

Universal Design for Learning:

Creating a Learning Environment that Challenges and Engages All Learners

Use this outline to follow along with the module's main features. The blank "Notes" panels below each section are interactive and can be filled in using Adobe Acrobat. Otherwise, print this document and record your notes by hand.

Module Home

- **Module Description:** This module examines the three principles of Universal Design for Learning (UDL) and discusses how to apply these principles to the four curricular components (i.e., goals, instructional materials, instructional methods, and assessments) (est. completion time: 2.5 hours).
- *STAR Legacy Cycle*
- **Related to This Module**
 - Link: Module Outline
 - Video: Navigating an IRIS *STAR Legacy* Module
 - Link: IRIS and Adult Learning Theory
 - Wrap-Around Content Map

Challenge

- **Video:** Sycamore Middle School is an urban school with a large percentage of the students from diverse backgrounds. Even though the teachers are aware of the great range of interests and abilities of their students, they find it difficult to meet all of their learning needs.

Notes

Initial Thoughts

- How can teachers at Sycamore Middle School meet the diverse educational needs of all of their students?
- To meet the needs of the widest range of students, what should teachers consider when planning their instruction?

Notes

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Perspectives & Resources

❖ Module Objectives

- After completing the entire Perspectives & Resources section and reviewing the accompanying activities, you should:
 - Understand the principles of Universal Design for Learning (UDL)
 - Be able to apply the principles of Universal Design for Learning to the components of a curriculum
- This IRIS Module aligns with the following licensure and program standards and topic areas...

Notes

❖ Page 1: Universal Design for Learning

- Did You Know?
 - Link: Universal design in architecture
 - Link: Americans with Disabilities Act [definition]
- Traditional Instruction v. Universal Design for Learning Instruction
- Audio: David Rose describes UDL
- Audio: Grace Meo describes UDL
- UDL benefits all students by... [bullet points]
 - Link: Universal design in architecture
- Audio: David Rose discusses the benefits of UDL
- Activity: It is helpful for teachers and students to be aware of their learning preferences
 - Link: Barsch Inventory

Notes

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❖ Page 2: UDL Principles

- Three principles of UDL (Graphic and table)
- Audio: David Rose discusses the role of technology in UDL
 - FYI [bullet points]

Notes

❖ Page 3: Curricular Components

- Four main curricular components [bullet points]
- Four main curricular components
- Audio: David Rose describes the interconnected relationships between the four main curricular components

Notes

❖ Page 4: Learning Goals

- Traditional Goal
 - Representation barriers [bullet points]
 - Action and Expression barriers [bullet points]
 - Engagement issues [bullet points]
- UDL Goal
 - Representation barriers [bullet points]
 - Action and Expression barriers [bullet points]
 - Engagement issues [bullet points]
- Link: scaffolded instruction [definition]
- Audio: Grace Meo describes how teachers can identify a goal that is independent of the means by which students achieve the goal

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- Activity: Help the teachers at Sycamore Middle School to rewrite an instructional goal so that it incorporates UDL principles
 - Link: Feedback

Notes

❖ Page 5: Instructional Materials

- Sycamore Middle School Instructional Materials [bullet points]
- Link: Benefits of digital text
- For Your Information
 - Link: Sources of digital books and other resources
- Link: scaled models [definition]
- Link: tactile materials [definition]
- Media: David Rose provides an illustrative example to emphasize the need for flexible materials
- Keep in Mind [bullet points]
- Sycamore Middle School: UDL Materials for Ancient Egypt Unit [bullet points]
- Activity: Help Mr. Cottrell to brainstorm UDL materials to use during a lesson on basic geometry
 - Link: Evaluation

Notes

❖ Page 6: Instructional Methods

- Sycamore Middle School Traditional Instructional Materials [bullet points]
- Representation
 - Link: Provide multiple examples
 - Link: Highlight important information
 - Link: Present content utilizing multiple media and formats
 - Link: Build or activate background knowledge
- Action and Expression
 - Link: Model skills in a variety of ways

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- Link: Provide opportunities to practice with scaffolds and supports
- Link: Provide corrective feedback
- Link: Allow alternatives for students to express or demonstrate their learning
- Engagement
 - Link: Offer choices of content and tools
 - Link: Provide adjustable levels of challenge
 - Link: Allow students to choose from a variety of reinforcers
 - Link: Allow options for the learning environment or context
 - Link: Utilize flexible grouping
- Sycamore Middle School: UDL Instructional Materials for Ancient Egypt Unit [bullet points]
- Activity: Mrs. Hunter, a 7th-grade science teacher at Sycamore Middle, is teaching a chapter on cell division
 - Link: Evaluation

Notes

❖ Page 7: Assessment

- Sycamore Middle School Traditional Assessments [bullet points]
 - Link: summative assessment [definition]
- Reflect the learning goal [drop-down window]
- Provide flexible opportunities to demonstrate knowledge or a skill [drop-down window]
- Allow for scaffolds and supports [drop-down window]
- Be conducted in an ongoing manner [drop-down window]
- Audio: David Rose discusses why it is important to use universally designed assessments
- Audio: Grace Meo discusses the importance of using summative and formative assessments
- Sycamore Middle School UDL Assessments [bullet points]
- Research Shows [bullet points]
- Link: General procedures for developing a rubric
- Audio: David Rose discusses grading universally designed assessments
- Activity: Help Ms. Alvarez develop a rubric to grade her students' projects [bullet points]
 - Link: Feedback

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Notes

❖ Page 8: UDL in Practice

- Link: Ms. Sung's chart
- Link: Traditional Lesson Plan
- Link: UDL Lesson Plan
- Audio: Grace Meo explains that many teachers begin by identifying lesson plans that are not effective
- Learning modalities and examples [bullet points]
- Cole
- Abigail
 - Link: related service provider [definition]

Notes

❖ Page 9: Implementation Issues

- Step 1: Acquire Knowledge of UDL Practices [drop-down window]
- Step 2: Move Beyond the Textbook [drop-down window]
- Step 3: Design Curriculum [drop-down window]
- Step 4: Obtain Administrator Support
- Step 5: Educate and Involve Parents
- Differentiated Instruction [definition]
- Accommodations [definition]
- Modifications [definition]
- Assistive Technology [definition]
- Audio: Grace Meo discusses the distinctions among four instructional approaches
- Audio: David Rose emphasize that UDL is the foundation of a good learning environment and may minimize the need for some of these supports

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Notes

❖ Page 10: References & Additional Resources

- Suggested module citation
- References
- Additional Resources

❖ Page 11: Credits

- Suggested module citation
- Content Experts
- Module Developers
- Module Production Team
- Media Production Team
- Media
- Expert Interviews

Wrap Up

- Summary of the module
- Multimedia: A summary of Universal Design for Learning as presented by David Rose and Grace Meo
- Revisit your Initial Thoughts responses

Notes

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Assessment

Complete the numbered questions. Please note that the IRIS Center does not collect your Assessment responses. If this is a course assignment, you should turn them in to your professor using whatever method he or she requires.

Notes

You Have Completed This Module

- Give Us Your Feedback
 - Link: [Module feedback survey form](#)
- Professional Development Hours
 - Link: [IRIS PD Options](#)
- Related Resources [[links](#)]