



Kristianstad
University
Sweden

The impact of Universal Design for Learning in higher education, and the road we are on in Sweden

Linda Plantin Ewe and Pia Häggblom

Who are we?

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- Co-leader in INCLUDE PD&T team
- PhD student at Malmö University
- Lecturer at Kristianstad University
- Master's degree in special education
- Special needs coordinator
- Math and science teacher in primary school

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Pia Häggblom

- Master of Arts with specialization special education
- Developer of widening participation
- Coordinator of pedagogical support
- Special needs coordinator
- 6th form college teacher in Swedish and English

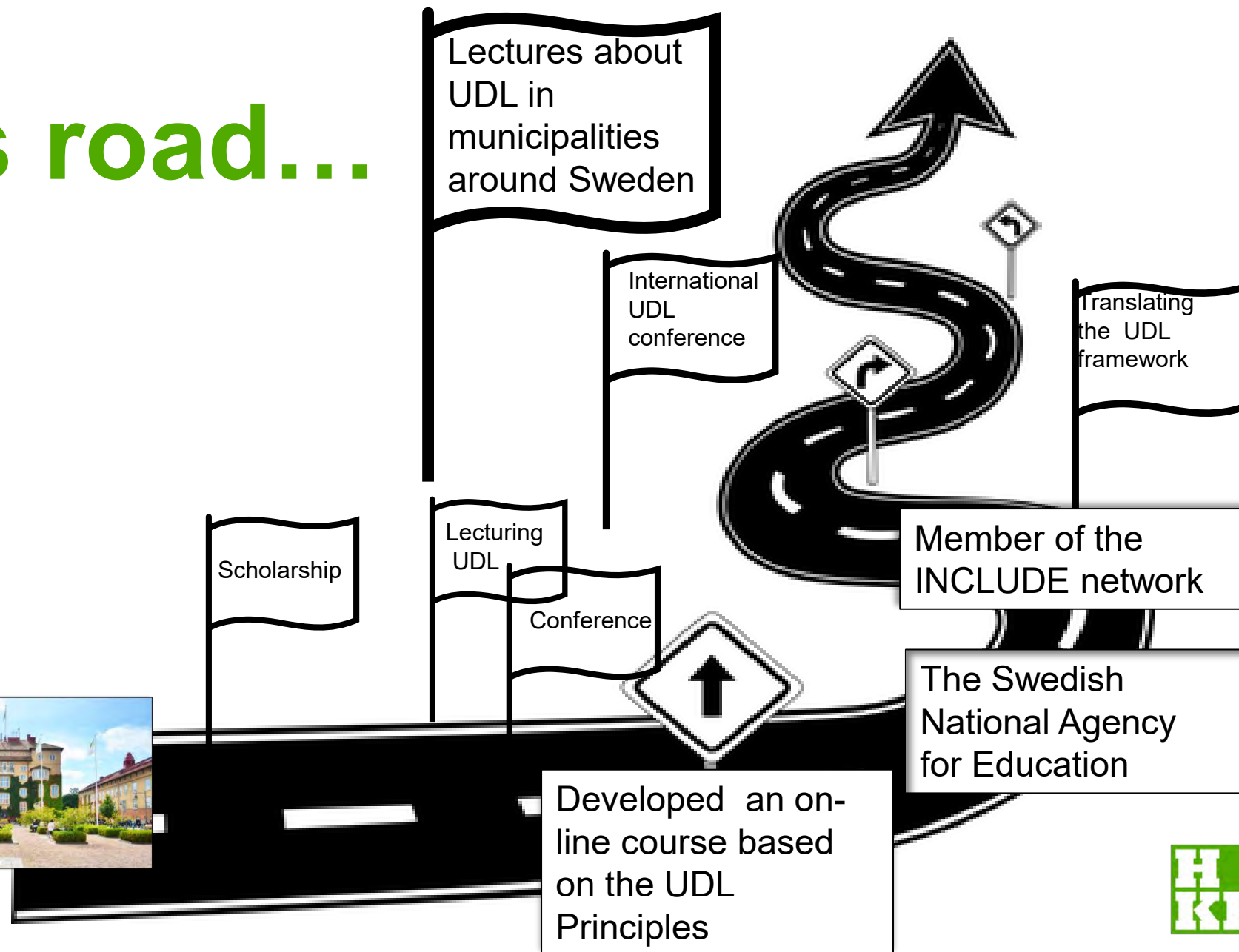
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Two parallel but complementary roads



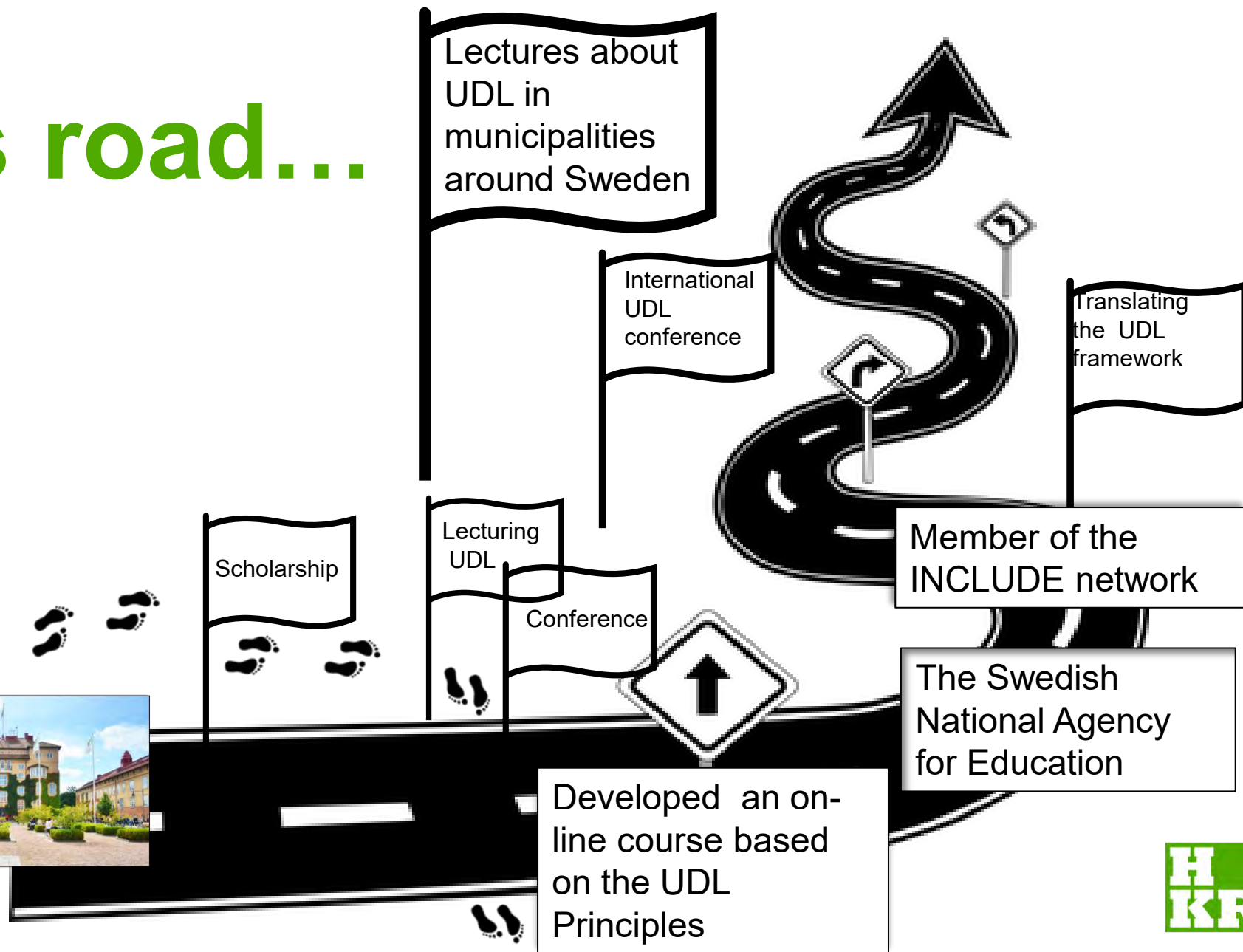
Linda's road...





