Webinar 1:

Universal Design for Learning Project Initiation

Thomas J. Tobin
University of Wisconsin-Madison

UNIVERSITY OF
LIMERICK
OLLSCOIL LUIMNIGH

Mainstreaming Universal Design for Learning (UDL) & Inclusive
Practice on Campus through a Blended Learning Module
21 January 2022

Thought Exercise: Pinch Points
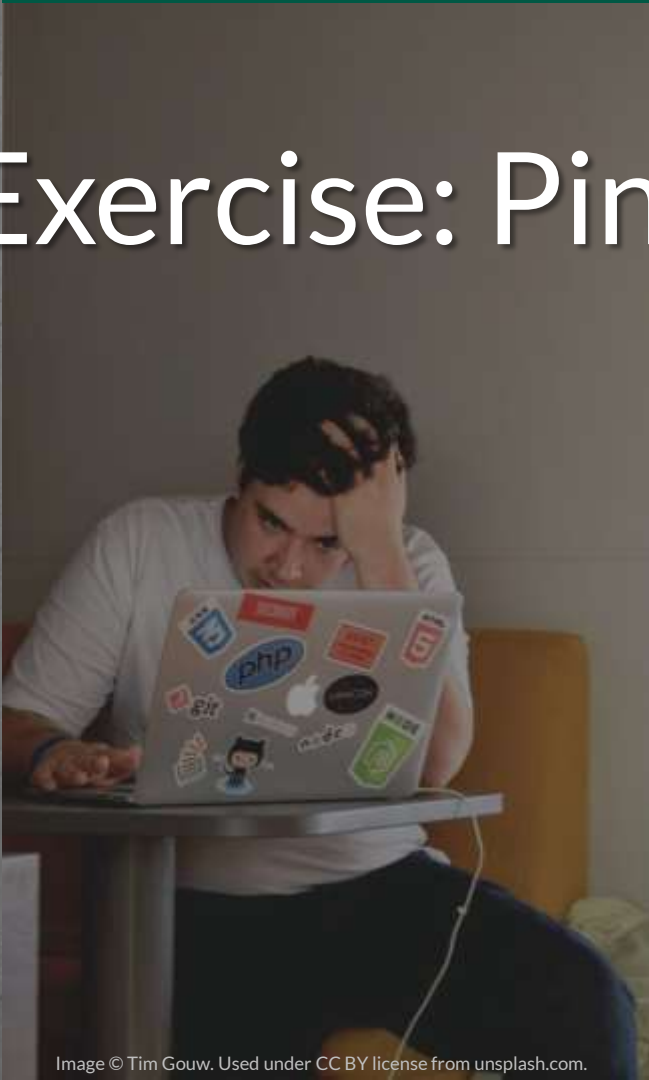
Goals of UDL at UL

Persistence, retention, & satisfaction

Re-frame UDL: mobile learners

More time for study & practice

What is UDL?

Multiple means of
- learner engagement
- representing information
- action & expression

+1

Multiple means of
- learner engagement
- representing information
- action & expression

