

IIUM EMERGENCY REMOTE TEACHING AND LEARNING

editors

NOOR LIDE ABU KASSIM

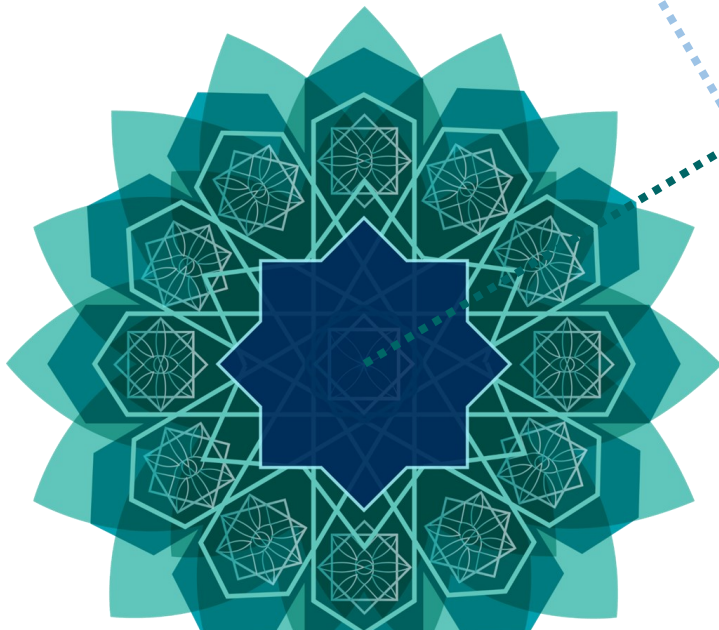
ISARJI SARUDIN

CENTRE FOR PROFESSIONAL DEVELOPMENT
INTERNATIONAL ISLAMIC UNIVERSITY MALAYSIA



IIUM EMERGENCY REMOTE TEACHING AND LEARNING

CENTRE FOR PROFESSIONAL DEVELOPMENT



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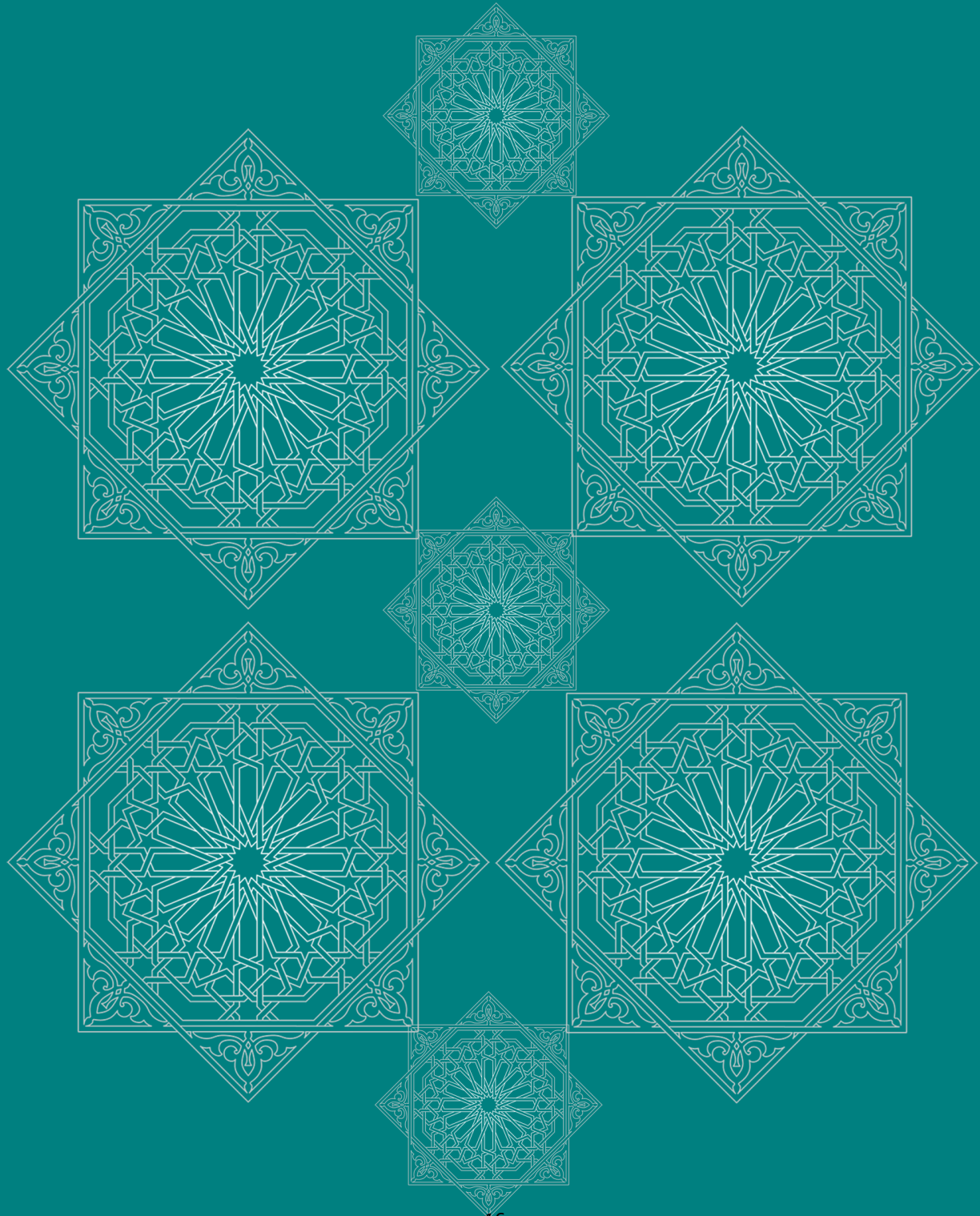
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Universal Design for Learning (UDL)

