Implementing UDL in Your Classroom Online or In-person

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What is your role or what do you teach?
1-4 How well do you know UDL?
1- Not at All
2- Somewhat
3- Had a Training or two
4- I could write book
Universal Design for Learning (UDL) is an approach to improve and optimize teaching and learning for all by setting clear, rigorous goals; anticipating barriers; and proactively designing to minimize those barriers.
Our Learning Environment

Self-Regulate
- Sit anywhere
- Stand or walk
- Eat anytime
- Fidget

Perceive
- Screen shared slides
- Personal copy of slides
- Captions

Act
- Agenda
- Chat Box
- Raise Hand
- Doodle
Our Goals for Today

- Show that the barrier exist in the environment, not the learners.
- Explore the concept and implications of variability.
- Develop foundational understanding of the structure and design of the UDL Guidelines for online or in-person instruction.
- Provide strategies that can be implemented today to embrace and implement UDL in your instruction.
UDL Core Concepts

The Why

Architecture

Neuroscience

Learning

Engagement in Practice: Sustain effort and persistence

Engagement in Practice: Optimize relevance, value, and authenticity
UDL Core Concepts
The Why

Architecture    Neuroscience    Learning
• Universal Design in architecture is an approach to design that works to ensure products and buildings can be used by virtually anyone, regardless of their level of ability or disability.
Architecture:
Retrofitting for Access
Architecture: Universal Design (UD)

Reflect and Share:

Who will use the ramp?
Why are the handrails important?
Who else may benefit from this design?
Universal Design: Necessary for some, good for all.

- automatic doors
- curb cuts
- easy grip tools
- closed captioning
Equality, Equity, & UDL
UDL Core Concepts: The Barrier is in the Environment

The barrier is in the environment, not the learner.
Reflect:

What **resonates** so far?
What **questions** do you have?
What might work in your **context**?
The UDL Core Concepts: Neuroscience

The barrier is in the environment, not the learner.

Neuroscience

Learning
The Old View of the Brain
Neuroscience now
Variability is the norm.
Watch Together

The Myth of Average
- Air Force Analogy (0:23)
- Jagged Learning Profiles (6:40)
- Simple Solutions in a School Setting (11:00)
- Our Charge Going Forward (15:30)

Read Independently

UDL Learning and the Brain or Learner Variability is the Rule, not the Exception
“The Myth of Average”

Air Force Analogy (0:23)
Jagged Learning Profiles (6:40)
Simple Solutions in a School Setting (11:00)
Our Charge Going Forward (15:30)
Reflect:

What **resonates** so far?

What **questions** do you have?

What might work in your **context**?

Where can you use what we have discussed?
Understanding Variability:

The Dinner Party Analogy
The Dinner Party

gluten-free

lactose intolerant

vegetarian
The Dinner Party Analogy: Proactive Menu Design
Choice is not the same as variety

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<td><img src="image3.png" alt="Salad" /></td>
<td><img src="image4.png" alt="Pasta" /></td>
<td><img src="image5.png" alt="Sushi" /></td>
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Variability is Contextual

North: Likes to **take action**, try things, and **plunge in**.

West: Likes to know the **who, what, when, where, how, and why** before acting.

South: Likes to consider **everyone's feelings** and hear **all voices** before acting.

East: Likes to look at the **big picture** and the possibilities before acting.
Scenario 1
You are grocery shopping in a market you know well.

North: Plunge in
East: Look at the big picture
South: Consider feelings
West: Pay attention to detail
Scenario 2
You are planning a party for your best friend’s birthday.

**North:** Plunge in
**East:** Look at the big picture
**South:** Consider feelings
**West:** Pay attention to detail
Scenario 3
You are on a committee that is deciding which curriculum to purchase.

North: Plunge in
East: Look at the big picture
South: Consider feelings
West: Pay attention to detail
Variability is the norm.
Reflect:

What *resonates* so far?
What *questions* do you have?
What might work in your *context*
What might this look like in your classroom?
The UDL Core Concepts: Learning

The barrier is in the environment, not the learner.

