

Universal Design for Learning UDL

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Video

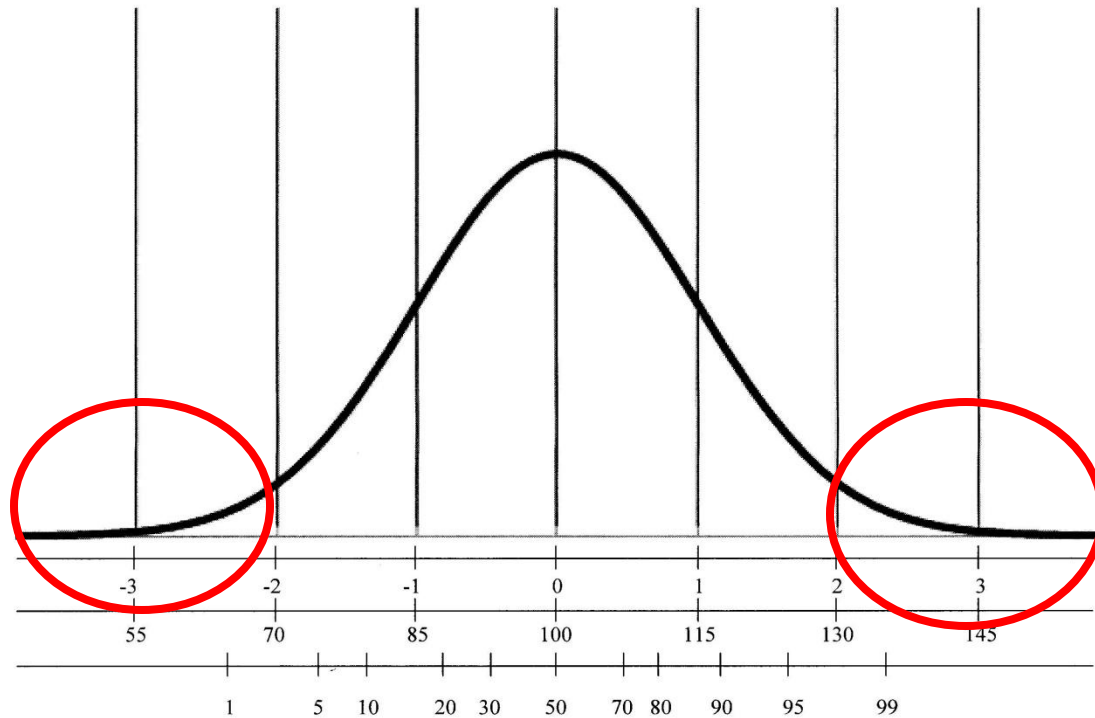
- Be sure you have watched the following video (which is also posted in our course space), before watching this presentation
- <http://www.youtube.com/user/UDLCAST#p/a/u/0/bDvKnY0g6e4>

Universal Design in the Community

- **Curb cuts and ramps**
- **Electric doors**
- **Captions on Television**
- **Speakerphones**



Plan for the Margins





Typeface:

Standard typeface, with upper and lower case letters, is better than italic, small caps, or all caps

Roman typefaces are effective.

Decorative typefaces are not as effective.

Sans-serif typefaces are effective.

Condensed typefaces are not as effective.

Upper and lowercase type is effective.

