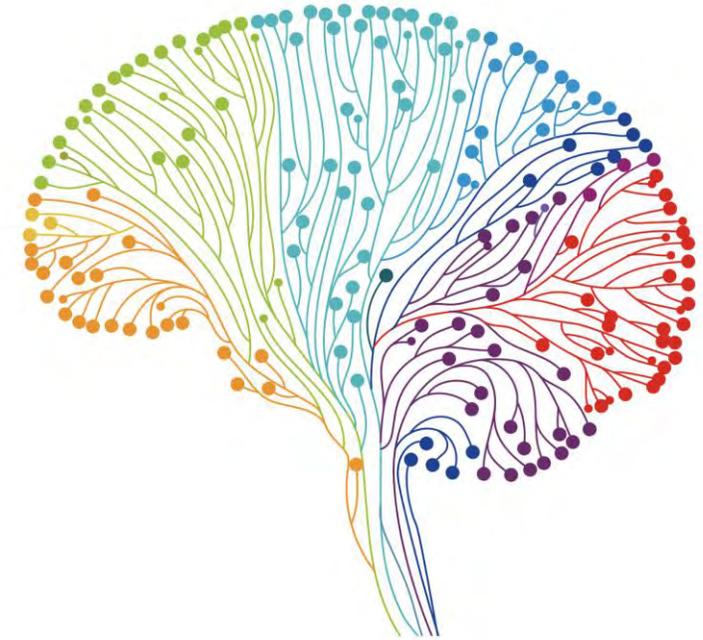


Introduction to Universal Design for Learning



2021 Virtual Summer Faculty Institute - Kaskaskia College

Aimee Julian, PhD
Sarah Goldammer, M.S.





How well do you know UDL?

1- Not at All

2 - Somewhat

3 - Had a Training or two

4 - I could write a book



Our Goals for this session...

- Provide an overview of Universal Design for Learning (UDL)
- Explore the concept and implications of variability
- Explore the application of UDL in your classroom
- Be amazed by the how **you engage with UDL every day**
- Gasp, laugh, and nod your head

Definition of UDL

Perkins and HEA define UDL as...

(24) UNIVERSAL DESIGN FOR LEARNING.

The term "universal design for learning" means a scientifically valid framework for guiding educational practice that-

(A) provides **flexibility in the ways information is presented, in the ways students respond or demonstrate knowledge and skills, and in the ways, students are engaged;** and

(B) **reduces barriers in instruction,** provides appropriate accommodations, supports, and challenges, and **maintains high achievement expectations for all students,** including students with disabilities and students who are limited English proficient.

**Our
Learning
Environment**

Self-Regulate

Sit anywhere
Stand or walk
Eat anytime
Fidget
Tap your foot

Act

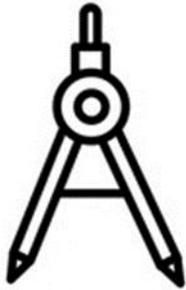
Chat Box
Raise Hand
Doodle

Perceive

Screen shared slides
Personal copy of slides
Captions

UDL Core Concepts

Architecture



Neuroscience



Learning



Engagement in Practice: Sustain effort and persistence

Engagement in Practice: Optimize relevance, value, and authenticity

“The Myth of Average”

Air Force Analogy (0:23)

Jagged Learning Profiles (6:40)

Simple Solutions in a School Setting (11:00)

Our Charge Going Forward (15:30)



UDL Core Concepts

The barrier is in the environment, not the learner.

UDL IS NOT A
CHECKLIST OF
THINGS TO DO.
IT'S A NEW
LENS
FOR THINKING
ABOUT
EVERYTHING
[YOU] DO.



Understanding
Variability:

The Dinner
Party Analogy



The Dinner Party

gluten-free

lactose intolerant

vegetarian



The Dinner Party Analogy: Proactive Menu Design



Choice is not the same as variety

Mon.

Tues.

Wed.

Thurs.

Fri.





How do you set the table for learning?

