



LITHUANIAN SPORTS UNIVERSITY

STUDY MODULE PROGRAMME (SMP)

Module Code	B	710	M	015	Accredited until				Renewal date		
	Branch of Science		Progr.	Registr. №.							

Entitlement

Universal Design and Quality of Life

Prerequisites

University undergraduate studies

Course (module) Learning Outcomes

№.	Learning Outcomes	Teaching / Learning Methods	Assessment Methods
1	Various tasks performed in groups and individually, which are designed to better understand and understand the principles and difficulties of environmental accessibility, Universal Design, ISO standards, Universal Design product development.	Case analysis (Case study), Field trips/works visits, Group work, Individual project, Library / information retrieval tasks, Problem-based learning, Team project	Group work, Individual work, Oral presentation, Problem-solving task, Report
2	Development of an environmental assessment questionnaire that will assess the work or living environment in terms of universal design or adapted / unadapted environment.	Individual project, Library / information retrieval tasks, Literature analysis	Individual work, Literature analysis
3	Development of an educational project for a maximally heterogeneous group of students (children of normal development, children with disabilities, children with overweight, behavioral and emotional problems, etc.). The essence of the project is to plan a sports-educational event / trip for this group, based on the ideas of Universal Design Education. The work must reveal the ability to analyze the situation and plan actions by anticipating solutions to problems.	Creativity workshops, Individual project, Practical exercises (tasks), Scientific paper analysis	Individual work, Literature analysis, Report

Main aim

To provide students with theoretical and practical knowledge of the concept of universal design and its application not only in the fields of infrastructure, environment, but also in educational settings.

Summary

Universal design is a crucial concept in today's life that underpins the environment and products. Universal design or its lack is reflected in every person's life situation, because only with an accessible environment, products and various areas of life - work, education, leisure, the quality of life of a person (especially a person with a disability) can be good. Therefore, it is crucial that professionals working with people with disabilities understand, are able to assess and, where necessary, publicize the problems of environmental accessibility in order to achieve the inclusion of people with disabilities in society.

Level of module

Level of programme		Subject group (under the regulation of the area)	Subject level
Cycle	Type		
Second	Master	Specialaus lavinimo	Applied

Group under financial classification

9.Reabilitacija ir slauga, sportas (išskyrus trenerius)

Syllabus

№.	Sections and themes	Responsible lecturer
1.	Universal Design - history and principles	
2.	The concept of accessibility of the environment for persons with disabilities	
3.	Situation of accessibility of the environment for persons with disabilities in Lithuania	
4.	Accessibility of information for people with disabilities. Situation in Lithuania and in the world	
5.	History and principles of universal design	
6.	ISO standards, principles of their adoption and application. Relations with the principles of universal design and adaptation of the environment for the disabled	
7.	European Accessibility Act. UD products, their development	
8.	Principles of universal design product development	
9.	Universal design in education	
10.	Universal design and the quality of life for seniors	
11.	Universal design and tourism	

Evaluation procedure of knowledge and abilities:

References

№.	Title	Edition in Lithuanian Sports University library		In Lithuanian Sports University bookstore	Number of ex. in the methodical cabinet of the depart.
		Pressmark	Number of exemplars		
1.	Padden, L.; Ellis, C. (2015). Disability Awareness and University Staff Training in Ireland (Practice Brief). Journal of Postsecondary Education and Disability, 28 (4), 433-445.			No	
<i>Comment: Accessible online</i>					
2.	Lieberman, L.J., Grenier, M., Brian A., Arndt, K. (2020). Universal Design for Learning in Physical Education. Human Kinetics.			No	1
3.	Gronseth, Susie (2018). Inclusive Design for Online and Blended Courses: Connecting Web Content Accessibility Guidelines and Universal Design for Learning, Educational Renaissance, 7, 14-22p.			No	
<i>Comment: Accessible online</i>					
4.	Henry C. Alphin, Jr., Jennie Lavine, Roy Y. Chan (2017). Disability and Equity in Higher Education Accessibility. IGI Global.			No	1
<i>Comment: Accessible online</i>					
5.	Hartsoe, J.K.; Barclay, S.R. (2017). Universal Design and Disability: Assessing Faculty Beliefs, Knowledge, and Confidence in Universal Design for Instruction. Journal of Postsecondary Education and Disability, 30(3), 223-236.			No	
<i>Comment: Accessible online</i>					
6.	Al-Azawei, Ahmed; Serenelli, Fabio; Lundqvist, Karsten (2016). Universal Design for Learning (UDL): A Content Analysis of Peer-Reviewed Journal Papers from 2012 to 2015. Journal of the Scholarship of Teaching and Learning, 16 (3), 39-56.			No	
<i>Comment: Accessible online</i>					

