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
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

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

Expert learners who are...
- Purposeful & Motivated
- Resourceful & Knowledgeable
- Strategic & Goal-Directed
What do expert learners look like?

**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.
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

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

- **Provide multiple means of Engagement**
  - Affective Networks: The "Why" of Learning
  - Provide options for Recruiting Interest
    - Optimize individual choice and autonomy
    - Optimize relevance, value, and authenticity
    - Minimize threats and distractions

- **Provide multiple means of Representation**
  - Recognition Networks: The "What" of Learning
  - Provide options for Perception
    - Offer ways of structuring the display of information
    - Offer alternatives for auditory information
    - Offer alternatives for visual information

- **Provide multiple means of Action & Expression**
  - Strategic Networks: The "How" of Learning
  - Provide options for Physical Action
    - Vary the methods for response and navigation
    - Optimize access to tools and assistive technologies

- **Provide options for Sustaining Effort & Persistence**
  - Heighten salience of goals and objectives
  - Vary demands and resources to optimize challenge
  - Foster collaboration and community
  - Increase mastery-oriented feedback

- **Provide options for Language & Symbols**
  - Clearly vocabulary and symbols
  - Clarify syntax and structure
  - Support decoding of text, mathematical notation, and symbols
  - Promote understanding across languages
  - Illustrate through multiple media

- **Provide options for Expression & Communication**
  - Use multiple media for communication
  - Use multiple tools for construction and composition
  - Build fluencies with graduated levels of support for practice and performance

- **Provide options for Self Regulation**
  - Promote expectations and beliefs that optimize motivation
  - Facilitate personal coping skills and strategies
  - Develop self-assessment and reflection

- **Provide options for Comprehension**
  - Activate or supply background knowledge
  - Ignite patterns, critical features, big ideas, and relationships
  - Guide information processing and visualization
  - Maximize transfer and generalization

- **Provide options for Executive Functions**
  - Guide appropriate goal setting
  - Support planning and strategy development
  - Facilitate managing information and resources
  - Enhance capacity for monitoring progress

**Expert learners who are...**

- Purposeful & Motivated
- Resourceful & Knowledgeable
- Strategic & Goal-Directed

“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

Provide multiple means of Engagement
- Affective Networks
- The "Why" of Learning

Provide multiple means of Representation
- Sensory
- The "How" of Learning

Provide multiple means of Action & Expression
- Motor

Expert learners who are...
- Purposeful & Motivated
- Resourceful & Knowledgeable
- Strategic & Goal-Directed
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

Well, we’re both fruit.
Analogy #1: Bowling
Analogy #2: The Dinner Party
Analogy #2: The Dinner Party

Gluten-free  Lactose intolerant  Vegetarian
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