
Introduction to Universal Design for Learning

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Introducing the Presenters



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Options for Self-Regulation

- Stand, walk, sit on the floor, lie down
- Grab a fidget
- Self-Reflection: A takeaway (quote, analogy, self-talk, Monday-Someday)

Options for Perception

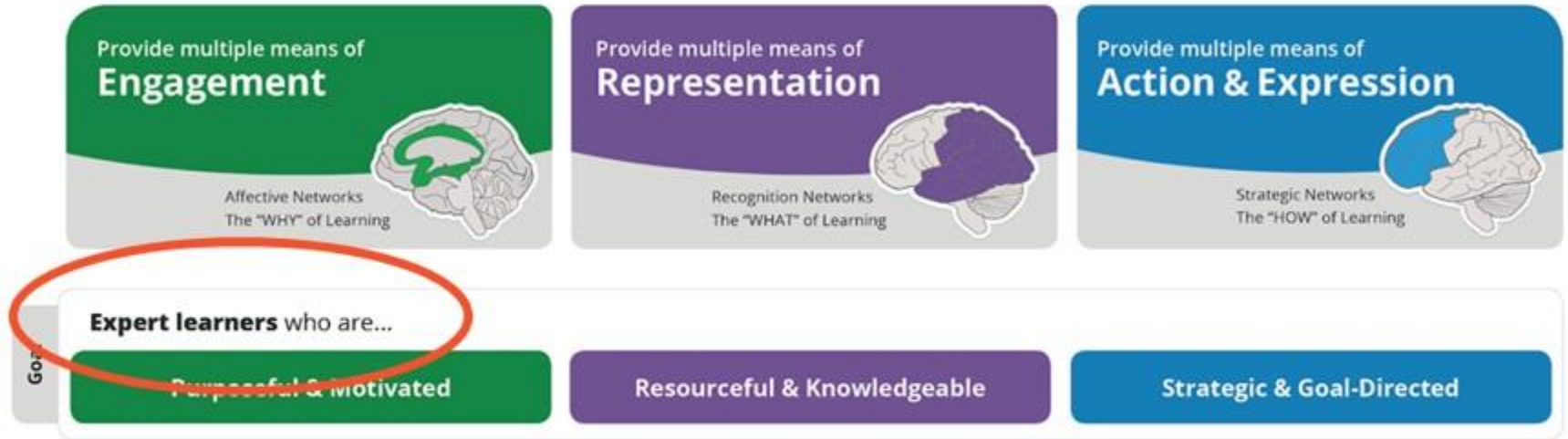
- Follow the webinar
- <http://bit.ly/BuffaloUDLIntro>

Options for Participation

Share your big ideas, questions, and comments

- Speak up in the chat - we want to make this as interactive as possible
- Tweet #CASTPL, #UDLchat

The Goal of Universal Design for Learning



What do expert learners look like?

Goal

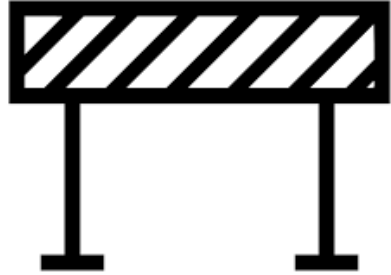
Expert learners who are...

Purposeful & Motivated

Resourceful & Knowledgeable

Strategic & Goal-Directed

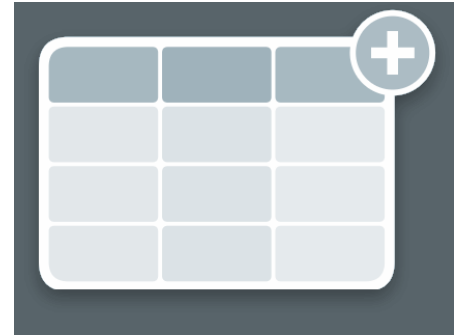
The UDL Core Concepts



Architecture



Neuroscience



Guidelines



Universal Design in Architecture

Ron Mace

"It's the set of the soul that determines the goal"

Architecture: Retrofitting for Access



Architecture Now: Universal Design (UD)

