

# Helping students become expert learners

Using Universal Design for Learning to support  
learner success

## Overview of the session

- How we may already be using UDL in our teaching
- A bit of the history of Universal Design for Learning (UDL)
- A close look at the Framework
- Getting started: integrating it into our current teaching

## How we are already using UDL in our teaching

Take a moment and answer the following questions:

- What's working?
- What's going really well in your classrooms/courses?

# History of UDL

- Inspired by universal design concept from architecture and product development pioneered by Ron Mace in the 1980's
- Curricula is designed for the mythical "average student"
- Further inspired by a recognition that most learning was text heavy and learners' reading skills didn't support the tasks at hand

# Universal Design for Learning (UDL)

- Universal Design for Learning (UDL) is a research-based set of principles to guide the design of learning environments that are accessible and effective for all.

# Universal Design for Learning (UDL)

- It is a framework to improve and optimize teaching and learning for all people based on scientific insights into how humans learn.

# Universal Design for Learning (UDL)

# Three learning networks

## Recognition Networks

The "what" of learning



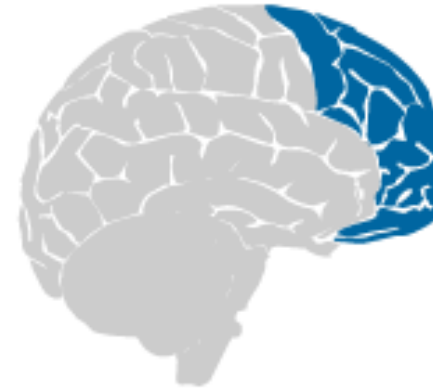
How we gather facts and categorize what we see, hear, and read. Identifying letters, words, or an author's style are recognition tasks.

- Present information and content in different ways

**More ways to provide Multiple Means of Representation**

## 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

**More ways to provide Multiple Means of Action and Expression**

## Affective Networks

The "why" of learning



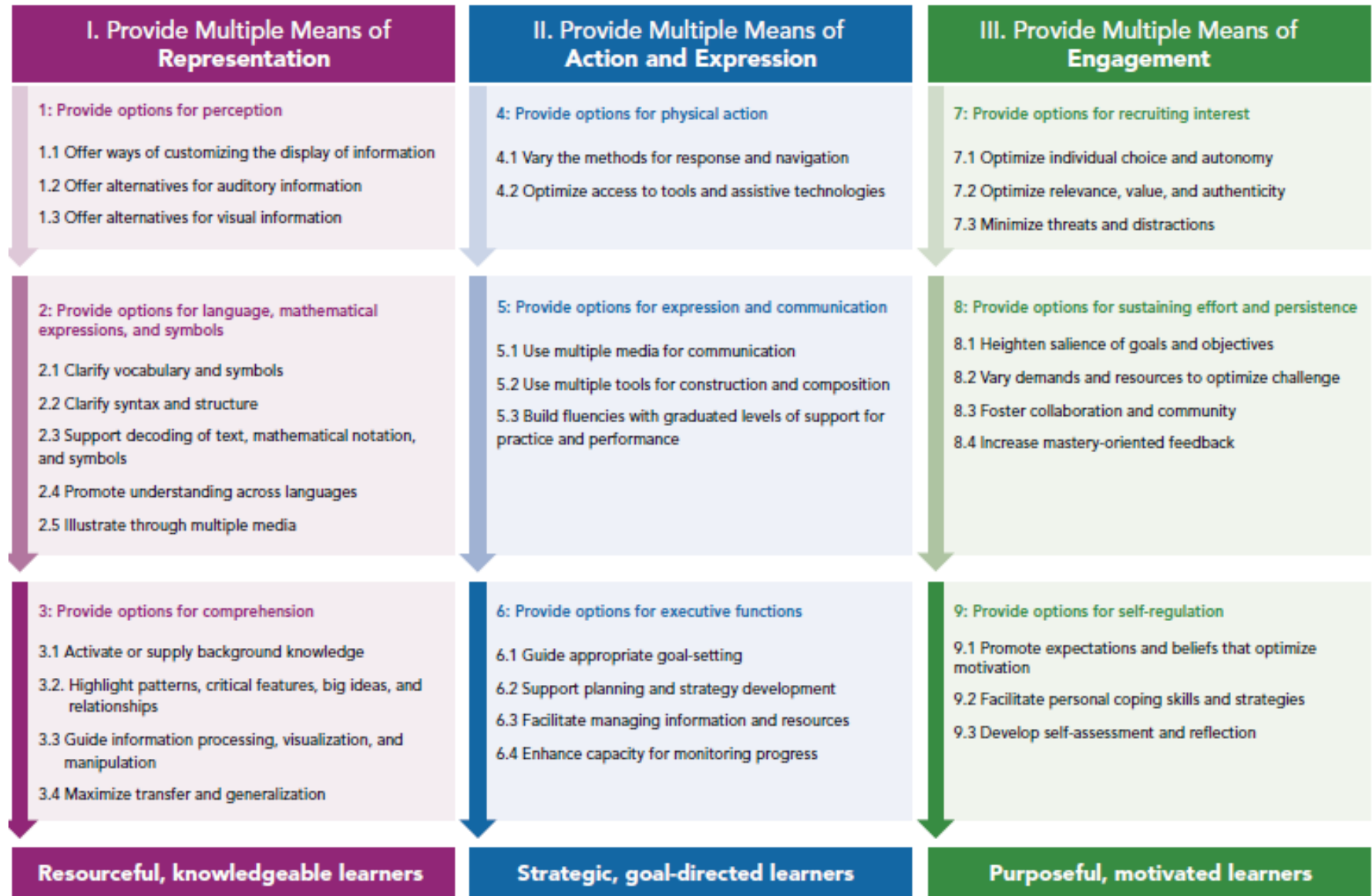
How learners get engaged and stay motivated. How they are challenged, excited, or interested. These are affective dimensions.

