An Analysis of Instruction Checklist Based on Universal Design for Learning

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Abstract : The purpose of this study is to develop an instruction analysis checklist applicable to inclusive setting based on the Universal Design for Learning Guideline 2.0. To do this, two self-validation reviews, two expert validity reviews, and two usability evaluations were conducted based on the Universal Design for Learning Guideline 2.0. After validation and usability evaluation, a total of 36 items consisting of 4 items for each instruction was developed. In all questions, examples are presented for the purpose of reinforcing concrete. All the items were judged by the 3-point scale. The observation results were provided through a radial chart allowing SWOT analysis of the universal design for learning of teachers. The developed checklist provides a description of the principles and guidelines in the checklist itself as it requires a thorough understanding by the observer of the universal design for learning through prior education. Based on the results of the study, the instruction criteria, the specificity of the criteria, the number of questions, and the method of arrangement were discussed. As a future research, this study proposed the characteristics of application of universal design for learning for each subject, the comparison with the observation results through the self-report teaching tool, and the continual revision and supplementation of the lecture checklist.

Keywords : inclusion, universal design for learning, instruction analysis, instruction checklist
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