

INTER UNIVERSITY CENTRE FOR TEACHER EDUCATION
REGIONAL INSTITUTE OF EDUCATION, MYSURU-06
(NATIONAL COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING, NEW DELHI)

**REPORT OF A TWO DAY CONSULTATIVE WORKSHOP
WITH THE EXPERTS FOR
“DEVELOPING A HANDBOOK ON IMPLEMENTING
UNIVERSAL DESIGN FOR LEARNING”**

30th and 31st July 2019



Programme Coordinator

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Introduction

Universal Design for Learning (UDL) provides the opportunity for all students to access, participate in, and progress in the general-education curriculum by reducing barriers to instruction. UDL is a set of philosophies for curriculum development that give all individuals the opportunity to learn. It takes a flexible approach rather than a one-size-fits-all approach to learning in the classroom by addressing the way information is presented, the way students demonstrate their knowledge, and the methods in which students are engaged. UDL acknowledges the fact that everyone learns differently, and encourages teachers to design their lessons in regards to three main principles: multiple means of representation, multiple means of actions and experiences, and multiple means of engagement.

The traditional teaching approach does not meet the needs of today's inclusive classrooms that have such diverse learners. It is proven that teacher quality contributes to student achievement more than any other factor, and most recently Universal Design for Learning (UDL) has gained attention as a method that embraces individuality and allows all learners to have the opportunity to be successful. UDL encompasses three principles—that instructors should provide students with multiple means of representation, expression, and engagement. In lay terms, this means that, to the extent possible, instructors should

- (a) provide content or materials in multiple formats,
- (b) give learners multiple ways to show what they know, and
- (c) use multiple methods of motivating learners.

UDL researchers suggest that designing ‘accessible’ content and experience regardless of individual learning abilities. Teachers' capacity in delivering it in an ‘accessible’ learning environment can improve learning. UDL design is to be built for implementation of this framework which tackles the limitations of a learning environment rather than addressing learner limitations. Hence IUCTE is planning to develop a handbook for training teacher educators on implementing Universal Design for Learning in inclusive classrooms.

OBJECTIVES

Prepare a handbook on implementing UDL for Teacher Educators to

- Deepen the understanding of the Universal Design for Learning and apply it to practice
- Make acquainted with the UDL framework for addressing diverse learners
- Apply the UDL Guidelines for lesson planning and instruction in inclusive classroom