Designing for Variability (Provide Choices)



Reflect...in the chat box

1. What resonates so far?
2. What questions do you have?
3. What might work in your context?



Variability is contextual

North: Likes to **take action**, try things, and **plunge in**.

West: Likes to know the **who, what, when, where, how,** and **why** before acting.



East: Likes to look at the **big picture** and the possibilities before acting.

South: Likes to consider **everyone's feelings** and **hear all voices** before acting.

Scenario

You are planning a party for your best friend's birthday.

North: Plunge in

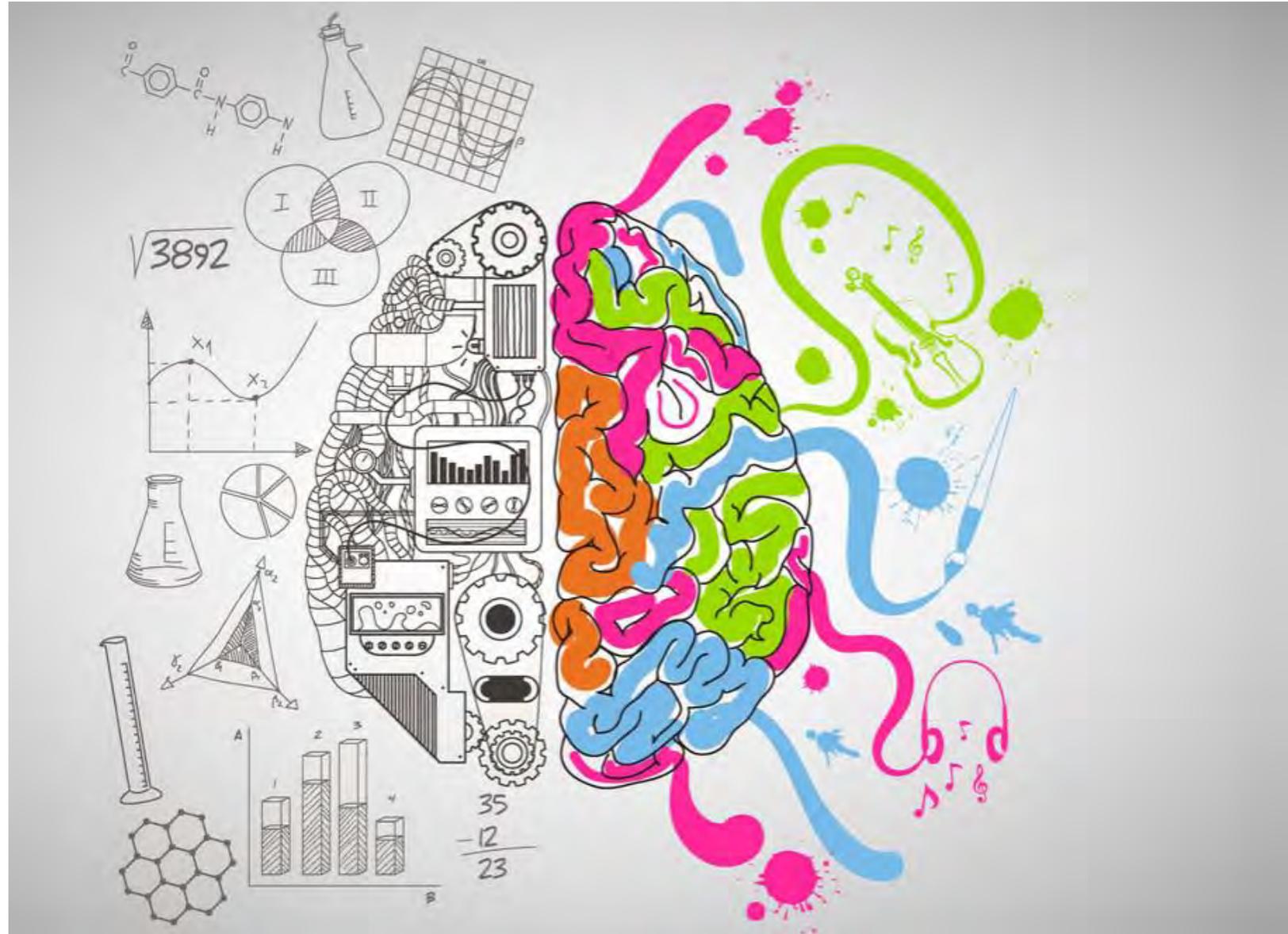
East: Look at the big picture

South: Consider feelings

West: Pay attention to detail



UDL Core
Concepts:
**Variability is the
norm**



UDL Core Concepts:

