

Universal Design for Learning (UDL) Mission Statement Assignment

Title: Implement the Universal Design for Learning (UDL) framework by providing learners with options for how to express what they know

Category: Assessments

Description:

Research has shown that by providing learners with choices in learning, it can increase their intrinsic motivation and overall performance on an educational assessment (Patall, Cooper, & Robinson, 2008). Furthermore, it is essential to provide learners with educational options to diversify the ways in which they are able to express what they know (CAST, 2018). For instance, some learners might prefer a different expression mode with discussion responses such as written text while others might choose to express themselves through spoken posts.

Creating equitable options may require additional time and planning. Instructors should check to ensure that each assessment option aligns with the intended module-level and course-level learning objectives. If the objective states that students will be able to discuss a topic, the instructor might provide various options for how students discuss (e.g. using text, speech, or video). However, the content of each of the discussions, regardless of format, should align to the specified objective(s).

The distance learning course *Universal Design for Learning (UDL) for Diveristy and Inclusion* models the practice of providing learners with options for assignment submission. Consider the assignment for which students are asked to create or revise an orgnaization's mission statement to align with the UDL framework. The assignment instructions provide options for the format of the mission statement, for example a written text statement, or an audio or video statement.

Tags: Universal Design for Learning, UDL, Assessment, Expression

Example:

Universal Design for Learning (UDL) Mission Statement Assignment

Instructions: Students will develop a mission statement for an organization or group that incorporates consideration of the Universal Design for Learning (UDL) principles. Students may choose the format of the mission statement, i.e. text document, infographic, audio recording, video recording, or another pre-approved deliverable. The content of the mission statement will be assessed according to the criteria outlined in the rubric.

This assessment aligns with the course-level learning objective, "Students will develop policies that recognize the needs of individuals, environments, preferences, and cultural influences," and the module-level learning objective, "Students will create a mission statement focused on Universal Design for Learning (UDL)."

Rubric:

Universal Design for Learning (UDL) Mission Statement				
Criteria	Ratings			Points
	Excellent	Satisfactory	Incomplete	
Clarity of Statement	Mission clearly and concisely defines purpose.	Mission somewhat defines purpose.	Mission does not clearly define purpose.	10
Support for Learning	Mission clearly identifies areas of development for learning.	Mission alludes to areas of development for learning.	Mission does not clearly identify areas of development for learning.	5
Concise and Realistic	Mission is concise (not too wordy) and outlines achievable goals.	Mission is somewhat wordy and/or outlined goals may not be realistic.	Mission is too wordy and goals are not realistic.	5
UDL Theme	Mission reflects UDL theoretical framework as seen in practice and values.	Mission in some ways reflects UDL theoretical framework as seen in practice and values.	Mission does not reflect UDL theoretical framework as seen in practice and values.	5
				Total Points: 25

Student Submissions:

1. [Written text mission statement](#), Allison Archer
2. [Audio/video mission statement](#), Carolyn Cassidy

Links to scholarly references:

CAST (2018). Universal Design for Learning Guidelines version 2.2. Retrieved from <http://udlguidelines.cast.org>

Patall, E. A., Cooper, H., & Robinson, J. C. (2008). The effects of choice on intrinsic motivation and related outcomes: A meta-analysis of research findings. *Psychological Bulletin*, 134(2), 270-300. <http://dx.doi.org/10.1037/0033-2909.134.2.270>