Universal Design for Learning (UDL)

Presented by:
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The Origin of Universal Design:
The concept first came about through the universal design movement in architecture and product development which was introduced by Ronald L. Meier at North Carolina State University. The concept is to design and construct buildings and products that accommodate the widest range of users (such as those with ramps rather than stairs). UDL applies the same concept to learning in that the curriculum should be designed to accommodate all kinds of learners.

What is Universal Design for Learning (UDL)?
To provide equal access to learning for all students and to maximize the learning of all students by applying Universal Design principles to all aspects of instruction.

UDL Teaching Strategies:
- Wait Time...
  Give students time to process the question that you are asking before calling on someone to answer.
- Teach in 20 minute segments....
  Break the flow every 20 minutes in ways as simple as changing your location in the room.
- Establish sense and meaning up front...
  Intention is enhanced by having a purpose in learning.
- Use color...
  Color increases learning by 25%.

UDL Teaching Strategies Continued:
- Humor and novelty...
  The brain reacts to music, movement and laughter.
- Working memory...
  Adult working memory capacity is about seven items of information at once.
- Model Everything!!!
  Show students specific examples of what you are expecting from them.
- ASSUME NOTHING

Why do we need UDL?
- Individuals bring a huge variety of skills, needs, and interests to the learning process.
- We all have our preferred learning style.
- Many of us have learning differences.

Universal Design should be implemented in the following areas:
- Visual
  - Handouts
  - Power Points
  - DVDs
  - Internet
  - Board notes
- Auditory
  - Podcasts
  - Audio clips
  - Books on tape
  - E-text
  - Reading aloud
  - Discussion groups
- Tactile/Kinesthetic
  - Role Play
  - Activities
  - Labs
  - Projects
  - Internet
  - Blackboard

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Three primary brain networks come into play in UDL principles:
The “WHAT” of learning: Gathering facts, categorizing what we SEE, HEAR, and READ. Information needs to be presented in as many ways as possible: multiple means of representation.
The “HOW” of learning: Planning and performing tasks; how to organize and express ideas. Provide student with different ways to express what they know: multiple means of action and expression.
The “WHO” of learning: How students become engaged and stay motivated, challenged, excited, or interested. Use a variety of methods to stimulate interest and maintain mental learning: multiple means of engagement.

Resources
- www.udl.org
- www.cast.org

Thank You!
What is Universal Design for Learning?

- A set of principles for curriculum development that gives all individuals equal opportunities to learn
- A blueprint for creating instructional goals, methods, materials, and assessments that work for everyone
- Not a one-size-fits-all solution, but rather flexible approaches that can be customized and adjusted for individual needs
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The Goal of Universal Design for Learning (UDL):

To provide equal access to learning for all students and to maximize the learning of all students by applying Universal Design principles to all aspects of instruction.

For example:

- delivery methods
- physical environment
- information resources
- technology
- personal interactions
- & assessments
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Three primary brain networks come into play in UDL principles:

**RECOGNITION NETWORKS**
The "WHAT" of learning. Gathering facts, categorizing what we SEE, HEAR, and READ. Information needs to be presented in as many ways as possible: multiple means of representation.

**STRATEGIC NETWORKS**
The “HOW” of learning. Planning and performing tasks; how to organize and express ideas. Provide student with different ways to express what they know: multiple means of action and expression.

**AFFECTIVE NETWORKS**
The “WHY” of learning. How students become engaged and stay motivated, challenged, excited, or interested. Use a variety of methods to stimulate interest and motivation for learning: multiple means of engagement.

Every Lesson should be taught to meet the needs of all three learning modalities:
- Auditory
- Visual
- Tactile/Kinesthetic

The Goal of Universal Design for Learning
Every Lesson should be taught to meet the needs of all three learning modalities:

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Tactile/Kinesthetic
• Role Play
• Activities
• Labs
• Projects
• Internet
• Blackboard
Universal Design should be implemented in the following areas:

• Class Climate:
  Use practices that support high values with respect to both diversity and inclusiveness.

• Interaction:
  Encourage interactions between students and the instructor and be sure communication methods are accessible to all participants.

• Physical Environment and Products:
  Be sure all facilities, activities, materials, and equipment are physically accessible and usable by all students.
Universal Design should be implemented in the following areas continued:

- **Delivery Methods:**
  Use multiple methods of instruction that are accessible to all learners and meet all kinds of learning needs

- **Feedback:**
  - Provide specific feedback on a regular basis

- **Assessment:**
  Assess student progress on a regular basis using multiple accessible methods and tools, and adjust instruction accordingly

- **Accommodations:**
  Plan for accommodations for students whose needs are not met by the instructional design
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Teaching Strategies
Continued:

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The brain thrives on music, movement and laughter

• Working memory...
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• ASSUME NOTHING!
Questions?
Resources
Center for Applied Special technology (CAST)
http://www.cast.org/udl/

Applications of Universal Design (DO-IT)
http://www.washington.edu/doit/Resources/udesign.html

Thank You!