UNIVERSAL DESIGN FOR LEARNING

Reference:
UDL at a Glance

https://www.youtube.com/watch?v=bDvKnY0g6e4
UDL …

is a framework for instruction that enables all individuals to gain knowledge, skills, and enthusiasm for learning. UDL provides rich supports for learning and addresses learner variability as a way to reduce barriers to the curriculum while maintaining high achievement standards for all.

CAST 2011
Developing into Expert Learners

The ultimate goal of applying UDL to instruction is to help all learners to develop into expert learners—learners who can assess their own learning needs, monitor their own progress, and regulate and sustain their interests, effort, and persistence during learning tasks.

CAST 2012
UDL Principle 1
Provide Multiple Means of Engagement
• Examples:
  • Develop self-assessment and reflection
  • Foster collaboration and community
  • Optimize individual choice and autonomy

UDL Principle 2
Provide Multiple Means of Representation
• Examples:
  • Highlight patterns, critical features, big ideas and relationships
  • Clarify vocabulary and symbols
  • Offer alternatives for visual/auditory information

UDL Principle 3
Provide Multiple Means of Action & Expression
• Examples:
  • Guide appropriate goal setting
  • Use multiple means of communication
  • Vary methods for response
Foundational Concept - History

COULD YOU PLEASE SHOVEL THE RAMP?

ALL THESE OTHER KIDS ARE WAITING TO USE THE STAIRS. WHEN I GET THROUGH SHOVELING THEM OFF, THEN I WILL CLEAR THE RAMP FOR YOU.

BUT IF YOU SHOVEL THE RAMP, WE CAN ALL GET IN!

CLEARING A PATH FOR PEOPLE WITH SPECIAL NEEDS CLEARS THE PATH FOR EVERYONE!
A Neurological Basis

Three Brain Networks

- **Affective Networks** – the WHY of learning
- **Recognition Networks** – the WHAT of learning
- **Strategic Networks** – the HOW of learning
Affective Networks

- The **WHY** of learning
- Provide options for **ENGAGEMENT**
  - Stimulate interest and motivation for learning

Some Considerations:

1. *Can students be provided with options and choices for lesson activities?*
2. *Have you considered students’ special interests to increase engagement?*
3. *Have you made the tasks manageable for students so as to decrease frustration and promote engagement?*
Recognition Networks

- The **WHAT** of learning
- Provide options for **REPRESENTATION**
  - Present content and information in different ways

Some Considerations:

1. Can content be presented in different ways to increase student retention and understanding?
2. Can you provide options for representation to increase learner access to the content or information?
3. Have you considered different learning modalities when considering options for representation?
Strategic Networks

- The **HOW** of learning
- Provide options for **ACTION** and **EXPRESSION**
  - Provide options for students to demonstrate the learning or to express what they know

Some Considerations:

1. *Can you design activities using various learning modalities (visual, auditory, and kinesthetic)?*
2. *Can you provide students choices for lesson activities to express their learning?*
3. *Have you provided alternate means of assessments to meet the needs of different learners?*
UDL in Action

• Click the links below to view video clips of UDL in action with a discussion of how teachers embedded the UDL principles in their lessons.

• Mathematics, Grade 1
  • https://www.youtube.com/watch?v=KuTJJQWnMaQ

• Language Arts, Grade 5
  • https://www.youtube.com/watch?v=zE8N8bnllgs
For more information:

CAST as a research institution: www.cast.org
• Expand learning opportunities for all individuals through Universal Design for Learning

National Center on Universal Design for Learning: www.udlcenter.org
• Resource for educators and parents
• Technology supports
• Lessons and instructional supports

New Jersey Department of Education: www.state.nj.us/education/udl/tools