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| IRIS Center logo. | **Outline** |
| **Universal Design for Learning**:  Designing Learning Experiences That Engage and Challenge All Students | |

Module Home

* Module Description: This module examines the Universal Design for Learning (UDL) framework and discusses how educators can apply UDL to proactively design learning experiences that are flexible enough to challenge and engage all students and that promote learner agency (est. completion time: 2.5 hours).

Challenge

* Video: In this module, you will meet three educators.

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Initial Thoughts

* Do these learning experiences sound familiar? Do you think they are effective?
* What should educators consider when designing instruction so that all students are engaged and challenged?
* How can educators identify and address potential barriers when designing instruction?

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Perspectives & Resources

* Module Objectives
* Illustrate the value of addressing learner variability
* Explain the importance of facilitating learner agency
* Recognize that barriers live in the design of instruction, not in students
* Summarize the principles of Universal Design for Learning (UDL)
* Apply the UDL principles to the components of instruction
* Recognize that applying the UDL framework is an iterative process

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* Page 1: Universal Design for Learning (UDL)
* As educators notice the many differences in how their students learn, think, and communicate, their observations may often lead to one weighty question: How can I reach each learner in my classroom?
* Link: Universal Design for Learning [definition]
* Link: CAST [web page]
* Each word in the name Universal Design for Learning is intentional and reflects the priorities of UDL… [bullet points]
* Learner Variability
  + Link: learner variability [definition]
  + For Your Information
  + Research Shows [bullet points]
* Learner Agency
  + Link: learner agency [definition]
  + Link: expert learners [definition]
  + Expert learners tend to… [bullet points]
    - Link: cognitive strategies [definition]
    - Link: metacognitive strategies [definition]
  + For Your Information
    - Link: Top 5 UDL Tips for Fostering Expert Learners (CAST) [PDF]
* Audio: David Rose expands upon the benefits of UDL.
* Audio: Lindsay Jones expands upon the benefits of UDL.
* Audio: Susan Shapiro discusses the two priorities of the UDL framework.
* Link: Universal Design for Learning (UDL): Overview and Future Direction [IRIS Interview]
* Activity

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* Page 2: Addressing Barriers
* In the same way that students vary as individual learners, they also experience different barriers to their learning processes.
* Link: barrier [definition]
* These barriers can exist in any of the four primary instructional components… [bullet points]
* Did You Know?
* Viewing Barriers in Students/Viewing Barriers in Designs/Removing Barriers [table]
* Audio: Shauntā Singer offers more information on barriers and provides examples of how to eliminate those barriers by providing flexible options.
* Audio: Sarah Wisecarver offers more information on barriers and provides examples of how to eliminate those barriers by providing flexible options.
* For Your Information
  + Link: individualized education program (IEP) [definition]
  + Link: accommodations [definition]
  + Link: assistive technology [definition]
  + Link: specially designed instruction [definition]
  + Link: related services [definition]
* Returning to the Challenge
  + Audio: Mr. Hughes reflects on representing and interpreting data using bar graphs.
  + Audio: Ms. Tong reflects on identifying the theme of fictional text.
  + Audio: Mrs. Rios reflects on understanding mitosis.

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* Page 3: UDL Principles
* As you have learned, educators should anticipate differences in how their students learn and identify potential barriers within the instructional components.
* Design Multiple Means of Engagement [drop-down menu]
  + Link: emotional capacity [definition]
* Design Multiple Means of Representation [drop-down menu]
  + Link: captions [definition]
  + Link: text-to-speech [definition]
  + Link: graphic organizers [definition]
* Design Multiple Means of Action and Expression [drop-down menu]
  + Link: manipulatives [definition]
* For Your Information
  + Link: UDL and the Learning Brain (CAST) [PDF]
* The UDL Guidelines
  + Design multiple means of Engagement/Design multiple means of Representation/Design multiple means of Action & Expression [table]
  + Link: UDL Guidelines [web page]
* Audio: Shauntā Singer provides more information on the purpose of the UDL Guidelines and how teachers can apply the Guidelines to develop their instruction.
* Audio: Susan Shapiro shares a story about how a teacher used the Guidelines as a lens to identify barriers and revise her instruction.
* Did You Know?

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* Page 4: Goals
* Just as a destination on a map lets travelers know where they will arrive at the end of their journey, a goal lets students know what expectation they should meet by the end of the lesson or unit.
* Clear Goals
* Multiple Means
  + Designing for multiple means of engagement, representation, and action and expression can look different depending on the type of learning goal… [bullet points]
  + Audio: Grace Meo provides more information about separating the goal from the means of learning for both content-based and skill-based goals.
* Putting It All Together
  + For Your Information
  + Goal/Clear Goal/Multiple Means [table]
* Activity
* Keep In Mind
  + Link: UDL Tips for Developing Learning Goals (CAST) [PDF]
* Activity

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* Page 5: Assessments
* After establishing a clear goal that allows for multiple means, the educator determines how to assess learners’ progress toward and mastery of the goal.
* Assessment results help… [bullet points]
* Formative Assessment
  + Link: formative assessment [definition]
  + This type of assessment can be used to… [bullet points]
  + Formative Assessment Examples
    - Link: exit tickets [definition]
* Summative Assessment
  + Link: summative assessment [definition]
  + This type of assessment can be used to… [bullet points]
  + Summative Assessment Examples
* Self-Assessments
  + Link: self-assessment [definition]
  + Using this type of assessment, students can…
    - Link: self-monitor [definition]
  + Self-Assessment Examples
* Addressing Barriers in Assessments
  + For Your Information
  + Assessment Barriers/Removing Barriers [table]
* Audio: Shauntā Singer shares how educators can apply the UDL framework to assessments to build learner agency and to better understand student learning.
* Keep In Mind
  + Link: UDL Tips for Assessments (CAST) [PDF]
* Activity
  + Link: Help Mr. Hughes address the barriers in his assessments. [drop-down menu]
    - Audio: Learn how Mr. Hughes intends to address the barriers in his assessments.
  + Link: Help Ms. Tong address the barriers in her assessments. [drop-down menu]
    - Audio: Learn how Ms. Tong intends to address the barriers in her assessments.
  + Link: Help Ms. Rios address the barriers in her assessments. [drop-down menu]
    - Audio: Learn how Mrs. Rios intends to address the barriers in her assessments.