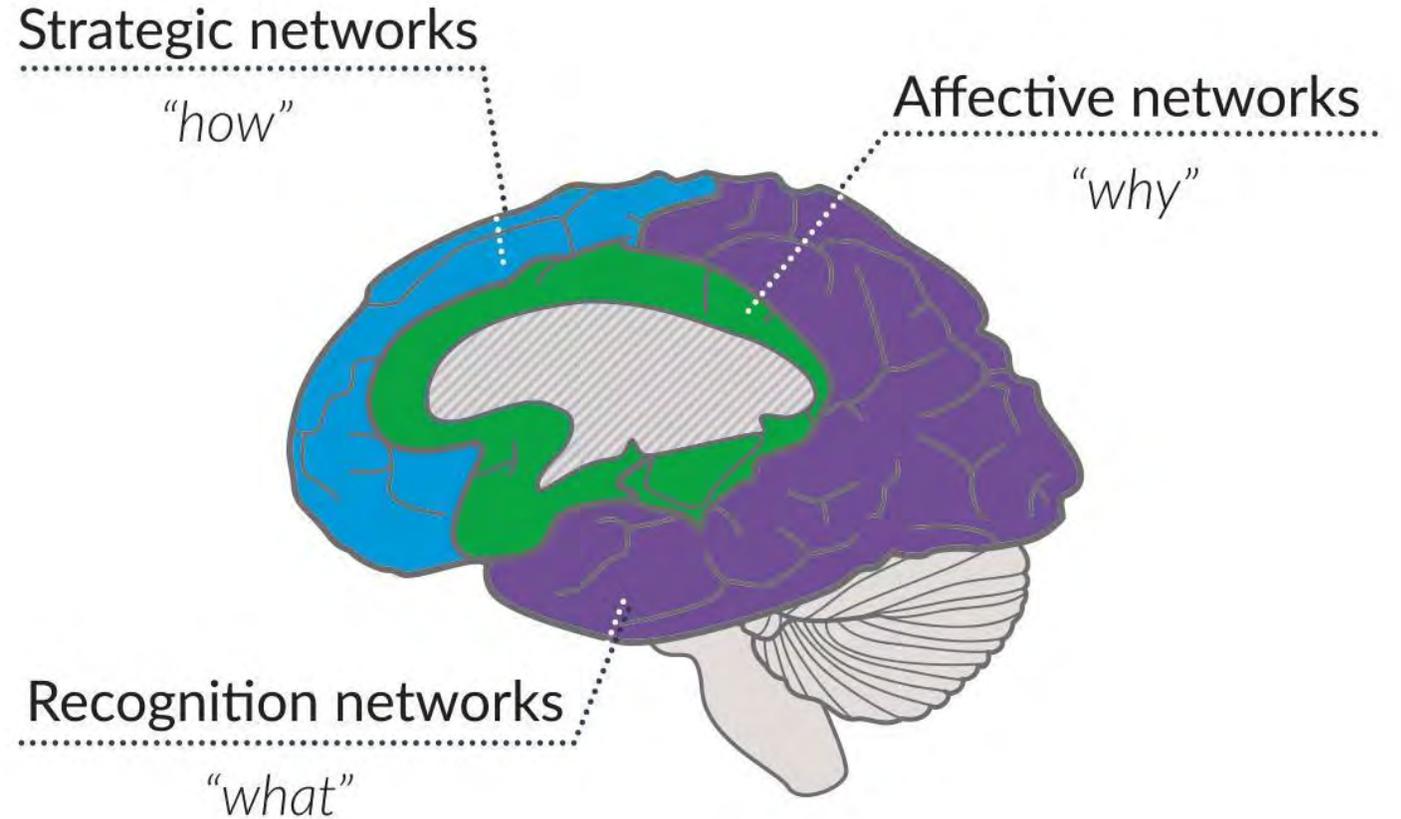
We can design for variability

Variability is predictable
in learning and can be
designed for.