Design the environment for the broadest group of users



Universal Design



Automatic doors



Curb cuts



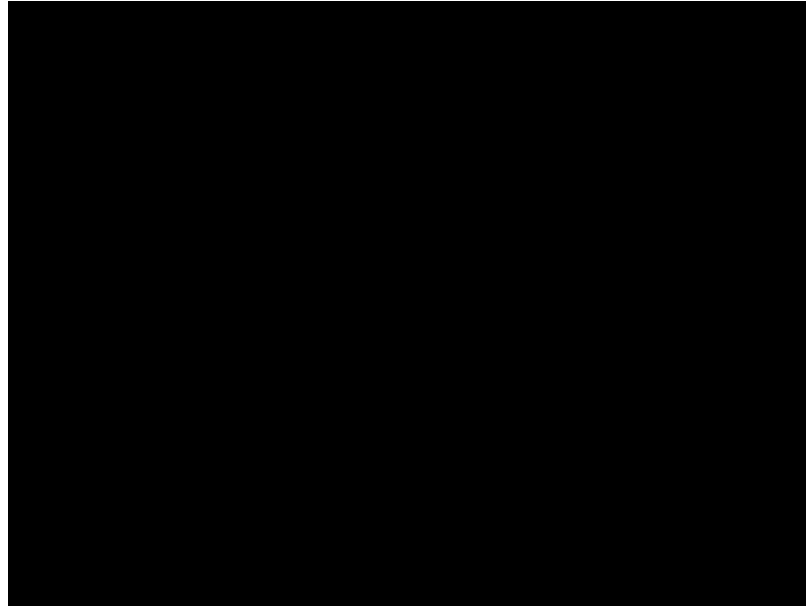
Closed captioning



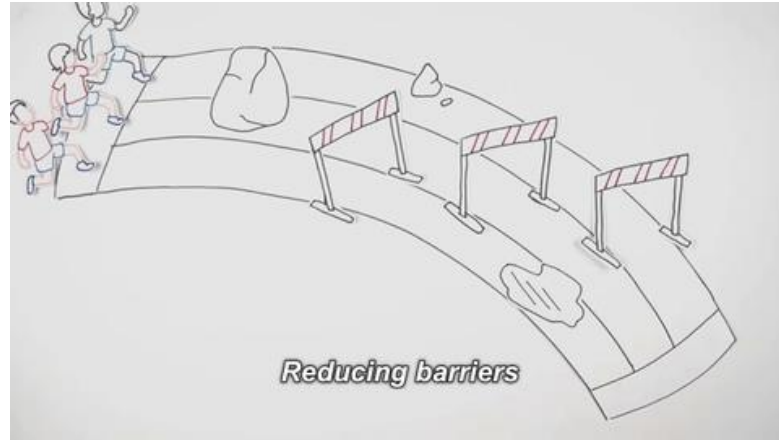
Easy grip tools

Necessary for **some**, good for **all**.

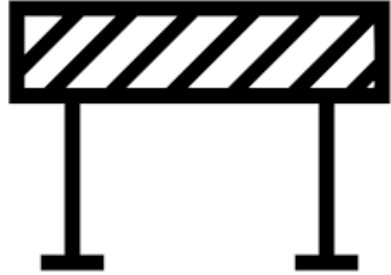
CAST - Center for Applied Special Technologies



