

# Universal Design for Learning UDL

Teaching With Technology May 11, 2016

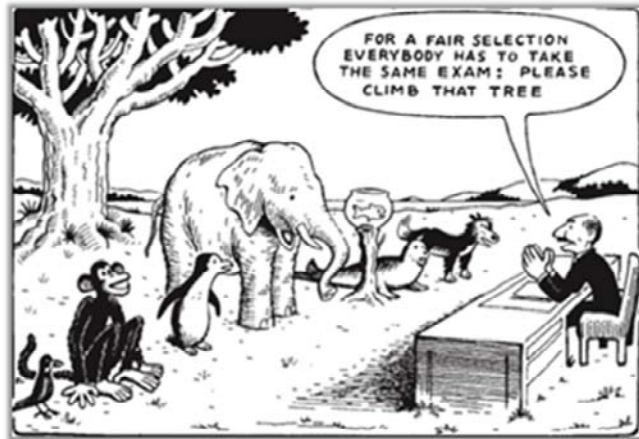
Marcia Dursi

UDL-Universe: A Comprehensive Universal Design  
for Learning Faculty Development Guide

<http://udluniverse.com/>

Welcome

## Educationally, Does One Size Fit All?



How many people gave the exact same exam to every student in their class?

Please consider today's presentation the first in a year long series of presentations on the topic of Universal Design for Learning. You will hear and see and read information about what UDL is, the reasons we must follow UDL guidelines and topics for future workshops.

## UDL is not...

- **Specialized privileges for a few students**
  - It is not about special accommodations
- **Watering down your academic expectations**
  - It is not about making courses easier – school is supposed to be challenging if learning occurs
- **A “magic bullet” or “fix” for all students**
  - It is not going to solve all your curricular or pedagogical problems
- **A prescriptive formula**
  - No checklist will offer the “UDL solution”

<http://udluniverse.com/>

If there is one thing I learned working as a trainer, during my 4 years teaching DSC101 and DSC201 courses, and in my brief stint this semester in the CTL is that many people do not learn the same way I learn nor with the speed at which I learn. It's been a fascinating awakening. My self-reflection question has always been “have I present this information so ALL my students learn this material.” I have not always been successful. The purpose of these presentations today is to start us on a journey of discovery so that we alter our teaching practices to be inclusive rather than exclusive; because when you don't make your material accessible to everyone in your courses you are not leveling the playing field so that everyone can be successful in your course.

At its heart accessibility is about equality, isn't it? We are creating in our classrooms an equitable experience and an opportunity for achievement and success when we adhere to UDL guidelines.

# UDL is.....

## Concise Definition of UDL by HEOA

The term UNIVERSAL DESIGN FOR LEARNING means a scientifically valid framework for guiding educational practice that:

1. provides flexibility in the ways: information is presented, students are engaged, and students respond or demonstrate knowledge and skills
2. reduces barriers in instruction, provides appropriate accommodations, supports, and challenges, and maintains high achievement expectations for all students, including students with disabilities and students who are limited English proficient.



Provided by the [Higher Education Opportunity Act of 2008](#) (HEOA).

<http://udluniverse.com/>

# UDL Foundations: Brain-based Learning Networks

3 primary brain networks are essential for learning:

**1. Recognition Learning Network** (*what*)

- *How we make sense of presented information*

The "what" of learning



**1. Affective Learning Network** (*why*)

- *How motivation & participation impacts learning*

The "why" of learning

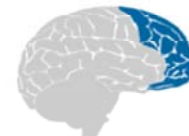


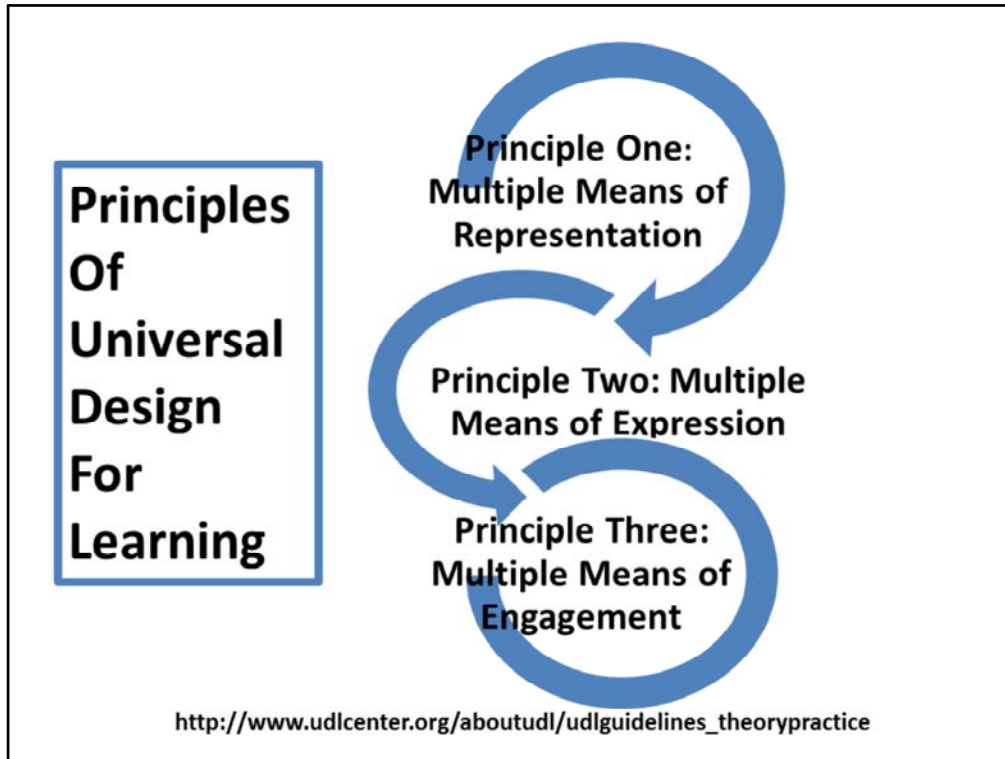
**3. Strategic Learning Network** (*how*)