UDL Project Brainstorming

Framing UDL for Broad Impact

Welcome to the UDL Cooking Show

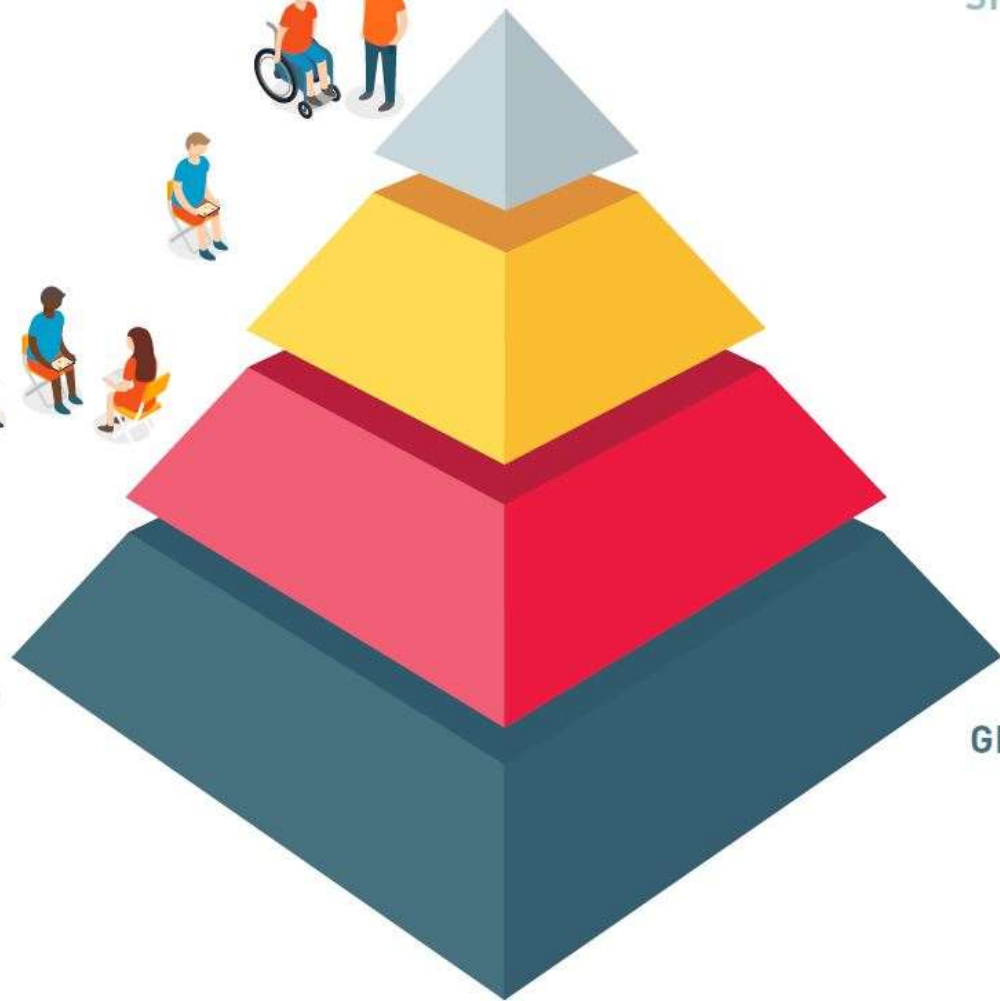LEVEL 4
Personal Assistant

LEVEL 3
Individual accommodation

LEVEL 2
Students with similar needs

LEVEL 1
Universal Design
for the majority
of students

SPECIAL

GENERAL

Image © AHEAD Ireland

Deeper Dive: UDL Checkpoints

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

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
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
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) ›

● Offer ways of customizing the display of information

In print materials, the display of information is fixed and permanent. In properly prepared digital materials, the display of the same information is very malleable and customizable. For example, a call-out box of background information may be displayed in a different location, or enlarged, or emphasized by the use of color, or deleted entirely. Such malleability provides options for increasing the perceptual clarity and salience of information for a wide range of learners and adjustments for preferences of others. While these customizations are difficult with print materials, they are commonly available automatically in digital materials, though it cannot be assumed that because it is digital it is accessible as many digital materials are equally inaccessible. Educators and learners should work together to attain the best match of features to learning needs.

- Display information in a flexible format so that the following perceptual features can be varied:
    - The size of text, images, graphs, tables, or other visual content
    - The contrast between background and text or image
    - The color used for information or emphasis
    - The volume or rate of speech or sound
    - The speed or timing of video, animation, sound, simulations, etc.
    - The layout of visual or other elements
    - The font used for print materials

● Heighten salience of goals and objectives

Over the course of any sustained project or systematic practice, there are many sources of interest and engagement that compete for attention and effort. For some learners, they need support to remember the initial goal or to maintain a consistent vision of the rewards of reaching that goal. For those learners, it is important to build in periodic or persistent "reminders" of both the goal and its value in order for them to sustain effort and concentration in the face of distracters.

- Prompt or require learners to explicitly formulate or restate goal
- Display the goal in multiple ways
- Encourage division of long-term goals into short-term objectives
- Demonstrate the use of hand-held or computer-based scheduling tools
- Use prompts or scaffolds for visualizing desired outcome
- Engage learners in assessment discussions of what constitutes excellence and generate relevant examples that connect to their cultural background and interests

● Guide appropriate goal-setting

It cannot be assumed that learners will set appropriate goals to guide their work, but the answer should not be to provide goals for students. Such a short-term remedy does little to develop new skills or strategies in any learner. It is therefore important that learners develop the skill of effective goal setting. The UDL framework embeds graduated scaffolds for learning to set personal goals that are both challenging and realistic.

