Universal Design for Learning Basics

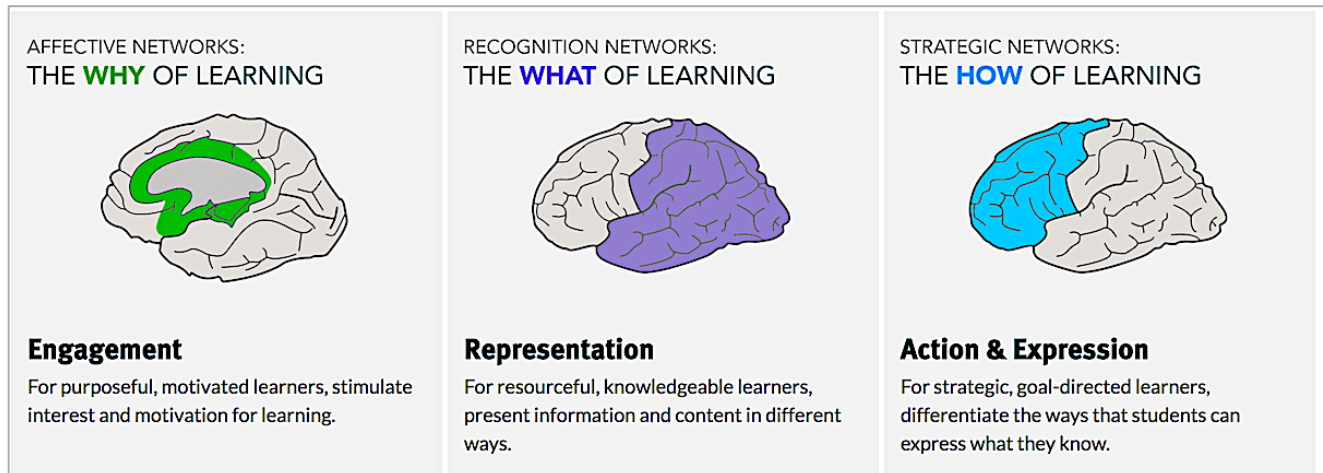| AFFECTIVE NETWORKS: THE **WHY** OF LEARNING	RECOGNITION NETWORKS: THE **WHAT** OF LEARNING	STRATEGIC NETWORKS: THE **HOW** OF LEARNING
Engagement For purposeful, motivated learners, stimulate interest and motivation for learning.	**Representation** For resourceful, knowledgeable learners, present information and content in different ways.	**Action & Expression** For strategic, goal-directed learners, differentiate the ways that students can express what they know.

Main ideas

- All classrooms are populated by **diverse learners**
- Students bring to the classroom their own background, strengths, needs and interests
- When this diversity is not recognized and addressed by proactive curriculum design, our students may encounter **barriers** to learning
- Universal Design for Learning is a **framework** with guidelines that can be applied to reduce these barriers, and provide better access to learning for all

Breaking it down

- **Universal**: Curriculum can be designed for, and used by, everyone
  - Curriculum should provide genuine learning opportunities for every student (this does not necessarily mean that all students achieve the same end results or do so in the same way)
- **Learning**: Learning occurs based on the interaction of three brain networks:
  - The recognition network ("What" of learning)
  - The strategic network ("How" of learning)
  - The affective network ("Why" of learning)
- **Design**: Intentional planning enables diverse individuals to achieve learning goals by mitigating or removing barriers
  - Universal Design is an infrastructural concept, used in the development of buildings and structures and other places
    - Universal Design is predicated on the notion that **what is essential for some is often good for everybody**
    - Poor design limits use; smart design broadens use
  - UDL applies these concepts to education, providing a framework for how to support and challenge our diverse students
  - UDL focuses on learning goals, methods, materials, and assessments

The UDL Process

- First ask, "What are my course goals?" What do I want my students to know, do, and care about?
- Then ask, "What barriers in the classroom might interfere with my diverse students' opportunities to achieve these goals?"
- To reduce or eliminate these barriers, use the three UDL Principles to create flexible paths to learning:
    - Provide multiple means of representation (provide content in different ways)
    - Provide multiple means of action and expression (give learners different ways to demonstrate what they know)
    - Provide multiple means of engagement (motivate learners in different ways)

Explore

Learn more about UDL concepts, principles, research, and practice:

- [CAST: UDL Theory and Practice](#) (requires free sign-in)
- [CAST: About UDL](#)
- [UDL on Campus: UDL in Higher Education](#)
- [CAST: The UDL Guidelines](#)

The Universal Design for Learning Guidelines

CAST | Until learning has no limits

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

Access

Provide options for **Recruiting Interest** (7)
- Optimize individual choice and autonomy (7.1)
- Optimize relevance, value, and authenticity (7.2)
- Minimize threats and distractions (7.3)

Provide options for **Perception** (1)
- Offer ways of customizing the display of information (1.1)
- Offer alternatives for auditory information (1.2)
- Offer alternatives for visual information (1.3)

Provide options for **Physical Action** (4)
- Vary the methods for response and navigation (4.1)
- Optimize access to tools and assistive technologies (4.2)

Build

Provide options for **Sustaining Effort & Persistence** (8)
- Heighten salience of goals and objectives (8.1)
- Vary demands and resources to optimize challenge (8.2)
- Foster collaboration and community (8.3)
- Increase mastery-oriented feedback (8.4)

Provide options for **Language & Symbols** (2)
- Clarify vocabulary and symbols (2.1)
- Clarify syntax and structure (2.2)
- Support decoding of text, mathematical notation, and symbols (2.3)
- Promote understanding across languages (2.4)
- Illustrate through multiple media (2.5)

Provide options for **Expression & Communication** (5)
- Use multiple media for communication (5.1)
- Use multiple tools for construction and composition (5.2)
- Build fluencies with graduated levels of support for practice and performance (5.3)

Internalize

Provide options for **Self Regulation** (9)
- Promote expectations and beliefs that optimize motivation (9.1)
- Facilitate personal coping skills and strategies (9.2)
- Develop self-assessment and reflection (9.3)

Provide options for **Comprehension** (3)
- Activate or supply background knowledge (3.1)
- Highlight patterns, critical features, big ideas, and relationships (3.2)
- Guide information processing and visualization (3.3)
- Maximize transfer and generalization (3.4)

Provide options for **Executive Functions** (6)
- Guide appropriate goal-setting (6.1)
- Support planning and strategy development (6.2)
- Facilitate managing information and resources (6.3)
- Enhance capacity for monitoring progress (6.4)

Goal

Expert learners who are...

Purposeful & Motivated

Resourceful & Knowledgeable

Strategic & Goal-Directed

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