№.	Title	Edition in Lithuanian Sports University library		In Lithuanian Sports University bookstore	Number of ex. in the methodical cabinet of the depart.
		Pressmark	Number of exemplars		
7.	Grenier, M., Miller, N., Black, K. (2017). Applying Universal Design for Learning and the Inclusion Spectrum for Students with Severe Disabilities in General Physical Education. The Journal of Physical Education, Recreation & Dance, 88 (6), 51 -56.			No	
<i>Comment: Accessible online</i>					
8.	Hums, M.A., Schmidt, S.H., Novak, A., Wolff, E.A. (2016). Universal Design: Moving the Americans With Disabilities Act From Access to Inclusion. Journal of Legal Aspects of Sport, 26 (1), 36 -116p.			No	
<i>Comment: Accessible online</i>					
9.	Lieberman, L. (2017). The Need for Universal Design for Learning. The Journal of Physical Education, Recreation & Dance, 88 (3), 5-3.			No	
<i>Comment: Accessible online</i>					
10.	Al-Azawei, A., Serenelli, F., Lundqvist, K. (2016). Universal Design for Learning (UDL): A Content Analysis of Peer-Reviewed Journal Papers from 2012 to 2015. Journal of the Scholarship of Teaching and Learning, 16 (3), 39 – 56.			No	
<i>Comment: Accessible online</i>					

Additional literature

№.	Title
1.	Jillian Schreffler, Eleazar Vasquez III, Jacquelyn Chini & Westley James (2019). Universal Design for Learning in postsecondary STEM education for students with disabilities: a systematic literature review. International Journal of STEM Education, volume 6, Article number: 8.
2.	Couillard, Ellyn; Higbee, Jeanne L. (2018). Expanding the Scope of Universal Design: Implications for Gender Identity and Sexual Orientation. Education Sciences, 8, Article 147.
3.	Grenier, M., Fitch, N., Colin Young, J. (2018). Using the Climbing Wall to Promote Full Access through Universal Design. Palaestra, 32 (4), 41-46.
4.	Moorefield-Lang, H., Copeland, C.A., Haynes, A. (2016). Accessing abilities: Creating innovative accessible online learning environments and putting quality into practice. Education for Information, 32 (1), 27-33.
5.	Nykiforuk, C.I.J., Coupland, K., Nieuwendyk, L.M.J., Ann McGetrick, J. (2018). Universal Design for the rural walks of life: operationalizing walkability in Bonnyville, Alberta, Canada. Critical Public Health, 28 (2), p213-224.
6.	Rusli, Farah, Mydin, Md Azree (2018). Accessible Built Environment for People of Disabilities at Mosque: Universal Design. Analele Universitatii 'Eftimie Murgu', Vol. 25 Issue 1, p118-125
7.	Katz, J., Sokal, L. (2016). Universal Design for Learning as a Bridge to Inclusion: A Qualitative Report of Student Voices. International Journal of Whole Schooling, 12 (2), 36-63.
8.	auría, Antonio (2016). "The Florence Experience": A multimedia and multisensory guidebook for cultural towns inspired by Universal Design approach. Work, 53 (4), 709 - 727

Coordinating lecturer

Position	Degree, surname, name	Schedule №.
Associate Professor		325

Subdivision

Entitlement	Code
a	2006

