Module Home



**Outline­**

**Universal Design for Learning**:

Designing Learning Experiences that Engage and Challenge All Students

* 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
* Recognize the value of addressing learner variability
* Understand the importance of facilitating learner agency
* Understand that barriers live in the design of instruction, not in students
* Be familiar with the principles of Universal Design for Learning (UDL)
* Be able to 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)
* In classrooms across the globe, educators notice many differences in…
* Link: Universal Design for Learning [definition]
* The name Universal Design for Learning is intentional.… [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) [IRIS Information Brief]
* Audio: David Rose expands upon the benefits of UDL
* Audio: Susan Shapiro discusses the two priorities of the UDL framework
* Activity: Select all the ways these educators can reasonably expect their...

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* Page 2: Addressing Barriers
* In the same way that students vary as individual learners, they also…
* Link: barrier [definition]
* Barriers can exist in any of the four primary instructional… [bullet points]
* Did You Know?
* Viewing Barriers in Students/Viewing Barriers in Designs… [table]
* Audio: Shauntā Singer offers more information on barriers and provides...
* For Your Information
  + Link: individualized education programs (IEPs) [definition]
  + Link: accommodations [definition]
  + Link: assistive technology [definition]
  + Link: specially designed instruction [definition]
  + Link: related services [definition]
* Returning to the Challenge
  + Audio: Mr. Hughes reflection
  + Audio: Ms. Tong reflection
  + Audio: Mrs. Rios reflection

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* Page 3: UDL Principles
* The UDL framework is built on three principles that guide educators…
* Let’s explore these principles in greater depth [drop-down boxes]
  + Provide multiple means of engagement [bullet points]
  + Provide multiple means of representation [bullet points]
    - Link: captions [definition]
    - Link: text-to-speech
    - Link: graphic organizers [definition]
  + Provide multiple means of action and expression [bullet points]
    - Link: executive functions [definition]
    - Link: manipulatives [definition]
* For Your Information [graphic]
  + Link: UDL and the Learning Brain (CAST) [IRIS Information Brief]
* The UDL Guidelines [table]
* Audio: Shauntā Singer provides more information on the purpose of...
* Audio: Susan Shapiro shares a story about how a teacher used the...
* Did You Know?

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* Page 4: Goals
* A common phrase among educators who use UDL is “clear goals…
* Clear Goals
* Multiple Means
  + Designing for multiple means of engagement… [bullet points]
* Audio: Grace Meo provides more information about separating the goal…
* Putting It All Together
  + When educators design learning experiences, their first stop is…
  + Goal/Clear Goal/Multiple Means [table]
  + For Your Information
* Activity: Read each goal in the table below and determine if it is a clear...
* Keep In Mind [bullet points]
  + Link: UDL Tips for Developing Learning Goals (CAST) [IRIS Information Brief]
* Activity: For each educator below, select the version of the learning goal…

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* Page 5: Assessments
* After establishing a clear goal that allows for multiple means, the…
* Assessment results help [bullet points]
* Assessments occur throughout the learning process
* Formative Assessment
  + Link: formative assessment [definition]
  + This type of assessment can be used to:
    - Provide continuous feedback about student learning to…
    - Inform or guide instruction
    - Provide continuous feedback to learners [bullet points]
  + Formative assessment examples
    - Link: exit tickets [definition]
* Summative Assessment
  + Link: summative assessment [definition]
  + This type of assessment can be used to…
    - Measure and evaluate students’ mastery of content or skills
    - Inform or guide future design
  + Summative assessment examples
* Self-Assessments
  + Link: self-assessment [definition]
  + Using this type of assessment, students can…
    - Monitor and reflect on their progress toward and mastery of the learning goal
      * Link: self-monitor [definition]
    - Develop learner agency
  + 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...
* Keep In Mind [bullet points]
  + Link: UDL Tips for Assessments (CAST) [IRIS Information Brief]
* Activity: Consider how you would address the barriers in the educators...
  + Audio: Learn how Mr. Hughes intends to address the barriers in...
  + Audio: Learn how Ms. Tong intends to address the barriers in her...
  + Audio: Learn how Mrs. Rios intends to address the barriers in her...

