Universal Design for Learning (UDL)

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What is UDL?
What is “The UDL Framework”?
How UDL can be embedded into our practice
Summary
Extra Resources
WHAT IS UDL?
Universal design for learning (UDL) is a framework to improve and optimize teaching and learning for all people based on scientific insights into how humans learn.

UDL is a set of principles for curriculum development that give all individuals equal opportunities to learn, including students with Disabilities.

Giving the power to students to allow them to be creative in their learning by providing choice.
WHAT IS THE UDL FRAMEWORK?
UDL Framework – Designed by CAST

Neuroscience Research

**Affective Networks**
The “Why” of Learning

**Recognition Networks**
The “What” of Learning

**Strategic Networks**
The “How” of Learning

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**Multiple Means of Engagement**
Stimulate motivation and sustained enthusiasm for learning by promoting various ways of engaging with material.

**Multiple Means of Representation**
Present information and content in a variety of ways to support understanding by students with different learning styles/abilities.

**Multiple Means of Action/Expression**
Offer options for students to demonstrate their learning in various ways (e.g. allow choice of assessment type).
Neuroscience reveals that individuals' differences in skills, needs and interests in learning “are as varied and unique as our DNA or Fingerprints”

(National Center on UDL, 2013)
Simple Example 2 – Think of your Audience

➢ Go into a shop where they have a sale
➢ **Same sale is for everyone with no choice**
   ➢ Same colour top and bottom?
   ➢ No thought for different body shapes or personalities?
   ➢ Expecting everyone to fit into same one size and style?

Yet, this is what’s happening in our education system

Need variability !!!
➢ If you are universal about your design from beginning - cater for all learning abilities

➢ Find your style and carry this through all your curriculum design

➢ Learners become familiar with your teaching style and learn to navigate with ease around the content and style of teaching
➢ In UDL, design your lessons with variability in mind, so you’ll never have to accommodate again - How do you do that?

➢ You represent information in multiple ways, allow students to make choices and respond in multiple ways, and ultimately engage them in the process

➢ How can Higher Education Institutes respond to these challenges?

Enter world of UDL
Learn about UDL
Implement UDL
How UDL can be Embedded into Our Practice
Finding your Style – Have you one?

- **VLE Environment – Interface the same for all modules?**
  1. Logical and consistent format
  2. Manageable sections
  3. Follow style throughout other modules
Finding your Style – Have you one?

Think of creating a template to re-use for your curriculum

- Word
- PowerPoint
- PDF

**KEY TAKEAWAY**
Create a Template for your Curriculum (Word/PowerPoint/Other)
Making Documents Available

➢ Provide multiple means of representation for learners (same content in multiple ways)

KEY TAKEAWAY
Think of how accessible your documentation is? Provide choice of representation.
Creating Videos

KEY TAKEAWAY
Always provide Closed Captions (CC) in your videos

DEAF / Non-Native Speakers / Bad Audio System / Just because....

Applying captions – gives students the option to view and listen to content
Using Hyperlinks

- Hyperlinks are great tools to support inclusion and ease of access

- Signposting different means of engagement to suit different learning styles

- Using hyperlinks within documents or presentations sends the reader directly to that content

- Create meaningful text for hyperlink – label correctly
Using Hyperlinks

KEY TAKEAWAY
Always provide links within your curriculum – great example of signposting and ease of navigation

Week 13 [20th - 24th April 2020]

For Week 13 - Complete the following:

1. Attend Live Session **Friday @ 10-10:45am** 24th April 2020 - LINK HERE
2. Search Engine Analytics (SEA) Module Summary & Recap
3. CA 3 - Applying SEO Techniques - Submit Sunday 26th April 2020 @11pm
4. Please fill out Student Feedback Form - LINK HERE
5. Any questions, please drop me a message

Week 13 - Search Engine Analytics - Summary & Recap 2020 (PPT)

Week 13 - Search Engine Analytics - Summary & Recap 2020 (PDF)

Week 13 - Live Lecture Video Summary of SEA Module (47mins)
Summary
Different Learners, Different Sizes = **Variability**

Think about how boring life would be if we were all the same

Giving the power to students to allow them to be creative in their learning by providing choice

UDL should be pedagogy and not disability
Audience Reflection – Take Away

➢ How would you implement UDL into your practice?

➢ Start by taking micro-steps and build on these over time

“I felt that giving us a choice made it more personal and adapted to students learning styles and abilities. I felt that it allowed us to challenge ourselves in different ways. I felt like I was taking ownership”

(Digital Business Student, Dec 2019)
Thanking You

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Extra Resources
Get your UDL Score Now
UDL Guidelines in **More Detail**

**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

**Provide options for Recruiting Interest** (7)
- Optimize individual choice and autonomy (7.1)
- Optimize relevance, value, and authenticity (7.2)
- Minimize threats and distractions (7.3)

**Provide options for Perception** (5)
- Offer ways of customizing the display of information (5.1)
- Offer alternatives for auditory information (5.2)
- Offer alternatives for visual information (5.3)

**Provide options for Physical Action** (4)
- Vary the methods for response and navigation (4.1)
- Optimize access to tools and assistive technologies (4.2)

**Provide options for Language & Symbols** (2)
- Clarify vocabulary and symbols (2.1)
- Clarify syntax and structure (2.2)
- Support decoding of text, mathematical notation, and symbols (2.3)
- Promote understanding across languages (2.4)
- Illustrate through multiple media (2.5)

**Provide options for Expression & Communication** (5)
- Use multiple media for communication (5.1)
- Use multiple tools for construction and composition (5.2)
- Build fluencies with graduated levels of support for practice and performance (5.3)

**Provide options for Self Regulation** (9)
- Promote expectations and beliefs that optimize motivation (9.1)
- Facilitate personal coping skills and strategies (9.2)
- Develop self-assessment and reflection (9.3)

**Provide options for Comprehension** (8)
- Activate or supply background knowledge (8.1)
- Highlight patterns, critical features, big ideas, and relationships (8.2)
- Guide information processing and visualization (8.3)
- Maximize transfer and generalization (8.4)

**Provide options for Executive Functions** (6)
- Guide appropriate goal-setting (6.1)
- Support planning and strategy development (6.3)
- Facilitate managing information and resources (6.2)
- Enhance capacity for monitoring progress (6.4)

**Expert Learners** who are...
- **Purposeful & Motivated**
- **Resourceful & Knowledgeable**
- **Strategic & Goal-Directed**
Resources

➢ http://learningnetwork.setbc.org/udlresources/2016/11/17/workshop-resources/ - Universal Design for Learning (UDL)

➢ http://udlresource.ca/ - supporting diversity in British Columbia

➢ https://www.ahead.ie/udl - AHEAD UDL

➢ https://youtu.be/I3phbmXUkSI - Creating Accessible and Engaging Presentations


➢ http://www.cast.org/our-work/about-udl.html#.XqcIhmhKhPY - About UDL
Resources

- https://youtu.be/AGQ_7K35ysA - What is UDL (AHEAD) Video
- http://www.cast.org/ - CAST (Founder of UDL)
- http://udlguidelines.cast.org/ UDL Guidelines
- Katie Novak Presentation Let them Thrive
- www.pixabay.com - free stock images
- www.pexels.com – free stock images