

Experience Report: Incorporating Universal Design Learning Concepts into DTHY 186 Head and Neck Anatomy for the Dental Hygienist

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Introduction

Universal Design for Learning (UDL) is an approach to teaching that aims to create an environment that accommodates the needs and abilities of all learners.

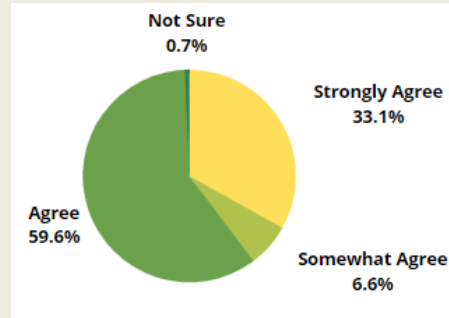
Goals for Student Success

- Incorporate a variety of teaching methods to help reduce learning barriers
- Communicate with students throughout the course to monitor adaptation to UDL concepts
- Use assessment tools to regularly monitor student success and address concerns in a timely fashion
- Provide group and one-on-one feedback
- Share resources: study strategies, note taking tips, clinical application tips, online interactive practice,, access to WVU STEPS Lab

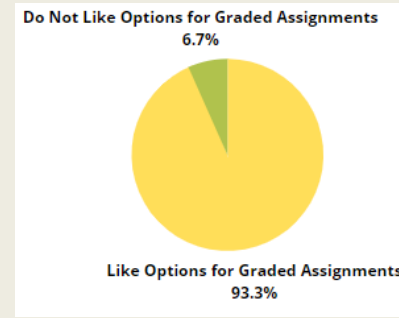
Assessment of Learning

- Pre and Post Quizzes: in class, informal
- "Pop In" Quizzes throughout lecture
- Grading rubrics for each UDL option
- *In Class*: Word Cloud, "Think Pair Share", "Stop and Write"
- Home Lab Activities
- Dental Trivia- SOLE assessment platform, unlimited attempts
- Tests and Quizzes- SOLE assessment

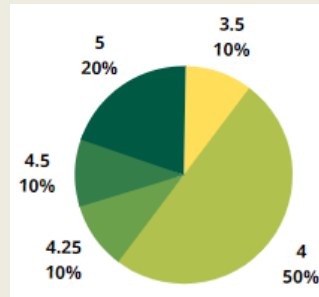
Student Feedback



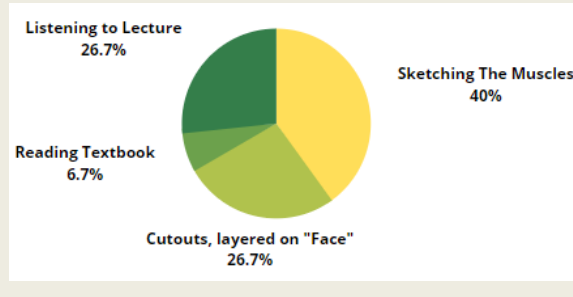
UDL concepts enhanced my learning experience for this course.



After participating in a few UDL activities in this course I feel that I,



Rate your experience with UDL incorporation into DTHY 185. From 0 being not satisfied to 5 being very satisfied.



When reflecting on the in class activity, select the option that was the most effective learning tool for you?

Reflection

Based on informal feedback surveys through SOLE, student verbal feedback, and assessment of learning tools, most students enjoyed the variety of learning methods and resources that UDL provided. UDL concepts compliment the current curriculum that aligns with WVU SOD and CODA goals and learning outcomes. With time and experience, rubrics and assessments can be improved to better assess student success. Access to a variety of learning methods and resources reduces learning barriers. Further assessment should be implemented to evaluate retention of didactic concepts when applied to the clinical setting.

Thanks to Collaborators

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