- Stimulate interest and motivation for learning

**More ways to provide Multiple Means of Engagement**



# Universal Design for Learning Guidelines



A look at the UDL Framework

Recognition network:

How we gather facts and categorize what we see, hear and read

RECOGNITION NETWORKS:  
THE **WHAT** OF LEARNING



**Representation**

For resourceful, knowledgeable learners, present information and content in different ways.

Strategic  
network:

Planning and  
performing  
tasks, how we  
organize and  
express our ideas

STRATEGIC NETWORKS:  
THE **HOW** OF LEARNING



**Action & Expression**

For strategic, goal-directed learners,  
differentiate the ways that students can  
express what they know.

Affective  
network:

How learners get  
engaged and  
stay motivated

AFFECTIVE NETWORKS:  
THE **WHY** OF LEARNING



**Engagement**

For purposeful, motivated learners, stimulate  
interest and motivation for learning.

# UDL Curricula

- The purpose of UDL curricula is to help student become expert learners.
- Curricula: Goals, methods, materials, assessments

Goal of UDL  
curricula is to  
help students  
become expert  
learners

From the UDL perspective, expert learners are...

### Resourceful & knowledgeable

- Bring considerable prior knowledge to new learning
- Activate that prior knowledge to identify, organize, prioritize, and assimilate new information
- Recognize the tools and resources that would help them find, structure, and remember new information
- Know how to transform new information into meaningful and useable knowledge