UDL & The Learning Brain

- There is no average brain
- The brain has incredible plasticity
- Goals drive the nervous system





Starting with the Why

Thinking about now and how

Affective Networks: The *Why* of Learning



Recruit interest



Sustain effort & persistence



Self-regulation



Equity for Courses at a Distance

- All students need equitable access to digital and print materials and technologies used to deliver instruction remotely. Thoughtful approaches will be needed to **support ALL students as learners** within a new model for teaching and learning.
- Education institutions had to plan and deliver courses online because of COVID-19.

Learners and Workers with Disabilities

- **19% of undergraduate students reported a disability**

- 26% of undergraduate students who were veterans
- 23% of those who were 30 or over
- 21-24% of those who were independent

- **35% of working age people with disabilities are employed**

- U.S. Department of Education, National Center for Education Statistics. (2019). Digest of Education Statistics, 2017



The Universal Design for Learning Guidelines

CAST | Until learning has no limits

Provide multiple means of Engagement

Affective Networks
The "WHY" of Learning



Provide multiple means of Representation

Recognition Networks
The "WHAT" of Learning



Provide multiple means of Action & Expression

Strategic Networks
The "HOW" of Learning



Access

Provide options for Recruiting Interest

- Optimize individual choice and autonomy
- Optimize relevance, value, and authenticity
- Minimize threats and distractions

Provide options for Perception

- Offer ways of customizing the display of information
- Offer
- Offer

Provide options for Physical Action

- Vary the methods for response and navigation

CREATING ACCESS: Universal Design and AT

Build

Provide options for Sustaining Effort & Persistence

- Highlight salience of goals and objectives
- Vary demands and resources to sustain challenge
- Foster collaboration and community
- Increase mastery-oriented feedback

Provide options for Language & Symbols

- Offer

Provide options for Expression & Communication

MAKING LEARNING MEANINGFUL: Build Learning Skills

Internalize

Provide options for Self Regulation

- Promote expectations and benchmarks
- Optimize motivation
- Facilitate personal goal setting and strategies
- Develop self-assessment and reflection

Provide options for Comprehension

- Offer

Provide options for

BUILDING INDEPENDENCE: Internalize Learning Behaviors

3 Layers of the UDL Guidelines

Multiple means of representation



Affective elements
The "Why" of Learning

Provide multiple means of representation

Representation

Design for Learning
The "How" of Learning

Options for engagement

Engage (Intrinsic and extrinsic)
Motivate (Value and Autonomy)
Support and distractions

Provide options for engagement

Perception

- Offer means of engagement
- Offer alternatives for use
- Offer alternatives for use

Options for effort & persistence

Clarity of goals and objectives
Effort and resources to achieve (challenge)
Support and community
Variation and feedback

Provide options for effort & persistence

Language & Symbols

- Clarity in structure and content
- Clarity in syntax and format
- Support (Acquiring of the language and symbols)
- Promote understanding
- Illustrate through modeling

Options for motivation

Relevance and benefits for the learner
Support and encouragement
Feedback using skills and strategies
Appreciation and reflection

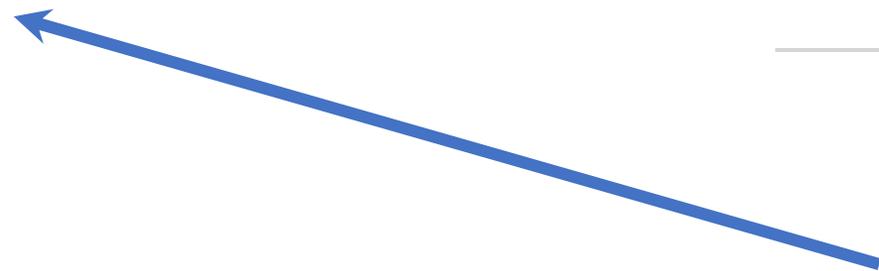
Provide options for motivation

Comprehension

- Access to support (help)
- Highlight, access, utilize and synthesize
- Build information base
- Maximize transfer of learning



