Universal Design for Learning: An introduction

Amanda Nichols Hess, nichols@oakland.edu
Assistant Professor, OU Libraries
2016-2017 CETL Faculty Fellow

March 2, 2017
Welcome & Introductions

Who are you?
Where do you work on campus?
What brings you here today?

...lunch is an acceptable answer!
Universal Design for Learning

Workshop series

March 2, 12-1:30p
Universal Design for Learning: An introduction

March 9, 12-1:30p
Universal Design for Learning: In practice

March 16, 12-1:30p
Universal Design for Learning: Challenges & considerations
In this session, we will:

- Discuss the key concepts of Universal Design for Learning
- Define the three principles of Universal Design for Learning
- Identify ways that these principles can be used to facilitate learning for diverse students
What is Universal Design for Learning (UDL)?
“a framework to improve and optimize teaching and learning for all”
UDL focuses on:

- Increasing access
- Decreasing barriers

while
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 (e.g. 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.

UDL and neurocognitive networks

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.

The three UDL principles in practice:

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
Implementing UDL principles may reduce, but not completely replace, accommodations.

These principles do not represent a one-size-fits-all approach.

Most importantly, you are probably already using these concepts in your teaching!
Stop & think

How are you already using these three UDL principles in your classroom(s)?

**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.
Talk & share

If you feel comfortable, share your thoughts or questions with someone near you.

Alternately, jot some notes or ideas down on a piece of paper.
The relationships between these principles
Integrating multiple means of engagement
Integrating multiple means of engagement:

- Optimize choice and autonomy
  - Give learners options where appropriate
- Optimize relevance, value, authenticity
  - Relate learning experiences to “real life”
- Minimize threats/distractions
  - Vary the social demands of activities
- Heighten salience of goals/objectives
  - Break long-term goals into smaller objectives
- Vary demands/resources to optimize challenge
  - Use different tasks to work toward similar goals
- Foster collaboration/communication
  - Encourage learners to consult with their peers
- Increase mastery-oriented feedback
  - Focus feedback on reaching a standard (rubric)
- Promote beliefs that optimize motivation
  - Use learned peers’ work to model goals
- Facilitate personal coping skills/strategies
  - Provide structures to deal with “subject phobia”
- Develop self-assessment/reflection
  - Illustrate learners’ progress over time
Stop & think

How can you integrate multiple means of engagement into your classroom(s), either more intentionally or in a new way?
If you feel comfortable, share your thoughts or questions with someone near you.

Alternately, jot some notes or ideas down on a piece of paper.
Integrating multiple means of representation
Multiple means of representation:

- Offer ways to customize information display
- Offer alternatives for auditory information
- Offer alternatives for visual information
- Clarify vocabulary and symbols
- Clarify syntax and structure
- Support decoding text/math notation/symbols
- Promote understanding across languages
- Illustrate through multiple media
- Activate/supply background knowledge
- Highlight patterns, relationships, big ideas
- Guide information processing/visualization
- Maximize transfer/generalization
- Provide resources learners can adapt/modify
- Provide transcripts for videos
- Provide text to describe images/graphics
- Hyperlink within text to define key terms
- Highlight relationships with concept maps
- List and define key terms
- Use visual resources to clarify vocabulary
- Present concepts in several symbolic formats
- Emphasize cross-curricular connections
- Use outlines to illustrate conceptual structures
- Chunk information into smaller content
- Use familiar contexts to ground new concepts
Stop & think

How can you integrate multiple means of representation into your classroom(s), either more intentionally or in a new way?
Talk & share

If you feel comfortable, share your thoughts or questions with someone near you.

Alternately, jot some notes or ideas down on a piece of paper.
Integrating multiple means of action and expression
Multiple means of action & expression:

- Vary methods for response/navigation
- Optimize access to tools and assistive technology
- Use multiple media to communicate information
- Use multiple tools for construction/composition
- Build fluency with graduated support/practice
- Guide goal setting
- Support planning and strategy development
- Facilitate managing information resources
- Enhance capacity for progress monitoring
- Provide materials that can be used at own pace
- Allow assistive technologies (i.e., screen readers)
- Share information online and physically/face-to-face
- Employ concrete manipulatives to demonstrate ideas
- Build/reduce scaffolds throughout coursework
- Provide estimated time, effort, and difficulty
- Give checklists/planning templates for larger tasks
- Guide note-taking with outlines
- Share examples of annotated student work
Stop & think

How can you integrate multiple means of action / expression into your classroom(s), either more intentionally or in a new way?
Talk & share

If you feel comfortable, share your thoughts or questions with someone near you.

Alternately, jot some notes or ideas down on a piece of paper.
Key takeaways:

Consider these points as you figure out how UDL might work in your classroom.

In an ideal world, using UDL in your teaching should be intentional and proactive.

Identify the stuck points, issues, or key challenges students encounter in your classroom:
Which UDL principle(s) could you use to reduce the barriers to learning they encounter?

If at first you don’t succeed, try again... or try something else!
Next session:

Universal Design for Learning: In practice

March 9, 12-1:30p

Hear from your colleagues about how they have integrated UDL into their teaching practices!
References


Question & by Sebastien Wiertz is licensed under CC BY-SA 2.0