Izawati Tukiman

What is Universal Design for Learning?

Universal Design for Learning (UDL) gives all students the same opportunity to succeed. Its goal is to foster the use of various teaching methods that can accommodate students' learning needs. It offers flexibility that enables students to have access to teaching and learning resources, be engaged in the learning process, and demonstrate their understanding. UDL is a curriculum design that is responsive to today's diverse and inclusive classrooms. The important role of UDL is to provide varied ways of presenting content information that suit STUDENTS' primary learning styles in the learning process (Morin, 2014-2020).

More importantly, UDL helps students with disabilities and learning difficulties; such as, attention deficit and hyperactivity disorder (ADHD), dyslexia, speech disabilities, dysgraphia, and dyscalculia. There is a total of 85 IIUM students and staff with disabilities registered with the Disability Services Unit (DSU), IIUM. These disabilities include physical impairment, visual impairment, and various forms of learning disabilities. Therefore, it is important for us to provide teaching and learning platforms which are accessible to them. This is in line with Malaysia's Zero Reject Policy for all students (Blair & Goins, 2014).

There are 3 principles in UDL that guide how lessons should be developed and how assessments should be conducted (Figure 16). First is the use of multiple formats to provide information and foster learning opportunities; such as, by providing visual, audio, and hands-on learning resources. Second is to provide the avenue for students to choose the way in which they can demonstrate their learning. In UDL, students may choose between oral presentations, projects or paper and pencil test. Third involves multiple ways of engaging students in the learning process in order to get them motivated and interested in learning (Morin, 2014-2020)..

