Introduction to Universal Design for Learning

November 5th, 2018

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, selftalk, Monday-Someday)

Options for Perception

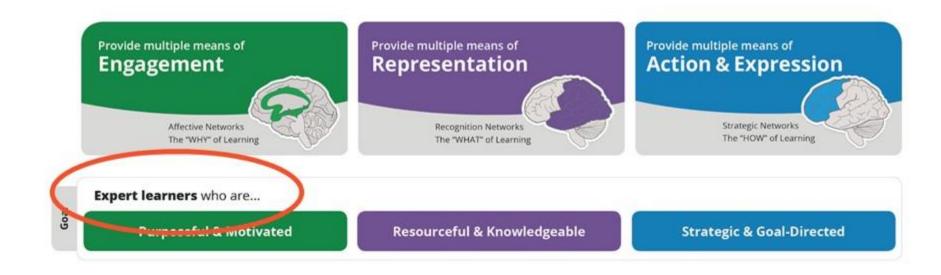
- Follow the webinar
- http://bit.ly/BuffaloUDLintro

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?

Purposeful & Motivated

Resourceful & Knowledgeable

Strategic & Goal-Directed



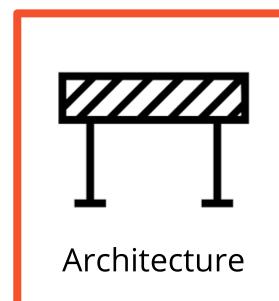








The UDL Core Concepts







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



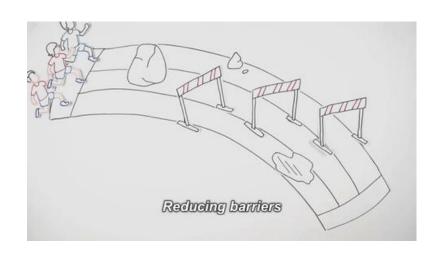




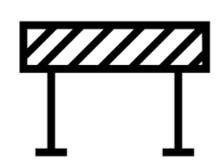




The Barrier is in the environment NOT the Learner



The UDL Core Concepts



The Barrier is in the Environment



Neuroscience



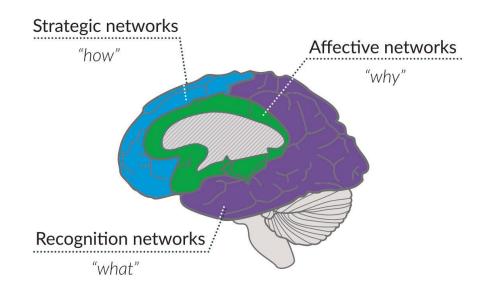
Guidelines

The Old View of the Brain

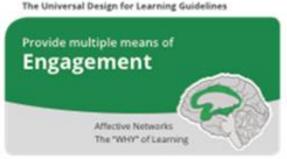


The Learning Brain

- 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.



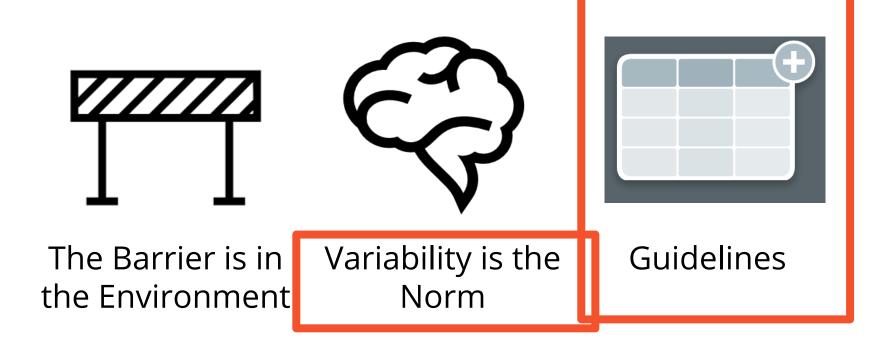




Variability is the Norm

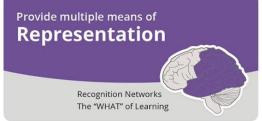


The UDL Core Concepts



UDL Guidelines - Three Principles







How students will engage?

How students will How students will perceive?

act on their understanding?