Access Layer



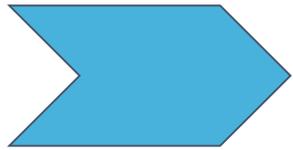
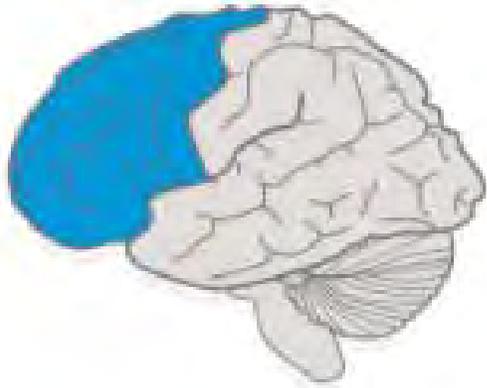
- A person with a disability can acquire the same information, engage in the same interactions, enjoy the same services in an equally effective, equally integrated manner, and with substantially equivalent ease of use.
- Everyone benefits from accessibility and from infusing UDL in all our lessons



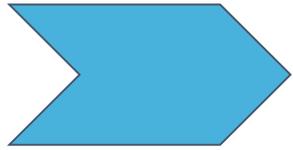
Considering HOW

Multiple Means of
Action & Expression

Affective Networks: The **How** of Learning



Physical Action



Expression & Communication



Executive Functions

What can you do?

- Find out what your **institution's policies and practices** are around accessibility and accommodations as courses move online.
- **Share policies and resources** with your students and add them to your syllabus if it is online.
- **Inform yourself** about where students can go for help and share that information with students early and often.
- **Build your own** and your students' best practices.

POUR: Perceivable



- Can everyone see and hear the content?
- How: Include alternative text for visuals, **captions and transcripts for videos**



Video Scenario



- Content: Physics
- Format: Video
- Scenario: Instructor video records a lecture and uploads it to the schools' YouTube channel for students' use.

Video with No Accessibility

The video is posted without captions.



Video with Bad Accessibility

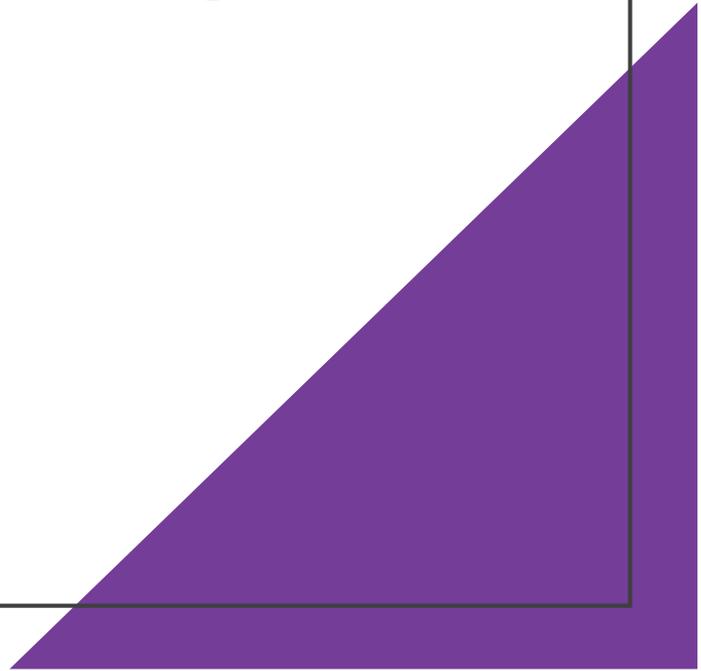
Students turn on auto caption in YouTube



