UDL for an Inclusive Classroom

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OUP Education Leadership Forum

Intro

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Today’s classrooms are very diverse

UDL

Universal Design for Learning (UDL)

- Framework to improve and optimize teaching and learning for ALL people
- Based on scientific insights into how humans learn
- Can be used to guide the development of flexible learning environments and learning spaces
- Designed to remove roadblocks and maximize learning
- Makes learning more accessible in general education classrooms
- Presents information in ways that adapt to the learner, instead of asking the learner to adapt to the information

Universal

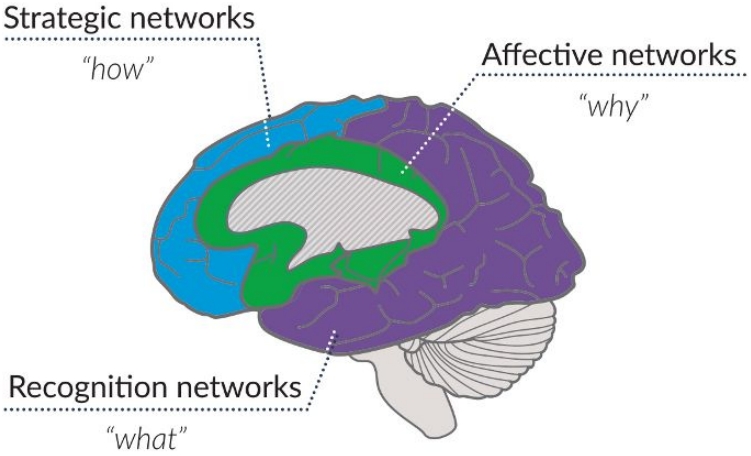
- Curriculum that can be used and understood by every student in the classroom
- Curriculum, as defined in the UDL literature, has four parts:
    - Instructional goals
    - Methods
    - Materials
    - Assessments

Design

- Universal design is found all around us - from automatic doors to dictation tools
- Brings in flexibility, trying to accommodate all kinds of users
- It goes **beyond** access! Ideally, you want to support and challenge
- Designs that help people with disabilities will also help many others!
- UDL brings that approach to the classroom.

Learning

- Different parts of the brain play different roles
- Different brain networks are involved in the learning process:
    - Recognition networks
    - Strategic networks
    - Affective networks
- These networks can be matched with different approaches to the learning process:
    - Recognition → The “What”
    - Skills and strategies → The “How”
    - Caring and prioritizing → The “Why”



The 3 principles of the UDL framework

Multiple means of
engagement

Multiple means of
representation

Multiple means of
action & expression

Provide multiple means of ENGAGEMENT

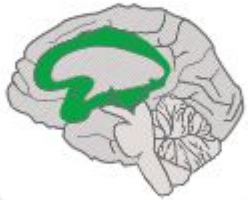
- Learners greatly differ in the ways in which they can be engaged or motivated to learn
- Lots of factors can influence this: cultural background, neurology, subjectivity, background knowledge etc.
- There is not one means of engagement that will be optimal for all learners in all contexts!
- Here are some starting ideas:

    Give students options to choose from

    Design assignments that are relevant to your students' context

    Create opportunities for students to move around

    Add game elements to the learning process



Affective Networks

The **"WHY"** of learning

Provide multiple means of REPRESENTATION

- Learners differ in the ways that they perceive and comprehend information that is presented to them
- Those with sensory disabilities, learning disabilities, language or cultural differences, and so forth may all require different ways of approaching content
- Learning, and transfer of learning, occurs when multiple representations are used
- There is not one means of representation that will be optimal for all learners
- Here are some starting ideas to mix and match:

