

Universal Design for Learning 101: What it is and why you should care

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Introduction

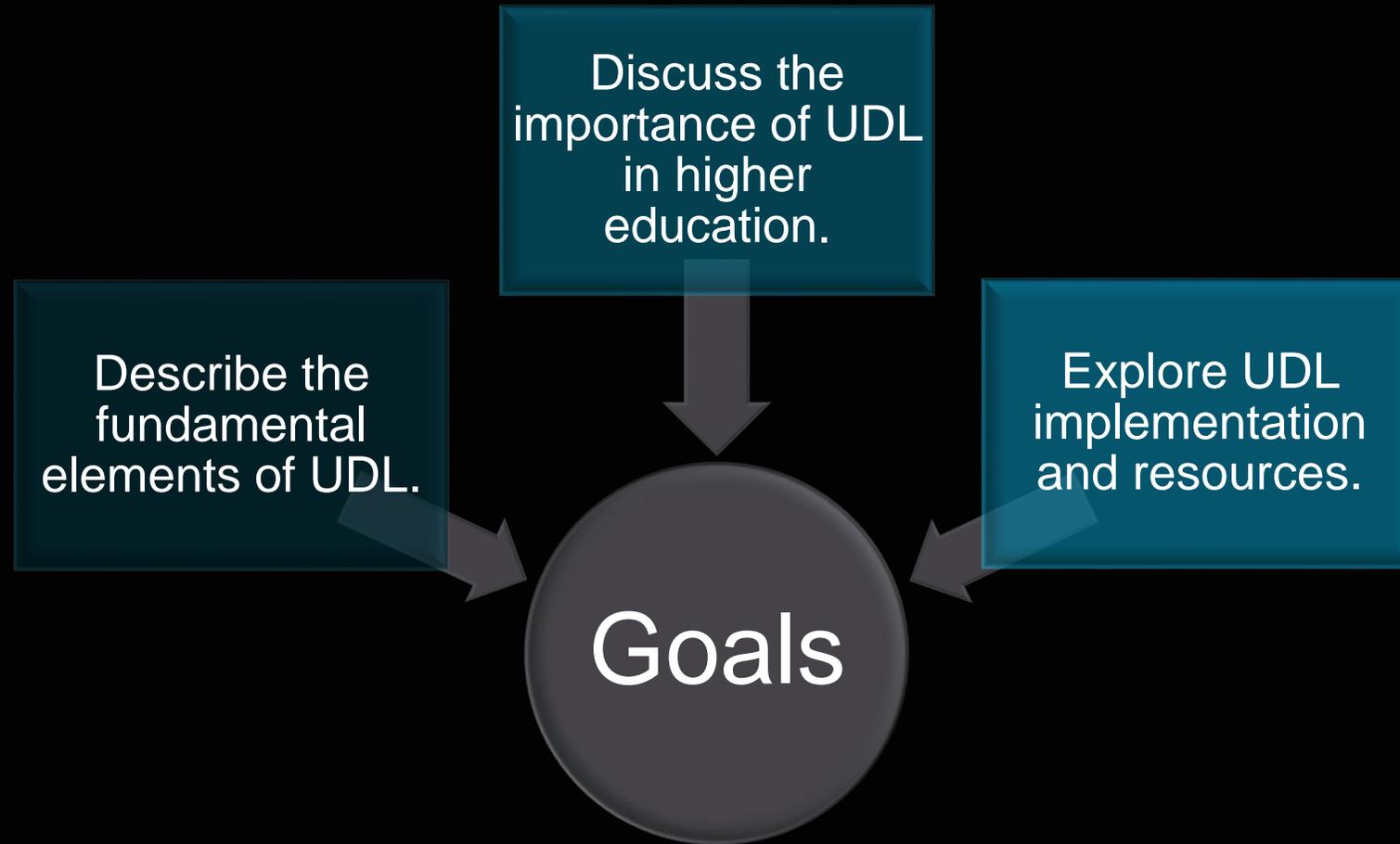
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Universal Design for Learning = UDL



