UNIVERSAL DESIGN FOR LEARNING (UDL) IN THE HIGHER EDUCATION CLASSROOM

FITCHBURG STATE UNIVERSITY
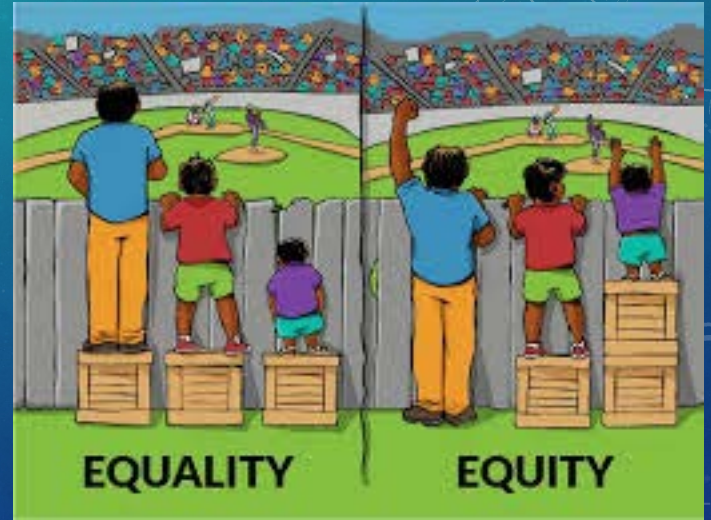
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AGENDA

- Introduction
- What is UDL?
- UDL Framework
  - Group activity and share
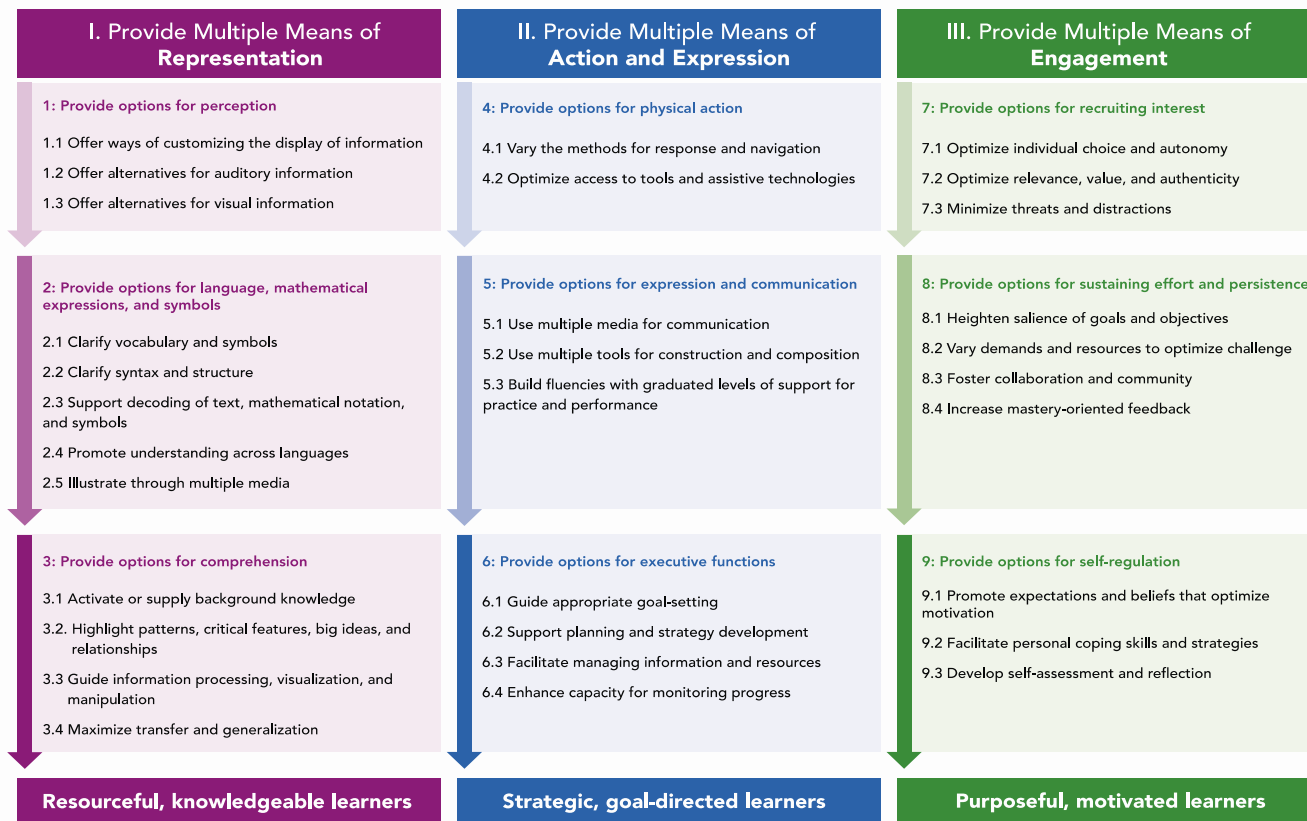 - Designing Syllabi
- Questions
- Exit ticket

UNIVERSAL DESIGN IN EDUCATION

- Values diversity, equity, and inclusion
- Creates a classroom environment that is accessible and usable to all
- Implementation can be done gradually
- Does not single out students with disabilities

UNIVERSAL DESIGN FOR LEARNING

- UDL provides a blueprint for creating instructional goals, methods, materials, and assessments that work for everyone--not a single, one-size-fits-all solution but rather flexible approaches that can be customized and adjusted for individual needs (National Center for Universal Design for Learning, 2014).