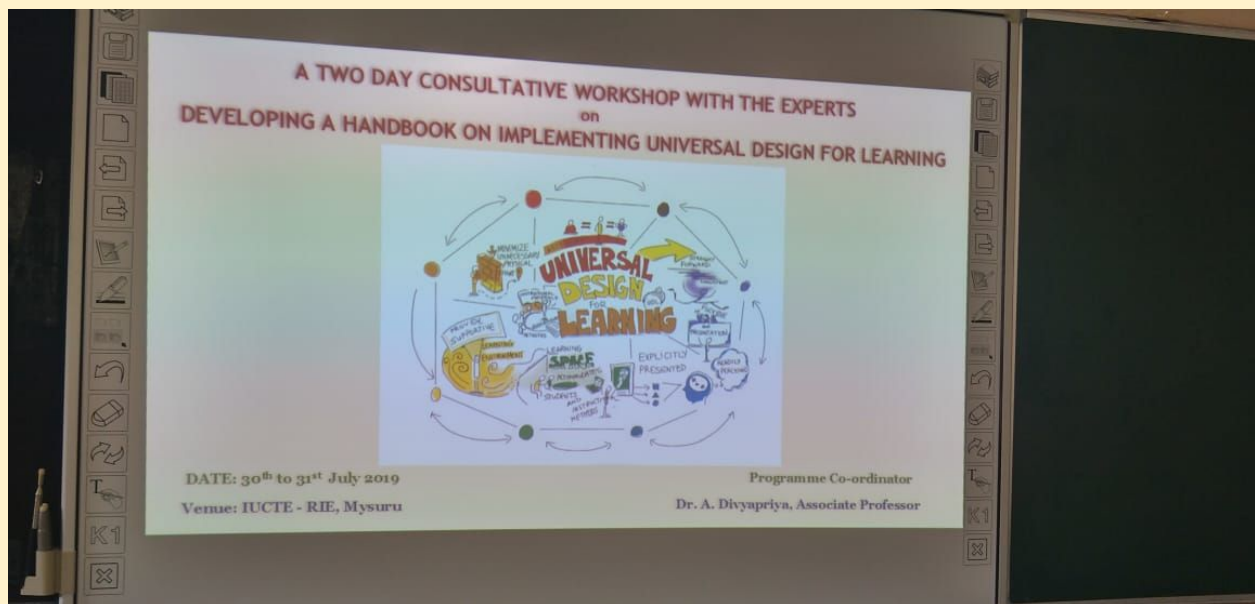
Methodology

1. Two-day Consultative workshop with the experts in the field of special education for

- Developing the framework for handbook
- Chapter allocation for writing and
- Development of Handbook and Chapter writing and
- Drafting of Handbook

2. Two-day workshop to edit, Vet and finalize the Handbook,

3. A Two Day Workshop for Training Teacher Educators on Implementing Universal Design for Learning



The Target group of the programme are the Teachers and Teacher Educators. The process of implementation consists of 2workshop programmes for the preparation of the training manual before the training programme is conducted.

As a first Activity “A Two Day Consultative Workshop With The Experts On Developing A Handbook On Implementing Universal Design For Learning” is conducted on 30th and 31st July 2019. Six Resource Persons and Ten Participants attended and contributed to the consultative workshop.

List of Experts/Resource Persons attended the Workshop

1. Prof (Dr.). Ramaa.S

Professor of Special Education, Regional Institute of Education , Mysore
NCERT, Mysore-570006

Mob:+919741314898/8105177244/ Email: ramaa.vijayan@gmail.com

2. Dr. J.Sujathamalini

Associate Professor

Department of Special Education and Rehabilitation Science Alagappa University

Karaikudi – 630 003 Tamil Nadu,

Mob:+91 9894960171 Email: sujatha.malini@gmail.com

3. Dr. Sunish T V

Assistant Professor in Special Education,

Composite Regional Centre for Persons with Disabilities,

Kozhikode

Kerala-673008

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4. Dr. Ramakrishna Pettala

Assistant Professor in Special Education (HI)

RKMVERI-FDMSE,SRKV Post,

Periyanaickenpalayam, Coimbatore-641020.

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5. Dr. Sushma N Jogan

Assistant Professor, Department of Education

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6. Dr. G. Malar

Reader in Special Education

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Mysore

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Proceedings of the Workshop

Day I- 30th July 2019



The Workshop started with the Inauguration at 9.30am. Dr. C.N. Suneetha, Assistant Professor, IUCTE, RIEM welcomed the gathering.



Mr. Ravikula Raman, Administrative Officer, IUCTE, RIEM gave the Inaugural Address. In that he explained the Background of IUCTE, RIEM and an orientation to the activities of IUCTE to the Resource persons of the Workshop.





Dr. A. Divyapriya, Programme Coordinator and Associate Professor of Mathematics Education, IUCTE, RIEM presented Keynote Address. She described the background of the study, the need for developing a handbook on implementing UDL. She clearly stated the works to be carried out during the workshop to the Resource Persons.



Next session was handled by **Dr. J.SUJATHAMALINI**, Associate Professor, Alagappa University, Karaikudi, Tamil Nadu. She gave a presentation on UDL Lesson Planning. In her presentation she enumerated the Principles of UDL, steps and process of planning the Lessons. **Dr. Sunish T V**, Assistant Professor, CRC, Kerala shared his expertise and presented on Tolls for Implementing UDL. He spoke on the various parts of UDL Lesson Plan and where to use Low Tech, Mid Tech and Hi Tech Tools.



In Session four, **Dr. Ramakrishna Pettala**, Assistant Professor, RKMVERI-FDMSE, Coimbatore presented on Universal Design for Teaching Various School Subjects. In his presentation he explained the eight basic components behind planning Universal Design. As a highlight, **Prof (Dr.). Ramaa.S**, Professor, RIEM, spoke on Universal Design for Instruction. She explained the three principles of UDL and its guidelines. She elaborated on the presentation strategies and response strategies.



After the presentation from the resource persons, the discussion continued regarding the content to be covered for the training manual.

