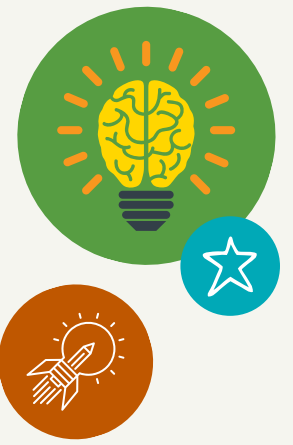Developed by Shavonne Coleman
Adapted from CAST UDL Guidelines 2021

UNIVERSAL DESIGN FOR LEARNING

The UDLframework embraces Learner Variability. This means every student has different strengths & weaknesses and that there is no such thing as an average learner. Shape your learning environment and pedagogy with this in mind, every learner is unique and that each strength and weakness is an asset to your learning community.

Provide +1 more way of learning to happen

Interested in learning about more resources? Click **HERE**

UDL Provides Multiple Means of

ENGAGEMENT
The *WHY* of Learning

REPRESENTATION
The *WHAT* of Learning

ACTION & EXPRESSIONS
The *HOW* of Learning

What methods can I utilize in my Learning Environment?

Recruiting Interest
Why learners get **involved**?

Facilitate a student developed community through **peer-to-peer, collaborative, or service-learning.**

Develop class **expectations or community agreements** with learners.

Utilize topics and objectives **focusing** on student interests

Invite students to bring in oral or visual narratives to make **connections** to course content

Facilitate **student driven course design** allowing for student autonomy and agency

Cultivate student designed rubrics and assessments

Create a Student-Centered **environment** through project-based learning or flipped classrooms

Perception
What learners **utilize** to perceive course content

Use tools* like **Trello, Google Jamboard, FlipGrid,** or **Graph Builder** to vary the layout of information.

Consider the **contrast** between background and text or image

Remember **Google slides** and **Zoom** have closed captioning included

Notify students that you allow speech-to-text

Provide **written transcripts** for videos or auditory clips

Use **visual signs** or **tactile cues** for alerts or organization (i.e., who speaks next)

Follow **accessibility standards** (NIMAS) when creating digital text. UDOIT can be a helpful tool when thinking about accessibility

Physical Action
How learners **navigate/interact** with curriculum

Provide **options** for students to physically interact with materials and content.

Invite students to **engage** or respond to materials through the chat function, visual signals, or tools that employ voice commands or comments.

Provide **alternate** keyboard commands, tablet/cell phone navigation for mouse action

Consider only **requiring** softwar**e** and apps that work with keyboard alternatives, alt keys, and multiple devices

Sustaining Effort & Persistence

WHY LEARNERS SUSTAIN FOCUS AND ATTENTION

Scaffold your lesson (i.e., homework assignments are part of the midterm/final)

Provide a range of expectations, and a range of possible resources that allows all learners to find challenges that are optimally motivating

Weave in opportunities for mentoring through peers for small group or one-on-one support

Create time and space to provide immediate, relevant, and constructive feedback

Ensure there are opportunities for feedback to guide learners toward mastery rather than a fixed notion of performance or compliance

Expression & Communication

HOW LEARNERS NAVIGATE/INTERACT WITH CURRICULUM

Compose in multiple media such as text, speech, drawing, illustration, comics, storyboards, design, film, music, dance/movement, visual art, sculpture, or video.

Use social media and interactive web tools (e.g., discussion forums, chats, web design, annotation tools, storyboards, comic strips, animation presentations)

Solve problems using a variety of strategies.

Provide options that give students the ability to complete assessments or evaluative assignments in differing approaches (e.g., written, podcast, graphic organizer, visual journal, etc.)

Language & Symbols

WHAT FORMS OF CONTENT PROVIDE ACCESS AND CLARITY TO CONTENT

Use hyperlinks, illustrations, discussion, translations, etc. to support understanding of vocabulary and symbols.Pre-teach vocabulary and symbols, especially in ways that promote connection to the learners' experience and prior knowledge

Use digital text with an accompanying human voice recording (e.g., Daisy Talking Books)

Make all course content in the dominant language (e.g.,English) also available in first languages (e.g., Spanish, American Sign Language, etc.)

Present key concepts multiple forms of symbolic representation (e.g., an informational text or a math equation) with an alternative form (e.g., an illustration, dance/movement, diagram, physical or virtual manipulative, etc.)

Self Regulation

(Why learners maintain engagement and motivation)

Ensure that learners have opportunities to set personal goals that can be realistically reached and align with course outcomes. (e.g., provide individual goal templates, success notes during class reflection, portfolio assessment)

Setup support systems so that learners are able to deal with frustration and avoid anxiety (e.g. virtual office hours, access to recorded assignment instructions, flexible deadline options.)

Utilize reminders, models, checklists, etc. assist learners in choosing and trying an adaptive strategy for managing and directing their emotional responses to external events

Explicit instruction and modeling in order to learn how to do this successfully

Comprehension

(What makes knowledge constructable and usable)

Anchor instruction by linking to and activating relevant prior knowledge (e.g., using visual imagery, concept anchoring, or concept mastery routines)

Use advanced organizers (e.g., KW(P)L methods, concept maps)

Pre-teach critical prerequisite concepts through demonstration or models

Bridge concepts with relevant analogies and metaphors

Give explicit prompts for each step in a sequential process

Introduce graduated scaffolds that support information processing strategies

Provide multiple entry points to a lesson and optional pathways through content (e.g., exploring big ideas through dramatic works, arts and lit)

Prompt the use of mnemonic strategies and devices (e.g., visual imagery, paraphrasing strategies, method of loci, etc.)

Incorporate explicit opportunities for review and practice

Embed new ideas in familiar ideas and contexts (e.g., use of analogy, metaphor, drama, music, film, etc.)

Executive Functions

(How learners practice metacognition)

Facilitate time in class where students discuss goal-setting as a class, in small groups, or in pairs such as student created community agreements or assignment rubrics

Set aside time in class for students to engage in planning and strategy development

Facilitate the process of students modifying strategies to support course objectives

Enhance the learner's capacity for monitoring progress through formative assessments, checklists, and learner identified needs.

LEARN MORE:

http://accessproject.colostate.edu/udl/modules/udl_introduction/udl_concise_intro.pdf

http://udloncampus.cast.org/page/udl_about

https://www.novakeducation.com/blog/what-is-udl-infographic

DOWNLOADS:

https://udlguidelines.cast.org/more/downloads
*See UT's approved list of external apps here