

# UDL Intro Package

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# Purpose

The information here will:

- Give you a brief overview of Universal Design for Learning (UDL).
- Offer recommendations to watch, review, and do to learn more about UDL.

**Universal Design for Learning**

**What is Universal Design for Learning?**

Universal design for learning (UDL) is a curriculum design, development and delivery framework used to create accessible and inclusive learning environments.

UDL guidelines are based on three primary brain networks:

- Recognition
- Strategic
- Affective

Each network is identified by a principle to guide design, development and delivery in practice:

- Multiple means of representation
- Multiple means of action and expression
- Multiple means of engagement

Each network contains three checkpoints (one in total) that emphasize learner diversity that could either present barriers to learning or opportunities for greater engagement. The checkpoints are as follows:

- Multiple means of representation
  - Options for comprehension
  - Options for language, math and symbols
  - Options for perception
- Multiple means of action and expression
  - Options for executive functions
  - Options for expression and communication
  - Options for physical action
- Multiple means of engagement
  - Options for self-regulation
  - Options for sustaining effort and persistence
  - Options for recruiting interest

The graphic organizer below offers a visual representation of the UDL Guidelines at Mohawk College:

UDL Guidelines								
Affective Networks			Recognition Networks			Strategic Networks		
The "why" of learning			The "what" of learning			The "how" of learning		
Multiple Means of Engagement			Multiple Means of Representation			Multiple Means of Action and Expression		
Provide options for recruiting interest	Provide options for sustaining effort and persistence	Provide options for self-regulation	Provide options for perception	Provide options for language and symbols	Provide options for executive functions	Provide options for expression and communication	Provide options for physical action	Provide options for executive functions

Access an accessible version of the Universal Design for Learning Guidelines graphic: [Accessible version of UDL Graphic in Word](#) or [Accessible version of UDL Graphic in PDF](#)

Use the links to the left (when on a desktop computer), or the links at the bottom (when on a mobile device) to explore universal design for learning at Mohawk College, including information for faculty, current initiatives and useful resources.

# Overview of UDL

# Overview of UDL

[UDL at a Glance](#) offers an overview of UDL in higher education.

## Design



# Overview of UDL | Guidelines

UDL guidelines are based on three primary brain networks:

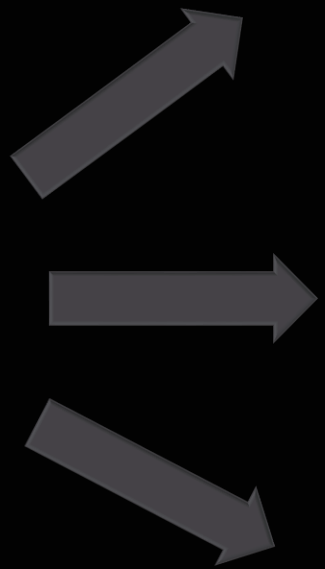
- Affective
- Recognition
- Strategic

Each network is identified by a principle to guide curriculum design, development, and delivery:

- Multiple means of engagement
- Multiple means of representation
- Multiple means of action and expression

# Overview of UDL | Guidelines

Each network contains checkpoints to support the development of options for learners.



## Multiple means of engagement

- Options for self-regulation
- Options for sustaining effort and persistence
- Options for recruiting interest

## Multiple means of representation

- Options for comprehension
- Options for language, math and symbols
- Options for perception

## Multiple means of action and expression

- Options for executive functions
- Options for expression and communication
- Options for physical action

**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 alternatives for auditory information
- Offer alternatives for visual information

**Provide options for Physical Action**

- Vary the methods for response and navigation
- Optimize access to tools and assistive technologies

Build

**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**

- Clarify 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

Internalize

**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
- Highlight 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

Goal

Expert learners who are...

Purposeful & Motivated

Resourceful & Knowledgeable

Strategic & Goal-Directed

# Recommendations to Watch, Review, and Do



# To Watch

## [UDL in Higher Education](#)

- UDL on Campus

## [Getting Started with UDL](#)

- UDL on Campus

## [Innovation at the Margins](#)

- UDL on Campus

## [The Myth of Average](#)

- Todd Rose at TEDx Sonoma County

## [UDL with CTL](#)

- Mohawk College



# To Review

## UDL on Campus

- [UDL in Higher Ed](#)

## College STAR

- [Instructional Supports webpages](#)

## Mohawk College [UDL webpages](#)

- [Information for Faculty](#)
- [Implementation](#)
- [Resources](#)



# To Do

Familiarize yourself with UDL using the resources provided here.

Review your learning plans, course materials and learning activities to determine where and/or when you can apply UDL.

Bring your UDL questions to Darla Benton Kearney:

- [darla.benton@mohawkcollege.ca](mailto:darla.benton@mohawkcollege.ca)
- 905-575-1212 extension 3688

# References

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