



An open door leading to our round planet
Earth filling the door way.

Universal Design for Learning

TEACHING ALL STUDENTS, REACHING ALL LEARNERS

www.ist.hawaii.edu

Center on Disability Studies, University
of Hawaii

Overview

- I. UDL Definition and Importance
- II. How UDL is Applied
- III. Questions
- IV. Further Resources



Introductions

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What I want you to know about me:

- Faculty at UH Center on Disability Studies
- Training Coordinator for Federal OPE Grant
- Visually and Hearing Impaired.

Anything I need to know about you?

I. Definition and Importance of UDL

“Breaking Barriers”



A cartoon image of a man in a wheelchair, simulating a bulldozer, bulldozing construction of a brick wall, a house structure, a ladder, and an entire toilet out of his path.

Universal Design

- **Universal Design** is the design of products and environments to be usable by everyone, to the greatest extent possible, without the need for adaptation or specialized design.”



~Ron Mace

“**[Universal Design for Learning]** UDL provides a blueprint for creating flexible goals, methods, materials, and assessments that accommodate learner differences.”

~(CAST,
www.cast.org)

Challenge?

What's wrong
with this
picture?



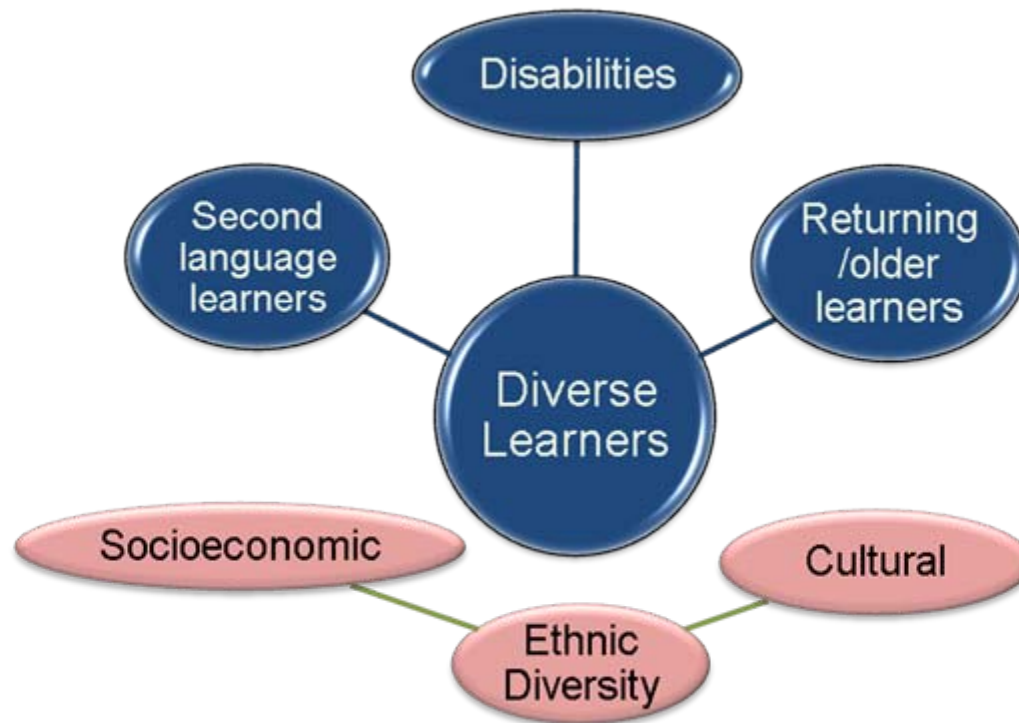
Solution!

Who benefits from curb cuts?



Challenge?

Learners are diverse!



Solution!