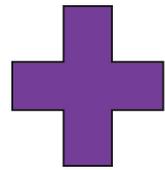
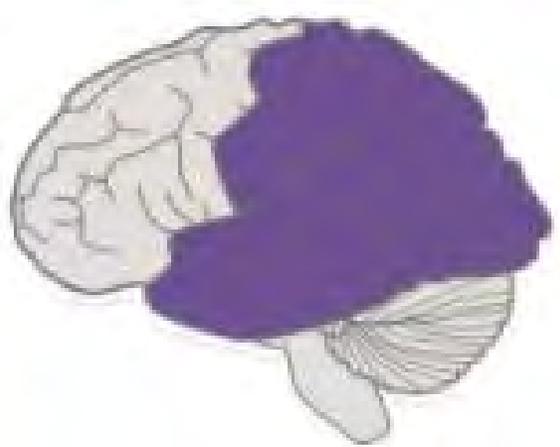


Considering WHAT

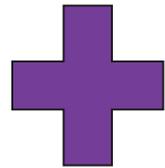
Multiple Means of
Representation



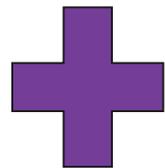
Affective Networks: The **What** of Learning



Perception



Language & Symbols



Comprehension

What have I been doing?

Extended Response Writing Introduction

- Typically give brief verbal introduction
- Follow up with an example question
- Focus on the prompt
- Give students a formula
- Practice making an outline

Infuse UDL

- Typically give brief verbal introduction
 - Create slides
 - Skeleton notes
 - Recorded introduction
 - Opportunity for reflection-green, yellow, red cards

Infuse UDL

- Follow up with an example question
 - Students have copies
 - Choices of how to read - alone or with partners
 - Opportunity for vocabulary, grammar, and language growth as well

Infuse UDL

- Focus on the prompt
 - Rather than being told, do students have an opportunity to explore and decipher what the question is actually asking as opposed to initial thoughts?
 - Visual?

Infuse UDL

- Give students formula
 - Visual representation of key essay organization, not just outline
 - Color coding
 - Explore writing organization so students can decide what works for them
 - Is the example to the outline step clear?

Infuse UDL

- Practice making an outline
 - Multiple examples
 - Provide more charts and visuals to help students increase understanding of prompt and rationale
 - Ample examples provided for access on their own time