Drawn by: Margrethe Brynolf

Linda's road...



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Online course development

- All information was given in advance as well as via different media (oral, text, PowerPoint, video-clip)
- The information posted remained in the course area which made it possible for the students to go back and look on it on several occasions
- Students prior knowledge was actively used to transform new information into knowledge
- Individual and personal teacher support
- Multiple ways for co-operating with peers



Title:
Distance learning.
Students' experience of
accessible learning in an
online course

[FULLTEXT01.pdf \(diva-portal.org\)](#)



I thought it was great! The movie, it was really a wow experience. It was great to get a film that you could decide by yourself when to watch. You could look at it when you felt that you were motivated, and you could look at certain elements several times and then you get the whole picture ... you can do what you want with it and that is very, very good, I think... (I3)

“The more you get in advance, the better I think it is...” (I1)

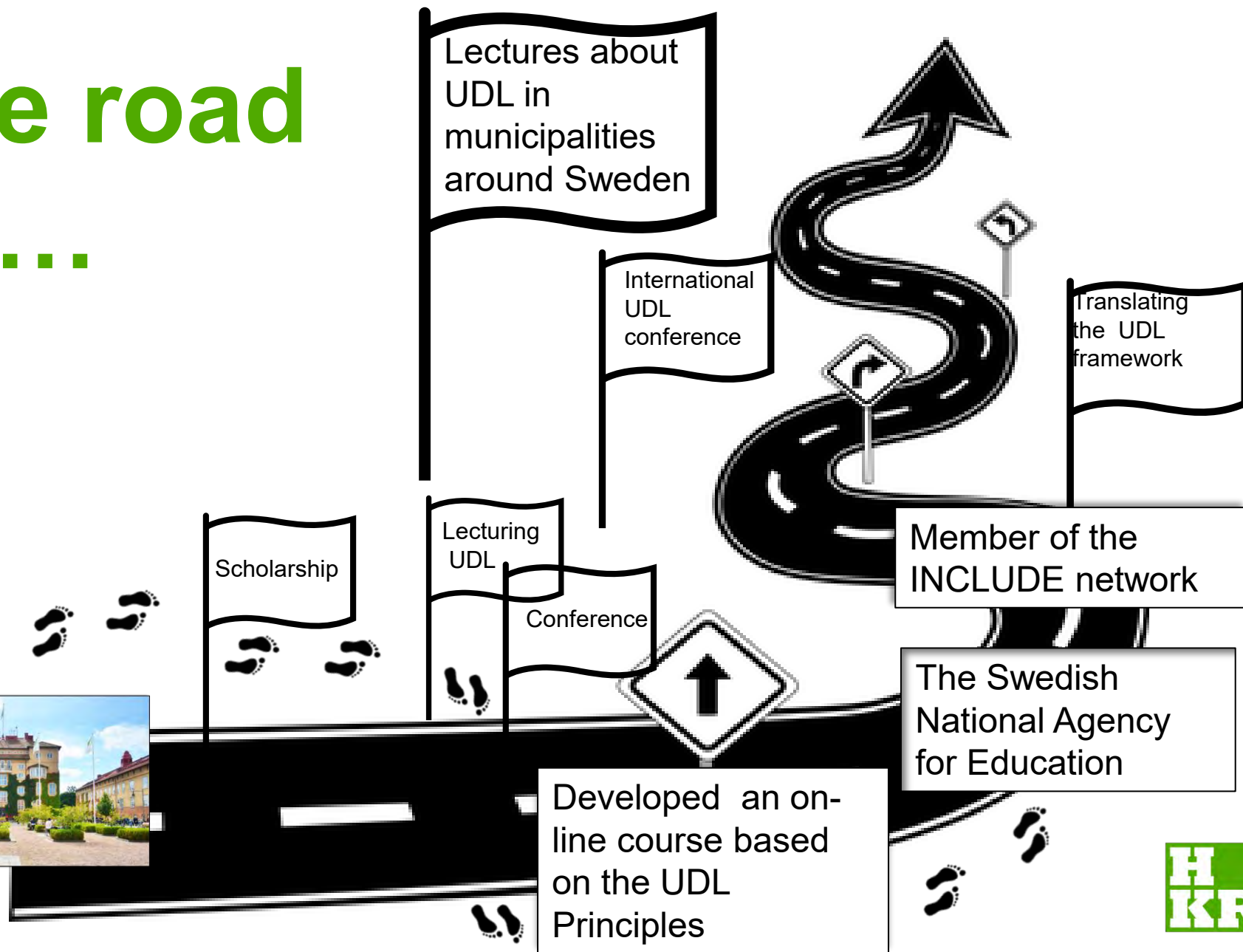
[FULLTEXT01.pdf \(diva-portal.org\)](#)



“Yes, when you [course leader] put out things [course information] it's great. When you write what we should think about or, even ... I think that it has been great, that we have received updates, a little "we are here" [teachers' availability] and I have felt a great support in that. It has not only been information but also a little personal and encouraging. It's not just a computer which I communicate with [the connection feels personal], so I think that is very important.” (I1)

[FULLTEXT01.pdf \(diva-portal.org\)](https://diva-portal.org/FULLTEXT01.pdf)

On the road again...