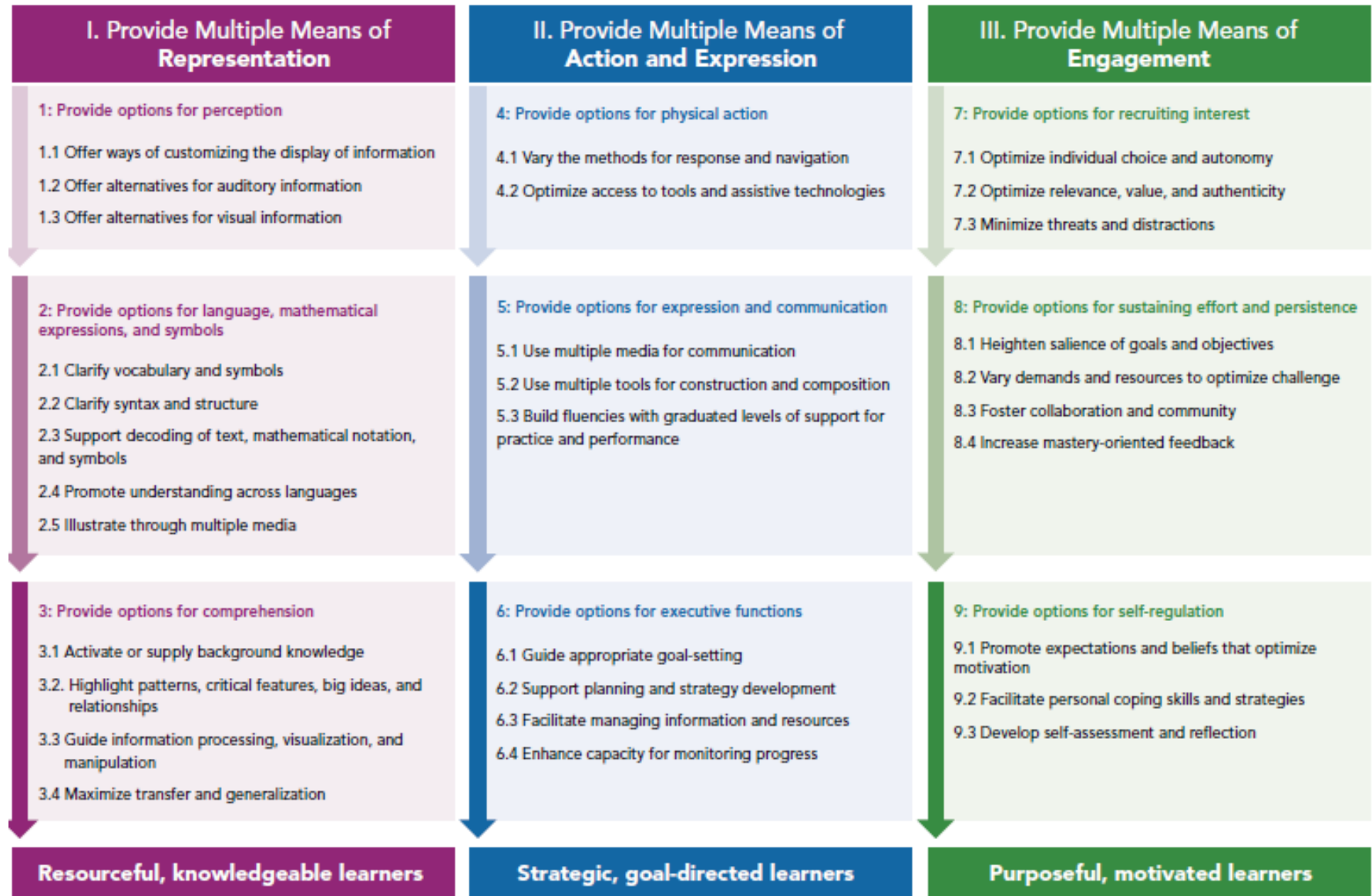
### Strategic & goal-directed

- Formulate plans for learning
- Devise effective strategies and tactics to optimize learning
- Organize resources and tools to facilitate learning
- Monitor their progress
- Recognize their own strengths and weaknesses as learners
- Abandon plans and strategies that are ineffective

### Purposeful & motivated

- Are eager for new learning and are motivated by the mastery of learning itself
- Are goal-directed in their learning
- Know how to set challenging learning goals for themselves
- Know how to sustain the effort and resilience that reaching those goals will require
- Monitor and regulate emotional reactions that would be impediments or distractions to their successful learning

# Universal Design for Learning Guidelines



A look at the UDL Framework

# Getting Started with UDL

1. Things we can do immediately
2. Things that can be done with some time and effort
3. Things that can be done when you develop or update your courses



## Wrap-up

- Questions?
- Comments?
- Additional resources:
- National Centre on Universal Design for Learning <http://www.udlcenter.org>
- Centre for Applied Special Technology <http://www.cast.org>