The Barrier is in the environment NOT the Learner



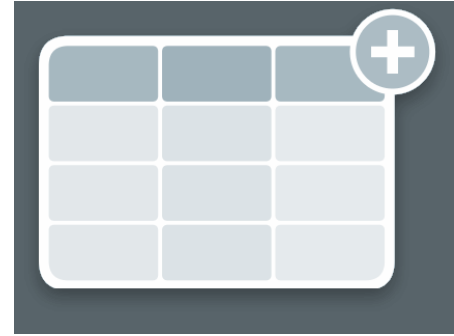
The UDL Core Concepts



The Barrier is in
the Environment



Neuroscience

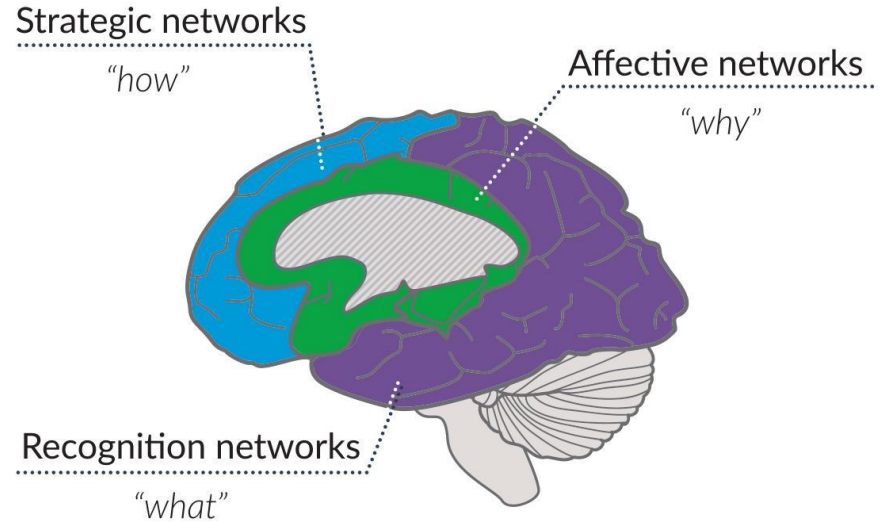


Guidelines

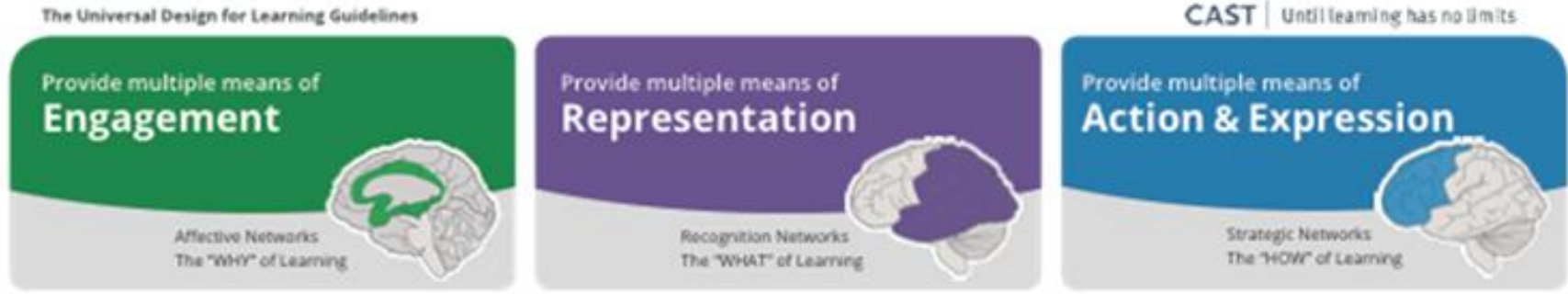


The Learning Brain

- Affective Networks
- Recognition Networks
- Strategic Networks



UDL Guidelines and the brain

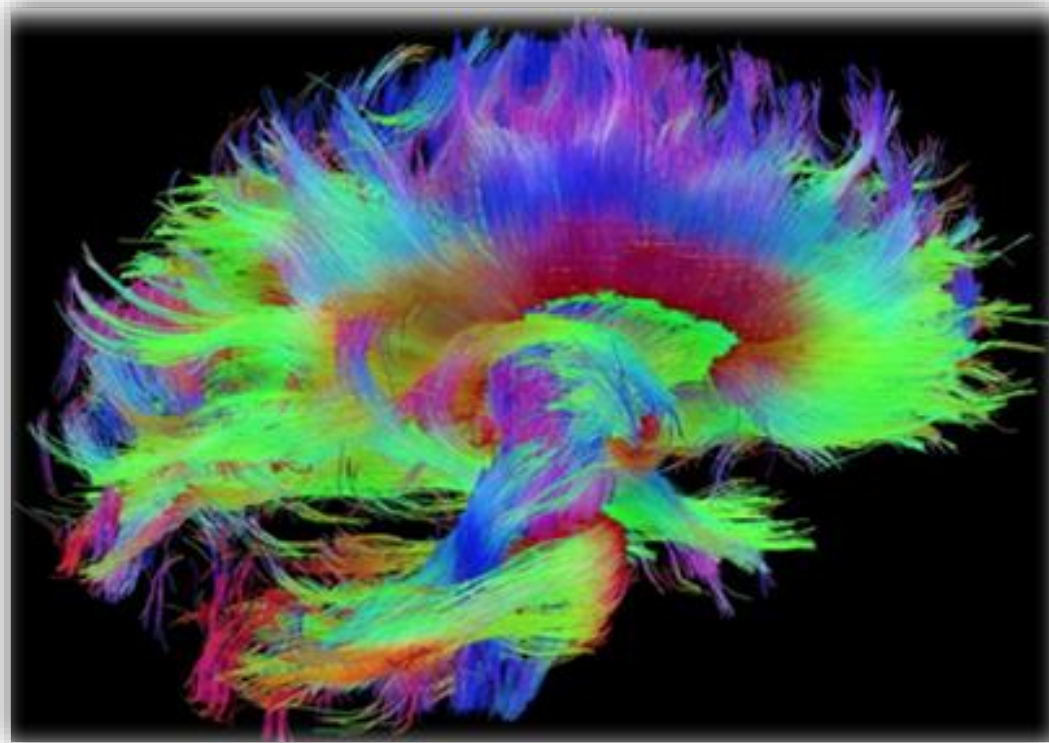


Affective networks monitor the internal and external environment to set priorities, motivate, and engage learning and behavior.

