next to her started chewing very smelly gum. The second week of class, the person she was sitting next to was tapping his pen. The third week of class, Ahn chose a seat at the far end of the room in an attempt to steer clear of other students, but then a young lady wearing perfume plunked down next to her.