Designing Learning for All

Universal Design for Learning

In this faculty development institute, we will:

- Consider how to meet the learning needs of an increasingly diverse and varied student population
- Identify the principles of UDL to reach learners both online and face-to-face
- Examine best UDL practices in technology and pedagogy to increase student success
- Incorporate concepts into instructional practices
- Share knowledge and experiences within the FDI, with department colleagues, and with others on campus

What is Universal Design for Learning?

Write-Pair-Share

The Pair part is optional...

1. Write down your thoughts
2. Turn to a person near to you and share those thoughts
3. Share out loud with the group, or hand your notes to me

TWO PROMPTS

Complete this sentence: Universal Design for Learning is...

How would you compare Universal Design for Learning and classroom accommodations per the Americans with Disabilities Act (ADA)?

5 minutes... GO!

Universal Design for Learning is...

Comparing Universal Design for Learning & ADA accommodations

"a framework to improve and optimize teaching and learning for all"

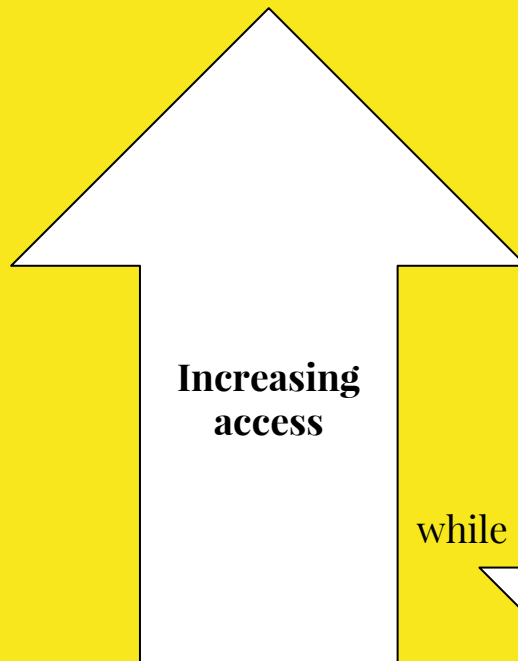CAST. (2015). *About Universal Design for Learning.* Retrieved from http://www.cast.org/our-work/about-udl.html#.V88Bc-krKUk

[CAST]. (2010, January 6). *UDL at a glance*. [Video File]. Retrieved from https://youtu.be/bDvKnY0g6e4

UDL focuses on:

Increasing access

while

Decreasing barriers

UDL does NOT focus on:

Watering down student learning objectives or curricular content

Eliminating all accommodations for students with disabilities

Overhauling curriculum or course content

The Three UDL Principles

Provide multiple means of **engagement:**

Each learner in our classrooms is engaged in a unique and personal way. What catches one student's attention may cause another to roll her eyes. Considering the myriad ways to engage motivation will connect more of our learners to course content.

Provide multiple means of **representation:**

All learners make sense of information in different ways. We can help them develop their knowledge by presenting the same concept represented in a variety of formats (i.e., text, video, audio).

Provide multiple means of **action and expression:**

While all learners in a classroom may have attained the same student learning objectives, they may not be able to **best** express this learning in the same way. Providing a variety of opportunities to express the same learning outcomes can help all learners succeed.

CAST (2011). *Universal Design for Learning Guidelines version 2.0.* Wakefield, MA: Author.

The Three UDL Principles

Provide multiple means of **engagement:**

Ask students to engage in both individual and group work in your classroom

Provide multiple means of **representation:**

Share information about course concepts in several formats - text, video, audio - as appropriate / possible

Provide multiple means of **action and expression:**

Provide a number of different low-stakes assignments students complete as they work toward attaining the course objectives

In fall 2016, we'll explore these three principles in depth.

For each principle, we'll meet and explore:

Principles & best practices	UDL, instructional design, and technology	Strategizing & sharing ideas

These meetings will help us to develop our UDL knowledge with individual projects in mind

In winter 2017, we'll focus on putting these principles into practice.

Once we've considered the principles in depth, we'll focus on how we can:

Plan to use / implement UDL

Touch base about / share experiences

We'll have options to connect virtually / asynchronously as we apply our learning

2016-2017 FDI: Designing Learning for All

Principles & best practices	UDL, instructional design, and technology	Strategizing & sharing ideas

Fall 2016
Developing UDL Knowledge

+

Plan to use / implement UDL	Touch base about / share experiences

Winter 2017
Enacting UDL in Practice

2016-2017 FDI: Designing Learning for All

Principles & best practices

UDL, instructional design, and technology

Strategizing & sharing ideas

Plan to use / implement UDL

Touch base about / share experiences

(Fall 2016
Developing UDL Knowledge) **+** (Winter 2017
Enacting UDL in Practice) **=**

Knowledge to share with others

Experiences to share with others

Directions for future work

FDI Timeline

Proposed fall 2016 meeting dates / times:

    Tuesday, October 4, 12 pm – **Engagement**

    Tuesday, November 8, 12 pm – **Representation**

    Tuesday, December 6, 12 pm (campus study day) – **Action & Expression**

Winter 2017 dates / times TBD

    Virtual / asynchronous connections as an important component

    Offering CETL workshops for others on our learning / experiences

Location: CETL Learning Studio

What is expected of YOU:

Have a project in mind!

Be willing to read / review brief materials of your choice in advance of our meetings

Be willing to share your thoughts, questions, and experiences in the group and with your colleagues

Be reflective about your practices and students' learning experiences

Flagg, James Montgomery: "Uncle Sam" Army recruiting poster. [Photograph]. Retrieved from https://www.loc.gov/exhibits/treasures/images/tlc0090.jpg

Next steps: Decide if you want to participate, and register!

References

[CAST]. (2010, January 6). *UDL at a glance*. [Video File]. Retrieved from https://youtu.be/bDvKnYog6e4

CAST (2011). *Universal Design for Learning Guidelines version 2.0.* Wakefield, MA: Author.

CAST. (2015). *About Universal Design for Learning.* Retrieved from http://www.cast.org/our-work/about-udl.html#.V88Bc-krKUk