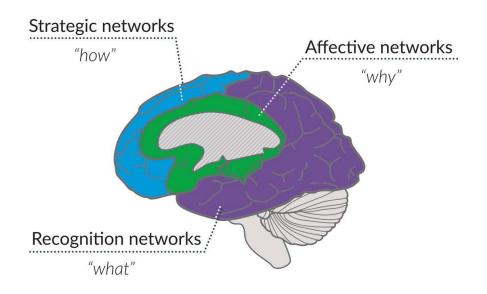






UDL & The Learning Brain

- Affective Networks
- Recognition Networks
- Strategic Networks



UDL Guidelines

CAST Until learning has no limits The Universal Design for Learning Guidelines Provide multiple means of Provide multiple means of Provide multiple means of Representation **Action & Expression** Engagement Affective Networks Recognition Networks Strategic Networks The "WHY" of Learning The "WHAT" of Learning The "HOW" of Learning Provide options for Provide options for Provide options for **Recruiting Interest Physical Action** Perception · Optimize individual choice and autonomy . Offer ways of customizing the display of information . Vary the methods for response and navigation . Optimize relevance, value, and authenticity · Offer alternatives for auditory information . Optimize access to tools and assistive technologies · Minimize threats and distractions · Offer alternatives for visual information Provide options for Provide options for Provide options for **Sustaining Effort & Persistence** Language & Symbols **Expression & Communication** . Heighten salience of goals and objectives . Clarify vocabulary and symbols * Use multiple media for communication . Vary demands and resources to optimize challenge . Clarify syntax and structure . Use multiple tools for construction and composition · Foster collaboration and community . Support decoding of text, mathematical notation, . Build fluencies with graduated levels of support for · Increase mastery-oriented feedback practice and performance Promote understanding across languages . Illustrate through multiple media Provide options for Provide options for Provide options for **Executive Functions Self Regulation** Comprehension · Promote expectations and beliefs that · Activate or supply background knowledge . Guide appropriate goal-setting optimize motivation · Highlight patterns, critical features, big ideas, · Support planning and strategy development · Facilitate personal coping skills and strategies and relationships . Facilitate managing information and resources . Develop self-assessment and reflection · Guide information processing and visualization . Enhance capacity for monitoring progress

· Maximize transfer and generalization

Expert learners who are...

Purposeful & Motivated

Resourceful & Knowledgeable

Strategic & Goal-Directed

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"All learning is the interaction between the learner and the environment."

David Rose

UDL: Designing to Minimize Barriers







How students will engage?

Choice of 2 relevant texts

How students will perceive?

- Read aloud
- Individual Copies paper/digital
- Record on vocaroo

How students will act on their understanding?

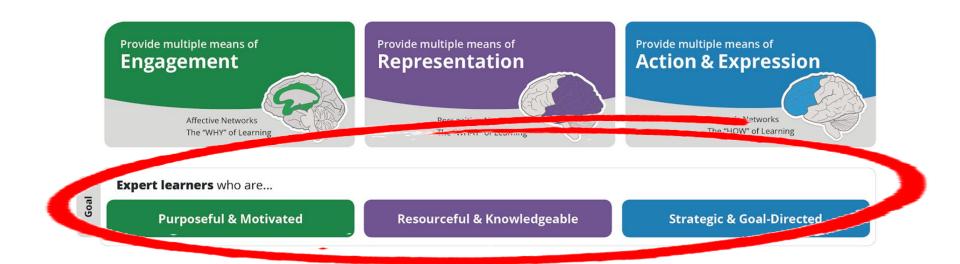
- Options
 - Podcast, Infographic, Thesis Paper, Blog
- Graphic Organizer







The Goal of Universal Design for Learning



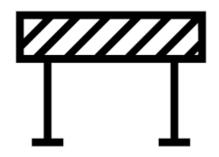








The UDL Core Concepts



The Barrier is in the Environment



Variability is the Norm



The Goal is Expert Learning

UDL Design Process

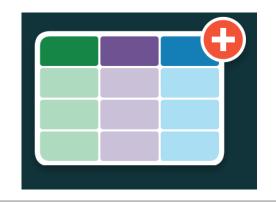
Setting Clear, Rigorous Goals



Anticipating Barriers



Design Options to Minimize Barriers



Goals

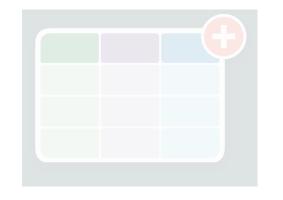
Setting Clear, Rigorous Goals



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 fiveparagraph essay on the lifecycle of butterflies.



Students will write a fiveparagraph essay on the lifecycle of butterflies.

Students will demonstrate an understanding of the lifecycle of butterflies.



Students will write a fiveparagraph essay on the lifecycle of butterflies.

Students will write a fiveparagraph 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.

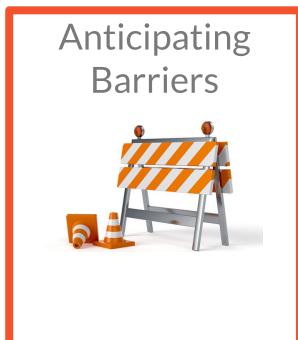
Your turn!

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







UDL Design Process: Using the Guidelines

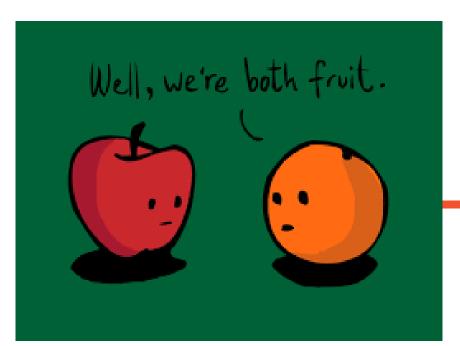
Setting Clear, Rigorous Goals





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