Recognition networks sense and perceive information in the environment and transform it into usable knowledge.

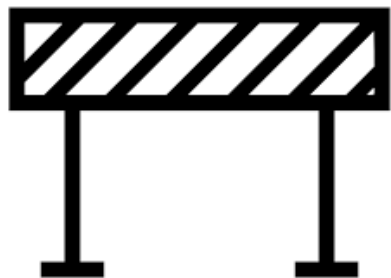
Strategic networks plan, organize, and initiate purposeful actions in the environment.

Variability is the Norm



@CAST_UDL | #UDL

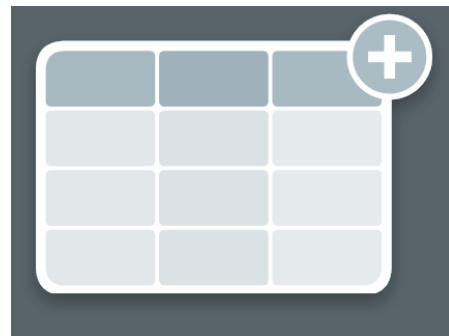
The UDL Core Concepts



The Barrier is in
the Environment



Variability is the
Norm

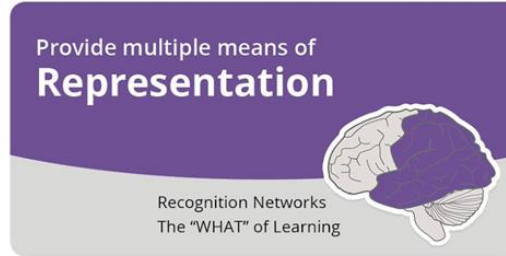


Guidelines

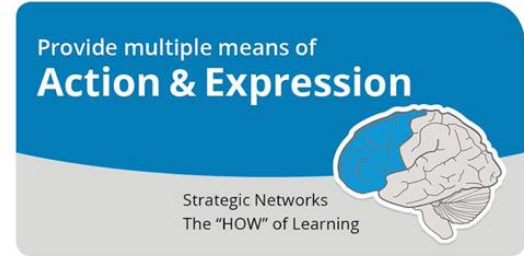
UDL Guidelines - Three Principles



How students
will engage?



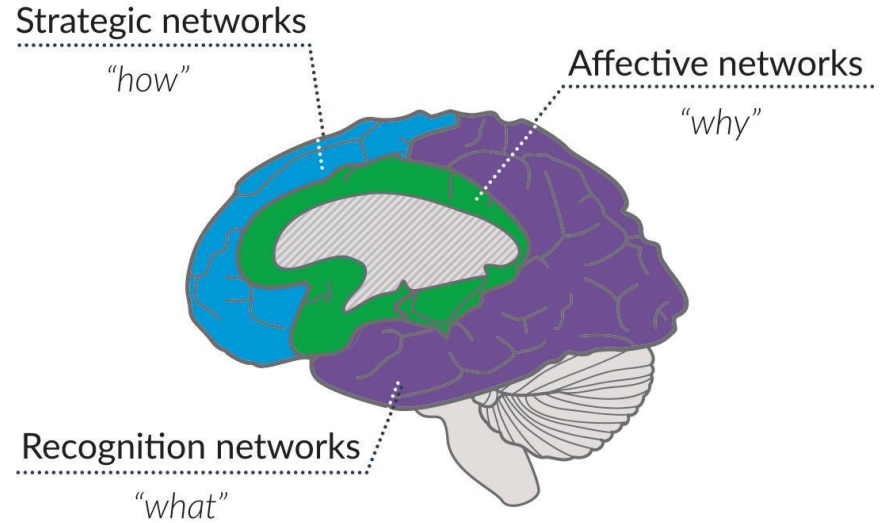
How students will
perceive?



How students will
act on their
understanding?

