UDL in the Next 20 Minutes Case Study Activity

**Objective:** Practice the "UDL in the Next 20 Minutes" framework to redesign content.

**Process:**

***Small-Group Steps:***

1. Read the short case study on the next page (individually or as a group)

2. Identify the Pinch point (step zero)

3. Identify the single-stream elements (step 1)

4. Brainstorm Expansions (step 2)

5. Discuss the UDL in the next 20 minutes process with your small group (case study, UDL steps, your next steps, etc.)

6. (if time) Try it on your own or use a group member's content to practice.

***Large Group Steps:***

1. Share one "aha" moment (group or individual) with the large group when we return from the breakout rooms.

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| When practicing UDL in the Next 20 Minutes, ask yourself the following questions.  Identifying pinch points:   * Where do my students always have questions? * Where do they always get things wrong on tests or assignments? * Where do they always ask for explanations in a different way than you provide?   Identifying single stream elements:   * What content & interactions do you provide in only one format? * What assessments & activities require learners to demonstrate their skills in only one format?   Brainstorm expansions of single-stream elements:   * What new media, method, or expression can you use to expand your single stream elements? |

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| Case Study 1: Create a Video Introduction Assignment  Students in an online course are asked to create a video introduction and share information about why they are taking the course, what they hope to learn, and about themselves. The instructor has created assignment text and placed it on the discussion board. The text explains the content, time limit, where to post the video and includes the names of a technology tool that they can use to create this video. The course opened for students at 8 am. It is now 2 pm, and the instructor has received four emails asking for help using the video creating tool to include how to use and what may be a computer compatibility issue. As she finishes emailing the students, three new emails arrive requesting help using the selected technology tool. | 1. Identify the Pinch point (step zero) |
| 2. Identify the single-stream elements (step 1) |
| 3. Brainstorm Expansions (step 2) |

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| Case Study 2: Imputing and Analyzing Data in SPSS  In week 3, students attend a course lecture on campus on how to analyze data from SPSS outputs. The lecture covers the basics of SPSS in screenshots and focuses more on analyzing the outputs. After attending the lecture, students are required to complete an assignment that requires them to import a data set into SPSS. During grading, the instructor notes that ¾ of the student's answers are wrong. Upon further investigation, the instructor finds that the students are inputting the data into SPSS incorrectly. | 1. Identify the Pinch point (step zero) |
| 2. Identify the single-stream elements (step 1) |
| 3. Brainstorm Expansions (step 2) |

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| Case Study 3: Practice Giving Vaccinations  In week 5, students attend a skills clinic where they will prepare and administer vaccines via injection. In preparation, the instructor creates a word document that outlines the steps for preparing and administering the injection. On the day of the skills clinic, the instructor assigns partners and the task. Students raise their hands, asking for help because they are not comfortable administering the injection and want the instructor to review the steps. | 1. Identify the Pinch point (step zero) |
| 2. Identify the single-stream elements (step 1) |
| 3. Brainstorm Expansions (step 2) |

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| Case Study 4: Math Equations in a Case Study  After reading a chapter in a textbook, students are assigned a case study assignment. The readings include 1 example of how to solve for risk. The assignment includes a question where students are required to calculate the risk of ovarian cancer among oral contraceptive users based on numbers in the case study. Students are emailing the instructor and posting on the general questions discussion board asking how to determine what numbers need to be used and where they go in the equation. | 1. Identify the Pinch point (step zero) |
| 2. Identify the single-stream elements (step 1) |
| 3. Brainstorm Expansions (step 2) |

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| Your Turn: | 1. Identify the Pinch point (step zero) |
| 2. Identify the single-stream elements (step 1) |
| 3. Brainstorm Expansions (step 2) |
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