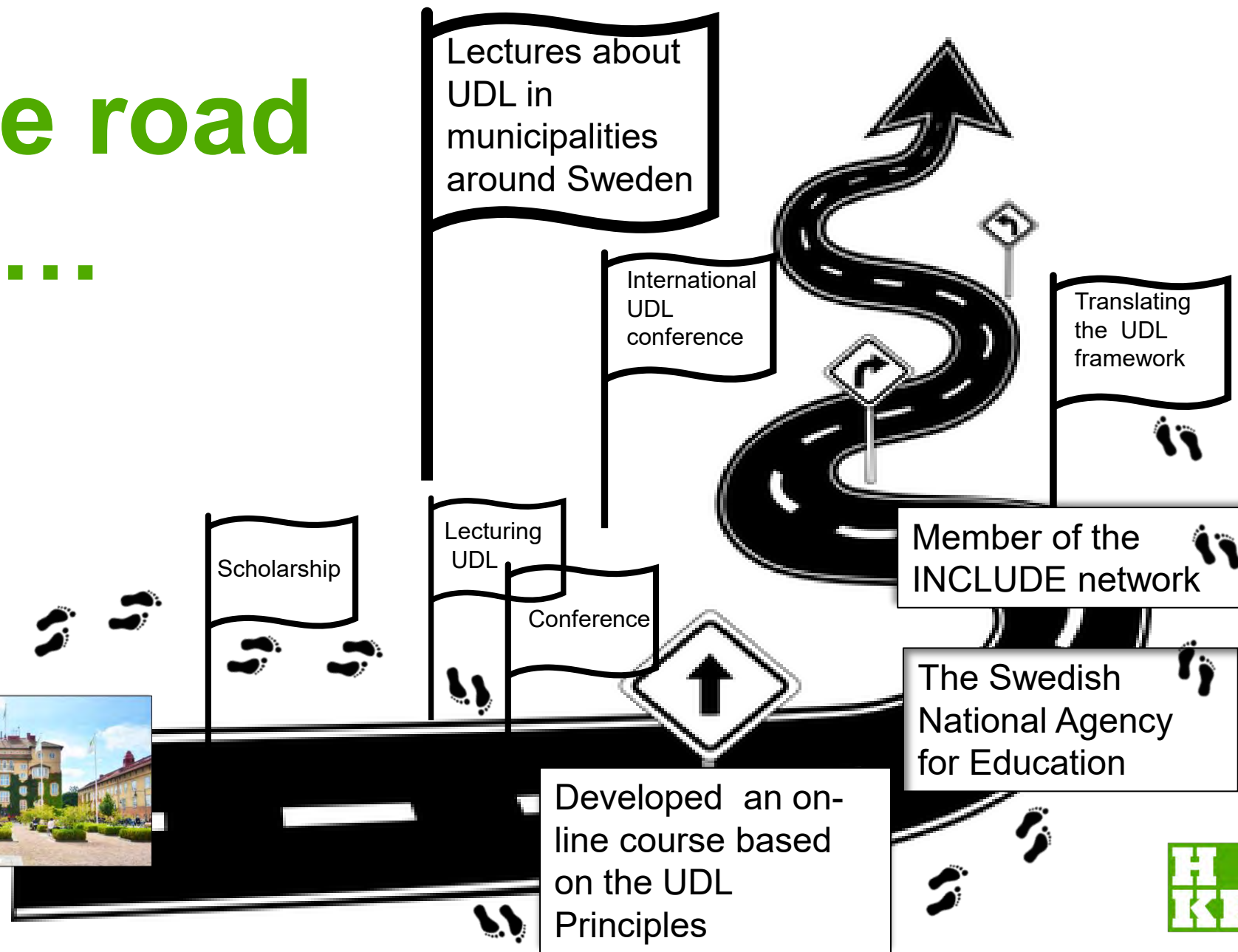
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The Swedish National Agency for Education

Skolverket

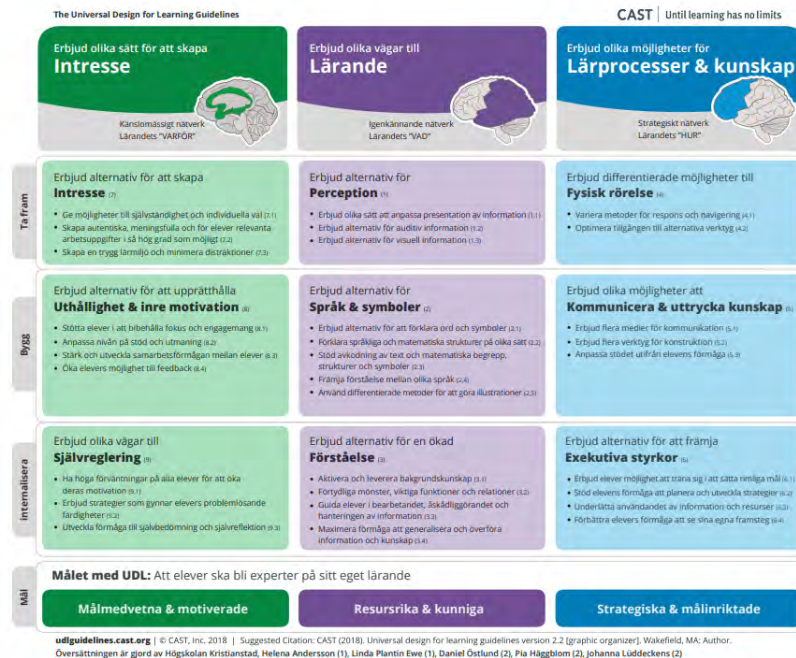
[Startsida - Tillgängligt lärande med digitala verktyg - Utbildningar \(skolverket.se\)](https://skolverket.se)

On the road again...



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Translating the UDL network



<https://udlguidelines.cast.org/binaries/content/assets/udlguidelines/udlg-v2-2/udlg-graphicorganizer-v2-2-svenska.pdf>