Infuse UDL

**Make a short video with screen capture for students to review in a setting and time frame of their choice.

**Exit ticket-What else do students need?

**Were the goals for each of these steps clearly communicated or just agenda for the day?

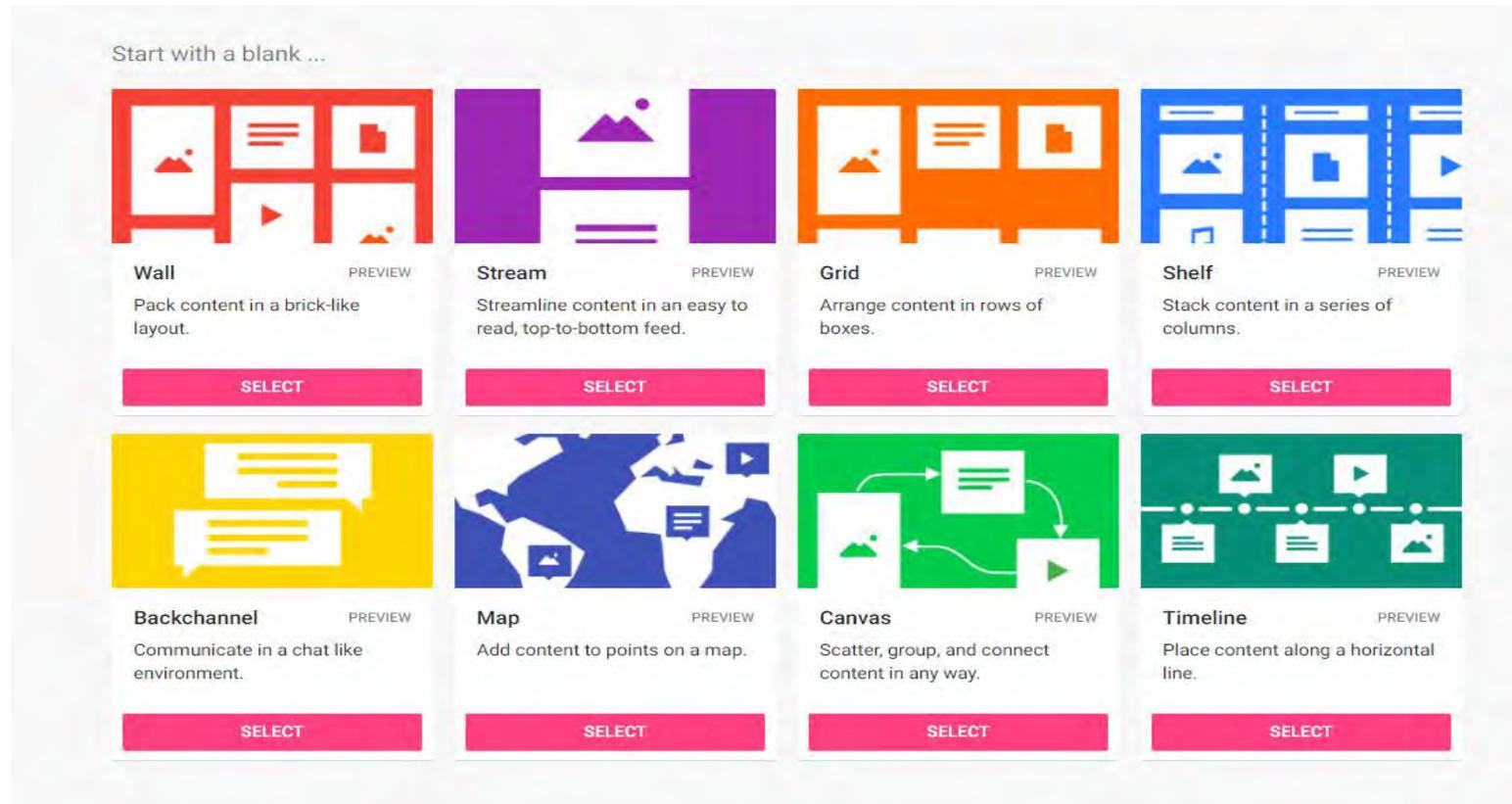
Reflect...in the chat box

1. What could you add to infuse UDL?
2. What benefits could infusing UDL provide to your students?
3. What benefits could infusing UDL provide to you?



padlet

- Post notes to a common page
- Teachers' posts can contain images, links, documents and videos



Exit ticket for this session:
One great idea you will use
to infuse UDL

Resources

- Excellence in Adult Education UDL Videos
<http://www.excellenceinadulthood.com/professional-development-offerings/professional-pathways/designingequityaccessforalllearners/>
- A video about Universal Design at McGill University
<https://www.youtube.com/watch?v=LjUKGBipJZA>
- Free UDL Resources and Tips
<http://castprofessionallearning.org/free-udl-resources-and-tips/>
- W. S., Johnston, C. S., Daley, S. G., & Abarbanell, L. (2006). Universal design for learning in postsecondary education: Reflections on principles and their application. *Journal of Postsecondary Education and Disability*, 19(2), 17.
<http://www.udlcenter.org/sites/udlcenter.org/files/UDLinPostsecondary.pdf>



UDL is not a checklist...

