

UNIVERSAL DESIGN FOR LEARNING

Learning IS unique as one's DNA



A 21st century approach for meeting the diverse needs of ALL students

UNIVERSAL DESIGN FOR LEARNING: THE PHAONMNEAL PWEOR OF THE HMUAN MNIDI

VSTE Conference 2009

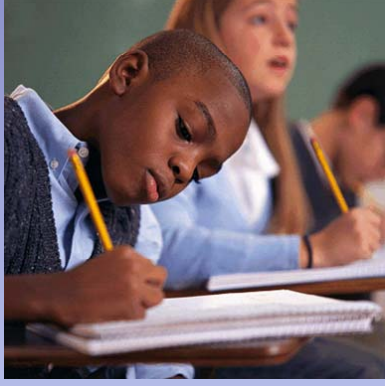


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The Universal Design for Learning framework is based on years of collective research in the learning sciences and neuroanatomy.



The burden of adaptation should be first placed on the curriculum, not the learner. An inflexible, one-size-fits-all curriculum simply doesn't work.

I. Representation

Use 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 notations
 - 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,
 - Options that provide information processing
 - Options that support memory and transfer

II. Expression

Use multiple means of 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 resource
 - Options that enhance capacity for monitoring progress

III. Engagement

Use 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 communication
 - 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

Origins of UDL



Mirrors the Universal Design (UD) movement in architecture in designing environments to accommodate the widest spectrum of users. UDL applies this concept to the curriculum (i.e goals, methods, materials, and assessments). by creating a curriculum that is least restrictive to ALL types of student learners.

"UDL principles help teachers meet every student's needs and preferences by providing flexibility in the way teachers present information, offering opportunities for skill building and expression and engagement of all students."

-Teaching Every Student in the Digital Age
at <http://www.cast.org>



Principles of UDL

- Principle 1: To support recognition learning, provide multiple, flexible methods of presentation
- Principle 2: To support strategic learning, provide multiple, flexible methods of expression and apprenticeship
- Principle 3: To support affective learning, provide multiple, flexible options for engagement