



# Universal Design for Learning (UDL)

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# Oral Presentation Content

- What is UDL?
- What is “The UDL Framework”?
- How UDL can be embedded into our practice
- Summary
- Extra Resources



## STUDENT ENGAGEMENT & CAPTURING THE STUDENT VOICE

Theme 1



What is UDL and how it can be embedded into our practice.

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# WHAT IS UDL?



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# UDL – Universal Design for Learning

- Universal design for learning (UDL) is a framework to improve and optimize teaching and learning for all people based on scientific insights into how humans learn
- UDL is a set of principles for curriculum development that give all individuals equal opportunities to learn, including students with Disabilities
- Giving the power to students to allow them to be creative in their learning by providing choice



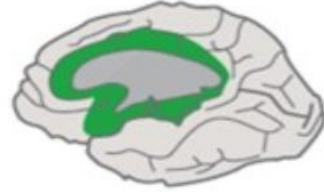
# WHAT IS THE UDL FRAMEWORK?



# UDL Framework – Designed by CAST



## UDL Framework



Affective Networks  
The “Why” of Learning



Recognition Networks  
The “What” of Learning



Strategic Networks  
The “How” of Learning

### Multiple Means of Engagement

Stimulate motivation and sustained enthusiasm for learning by promoting various ways of engaging with material.



### Multiple Means of Representation

Present information and content in a variety of ways to support understanding by students with different learning styles/abilities.

