Introduction to Universal Design for Learning

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Outline

- What is UDL?
- Misconceptions about UDL
- Examples of UDL

Equality

Not everyone benefits from the same supports.

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Equity

We can remove barriers by providing adequate supports based on variability.

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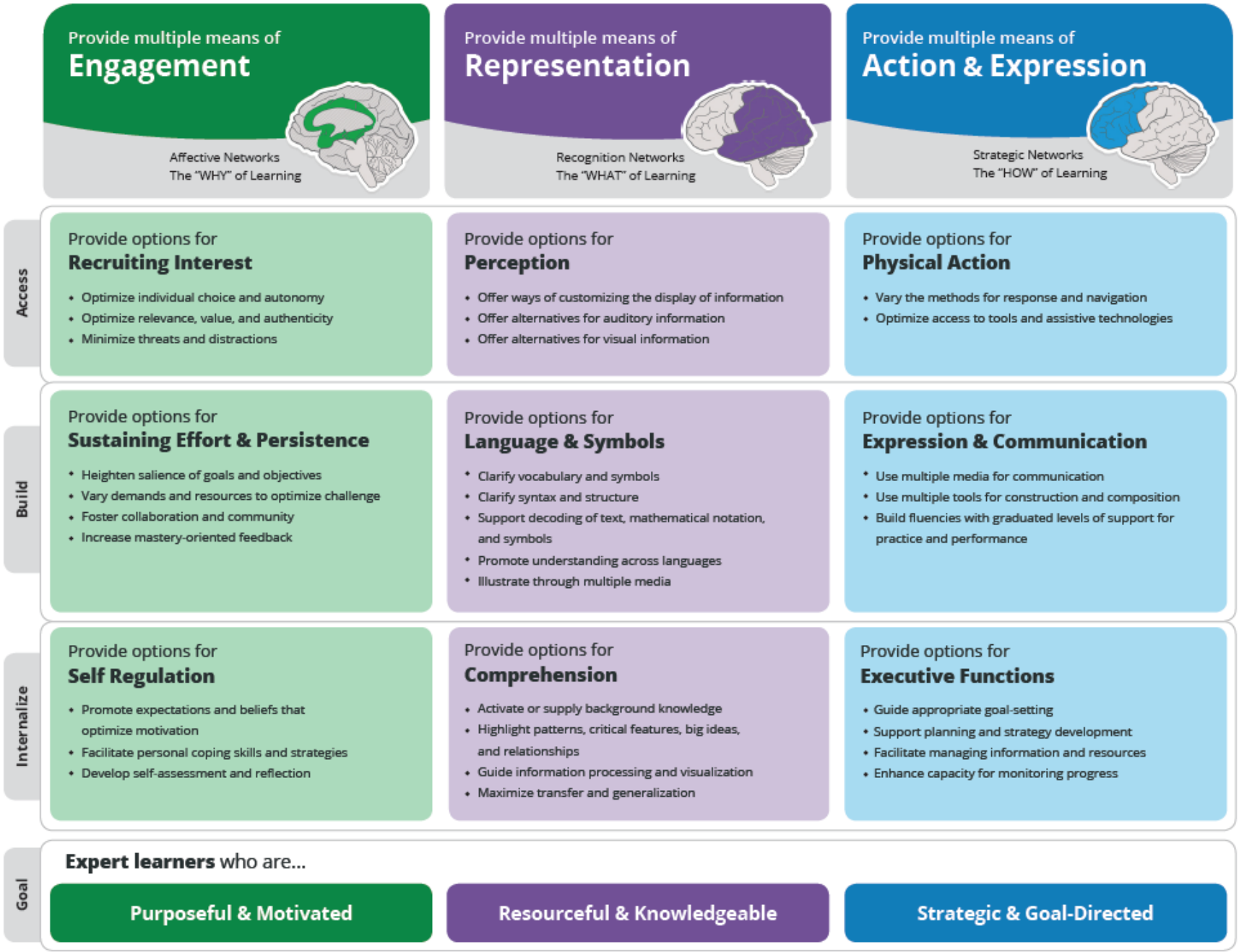
Expert Learning

When we focus on individual needs, we not only promote equity, but also engagement and involvement.