DAY II - 31st July 2019

The session started with welcome by Dr. A. Divyapriya, Programme Coordinator. Prof. M.S. Talawar, Centre Director, IUCTE, RIEM chaired the session. Dr. Sunish T. V. briefed on the previous Day activities. The Centre Director gave his valuable suggestion for developing the handbook. The tentative outline of the manual was framed.

In the Afternoon Session the Resource Persons discussed the content developed and chapters were allocated to them. Time duration for the submission of the chapter was discussed and finalised. Resource Persons discussed the Title for the proposed handbook and came up with many relevant titles .

The Proposed Titles for the Handbook are

- Universal Design For Learning: Design For All

- Universal Design for Learning – What, Why and How?
- Universal Design for Learning: Design and Develop
- Design Your Classroom: Universal Design for Learning
- A Handbook on Universal Design for Learning in Indian Classroom
- Inclusive Education through Universal Design for Learning
- Role of Universal Design for Learning in Inclusive Education
- Implication of Universal Design for Learning in Inclusive Education Scenario
- Implementing Universal Design for Learning in Indian Context

One Title will be selected for the Handbook in the next Workshop. The next workshop “A Two-day workshop to Edit, Vet and Finalize the Handbook on Implementing Universal Design for Learning” planned to be conducted on 18th and 19th October 2019. The Guidelines for chapter writing were discussed and framed. The tentative table of content for the handbook is given below:

CHAPTER 1 - OVERVIEW OF UNIVERSAL DESIGN FOR LEARNING (20 Pages) - Dr.S.Ramaa

1.1 Universal Design – Definition , Principles of Universal Design

1.2 Universal Design for Learning- Concept and Evolution of Universal Design for Learning

1.3 Universal Design for Education, Universal Design for Instruction, and Universal Design for Learning –

Paradigm Shift in Teaching Learning Process

1.4 Strategies and Methods in Universal Design for Learning

CHAPTER 2 – UNIVERSAL DESIGN FOR LEARNING IN INCLUSIVE EDUCATION (15 Pages) – Dr. Ramakrishna & Dr. Divyapriya

2.1 Inclusive Education – Concept, Meaning and Evolution of Inclusive Education

2.2 Principles, Process and Benefits of Inclusive Education

2.3 Challenges in Inclusive Education – Physical, Sensory, Cognitive and Socio Emotional Challenges

2.4. Measures to Overcome Challenges through Universal Design for Learning

CHAPTER 3 – UNIVERSAL DESIGN FOR LEARNING INFUSED LESSON PLANNING (25 Pages) - Dr. J.Sujathamalini

3.1 Universal Design for Learning – Principles of Universal Design for Learning

3.2 Conventional Lesson Planning Process in Inclusive Classroom

3.3 Universal Design for Learning in Pedagogical Process

CHAPTER 4 – DEVELOPMENT OF SAMPLE LESSON PLAN FORMAT (25 Pages) - Dr.Sunish

4.1 Components of Lesson Plan based on Universal Design for Learning

4.2 UDL Lesson Plan Format

4.3 Sample Lesson Plan infused with Universal Design for Learning

CHAPTER 5 – Universal Design for Learning Pedagogical Practices with reference to Various Subjects at

Primary and Secondary Level (40 Pages) - Dr. Sushma, Dr. Ramakrishna,
Dr. Divyapriya

5.1 Universal Design for Learning Pedagogical Practices in Language

5.2 Universal Design for Learning Pedagogical Practices in Mathematics

5.3 Universal Design for Learning Pedagogical Practices in Science

5.4 Universal Design for Learning Pedagogical Practices in Social Science

5.5 Universal Design for Learning Pedagogical Practices in Co Scholastic
Skills

CHAPTER 6 – CONSIDERATIONS IN IMPLEMENTING UDL IN INDIAN
CLASS ROOM (25 Pages) Dr. Malar

6.1 Overview of Indian Educational Scenario from Universal Design for
Learning Perspective

6.2 Logic of Meeting Learner's Variability in Indian Classrooms

6.3 Application of Universal Design for Learning

i) Multi-Tier Targets and Content

ii) Indigenous Strategic Tools (VAKT)

6.4 Universal Design for Learning Strategic Examples

In the Valedictory session Experts shared their experience in the workshop and gave their feedback. Prof. M.S. Talawar, Centre Director, IUCTE, RIEm distributed certificates to all the Participants and Resource Persons. Programme Coordinator thanked all the Experts and the participants for sharing their expertise for this programme.