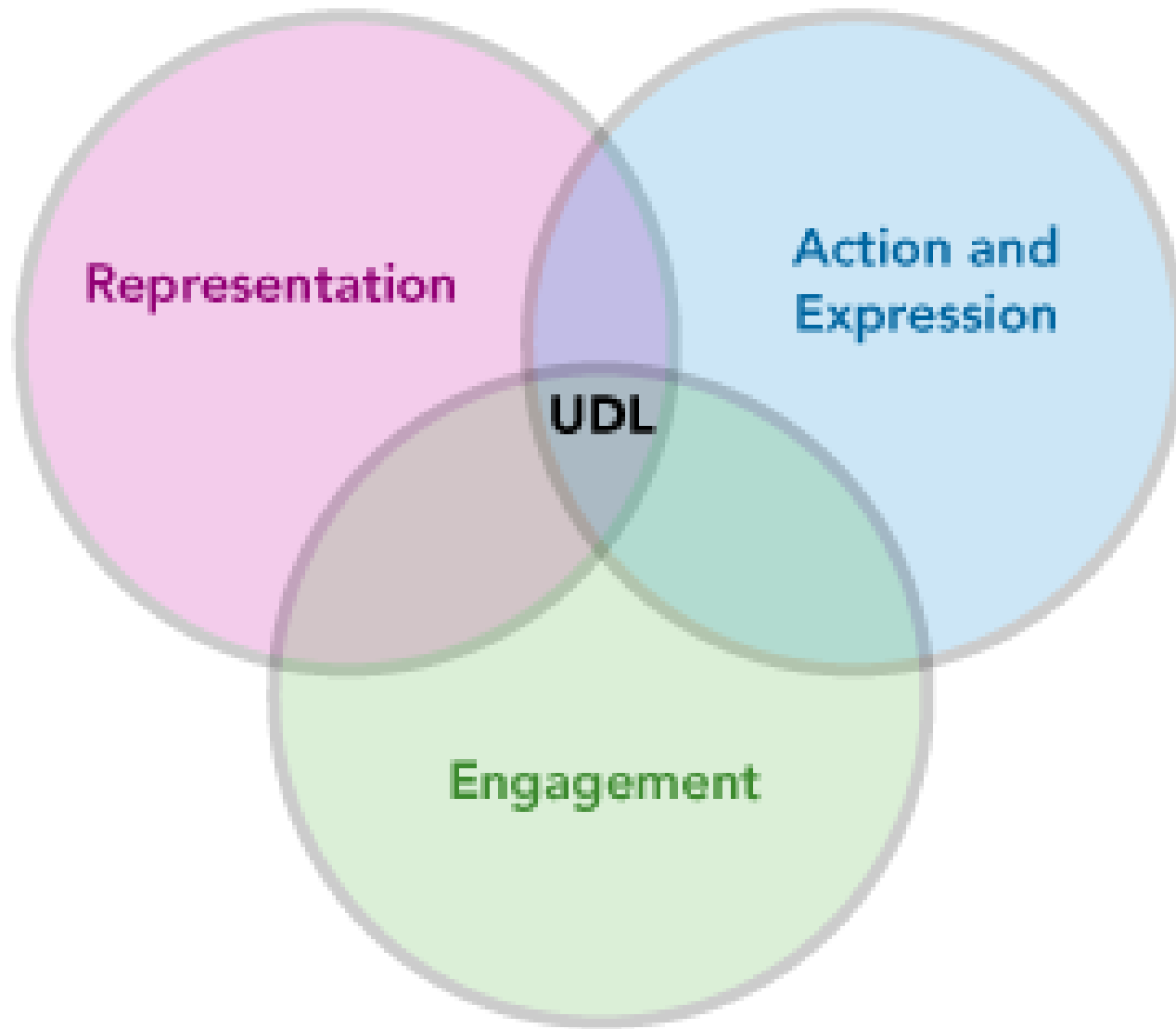
Italic type is not as effective.

Contrast

Text should be printed with the highest possible contrast.








Recognition Networks

The "what" of learning



How we gather facts and categorize what we see, hear, and read. Identifying letters, words, or an author's style are recognition tasks.


 Present information and content in different ways

Strategic Networks

The "how" of learning



Planning and performing tasks. How we organize and express our ideas. Writing an essay or solving a math problem are strategic tasks.


 Differentiate the ways that students can express what they know

Affective Networks

The "why" of learning



How learners get engaged and stay motivated. How they are challenged, excited, or interested. These are affective dimensions.