- *How we demonstrate our learning or mastery*

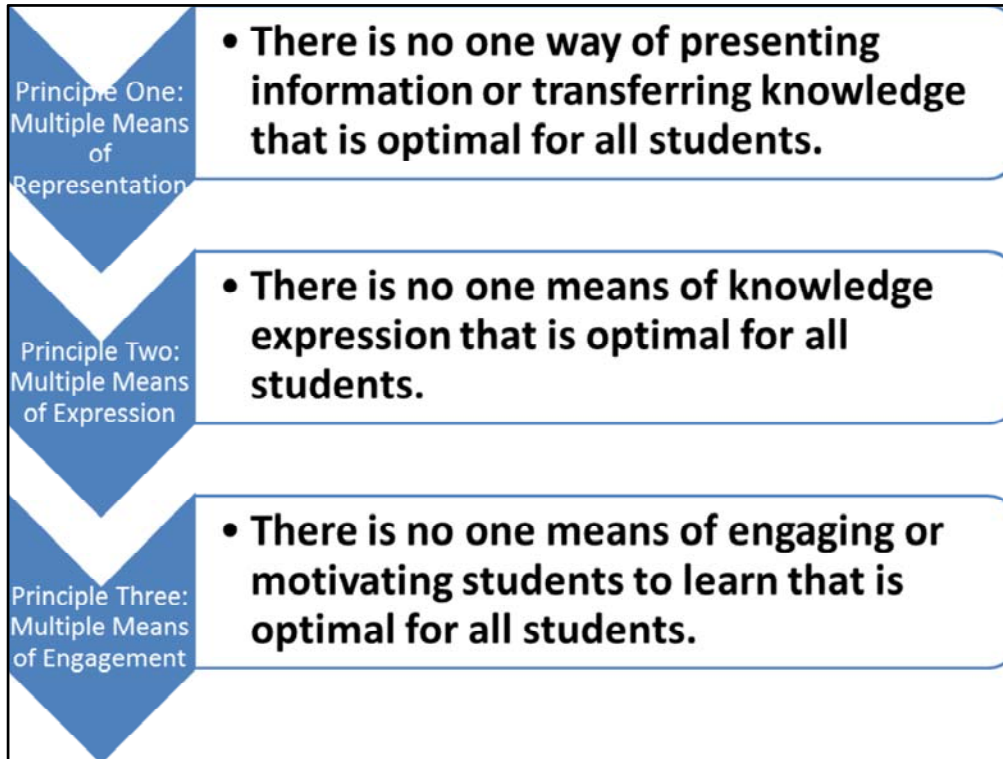
amygdala

The "how" of learning





Please go to url on this slide



And because repetition is good I'll read this slide. Today we will be concentration on one aspect of Principle One, Multiple Means of Representation.



# UDL Guidelines

[HTTP://WWW.UDLCENTER.ORG/ABOUTUDL/UDLGUIDELINES/DOWNLOADS](http://www.udlcenter.org/aboutudl/udlguidelines/downloads)

## UDL Guidelines - Version 2.0: Download the UDL Guidelines!

### English

[Get the UDL Guidelines in full-text format](#) (Word): A complete narrative describing the context within which CAST developed the UDL Guidelines including explanations and examples of each principle and checkpoint.

[Get a Graphic Organizer with the UDL Guidelines](#) (PDF): A multi-colored one-page view of the UDL principles and checkpoints.

[Get an Educator's Worksheet for the UDL Guidelines](#) (Word): A worksheet listing the UDL principles and checkpoints with space for note-taking.

## Making the Connection

### UDL Principles for Effective Instruction

- ❑ Faculty can offer various ways to **REPRESENT** (show) essential course concepts in support of recognition learning networks

*“How do I present essential course content to my students?”*

- ❑ Faculty can offer various ways to encourage student **ENGAGEMENT** (participate) in support of affective learning networks

*“How do I involve my students in the learning process?”*

- ❑ Faculty can offer students various formats for **EXPRESSION** (demonstration) of what they have learned through strategic learning networks

*“How do I ask my students to show what they know?”*

My portion of this presentation on Universal Design for Learning is over. Now that I've given you some background information on UDL Hope Fisher is going to go into the details about the law and guidelines behind UDL and in particular, your responsibilities to adhere to the guidelines corresponding to any type of media and digital content you intend to place in, link to, show, or assign students to view in your new Canvas course.