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* Page 6: Methods
* Educators use a variety of instructional methods every day.
* Teacher-Directed Instruction [drop-down menu]
  + Link: modeling [definition]
  + Link: explicit instruction [definition]
  + Link: advance organizers [definition]
  + Link: KWL chart [definition]
  + Link: guided notes [definition]
* Questioning [drop-down menu]
  + Link: response cards [definition]
  + Link: prompting [definition]
* Independent Practice [drop-down menu]
  + Link: working memory [definition]
  + Link: scaffolded instruction [definition]
* Discussion [drop-down menu]
* Cooperative Learning [drop-down menu]
* Project-based Learning [drop-down menu]
  + Link: generalization [definition]
* Keep in Mind
  + Link: UDL Tips for Designing Learning Experiences (CAST) [PDF]
* Activity
  + Link: Help Mr. Hughes address the barriers in his methods. [drop-down menu]
    - Audio: Learn how Mr. Hughes intends to address the barriers in his methods.
  + Link: Help Ms. Tong address the barriers in her methods. [drop-down menu]
    - Audio: Learn how Ms. Tong intends to address the barriers in her methods.
  + Link: Help Ms. Rios address the barriers in her methods. [drop-down menu]
    - Audio: Learn how Mrs. Rios intends to address the barriers in her methods.

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* Page 7: Materials
* Just as educators implement many different instructional methods, they also use a wide variety of instructional materials to represent the content.
* Flexible materials align with all three UDL principles. Educators design… [bullet points]
* Keep in Mind
* Digital Text
  + Did You Know?
  + For Your Information
    - Link: alt text [definition]
    - Link: screen reader software [definition]
    - Link: National Center on Accessible Educational Materials [web page]
    - Link: Designing for Accessibility (National Center on Accessible Educational Materials ) [web page]
    - Link: Procuring Accessible Digital Materials and Technologies for Teaching and Learning: The What, Why, Who, and How (National Center on Accessible Educational Materials) [PDF]
    - Link: Tips for Accessible Educational Materials (CAST) [PDF]
* Audio: Kelli Suding explains how materials and technology must work together to make instruction accessible for all students.
* Technology Tools
  + Such tools are often categorized in two ways… [bullet points]
    - Link: screen reader software [definition]
  + Audio: Luis Pérez addresses the importance of using technology when applying UDL principles and discusses the difference between educational technology and assistive technology.
  + Audio: Cynthia Curry expands on this difference.
  + High-Leverage Practices
* Multiple Formats
  + Educators may accomplish this in many ways, such as… [bullet points]
* Culturally Responsive Materials
  + Audio: Shauntā Singer discusses how culturally responsive materials can help students engage in and make meaning of content.
* Keep in Mind
  + Link: Top 5 UDL Tips for Learning Environments (CAST) [PDF]
* Activity
  + Link: Help Mr. Hughes address the barriers in his materials. [drop-down menu]
    - Audio: Learn how Mr. Hughes intends to address the barriers in his materials.
  + Link: Help Ms. Tong address the barriers in her materials. [drop-down menu]
    - Audio: Learn how Ms. Tong intends to address the barriers in her materials.
  + Link: Help Ms. Rios address the barriers in her materials. [drop-down menu]
    - Audio: Learn how Mrs. Rios intends to address the barriers in her materials.

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* Page 8: Designing with UDL
* As you have learned, the three UDL principles—design multiple means of engagement, design multiple means of representation, and design multiple means of action and expression—are critical to developing accessible and equitable learning experiences.
* Research Shows
* Educators can apply the UDL framework throughout the instructional cycle as they… [bullet points]
* Proactively Design
  + During this stage, educators should… [bullet points]
  + Keep in Mind
    - Link: Key Questions to Consider When Planning Lessons (CAST) [PDF]
    - Link: UDL Tips for Designing Learning Experiences (CAST) [PDF]
* Implement Instruction
  + During this stage, educators should… [bullet points]
* Reflect and Redesign
  + During this stage, educators should… [bullet points]
* Audio: Shauntā Singer suggests starting with the goal, ensuring that it incorporates flexible means.
* Audio: Sarah Wisecarver suggests starting with the goal, ensuring that it incorporates flexible means.
* Link: Universal Design for Learning (UDL): A Teacher’s Implementation [IRIS Interview]
* Link: Universal Design for Learning (UDL): Creating an Equitable Classroom [IRIS Interview]
* Returning to the Challenge
  + Link: Explore how Mr. Hughes applied the UDL framework to design more engaging and challenging learning experiences. [drop-down menu]
  + Link: Explore how Ms. Tong applied the UDL framework to design more engaging and challenging learning experiences. [drop-down menu]
  + Link: Explore how Ms. Rios applied the UDL framework to design more engaging and challenging learning experiences. [drop-down menu]

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| NOTES |  |

* Page 9: References & Additional Resources
* Suggested module citation
* References
* Additional Resources
* Page 10: Credits
* Content Experts
* Expert Reviewers
* Module Developers
* Module Production Team

Wrap Up

* Summary of the module
* Instructional Component/Key Features [table]
* Revisit your Initial Thoughts responses

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Assessment

* Take some time now to answer the following questions.

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