UDL & The Learning Brain

- Affective Networks
- Recognition Networks
- Strategic Networks



UDL Guidelines



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“All learning is the interaction between the learner and the environment.”

- David Rose

UDL: Designing to Minimize Barriers

Provide multiple means of
Engagement




Affective Networks
The "WHY" of Learning

How students will engage?

- Choice of 2 relevant texts

Provide multiple means of
Representation




Recognition Networks
The "WHAT" of Learning

How students will perceive?

- Read aloud
- Individual Copies
paper/digital
- Record on
[vocaroo](#)

Provide multiple means of
Action & Expression

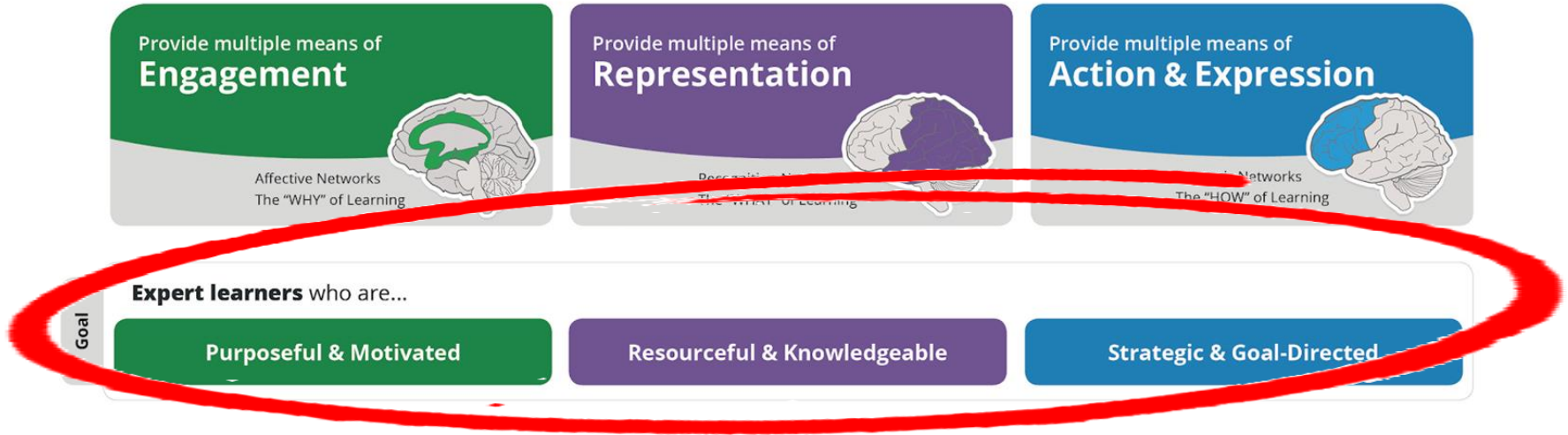


Strategic Networks
The "HOW" of Learning

How students will act on their understanding?

- Options
 - Podcast, Infographic, Thesis Paper, Blog
- Graphic Organizer

The Goal of Universal Design for Learning



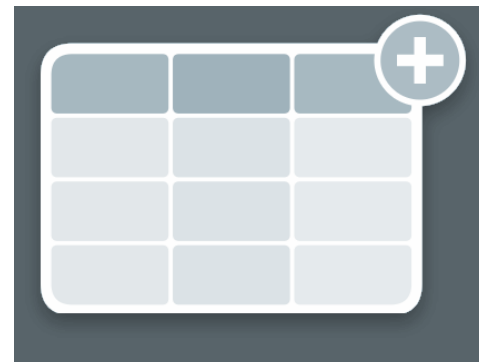
The UDL Core Concepts



The Barrier is
in the
Environment



Variability is the
Norm



The Goal is
Expert Learning

UDL Design Process

Setting Clear,
Rigorous Goals



Anticipating
Barriers



Design Options
to Minimize
Barriers



Goals

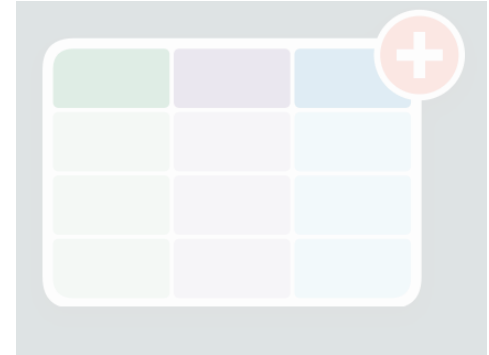
Setting Clear, Rigorous Goals



Anticipating Barriers



Design Options to Minimize Barriers



Universally Designing Goals

- Flexible
 - Without the means
- Clear and Discrete
- Rigorous



Ask Yourself

- Is the Goal specific?
- Is the “How” embedded? If so does it need to be?
- How can you scaffold or support the learning?