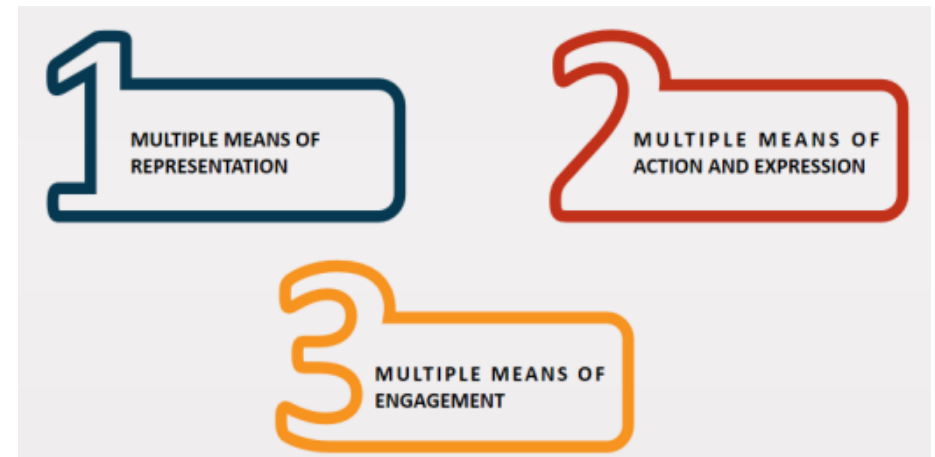


Figure 16. Principles of UDL



Initiatives to improve E-learning

This section gives some ideas on what can be done to increase the attainment of those with learning disabilities, particularly when conducting online teaching.

1. Special font for dyslexics.
 - a. Helvetica, Courier, Arial and Verdana are suitable fonts for dyslexics.
 - b. Lightly coloured paper.
 - c. Font size between 12-14 point.
 - d. Bolding of text for highlighting information
 - e. Using special dyslexic font

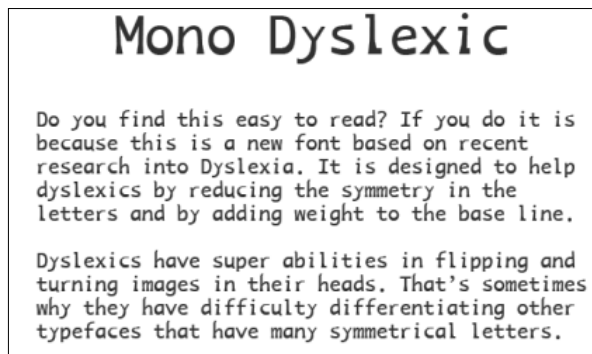


Figure 17. Example of font designed for dyslexics.
(Source: Linda Bakewell, 2018)

2. Suitable colours and their combination for colour blind persons.

Use a combination of cool and warm colours, or alternatively, use the Colour-blind Friendly Palette. This is to avoid your charts or infographics to be inaccessible to colour blind persons. Use symbols or pictograms more frequently because it is easier to understand visually without relying on colours.

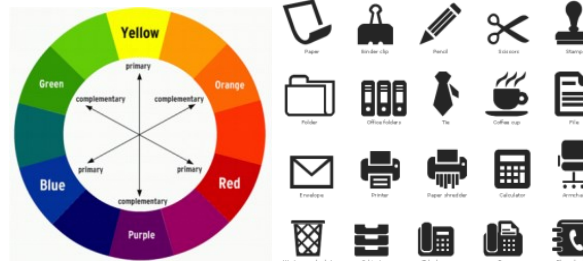


Figure 18. Colour-wheel and sample of pictogram
(Source: peachpit.com and thevelvetprinciple.com)

3. Subtitled videos for persons with hearing impairment.

The use of subtitles not only helps those with hearing impairment, but it also assists students who are not proficient in the English language.



Figure 19. Documentary with subtitle
(Source: National Geographic Documentary: Megastructures: Petronas Tower)

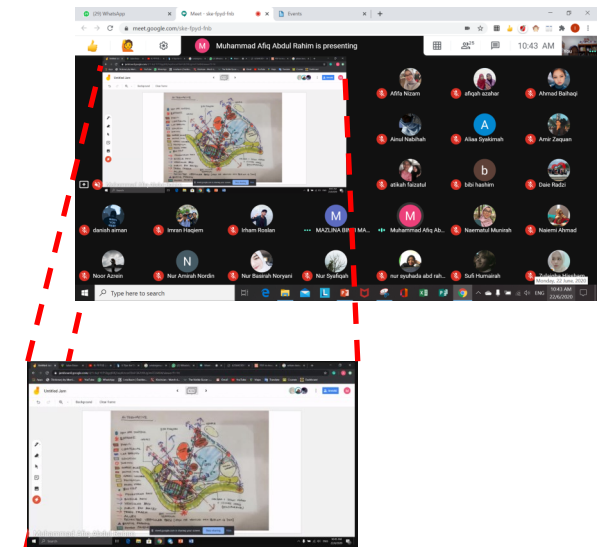


Figure 20. Using whiteboard application to write comments or feedback.

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