Universal Design for Learning – svensk översättning textversion

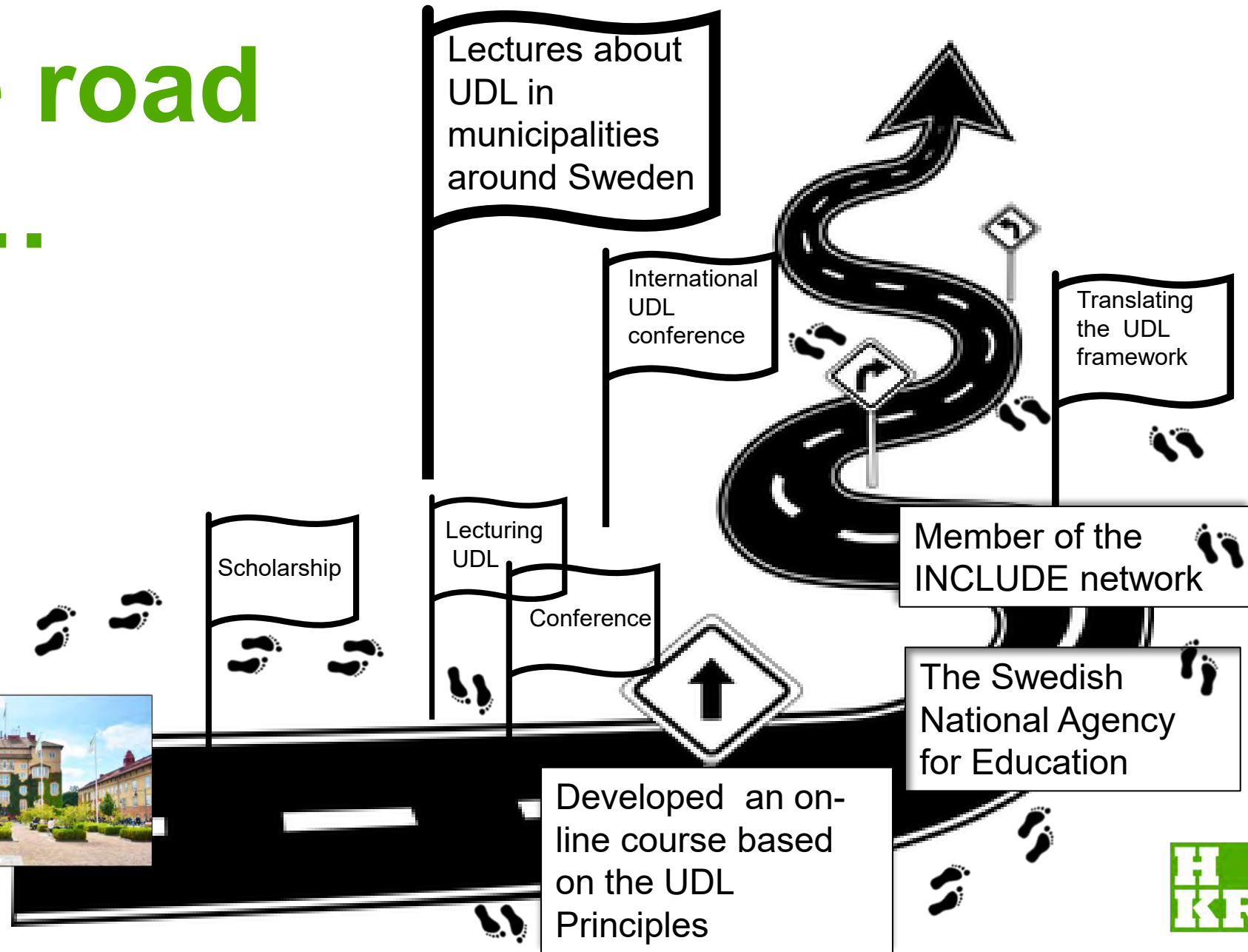
<p>Princip 1: Erbjud olika sätt för att skapa intresse Engagemang är en förutsättning för lärande. Hur elever engageras eller motiveras till lärande skiljer sig markant åt mellan olika elever. Såväl neurologiska variationer som kultur, intresse och förkunskaper spelar en avgörande roll för individens engagemang och det är därför nödvändigt att erbjuda olika sätt för att främja och bibehålla varje elevs intresse. En del elever motiveras av utmaning, spontanitet och nyhetens behag medan andra behöver rutiner och förutsägbarhet. Några elever trivs med att arbeta i grupp medan andra helst arbetar ensamma. Vad som passar för varje enskild individ varierar också utifrån sammanhang och över tid. Med andra ord finns det inte ett sätt som motiverar alla elever alltid.</p>	<p>Princip 2: Erbjud olika vägar till lärande Elevers sätt att ta in och bearbeta information skiljer sig åt från en individ till en annan, vilket ställer krav på lärarens förmåga att differentiera och anpassa undervisningsinnehållet i syfte att möjliggöra lärandet för alla elever. Vissa elever lär sig bäst genom att lyssna medan andra behöver läsa för att förstå. Ytterligare några behöver både lyssna och läsa medan andra behöver göra saker i praktiken för att information ska kunna omvandlas till kunskap. Med andra ord är lärandet unikt. Det handlar dock inte bara om hur eleven tar in information via till exempel audio-, visuellt-, audiovisuellt- eller kinestetiska inlärningskanaler, utan också om förmågan att generalisera och överföra kunskap från en situation till en annan. Möjligheten till detta ökar när undervisningen differentieras eftersom differentierad undervisning erbjuder elever olika vägar till lärande. Kort sagt, det finns inte ett sätt att undervisa som passar alla elever; att differentiera undervisningen är därför en förutsättning för att optimera lärandet för varje elev.</p>	<p>Princip 3: Erbjud olika möjligheter för lärprocesser och kunskap Elevers lärprocesser och förmåga att uttrycka vad de vet skiljer sig åt mellan elever. Vissa elever föredrar att skriva ner sin kunskap medan själva skrivandet kan utgöra ett hinder för någon annan. För vissa elever kan språkliga barriärer försvåra lärandet medan andra behöver konkret material och alternativa uttrycksmetoder för att på bästa sätt kunna uttrycka sin kunskap. För att elever ska kunna orientera sig i sin lärmiljö och visa sin kunskap på ett optimalt sätt behöver de erbjudas olika sätt att presentera vad de vet. Vi behöver också vara medvetna om att redovisning, vare sig den är skriftlig, verbal eller praktisk kräver en hel del strategiskt tänkande, övning och organisering vilket är andra områden där elevers förmåga skiljer sig åt. Med andra ord finns det inte ett sätt att organisera och redovisa kunskap så att det passar för alla elever. Att erbjuda elever differentierade uttrycksformer ökar med andra ord möjligheten för dem att visa sin kunskap.</p>
<p>Guideline 7 Erbjud alternativ för att skapa intresse</p>	<p>Guideline 1 Erbjud alternativ för perception</p>	<p>Guideline 4 Erbjud differentierade möjligheter till fysisk rörelse</p>

Översättningen är utförd vid Högskolan Kristianstad 2020 av:

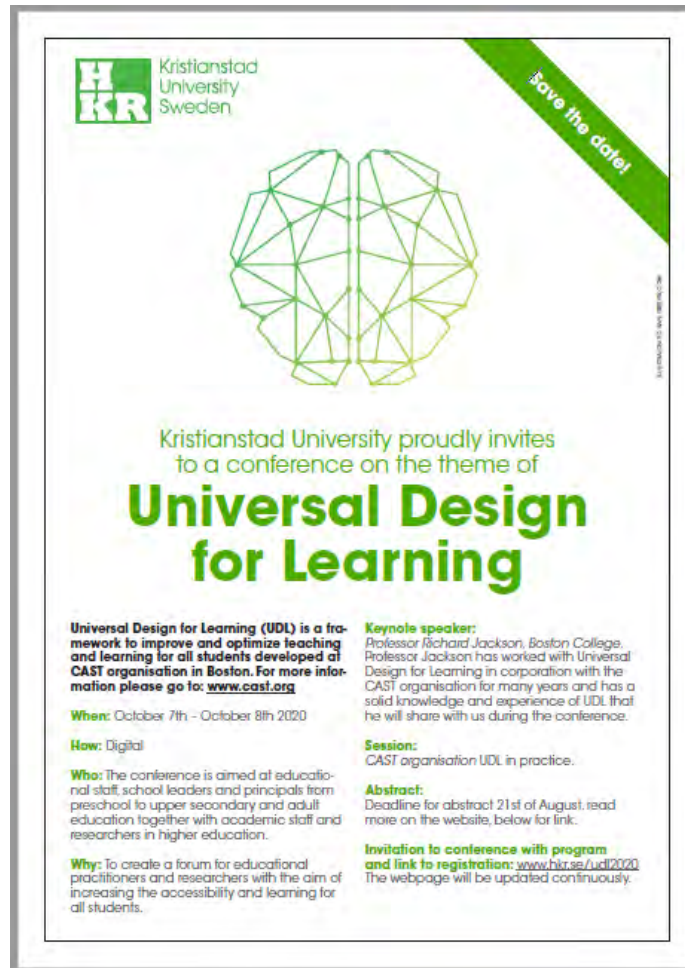
Helena Andersson, Linda P. Ewe, Pia Häggblom, Johanna Liddeckens och Daniel Östlund

<https://udlguidelines.cast.org/binaries/content/assets/udlguidelines/udlg-v2-2/udlg-text-version-swedish.pdf>

On the road again...