UDL Framework

- designs and implements curricula that enables *all* individuals to gain knowledge

UDL Supports

- UDL supports learning and reduces barriers to the curriculum

UDL Best Practices

- proactively meets the needs of diverse learners

Benefits of UDL



Students benefit by:

- Greater access to course content
- Greater opportunities for achievement
- Greater satisfaction with the learning process



Faculty benefit by:

- Ability to reach a diverse population without needing to modify course requirements/expectations.
- Tools to consider how and what to teach in a systematic and structured manner.
- Opportunity to examine teaching effectiveness in light of reappointment, tenure, and promotion process.

3 Principles of UDL

Multiple means of...

Representation

- Ways to represent materials for student recognition of material (ex. Lecture, video, audio, digital materials, groups)

Expression

- Ways of expression of what is learned (ex. Presentation, papers, role-playing, technology implementation, projects)

Engagement

- Ways to engage learners so that they are interested in what they are learning

II. How UDL is Applied in Postsecondary Settings



Diversification of instructional methods

Diversification of instructional materials

Application of technology

Instructional Methods



Photo image of a woman writing on a white board looking towards another woman in instructional conversation.

- Direct
- Indirect
- Experiential
- Independent
- Interactive

Methods - Direct



Direct

Structured Overview
Lecture-traditional lecture in a classroom.



UDL Applications:

Digital Talking books/E-textbooks
Chunking
Pause Procedure
Organizers

Methods – Indirect and Distance



Asynchronous
Format

Learning at one's own convenience at different times and different locations as others taking the same course.



Synchronous
Format

Learning from a different place at the same time with others taking the same course.



Face-to-Face

Groups can be organized to work on case-studies and/or student-directed learning.

Methods - Experiential



Lab demonstrations

Lab demonstrations supports one of the ways students can express what they know and learned. This can be done in conjunction with writing out steps.



Three-dimensional models

Three-dimensional models create an expressive way students can learn and relay what they know by using a kinesthetic approach.



Role-play

Role-play is a way for an array of diverse learners to express what they have learned.

Methods

Independent and Interactive

Independent	Interactive
<ul style="list-style-type: none">• One-on-one work with a student• Assignments• Independent studies	<ul style="list-style-type: none">• Debates• Group Work• Brainstorming• Student/Instructor create assignments

Independent instructional strategies provide students opportunities to express what they know using their own personal strengths, experiences, and knowledge.

Interactive instructional strategies provide students the opportunities to work in groups and with the instructor in collaboration building. Students' weaknesses can be balanced by other students' strengths.

Examples of UDL Applications

Digital Talking Books and E-Textbooks

Digital talking books and e-textbooks can assist with recordings and audio in preparation for and during a lecture.



Guided Notes

Guided notes give students an incomplete outline that helps guide them through a lecture but leaves gaps for notetaking.

The Declaration of Independence was signed in the year_____



Examples of UDL Applications

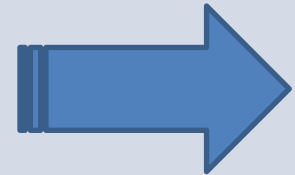
Pause Procedure

A short pause that allows for discussion or retention of material.