- Provide prompts and scaffolds to estimate effort, resources, and difficulty
- Provide models or examples of the process and product of goal-setting
- Provide guides and checklists for scaffolding goal-setting
- Post goals, objectives, and schedules in an obvious place

Where Will You +1 an Interaction?

8.1 - Heighten salience of goals & objectives

1.1 - Offer ways of customizing info display

6.1 - Guide appropriate goal-setting

UNIVERSITY OF **LIMERICK** OLLSCOIL LUIMNIGH | **Centre for Transformative Learning**

FOLLOW US   f   ⚬   ⚬   in   ⚬   ⚬   ⚬

Home   About Us   Students   Professional Development   Resources For Staff   Current Projects   Events & Workshops

UDL in UL Showcase

Mainstreaming UDL Project

● Home | Universal Design for Learning | UDL in UL Showcase

Below you will find a number of examples of Universal Design for Learning in practice at University of Limerick.

Kirkpatrick Model

4. Results

3. Behavior

2. Learning

1. Reaction

UDL Reporting Criteria

https://udl-irn.org/udl-reporting-criteria/

- Learner Variability & Environment
- Proactive & Intentional Design
- Implementation & Outcomes

Area and Criteria	Y/N	Notes (Reviewer uses this column to take notes)
1. Learner Variability and Environment UDL provides guidelines for addressing learner variability and designing learning environments that are supportive for all learners. The following criteria relate to the information provided on learner and the environment in relation to the use of UDL.		
a) Participant information Authors describe learner variability by providing: • *description of participants and general variability factors* • information on specific participant characteristics *(e.g., addressing literacy skills for students with a disability or a language learner, IEP objectives, disability information)*		
b) Setting Authors describe the setting for the practice/intervention (e.g., inclusive classroom, grade level, type of school or university)		

2. Proactive and Intentional Design

An essential aspect of UDL is proactive and intentional design of curriculum, instructional and educational environments. The following criteria relate to the use of UDL in the design phase.

a) Addressing Barriers and/or Increasing Access Authors provide a description of: • specific challenges or barriers** that the practice or intervention is intended to reduce or eliminate • Issues of access being addressed by UDL This can include barriers and/or access related to environment, curriculum, and/or instruction. **NOTE: *Authors do not have to use the term "barrier" or "access"; other terminology that describes needs, challenges or issues being addressed can meet this criterion.*		
b) Designing to Address Variability Authors describe aspects of design that address variability. This can include a description of how flexibility, choice, or engagement will be addressed in the practice/intervention.		
c) Application of UDL Guidelines and Checkpoints Authors provide details about how and which of the nine UDL guidelines and/or the 31 checkpoints are applied to their practice/intervention. This can include information on how UDL guidelines and checkpoints are applied to goals, assessments, methods, and/or materials.		

3. Implementation and Outcomes

Information about how the UDL-based practice is implemented and about outcomes related to UDL are provided.

a) Description of Implementation of Practice/Intervention Authors describe how the UDL-aligned practice or intervention is conducted/implemented. Authors highlight information on the UDL-based aspects of the practice and intervention (the UDL based aspects should align with what is described in 2c)		
b) Outcomes/Findings in relation to UDL In addition to describing the overall outcomes of the intervention, describe UDL components in relation to outcomes for all and for specific learners (*1b*) (as appropriate to the purpose/RQ of the study and the inclusion of the UDL framework)		
c) Implications Authors describe implications of the outcomes/findings in relation to UDL-based aspects of practice/intervention.		

UDL Project Reporting Samples

Renton Technical College: rtc.edu/universal-design-for-learning
Eastern Carolina University: ofe.ecu.edu/idea-sparks/
CollegeSTAR Consortium: collegestar.org/modules
Scholarly Publication: eric.ed.gov/?id=EJ941729
ThinkUDL podcast: thinkudl.org/

Looking toward session 2:

Why Should Instructors Care?

Image © University of Limerick.

Take-Aways?

Webinar 1:

Universal Design for Learning Project Initiation

Thomas J. Tobin
University of Wisconsin-Madison

UNIVERSITY OF
LIMERICK
OLLSCOIL LUIMNIGH

Mainstreaming Universal Design for Learning (UDL) & Inclusive Practice on Campus through a Blended Learning Module
21 January 2022

Image © University of Limerick.