Learning Outcomes



What UDL Is (and Isn't)

What UDL Is and Isn't

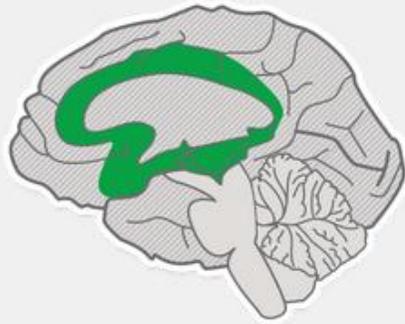
UDL Is

- A best practice approach to curriculum design, development, and delivery
- Intentional and proactive
- A guide for more authentic assessment
- About options driven by students and faculty
- A dynamic process
- About creating expert learners

UDL Isn't

- In addition to your design, development, and delivery
- Prescriptive
- A checklist
- One size fits all
- About 'spoon feeding'
- AODA, legislated or about "compliance"

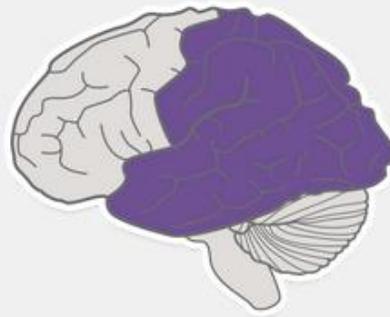
AFFECTIVE NETWORKS:
THE **WHY** OF LEARNING



Engagement

For purposeful, motivated learners,
stimulate interest and motivation for
learning.

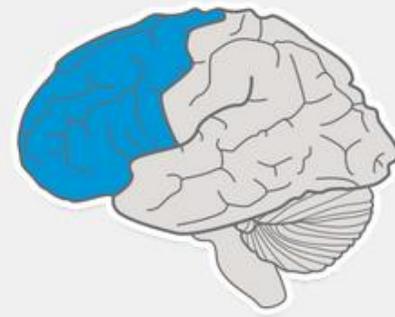
RECOGNITION NETWORKS:
THE **WHAT** OF LEARNING



Representation

For resourceful, knowledgeable learners,
present information and content in
different ways.

STRATEGIC NETWORKS:
THE **HOW** OF LEARNING



Action & Expression

For strategic, goal-directed learners,
differentiate the ways that students can
express what they know.

UDL Guidelines

Affective Networks

The “why” of learning

Multiple Means of Engagement

Provide options for recruiting interest

Provide options for sustaining effort and persistence

Provide options for self regulation

Recognition Networks

The “what” of learning

Multiple Means of Representation

Provide options for perception

Provide options for language and symbols

Provide options for comprehension

Strategic Networks

The “how” of learning

Multiple Means of Action and Expression

Provide options for physical action

Provide options for expression and communication

Provide options for executive functions

What UDL is | Examples

Multiple Means of Engagement

Allow choice of assignment topics (or from a list of topics).

Provide note taking support.

Include a variety of assessment methods.

Offer opportunities for reflection.

Multiple Means of Representation

Include a legend terms, symbols or acronyms.

Interactive learning activities.

Use multimedia resources to deliver content.

Link new information to previously learned content.

Multiple Means of Action and Expression

Develop a clear learning plan and follow it.

Provide submission options.

Include a variety of communication options.

The option to work in pairs, in groups and/or individually.

Why You Should Care

Why You Should Care | Benefits

Typically, UDL implementers find:

- A reduction in the need, and time required, for individual accommodation arrangements, for both faculty and students.
- The proactive design supports a more diverse student population.
- A greater opportunity for learners to more fully demonstrate knowledge.
- Creates more self-aware, knowledgeable learners.
- More accurate assessments.