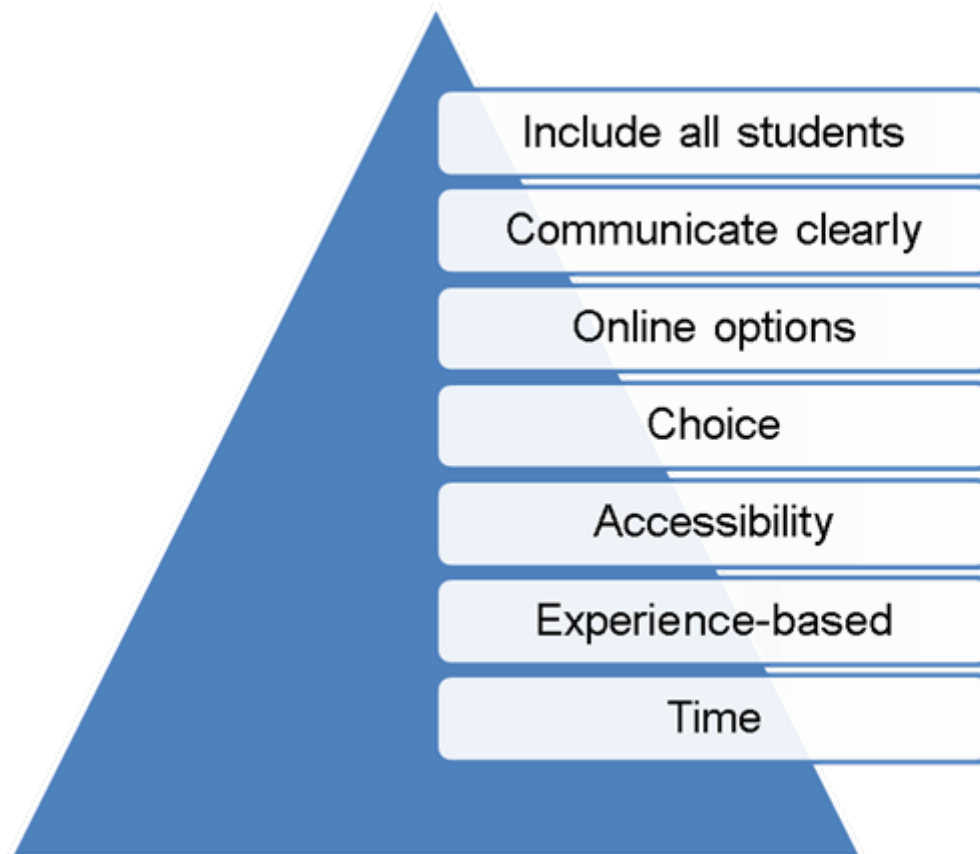


Graphic Organizers

Assist with presenting material in a different way and in organized manner.



Further Examples of UDL Applications



Instructional Materials

- Power Points
- Audio and Visual
- Texts and Notes
- Group Work and Workshops



Materials - Power Points

UDL Tips

- Use to give structure to a presentation
- Integrate images wherever possible
- Less is more
- Be sure to read slides/pass out and post note pages



Materials - Audio & Visual

UDL Tips

- Represent language concepts visually
- Include audio and video recordings
- Be sure to include open captioning & audio description where necessary

Materials - Texts & Notes

UDL Tips

- Alternative textbooks
- Alternative formats
- Instructor and student notes online
- Interactive & descriptive syllabus



Materials - Group Work & Workshops



Image of a building with scaffolding under construction.

UDL Tips

- Scaffolding
- Strategic discussion

Materials -Technology

UDL Tips

- Utilize online materials
- Encourage enhancement of tech skills
- Ensure online accessibility and W3C compliance



III. Questions

1. Did you learn what you wanted to learn? If not, what questions went unanswered?
2. Any additional questions about the presentation?

IV. Further Resources

- **General Information About Universal Design for Learning**
 - Center for Applied Special Technology (CAST) www.cast.org
 - TRACE Research Center
<http://trace.wisc.edu/about>
 - National Universal Design for Learning Taskforce
<http://www.advocacyinstitute.org/UDL>

Resources

- **Universal Design in Postsecondary Education**
 - IST Project www.ist.hawaii.edu
 - Renton Technical College
<http://webs.rtc.edu/ii/dsdp.html>
 - Equity and Excellence Project
www.eeonline.org
 - DO-IT Project www.washington.edu/doit
 - Faculty Ware
www.facultyware.uconn.edu/home.cfn

Resources

- **Learning Style Inventories**

- www.usd.edu/trio/tut/ts/style.html
- www.engr.ncsu.edu/learningstyles/ilsweb.html

- **Web Accessibility**

- WebAIM <http://www.webaim.com>
- WWC3 <http://www.w3.org/WAI>