Students will write a five-paragraph essay on the lifecycle of butterflies.



Students will ~~write a five-~~
~~paragraph essay on the~~
lifecycle of butterflies.

Students will demonstrate
an understanding of the
lifecycle of butterflies.



Students will write a five-paragraph essay on the ~~lifecycle of butterflies~~.

Students will write a five-paragraph essay on the topic of their choice.



The Rigor Question

Measuring skills and knowledge at the same time does not equal rigor.

Inaccessible does not equal rigor.

Your turn!

Rewrite the following goals to make them more Universally Designed.

- Students will make a poster about the main idea in *Because of Winn Dixie*
- Students will write observations about an egg that has been in Coca-Cola over night.
- Students will understand word problems about odd and even numbers.
- Working in groups of 4, students will create a map of the classroom out of dried spaghetti.

UDL Design Process: Barriers

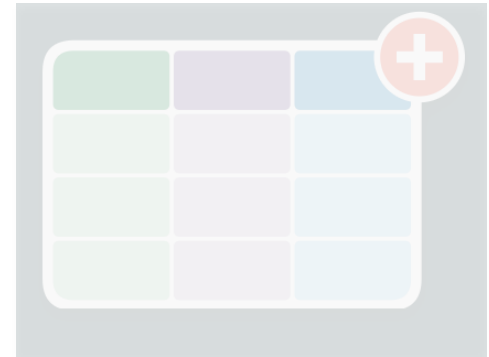
Setting Clear,
Rigorous Goals



Anticipating
Barriers



Design Options
to Minimize
Barriers



UDL Design Process: Using the Guidelines

Setting Clear,
Rigorous Goals



Anticipating
Barriers

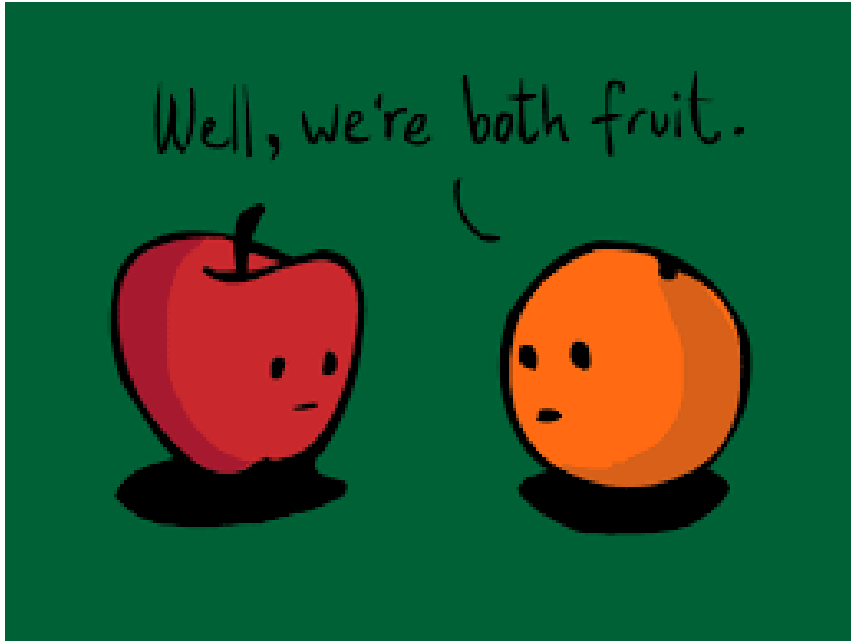


Design Options
to Minimize
Barriers



Goal:

*To deepen understanding of UDL vocabulary and
explore its wider applications*



UDL Analogies

Analogy #1: Bowling



Analogy #2: The Dinner Party



Analogy #2: The Dinner Party



Variability: Proactive Menu Design



Analogy #3: GPS



Choose your favorite: What resonates? Add or change! OR Create your own UDL analogy!



- Identifying and reducing barriers
- Engagement
- Representation
- Action and expression
- Iterative process (plan, try, reflect)
- Necessary for one, good for all,
- Clear goal, flexible means
- Expert Learners