Why You Should Care

Why I care about UDL in higher education:

- UDL elements set a tone for the course.
- I have more engaged learners.
- We start a dialogue that lasts for the semester.
- I get higher quality assessments to grade.
- I feel empowered.
- I am not just teaching them course content, I am teaching them how to learn.

What Now

What Now

Find the pain!

As you start on your UDL implementation journey, don't be hypothetical.

- Choose an issue that is happening in your learning environment, currently.
- Review the elements you are able to control and determine barriers.
- Apply UDL to determine which options you can provide to resolve the issue.

What Now | Planning

Determine what you can do:

- Immediately with little effort
 - For example creating a list of topics for an assignment, making a legend, including additional multimedia options, etc.
- In the near future
 - For example varying assessment methods, tightening learning outcomes/goals, finding additional resources for units, etc.
- When you redevelop or create a new lesson/module/class
 - For example designing a course website with interactive learning activities, creating assessments that include a range of submission options, developing experiential learning opportunities within the community, etc.

Resources

Today offered a general overview of UDL.

For more UDL information you can connect with me, Darla Benton Kearney:

- darla.benton@mohawkcollege.ca
- 905-575-1212 extension 3688

Or check out these websites:

- [UDL on Campus](#)
- [Centre for Applied Special Technology \(CAST\)](#)
- [UDL Center](#)
- [Mohawk College's UDL webpages](#)



Resources

Or these videos:

- [CAST UDL Introduction](#)
 - by CAST
- [UDL: Principles and Practice](#)
 - by the National Center on Universal Design for Learning
- [The Myth of Average](#) TEDxTalk
 - by Todd Rose

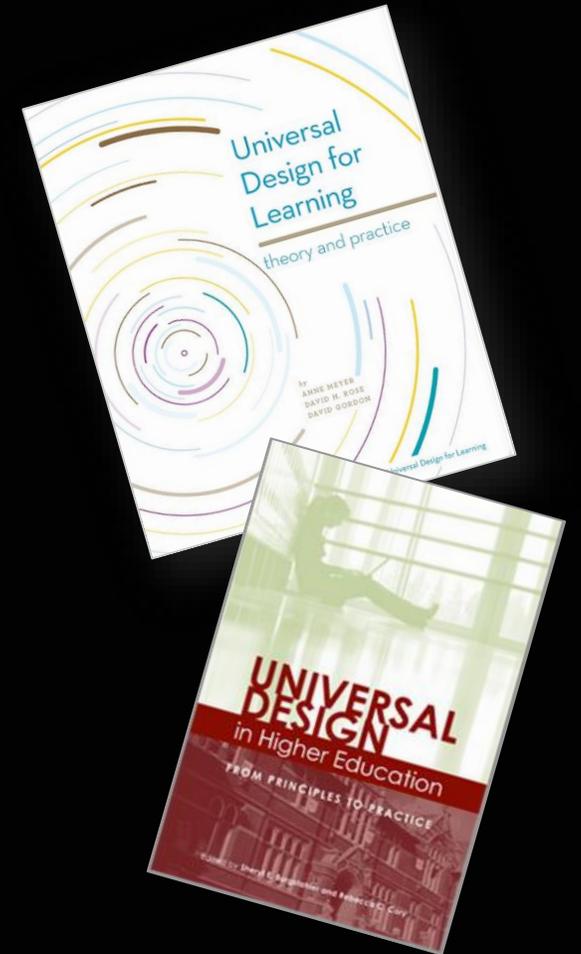
Or these Twitter feeds:

- @UDL_OnCampus
- @CAST_UDL
- @UDLIRN
- @UDL_Universe
- @UDL_Center

Resources

Or these books:

- Universal Design for Learning: Theory and Practice
 - Meyer, Rose, and Gordon
- UDL Navigators in Higher Education: A Field Guide
 - Black and Moore
- Universal Design in Higher Education – 2nd Ed.
 - Burgstahler
- Universal Design for Learning in the Classroom
 - Hall, Meyer, and Rose



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