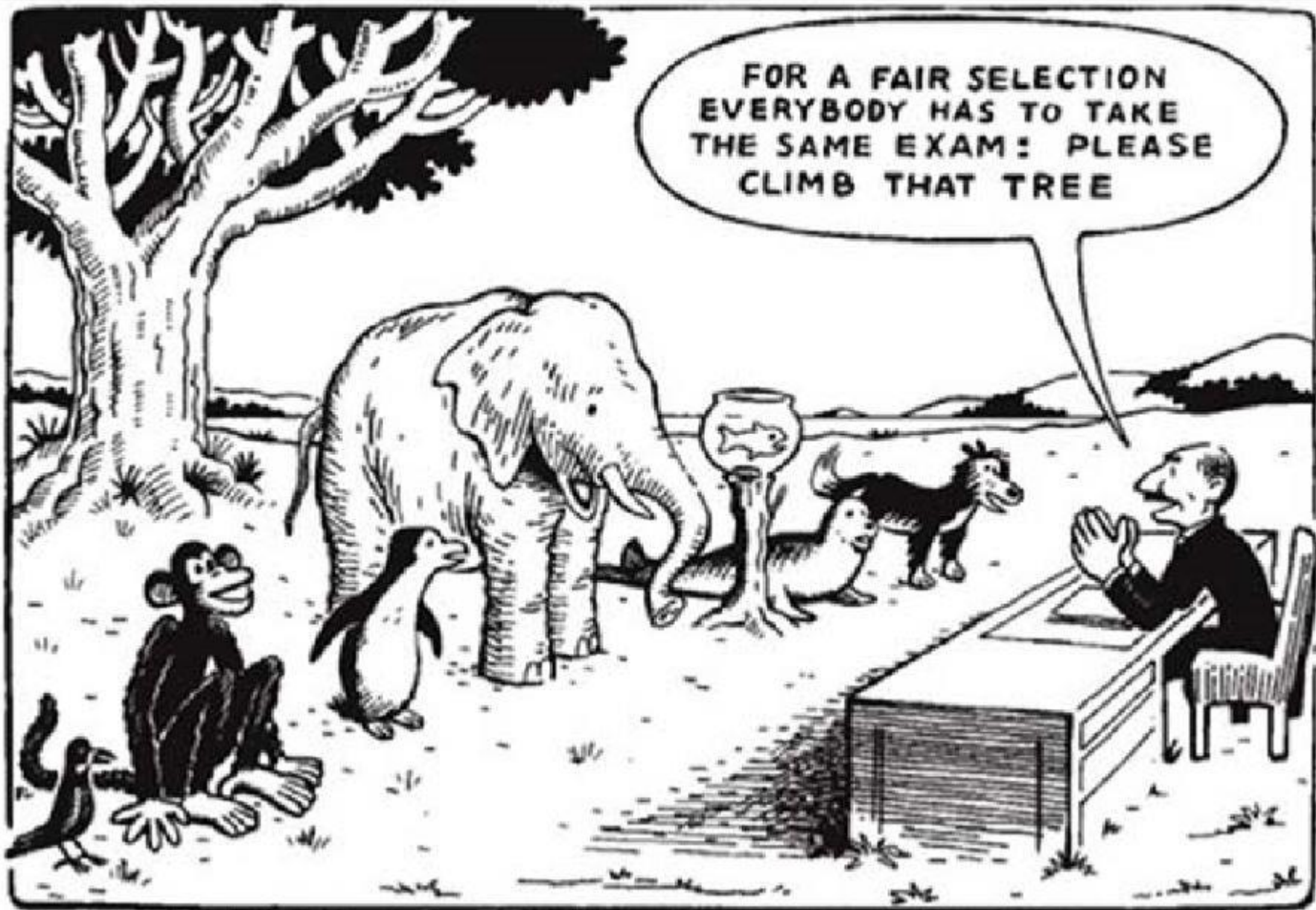


### Multiple Means of Action/Expression

Offer options for students to demonstrate their learning in various ways (e.g. allow choice of assessment type).



# Simple Example 1 – Think of your Audience



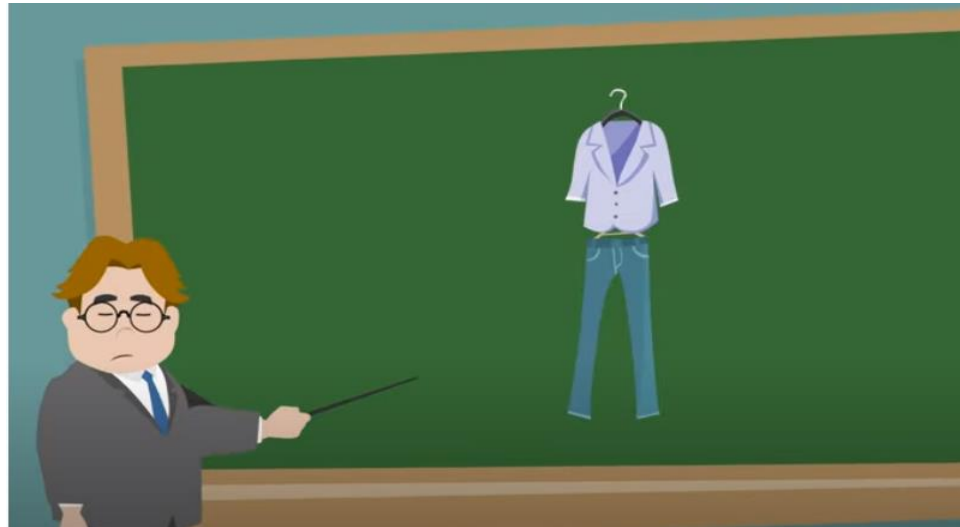
Neuroscience reveals that individuals' differences in skills, needs and interests in learning ***“are as varied and unique as our DNA or Fingerprints”***

*(National Center on UDL, 2013)*

# Simple Example 2 – Think of your Audience

- Go into a shop where they have a sale
- Same sale is for everyone with no choice
  - Same colour top and bottom?
  - No thought for different body shapes or personalities?
  - Expecting everyone to fit into same one size and style?

Yet, this is what's happening in our education system  
**Need variability !!!**



Video Link  
(3 mins)



# Think Universal

- If you are universal about your design from beginning - cater for all learning abilities
- Find your style and carry this through all your curriculum design
- Learners become familiar with your teaching style and learn to navigate with ease around the content and style of teaching



# Think Universal

- In UDL, design your lessons with variability in mind, so you'll never have to accommodate again - How do you do that?
- You represent information in multiple ways, allow students to make choices and respond in multiple ways, and ultimately engage them in the process
- How can Higher Education Institutes respond to these challenges ?

**Enter world of UDL**

**Learn about UDL**

**Implement UDL**



# How UDL can be Embedded into Our Practice



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# Finding your Style – Have you one?