  Printed worksheets

  Audio recordings / messages

  Video showing the instructions / solution

  Hands-on activities

Recognition Networks

The **“WHAT”** of learning

Provide multiple means of ACTION & EXPRESSION

- Learners differ in the ways that they can navigate a learning environment and express what they know
- Individuals approach learning tasks very differently
- Some may be able to express themselves better in different ways
- Action and expression require a great deal of strategy, practice, and organization, and this is another area in which learners can differ
- There is not one means of action and expression that will be optimal for all learners
- Here are some starting ideas to diversify assessments:

  Pen and pencil test / Online tests

  Oral reports

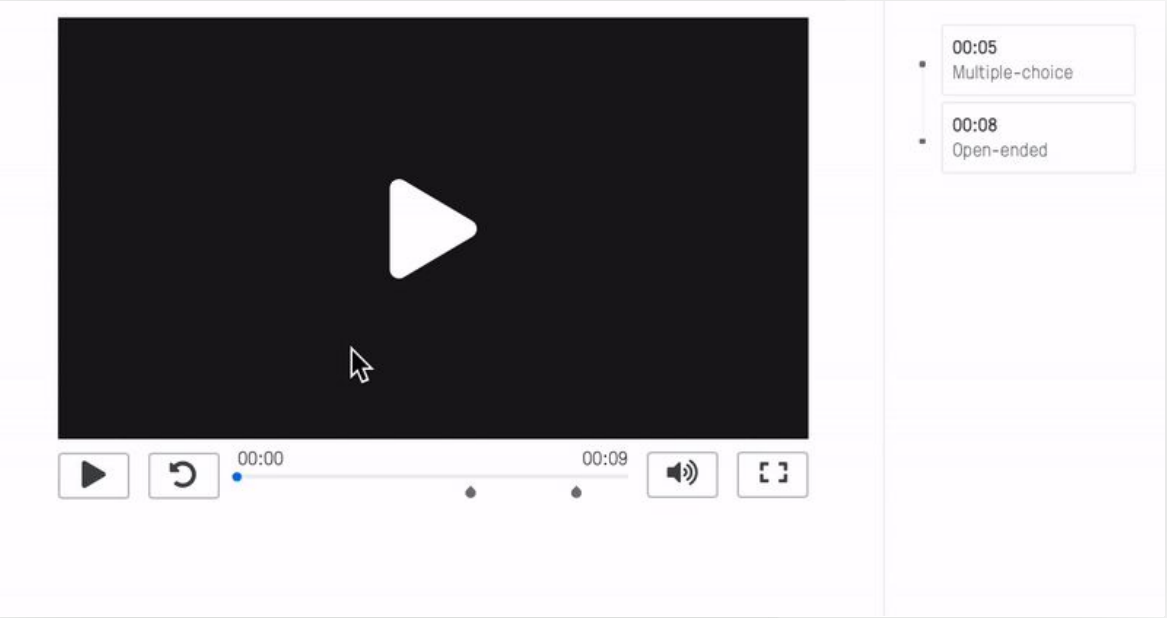
  Creating video clips / comic strips

  Group projects

Strategic Networks

The **“HOW”** of learning

Case study: Edpuzzle



- Take any video
- Embed your own assessment questions
- Track your students' progress

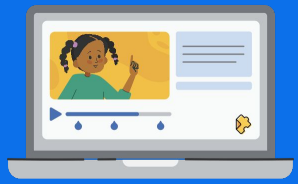
How Can I Use Edpuzzle in My Class?

Complement written tasks with video/audio

Choice Boards

Guided Practice

Read Alouds



Student Projects

Session

Q & A

Resources For Teachers

Edpuzzle & Your Class

Using Video Lessons

Math Mini-Lessons

Teach Telling Time

Want to learn more?

Get Certified

Project-Based

Flipped Classroom

Level 2 Training

Bibliography

Slide 6: Wheelchair ramp, Closed captions

Slide 7: Brain Networks - CAST (2018). UDL and the learning brain. Wakefield, MA: Author. Retrieved from http://www.cast.org/products-services/resources/2018/udl-learning-brain-neuroscience

UDL Guidelines: https://udlguidelines.cast.org/