The UDL conference



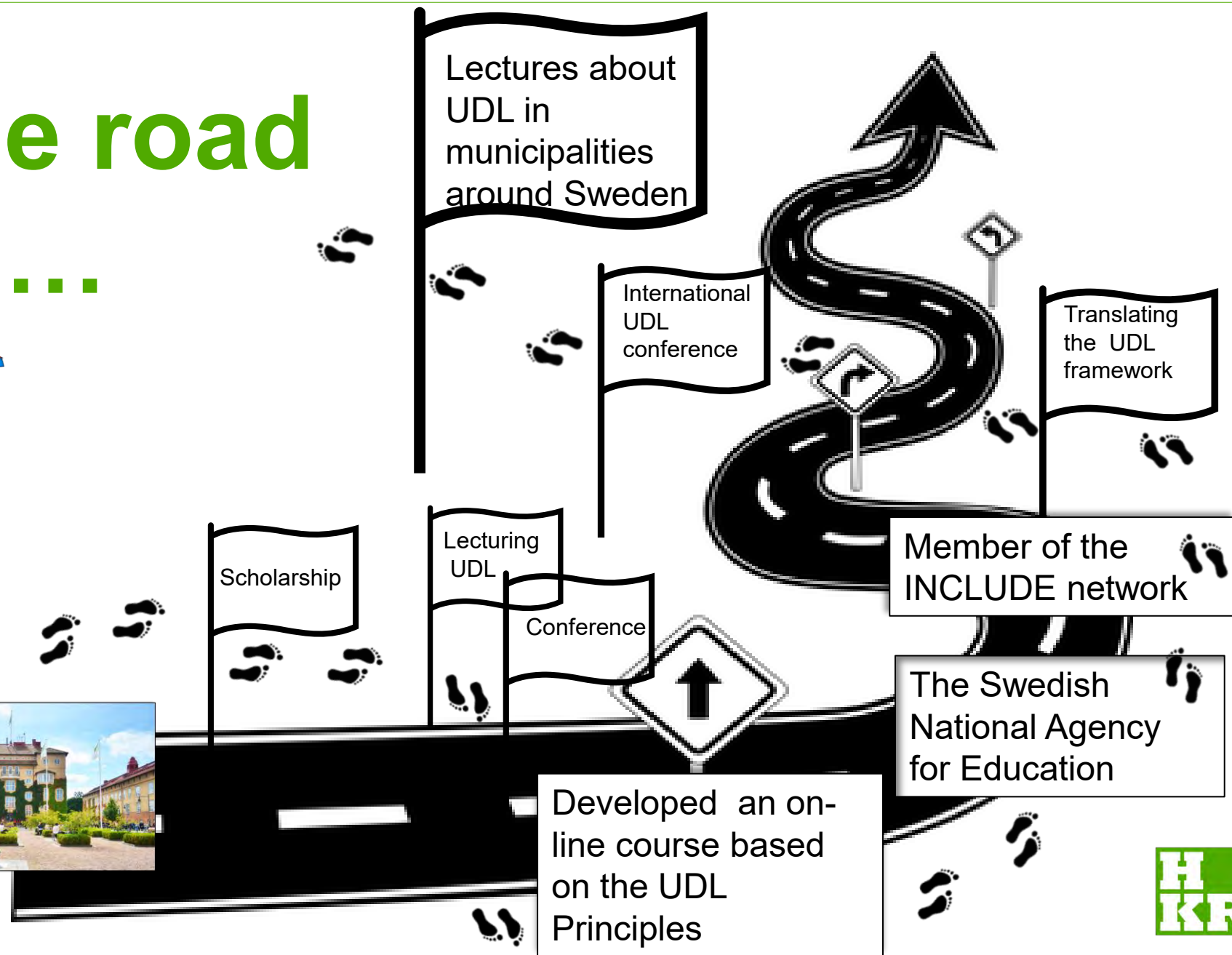
<https://www.hkr.se/samverkan/regionalt-utvecklingscentrum/konferenser/udl-konferens-7-8-oktober-2020/udl-conference-7-8-oktober-2020/>

National network on social media



<https://www.facebook.com/groups/646902799350438>

On the road again...



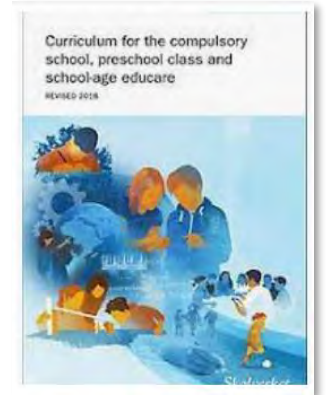
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Last but not least