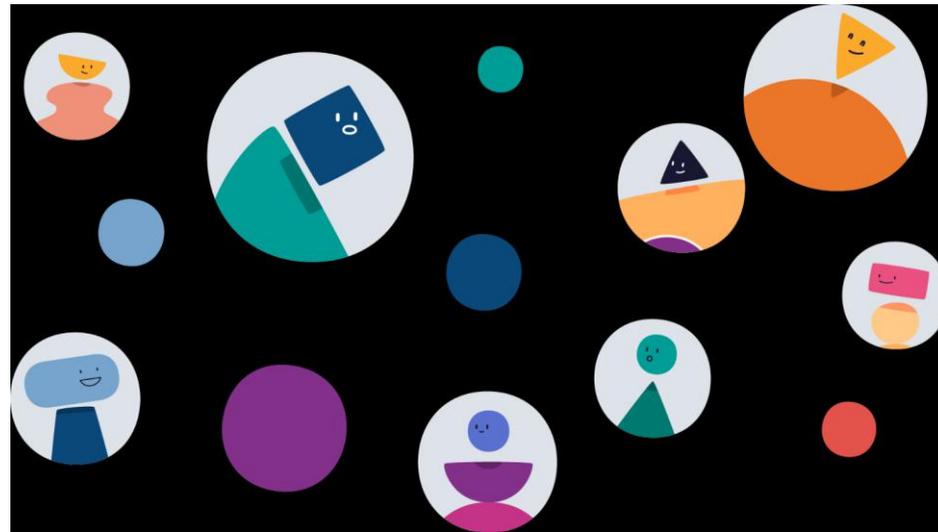
Infuse UDL based on your goals

Teach students how to learn, not just what to learn.



UDL varies in every context...

small changes make a big difference.

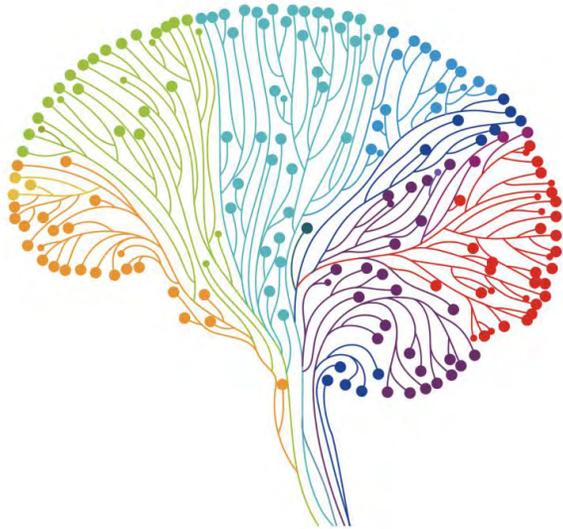




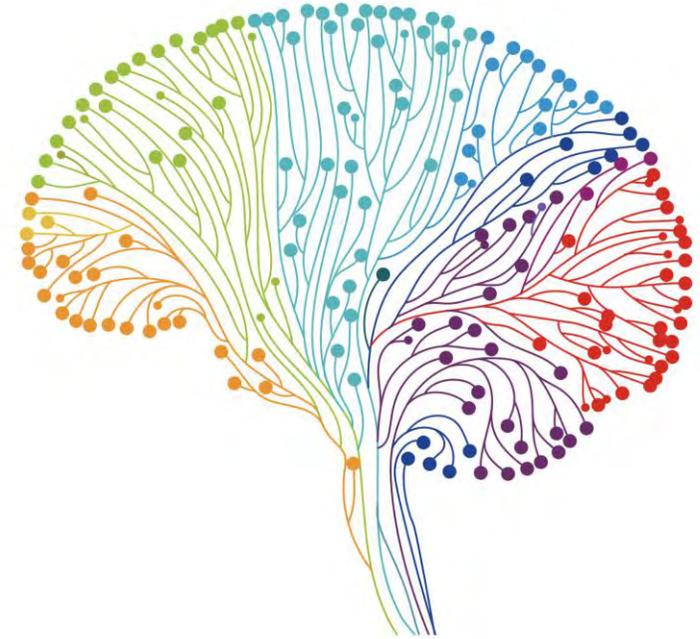
Reflection:

What is your takeaway?

What questions do you have?



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Sarah Goldammer, sgoldam@siue.edu

Aimee Julian, alafoll@ilstu.edu