➤ VLE Environment –  
Interface the same for  
all modules?

1. Logical and consistent  
format
2. Manageable sections
3. Follow style throughout  
other modules



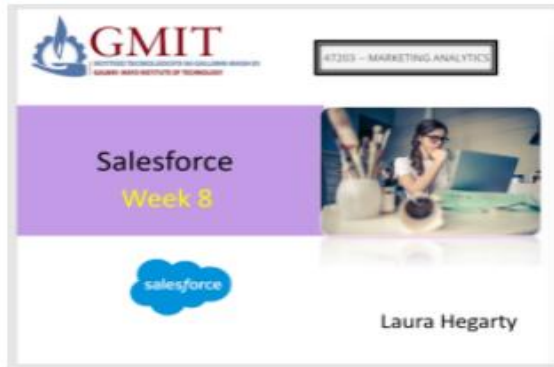


# Finding your Style – Have you one?

Week 8 Salesforce (PPT)

Week 8 Salesforce (PDF)

Week 8 - Salesforce (36 mins)



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47203 - MARKETING ANALYTICS

Salesforce  
Week 8

salesforce

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Week 8 CRM (PPT)

Week 8 CRM (PDF)

Week 8 Lecture CRM (25 mins)



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47203 - MARKETING ANALYTICS

Customer  
Relationship  
Management (CRM)  
Week 8

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Week 12 Recap on Marketing Analytics Module (PPT)

Week 12 Recap on Marketing Analytics Module (PDF)

Week 12 - Marketing Analytics Module Feedback (22 mins)



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Recap  
Marketing Analytics  
Module  
Week 12

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Think of creating a template to re-use for your curriculum

- Word
- PowerPoint
- PDF

**KEY TAKEAWAY**  
*Create a Template  
for your  
Curriculum  
(Word/PowerPoint  
/Other)*

# Making Documents Available

- Provide multiple means of representation for learners (same content in multiple ways)



Week 1\_Introduction to Module (PDF)



Week 1\_Introduction to Module (Word)



Week 1\_Introduction to Module (PPT)

## **KEY TAKEAWAY**

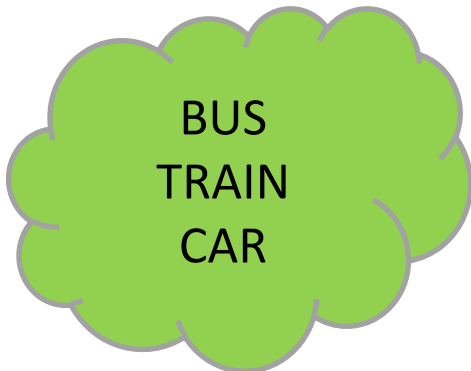
*Think of how accessible  
your documentation is?*

*Provide choice of  
representation*

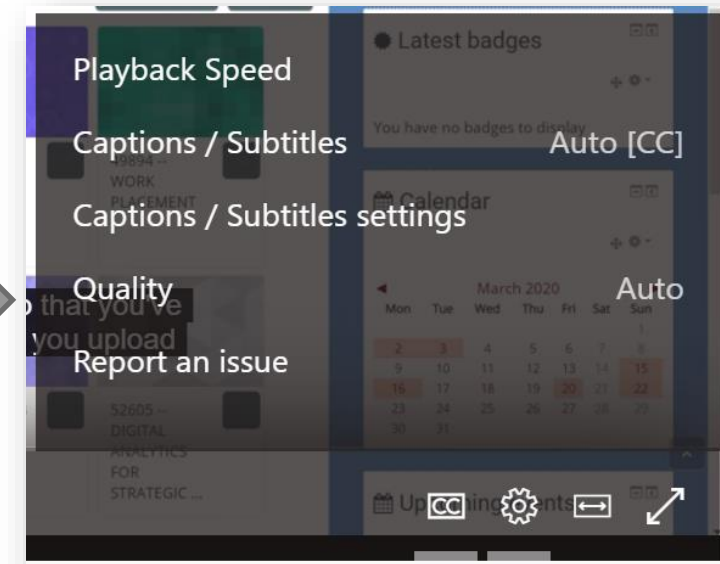
# Creating Videos



DEAF / Non-Native Speakers / Bad Audio System / Just because....