 Stimulate interest and motivation for learning

Universal Design for Learning Guidelines

I. Provide Multiple Means of Representation

1. Provide options for perception

- Options that customize the display of information
- Options that provide alternatives for auditory information
- Options that provide alternatives for visual information

2. Provide options for language and symbols

- Options that define vocabulary and symbols
- Options that clarify syntax and structure
- Options for decoding text or mathematical notation
- Options that promote cross-linguistic understanding
- Options that illustrate key concepts non-linguistically

3. Provide options for comprehension

- Options that provide or activate background knowledge
- Options that highlight critical features, big ideas, and relationships
- Options that guide information processing
- Options that support memory and transfer

II. Provide Multiple Means of Action and Expression

4. Provide options for physical action

- Options in the mode of physical response
- Options in the means of navigation
- Options for accessing tools and assistive technologies

5. Provide options for expressive skills and fluency

- Options in the media for communication
- Options in the tools for composition and problem solving
- Options in the scaffolds for practice and performance

6. Provide options for executive functions

- Options that guide effective goal-setting
- Options that support planning and strategy development
- Options that facilitate managing information and resources
- Options that enhance capacity for monitoring progress

III. Provide Multiple Means of Engagement

7. Provide options for recruiting interest

- Options that increase individual choice and autonomy
- Options that enhance relevance, value, and authenticity
- Options that reduce threats and distractions

8. Provide options for sustaining effort and persistence

- Options that heighten salience of goals and objectives
- Options that vary levels of challenge and support
- Options that foster collaboration and communication
- Options that increase mastery-oriented feedback

9. Provide options for self-regulation

- Options that guide personal goal-setting and expectations
- Options that scaffold coping skills and strategies
- Options that develop self-assessment and reflection

UDL and the Learning Brain



Task is too difficult for learner



ZONE OF
PROXIMAL DEVELOPMENT



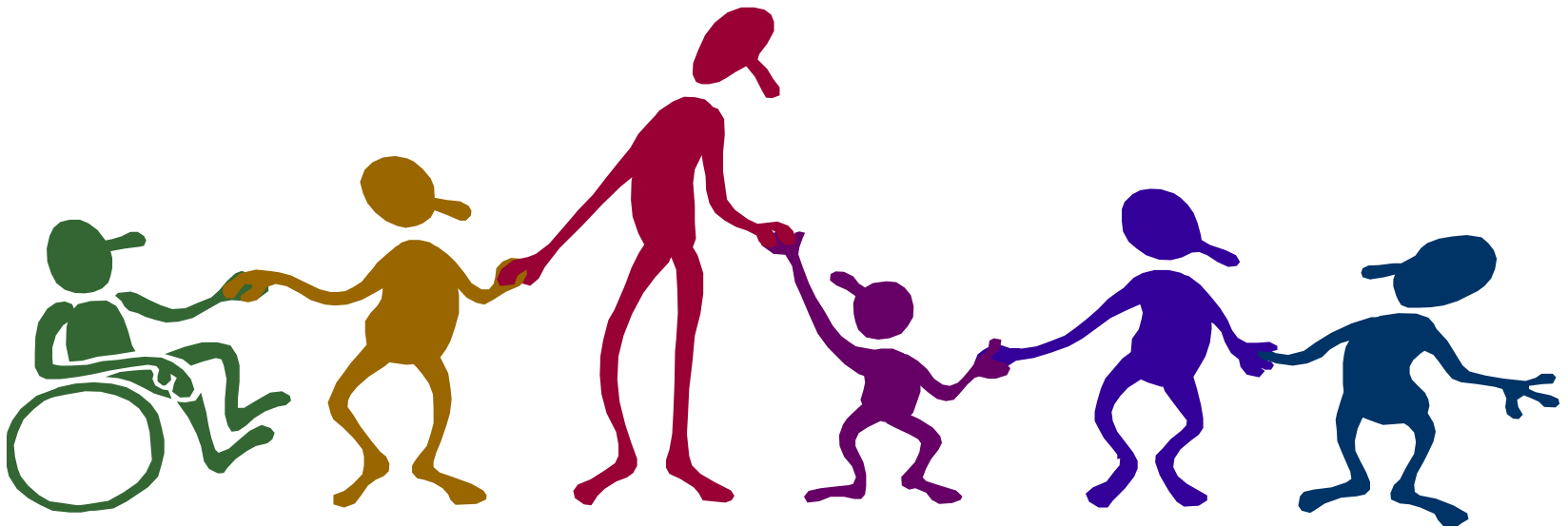
Task is too easy for learner

UDL and the Learning Brain



All learners are unique and
universal does not mean
“one size fits all”

All students includes students who have a variety of cultural, physical, sensory, and processing characteristics.





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