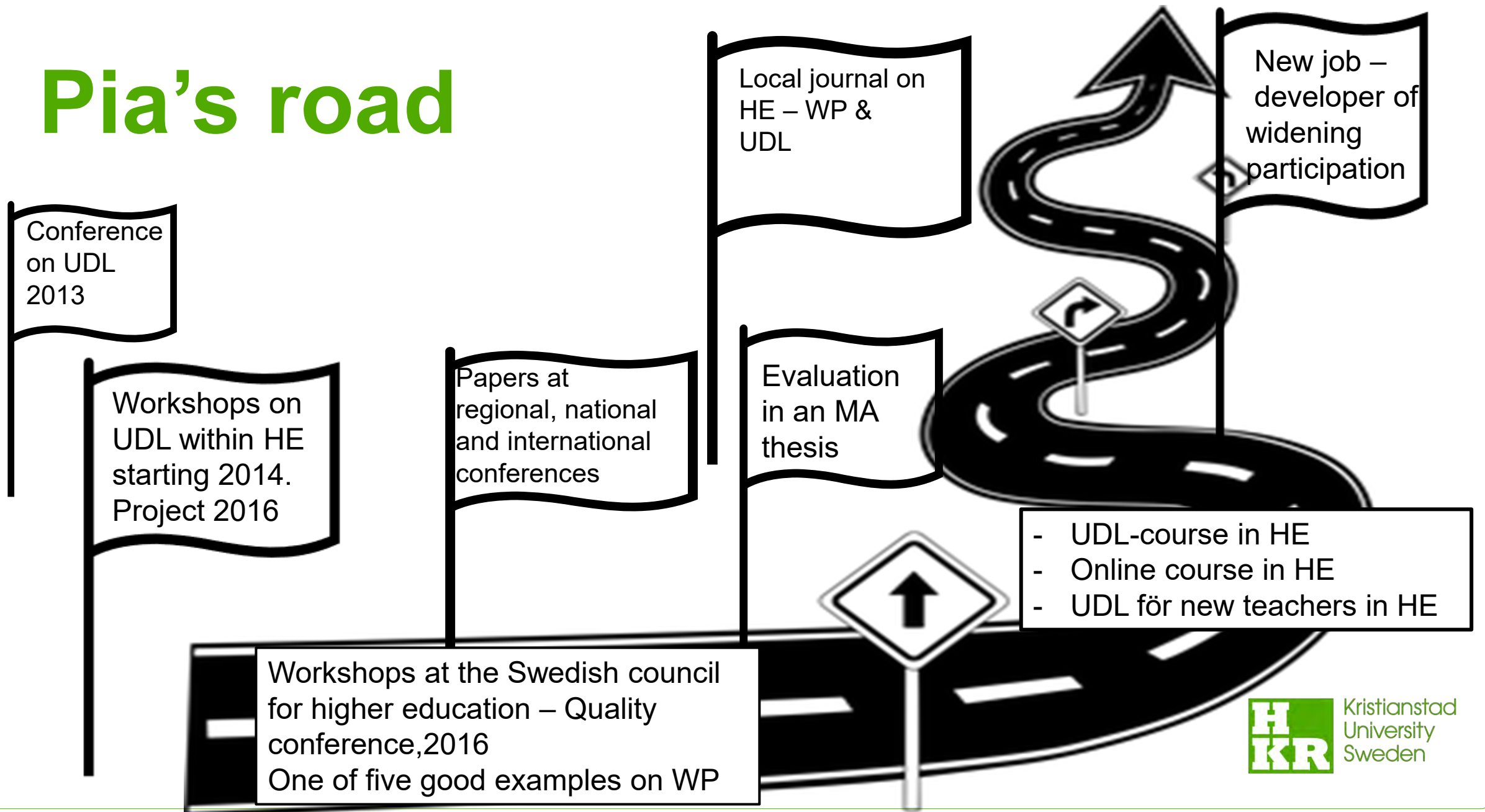
An equal education

“Teaching should be adapted to each pupil’s circumstances and needs. It should promote the pupils’ further learning and acquisition of knowledge based on pupils’ backgrounds, earlier experience, language and knowledge ... However, equivalent education does not mean that the education should be the same everywhere or that the resources of the school are to be allocated equally. Account should be taken of the varying circumstances and needs of pupils. There are also different ways of attaining these goals. The school has a special responsibility for those pupils who for different reasons experience difficulties in attaining the goals that have been set up for the education ... For this reason, education can never be the same for all...”

(The Swedish Curriculum for the compulsory school, preschool class and school-age education)