Universal Design for Learning Guidelines

I. Provide Multiple Means of Representation

1: Provide options for perception

1.1 Offer ways of customizing the display of information
1.2 Offer alternatives for auditory information
1.3 Offer alternatives for visual information

2: Provide options for language, mathematical expressions, and symbols

2.1 Clarify vocabulary and symbols
2.2 Clarify syntax and structure
2.3 Support decoding of text, mathematical notation, and symbols
2.4 Promote understanding across languages
2.5 Illustrate through multiple media

3: Provide options for comprehension

3.1 Activate or supply background knowledge
3.2. Highlight patterns, critical features, big ideas, and relationships
3.3 Guide information processing, visualization, and manipulation
3.4 Maximize transfer and generalization

Resourceful, knowledgeable learners

II. Provide Multiple Means of Action and Expression

4: Provide options for physical action

4.1 Vary the methods for response and navigation
4.2 Optimize access to tools and assistive technologies

5: Provide options for expression and communication

5.1 Use multiple media for communication
5.2 Use multiple tools for construction and composition
5.3 Build fluencies with graduated levels of support for practice and performance

6: Provide options for executive functions

6.1 Guide appropriate goal-setting
6.2 Support planning and strategy development
6.3 Facilitate managing information and resources
6.4 Enhance capacity for monitoring progress

Strategic, goal-directed learners

III. Provide Multiple Means of Engagement

7: Provide options for recruiting interest

7.1 Optimize individual choice and autonomy
7.2 Optimize relevance, value, and authenticity
7.3 Minimize threats and distractions

8: Provide options for sustaining effort and persistence

8.1 Heighten salience of goals and objectives
8.2 Vary demands and resources to optimize challenge
8.3 Foster collaboration and community
8.4 Increase mastery-oriented feedback

9: Provide options for self-regulation

9.1 Promote expectations and beliefs that optimize motivation
9.2 Facilitate personal coping skills and strategies
9.3 Develop self-assessment and reflection

Purposeful, motivated learners

© CAST

The Universal Design for Learning Guidelines

CAST | Until learning has no limits

Provide multiple means of **Engagement**	Provide multiple means of **Representation**	Provide multiple means of **Action & Expression**
Affective Networks The "WHY" of Learning	Recognition Networks The "WHAT" of Learning	Strategic Networks The "HOW" of Learning

Access

Provide options for **Recruiting Interest** [7]	Provide options for **Perception** [1]	Provide options for **Physical Action** [4]
• Optimize individual choice and autonomy [7.1] • Optimize relevance, value, and authenticity [7.2] • Minimize threats and distractions [7.3]	• Offer ways of customizing the display of information [1.1] • Offer alternatives for auditory information [1.2] • Offer alternatives for visual information [1.3]	• Vary the methods for response and navigation [4.1] • Optimize access to tools and assistive technologies [4.2]

Build

Provide options for **Sustaining Effort & Persistence** [8]	Provide options for **Language & Symbols** [2]	Provide options for **Expression & Communication** [5]
• Heighten salience of goals and objectives [8.1] • Vary demands and resources to optimize challenge [8.2] • Foster collaboration and community [8.3] • Increase mastery-oriented feedback [8.4]	• 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]	• 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]

Internalize

Provide options for **Self Regulation** [9]	Provide options for **Comprehension** [3]	Provide options for **Executive Functions** [6]
• Promote expectations and beliefs that optimize motivation [9.1] • Facilitate personal coping skills and strategies [9.2] • Develop self-assessment and reflection [9.3]	• Activate or supply background knowledge [3.1] • Highlight patterns, critical features, big ideas, and relationships [3.2] • Guide information processing and visualization [3.3] • Maximize transfer and generalization [3.4]	• Guide appropriate goal-setting [6.1] • Support planning and strategy development [6.2] • Facilitate managing information and resources [6.3] • Enhance capacity for monitoring progress [6.4]

Goal

Expert learners who are...

Purposeful & Motivated	Resourceful & Knowledgeable	Strategic & Goal-Directed

Principle: Provide Multiple Means of Representation

Guideline 2: Provide options for language, mathematical expressions, and symbols.

Checkpoint 2.1: Clarify vocabulary and symbols
Example: Visuwords

Principle: Provide Multiple Means of Action and Expression

Guideline 5: Provide Options for Expression and Communication

Checkpoint 5.1: Use multiple media for communication
Example: Adobe Spark

Principle: Provide Multiple Means of Engagement

Guideline 8: Provide Options for Sustaining Effort and Persistence

Checkpoint 8.3: Foster collaboration and community
Example: Google Docs

GROUP ACTIVITY

- In groups, you will work together to brainstorm materials, activities, etc. that address the checkpoints in the guideline you are given

- Record your ideas on chart paper and be prepared to share out

EXAMPLES OF UDL IN HIGHER EDUCATION

- Let students know you are available to discuss learning needs
- Deliver instruction in multiple ways to interest and engage all learners
- Use examples that will interest learners of different races, ethnicity, gender identity, age, and ability
- Give students the option to turn in large projects in pieces for feedback
- Provide copies of presentations, notes, etc. and post on a learning management system
- Use a variety of methods of assessment
- Tailor your syllabi

[National Center on Universal Design for Learning: UDL Examples](#)

QUESTIONS

EXIT TICKET

- Reflect on concepts presented today

- Identify one strategy you anticipate implementing and the checkpoint with which it correlates

- Record it on a Post-It® note

- Post it on the correlating chart paper

REFERENCES

CAST (2018). UDL on campus. Retrieved from http://udloncampus.cast.org/home#.-WxVigVMvx-V

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