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* Page 6: Methods
* Methods refer to the ways in which the content is taught to help…
* The six common instructional methods listed below… [drop-down boxes]
  + Teacher-Directed Instruction
    - Link: modeling [definition]
    - Link: explicit instruction [definition]
    - Educators can better align teacher-directed… [bullet points]
      * Link: advance organizers [definition]
      * Link: KWL chart [definition]
      * Link: guided notes [definition]
  + Questioning
    - Educators can better align questioning… [bullet points]
      * Link: response cards [definition]
      * Link: prompting [definition]
  + Independent Practice
    - Link: working memory [definition]
    - Educators can better align independent… [bullet points]
      * Link: scaffolded instruction [definition]
  + Discussion
    - Educators can better align their discussions… [bullet points]
  + Cooperative Learning
    - Educators can better align cooperative… [bullet points]
  + Project-based Learning
    - Link: generalization [definition]
    - Educators can better align their project… [bullet points]
* Educators often enhance their instructional methods by incorporating…
  + Link: screen reader software [definition]
* High-Leverage Practices [box]
* Audio: Luis Pérez addresses the importance of technology in UDL and...
* Audio: Cynthia Curry expands on this difference.
* Audio: Kelli Suding provides examples of how technology can enhance...
* Keep in Mind [bullet points]
* Activity: Consider how you would address the barriers in the educators’…
  + Audio: Learn how Mr. Hughes intends to address the barriers in...
  + Audio: Learn how Ms. Tong intends to address the barriers in her...
  + Audio: Learn how Mrs. Rios intends to address the barriers in her...

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* Page 7: Materials
* Just as educators implement many different instructional methods, they…
* Definition of “digital text”
* Did You Know?
* For Your Information [bullet points links]
  + Link: alt text [definition]
  + Link: screen reader software [definition]
  + Link: National Center on Accessible Educational Materials
  + Link: Designing for Accessibility (CAST) [IRIS Information Brief]
  + Link: Procuring Accessible Digital Materials and Technologies for Teaching and Learning: The What, Why, Who, and How (National Center on Accessible Educational Materials) [IRIS Information Brief]
  + Link: Tips for Accessible Educational Materials (CAST) [IRIS Information Brief]
* Educators committed to UDL present content in… [bullet points]
* Audio: Kelli Suding explains how materials and technology must work...
* Audio: Shauntā Singer discusses how culturally responsive materials...
* Flexible materials align with all three UDL principles [bullet points]
* Keep in Mind [bullet points]
  + Link: UDL Tips for Designing Learning Experiences (CAST) [IRIS Information Brief]
* Activity: Consider how you would address the barriers in the educators’...
  + Audio: Learn how Mr. Hughes intends to address the barriers in...
  + Audio: Learn how Ms. Tong intends to address the barriers in her...
  + Audio: Learn how Mrs. Rios intends to address the barriers in her...

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* Page 8: Designing with UDL
* The three UDL principles—providing multiple means of engagement…
* Research Shows [bullet points]
* Educators can apply the UDL framework throughout the… [bullet points]
* Proactively Design
  + During this stage, educators should… [bullet points]
  + Keep in Mind [box with bullet points and links]
    - Link: Key Questions to Consider When Planning Lessons (CAST) [IRIS Information Brief]
    - Link: UDL Tips for Designing Learning Experiences (CAST) [IRIS Information Brief]
* Implement Instruction
  + During this stage, educators should… [bullet points]
* Reflect and Redesign
  + During this stage, educators should… [bullet points]
* Audio: Shauntā Singer discusses how educators can begin applying...
  + Returning to the Challenge

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| NOTES |  |

* Page 9: References & Additional Resources
* Suggested module citation
* References
* Additional Resources
* Page 10: Credits
* Content Experts
* 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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| NOTES |  |

You Have Completed This Module

* Give Us Your Feedback
  + Link: Module Feedback Form
* Professional Development Hours
  + Link: IRIS PD Options
* Related Resources [link]