

# INSTRUCTIONAL METHODOLOGIES

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	Challenges	UD Strategies
<b>Lecture</b>	Requires sustained concentration, retention of information, fluency in spoken language, and note-taking.	Create and post detailed notes on an accessible Website, provide periodic breaks during long sessions, provide adequate space and lighting for interpreters/captioners; allow time for questioning and clarification throughout presentation.
<b>Group Work</b>	Requires substantial, appropriate physical space; use of printed materials; sustained concentration; interpersonal, communication and writing skills; may spark anxiety issues.	Design group roles to ensure that individual differences are naturally mediated through distribution of responsibilities; minimize amount of printed materials and assure accessible formats when necessary.
<b>Power Point / Overhead</b>	Requires use of visual information (clarity, color, size, and density of slides); lighting may be an issue.	Create slides with solid background (light text on dark background); use at least a 24-point font (Arial, Times New Roman); describe slides orally; limit number of slides; allow adequate time for audience to read each slide; use software to create accessible PowerPoint slides to post to an accessible website.
<b>Videos/ Films</b>	Requires use of auditory and visual information; lighting may be an issue.	Ensure videos are captioned; prepare a disk of descriptive narration or transcript for ready availability of alternative format.
<b>Written Exercises</b>	Requires reading, writing, access to print formats and English language fluency.	Present written exercises as group work OR allow the use of assistive technology, reader, scribe, or a dictated response; use at least 18-point font on a solid background using simple, intuitive language.
<b>Activities</b>	Requires physical movement, use of auditory and visual information, English language fluency; may spark anxiety issues, compromise effectiveness of accommodations (sign language interpreters/captioners), and prevent adequate control of physical environment (noise, space, lighting).	Plan and consider value of activity due to the wide range of issues and individual differences of participants; consider options to accomplish the same goals. Plan necessary supports to allow for ease of movement and communication. Practice variations of the activity with user/experts to evaluate inclusiveness.

**Discussion**

Requires English language fluency and use of auditory information; may require note-taking, sustained concentration, use of visual information; may compromise effectiveness of accommodations (sign language interpreters/captioners) and spark anxiety issues; space may have inadequate acoustics.

Provide adequate space and lighting; provide options for participation, such as note cards; summarize key points; design seating arrangements that provide face-to-face contact for all participants; ensure appropriate acoustic environment.