Pia's road



Look for ideas



No no-
questions



Spread the
risks



Problems
that
matter

1) No to
no-questions

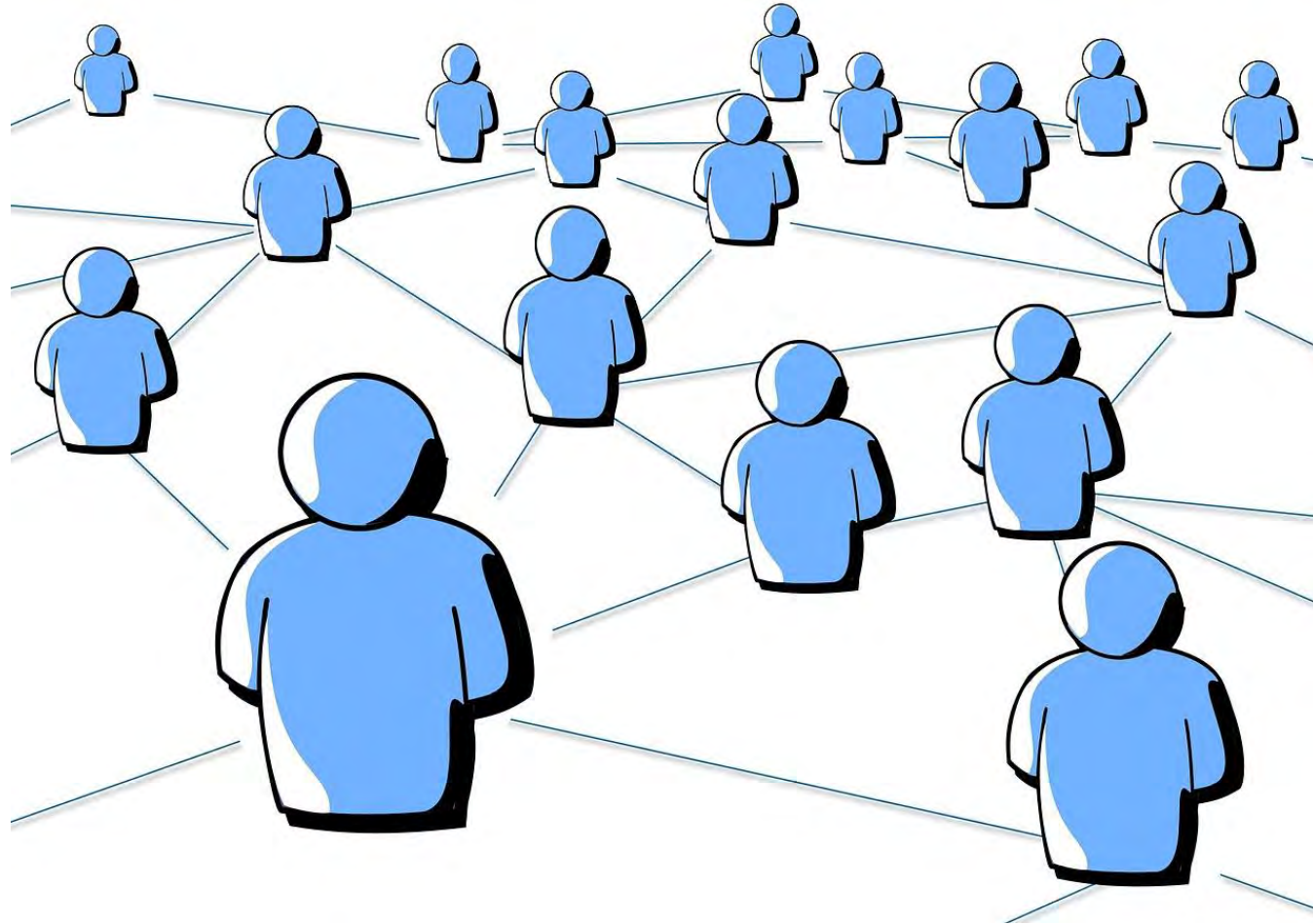




2) Spread the risks



People



Projects



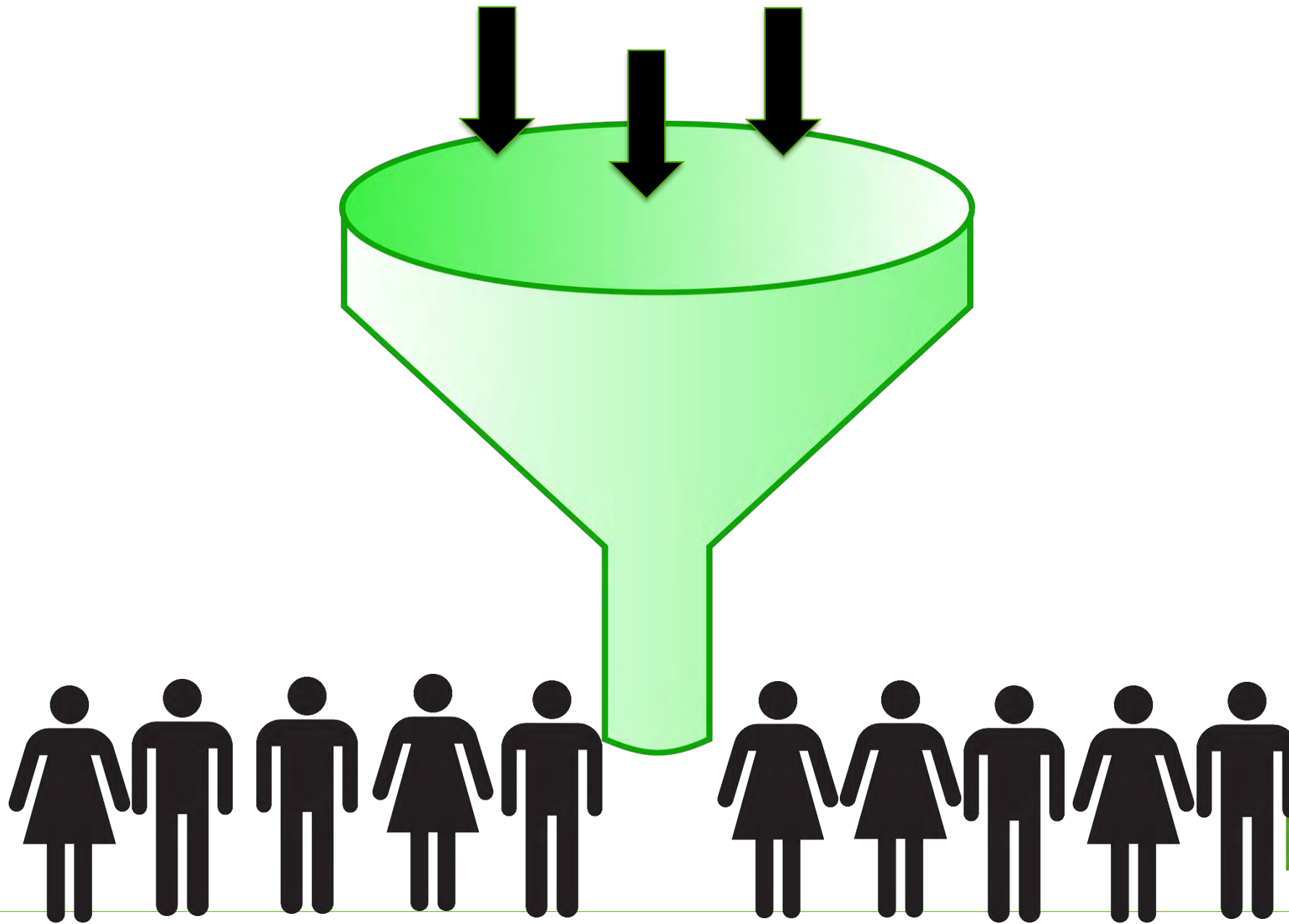
Prints



3) Find problems
that matter







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Strategy for implementing UDL

Look for ideas to



Not use
no-
questions



Spread the
risks



Find
problems
that
matter

What, if anything, was
left after taking part in
a UDL-course?

The impact of Universal Design for Learning in higher education

*Experiences of university teachers two or three years
after attending a workshop series on UDL*

The impact of Universal Design for Learning in higher education. Experiences of
university teachers two or three years after attending a workshop series on UDL
(mau.se)

2021
Pia Häggblom

A strategic concept for widening participation

- A concept for widening participation
- A concept towards student centered learning and teaching
- A concept towards improving students possibilities of learning to learn
- A concept for manifesting a mindset for widening participation

A tool towards widening participation

“Partly I think that this (the UDL framework) that we got access to initially, made us see where one works and in which way one could implement it and which type of dialogue one could have with the students.



A tool towards widening participation



After the workshops we talked a lot about different parts of the course, how they were placed in this (points at the UDL framework). So, it helped us understand what we actually did, and made it visible to us. /.../ It was such a tangible effect that we did not try to treat every student as one, instead we tried to have an abundance of opportunities for students to individually navigate through.”

A tool towards widening participation through developing curriculum



“It is important already when you write the curriculum that there is a flexibility, for example for examinations, ... (so we) can capture what the student knows and also so that one does not write them (the curricula) so tight so that there is no flexibility but that you try to use terms that are open for interpretation and flexible. ... but when we planned it (a new curricula) from these thoughts from the UDL-course we could redo the entire curricula so that it is more inclusive, for example the flexibility with examinations.”

A tool towards widening participation through developing communication between students and teachers



“There are less questions now, a lot less questions on this and that in the course that they do not understand, the curricula etcetera.”

“These terms and that I get the tools, and that this perhaps makes the communication with colleagues easier. /.../through this I get something concrete to talk with my colleagues about.”

A concept for developing widening participation



“Even if you are not a trained teacher, it (UDL) can help me think about my teaching and the course that I am involved in. /.../ I think that there is a need for this kind of tool in teaching and learning in higher education. /.../ We who work here are not trained ourselves, then you scream for something, which you can use concretely to improve accessibility. /.../ It is very systematic.”

“I am going to talk about UDL to colleagues in a meeting since I took part in this course. /.../ and absolutely believe that it (UDL) is way forward, and that there needs to be more development of UDL at the university to be able to meet the students and our widening participation.”

Workshopseries on UDL – a way to strategically implement widening participation.



“It is not a drawback with UDL itself, but that so few has knowledge about it. A good idea would be to do it (training on UDL) at department level. /.../ The perhaps biggest challenge for me is that everybody isn’t aboard /.../ there has to be a sort of support structure from management that this (UDL) is something we should use and that it would make things easier for all if everyone used it.”

Develop studentcentered learning and studentcentered teaching.



“At first you might think what kind of dopey thing this (UDL) is, but then you come there (to the workshop) next time and you have meanwhile been thinking ...and perhaps you begin to think about your courses, how your students are, what they do, what their needs are ... it is like a process.”

“UDL is how you use different kinds of teaching to be inclusive so that all students, regardless of background or prior knowledge, should be able to absorb the content of a course /.../ and that this then means that we don’t have monologues as teaching method but instead work more actively with students in various ways.”

Developing the students- processes to learn how to learn



“It is another part of it (of UDL), to let them realise how they learn in the best way ... that they can evaluate where they are in the learning process and perhaps put it into words, and reflect on what environment and in what way they absorb the best.”

Enhances the mindset of widening participation



“UDL is a point of view to me, and one can always ask questions to every individual, regardless of whether they have a paper stating that they have a disability, “How do you work? How do you think? What is lacking to make you (pass)? Then perhaps they can put words to it, but my way of meeting them is such that I don’t brush off a question as silly, but instead see that it is a tiny bit of a puzzle that isn’t a problem, but I have asked the question so I get the (student’s) trust and then we can communicate.”

Drawbacks and reservations

Now what?



No no-
questions



Spread the
risks



Problems
that
matter

Provide multiple means for engagement:

- by for example a smorgasbord of resources on widening participation on the learning platform Canvas.

Kursmoduler: Högskolepedagogiska resurser (instructure.com)

- by finding problems that matter through padlet – then turning their answers into suggestions how to give them the support they want.

Provide multiple means of Representation:

- by teachers motivating, engaging and teaching other their colleagues, through workshops, webbinars, courses, conferences etc.