Applying captions – gives students the option to view and listen to content



# Using Hyperlinks

- Hyperlinks are great tools to support inclusion and ease of access
- Signposting different means of engagement to suit different learning styles
- Using hyperlinks within documents or presentations sends the reader directly to that content
- Create meaningful text for hyperlink – label correctly





# Using Hyperlinks


## Week 13 [20th - 24th April 2020]

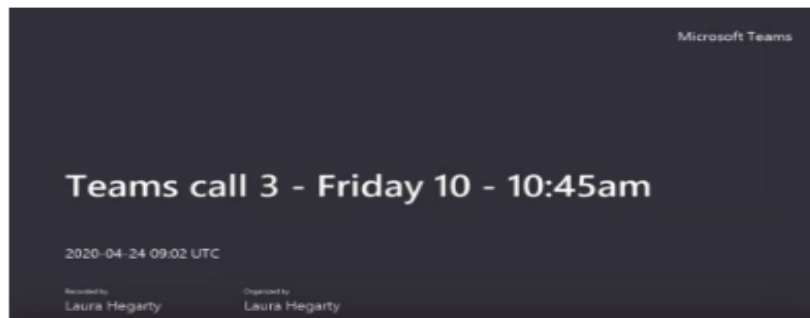
For Week 13 - Complete the following:

1. Attend Live Session **Friday @ 10-10:45am** 24th April 2020 - [LINK HERE](#) ←
2. Search Engine Analytics (SEA) Module Summary & Recap
3. CA 3 - Applying SEO Techniques - Submit Sunday 26th April 2020 @11pm
4. Please fill out Student Feedback Form - [LINK HERE](#) ←
5. Any questions, please drop me a message

 [Week 13 - Search Engine Analytics - Summary & Recap 2020 \(PPT\)](#)

 [Week 13 - Search Engine Analytics - Summary & Recap 2020 \(PDF\)](#)

 [Week 13 - Live Lecture Video Summary of SEA Module \(47mins\)](#)



### KEY TAKEAWAY

*Always provide links within your curriculum – great example of signposting and ease of navigation*

# Summary



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# Summary

- Different Learners, Different Sizes = **Variability**
- Think about how boring life would be if we were all the same
- Giving the power to students to allow them to be creative in their learning by providing choice
- UDL should be pedagogy and not disability



# Audience Reflection – Take Away

- How would you implement UDL into your practice?
- Start by taking **micro-steps** and build on these over time

*“I felt that giving us a choice made it more personal and adapted to students learning styles and abilities. I felt that it allowed us to challenge ourselves in different ways. I felt like I was taking ownership”*

***(Digital Business Student, Dec 2019)***



# Thanking You



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[Laura Hegarty Twitter](#)



[Laura Hegarty LinkedIn](#)

# Extra Resources



# Get your UDL Score



[Get your UDL Score Now](#)



# UDL Guidelines in More Detail

## UDL Guidelines



### 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



# Resources

- <http://learningnetwork.setbc.org/udlresources/2016/11/17/workshop-resources/> - Universal Design for Learning (UDL)
- <http://udlresource.ca/> - supporting diversity in British Columbia
- <https://www.ahead.ie/udl> - AHEAD UDL
- <https://youtu.be/I3phbmXUkSI> - Creating Accessible and Engaging Presentations
- <http://web.archive.org/web/20141006140551/http://jisctechdis.ac.uk/techdis/resources> - Document layouts
- <http://www.cast.org/our-work/about-udl.html#.XqclhmhKhPY> - About UDL



# Resources

- [https://youtu.be/AGQ\\_7K35ysA](https://youtu.be/AGQ_7K35ysA) - What is UDL (AHEAD) Video
- <http://www.cast.org/> - CAST (Founder of UDL)
- <http://udlguidelines.cast.org/representation/language-symbols/understanding-across-languages> - UDL Framework Guidelines
- <http://udlguidelines.cast.org/> UDL Guidelines
- [Katie Novak Presentation Let them Thrive](#)
- [www.pixabay.com](http://www.pixabay.com) - free stock images
- [www.pexels.com](http://www.pexels.com) – free stock images