Variability is the norm.
UDL Core Concepts:
We can design for variability

Variability is predictable in learning and can be designed for.
UDL & The Learning Brain

- There is no average brain
- The brain has incredible plasticity
- Goals drive the nervous system
PDF version of the Guidelines

Online, interactive version of the Guidelines
Provide multiple means of Engagement
- Affective Networks
  The “WHY” of Learning

Provide multiple means of Representation
- Recognition Networks
  The “WHAT” of Learning

Provide multiple means of Action & Expression
- Strategic Networks
  The “HOW” of Learning

Provide options for Recruiting Interest
- Optimize individual choice and autonomy
- Optimize relevance, value, and authenticity
- Minimize threats and distractions

Provide options for Perception
- Offer ways of customizing the display of information
- Offer alternatives for auditory information
- Offer alternatives for visual information

Provide options for Physical Action
- Vary the methods for response and navigation
- Optimize access to tools and assistive technologies

Provide options for Sustaining Effort & Persistence
- Heighten salience of goals and objectives
- Vary demands and resources to optimize challenge
- Foster collaboration and community
- Increase mastery-oriented feedback

Provide options for Language & Symbols
- Clarify vocabulary and symbols
- Clarify syntax and structure
- Support decoding of text, mathematical notation, and symbols
- Promote understanding across languages
- Illustrate through multiple media

Provide options for Expression & Communication
- Use multiple media for communication
- Use multiple tools for construction and composition
- Build fluencies with graduated levels of support for practice and performance

Provide options for Self Regulation
- Promote expectations and beliefs that optimize motivation
- Facilitate personal coping skills and strategies
- Develop self-assessment and reflection

Provide options for Comprehension
- Activate or supply background knowledge
- Highlight patterns, critical features, big ideas, and relationships
- Guide information processing and visualization
- Maximize transfer and generalization

Provide options for Executive Functions
- Guide appropriate goal-setting
- Support planning and strategy development
- Facilitate managing information and resources
- Enhance capacity for monitoring progress

Expert learners who are...
- Purposeful & Motivated
- Resourceful & Knowledgeable
- Strategic & Goal-Directed
Research and the UDL Guidelines

The UDL Guidelines are grounded in research in the learning sciences:

- cognitive science
- cognitive neuroscience
- neuropsychology, &
- neuroscience.
What is the range and source of human variability in learning?

3 Principles
Affective Networks
The “Why” of Learning

Provide multiple means of Engagement

Affective networks monitor the internal and external environment to set priorities, motivate, and engage learning and behavior.

Recognition Networks
The “What” of Learning

Provide multiple means of Representation

Recognition networks sense and perceive information in the environment and transform it into usable knowledge.

Strategic Networks
The “How” of Learning

Provide multiple means of Action & Expression

Strategic networks plan, organize, and initiate purposeful actions in the environment.

How students will engage?
How students will perceive?
How students will act on their understanding?
How will learners engage?

How will learners perceive and comprehend?

How will learners act on their understanding?
What are the **design components source** to consider when addressing variability in each network?

9 Guidelines
What are the specific practices that reduce barriers to learning in each of the principles?

31 Checkpoints
The goal of UDL is to support expert learning.
The learner needs access.

The learner builds understanding.

The learner develops skills and practices.

The learner becomes an expert learner.
UDL is not a checklist...

Infuse UDL based on your goal
Teach students how to learn,
not just what to learn.
UDL varies in every context...

small changes make a big difference.
Universal Design for Learning (UDL) is an approach to improve and optimize teaching and learning for all by setting clear, rigorous goals; anticipating barriers; and proactively designing to minimize those barriers.
Reflect:

What resonates so far?
What questions do you have?
What might work in your context?
How will you apply UDL in your curriculum?
Implementing UDL in Your Classroom Online or In-person

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