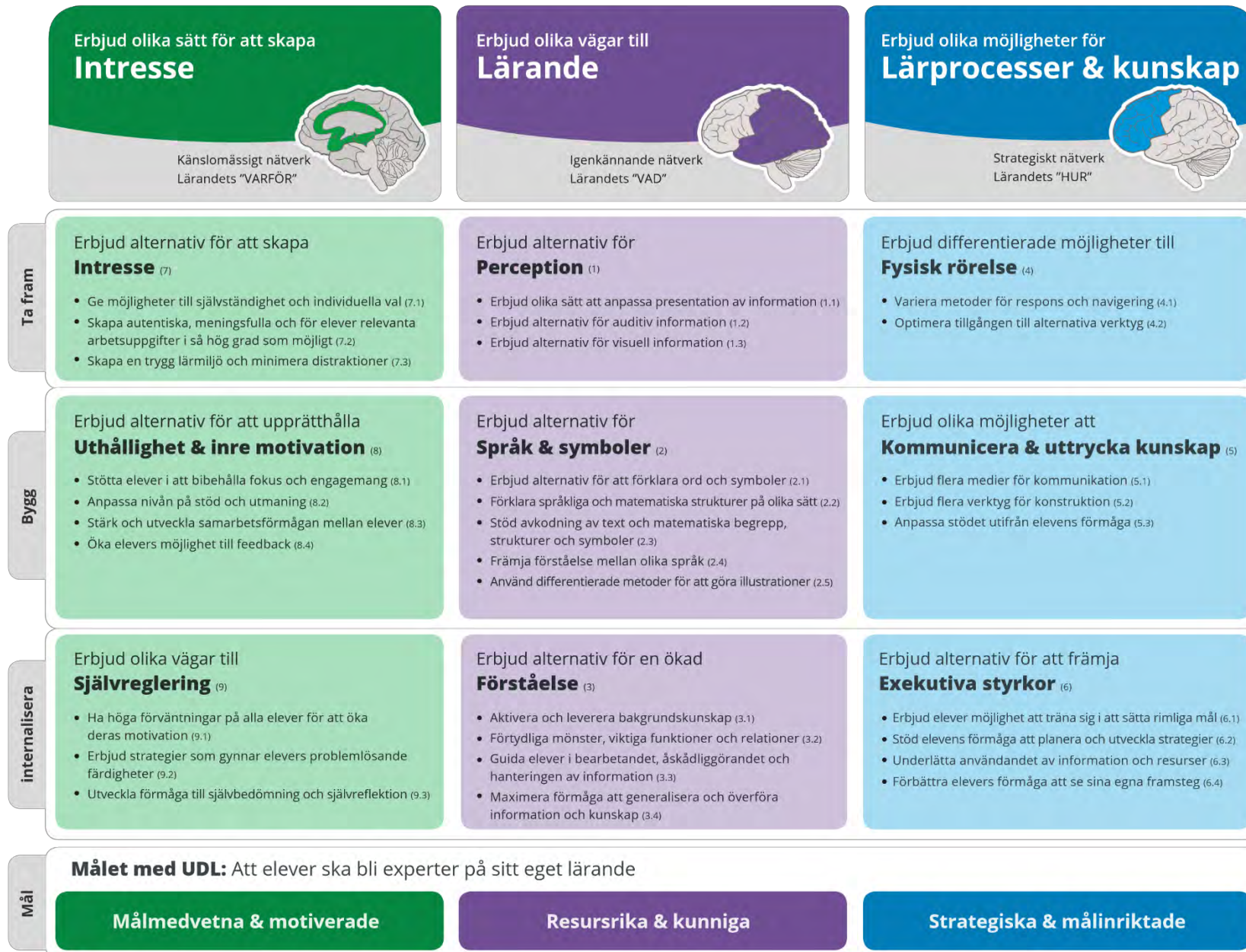
Provide multiple means of Action & Expression

Have and express high expectations on their work!

Encourage teachers to document their work on pedagogical development and to share it with colleagues as part of their examination assignment.

Example: A film from a participant of the UDL-course.

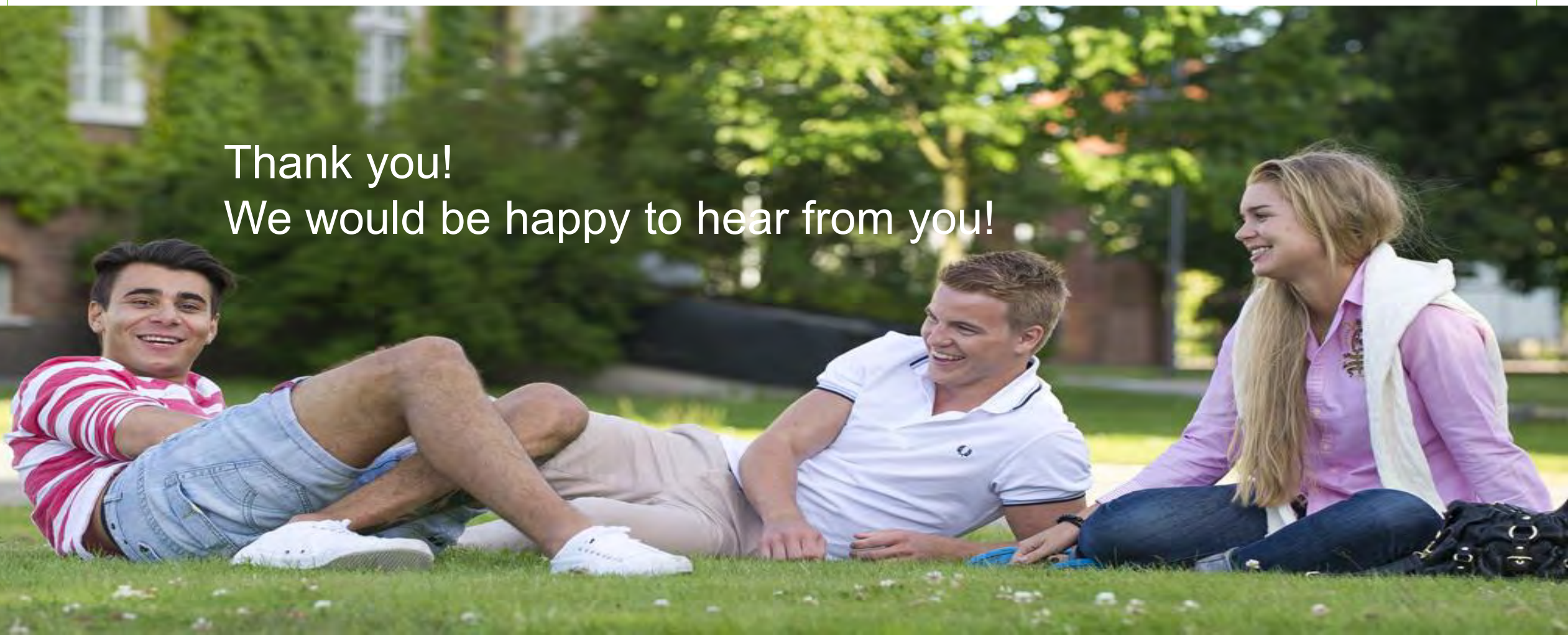






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Thank you!
We would be happy to hear from you!



Finally