UDL Principles

Multiple means of:

- Engagement
- Representation
- Action & Expression



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Firm Goals, Flexible Means

- Too many options leads to choice paralysis
- Ensure all options are actually helping students achieve the learning outcomes
- Ensure students have the information to choose which options are best for them

Math Choice Board-Place Value

You can choose any 3 activities to complete a tic-tac-toe.

Word Problems A store has 310 pencils. They put the pencils in bundles of 10 to fit in pencil boxes. How many pencil boxes with 10 pencils will the store have? Show your work on your own paper.	**Creative** Using the tens and ones cubes make a picture on your paper. Outline what you have drawn. Count how many tens and ones you used. What is the total number you get?	**Writing Integration** Write a word problem using place value. Solve your word problem. Write out the steps it took to solve your word problem.
Write in Expanded Notation Write the following numbers in expanded notation. Example: 312=300+10+2 129 387 704 987 620 456 876 507 369 905 134 870	**Practice** Practice counting by 10s. Start at 495 and count by tens to 595. Write all of your answers on your paper. Practice counting by 5s. Start at 340 and count by tens to 440. Write all of your answers on your paper.	**Word Problems** A store has 510 pieces of candy. They put the candy in bags of 10 to sell. How many bags of candy will the store have? Show your work on your own paper.
What is the Value Tell what the value of the red number is. Example: 340 Answer: 4 tens=40 129 387 704 987 620 456 876 507 369 905 134 870	**Ordinal Numbers** Write the number that comes before, after, or between the numbers listed. 304, ___, 306 415, ___, 417 135, 136, ___ ___, 86, 87 ___, 456, 457 ___, 900, 901 876, ___, 878 378, 379, ___	**What is the number?** Write the following numbers that the expanded notation shows. 400+50+7= 500+70+5= 200+40+4= 700+80+1= 100+0+5= 600+70+0= 300+20+0= 800+40+7= 900+80+9= 300+0+8=

Standards: MCC2.NBT.1 , MCC2.NBT.2 , MCC2.NBT.3

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Misconceptions about UDL

- Requires complete overhaul – small changes can make a big impact
- Too much content to cover – it's OK to teach a bit less at more depth
- Flexibility threatens rigour – no it doesn't
- Doesn't work in Act Sci – some ideas work for all disciplines
- Will reduce the number of accommodations – it may but not the point
- Have to prepare students for real world – real world has flexibility too
- Workload – evaluate the impact on students/TAs/yourself to decide which UDL strategies to implement, doesn't have to be more work

Examples of UDL – In Classroom

- Make learning goals clear for each class, use signposting
- Think/write – pair – share
- Have students write in questions at end of lecture
- Student-created summary notes (provide template)
- Multiple options for participation marks
- Accessible videos (transcripts, captions)
- Invite students to discuss learning needs without disclosing disability

Examples of UDL – On Assignments

- Explain the purpose and learning outcomes of tasks
- Give choices of topic/format of deliverable
- Exemplars (not just one – show variance), rubrics, or templates
- Revise & resubmit ("early bird") deadline
- Slip days
- OK to have some things marked for completion
- Get student comments on projects to improve for next time (what advice would you give a student doing this project?)

Key Takeaways

- Removing barriers to learning benefits everyone
- You don’t have to do everything to make a difference
- Learning should be effortful, but because of the content, not because of admin/tech/bureaucracy

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Interested in Learning More?

UDL guidelines - udlguidelines.cast.org/

Katie Novak – novakeducation.com

UDL where to start - www.fulcrum.org/concern/file_sets/j3860906x?locale=en