What is UDL?
Why do I need to know about it?
Moving Beyond the Abstract into Application

Dr. Nancy Aguinaga
Southeast Missouri State University
Introductions

• My background
• Your background
• What are you hoping to gain from this workshop?

http://cstl-coe.semo.edu/naguinaga/
Goals

• Develop understanding of UDL as an overarching framework for inclusive instructional design.
  – Identify the principles of Universal Design for Learning

• Identify ways UDL can provide access to the general ed curriculum.

• Implement several strategies based on UDL principles to infuse digital materials versus traditional curricula.

• Action Plan
Universal Design for Learning

Fist to 5
What is UDL?
Universal Design Origin

Movement in architecture

“Consider the needs of the broadest possible range of users from the beginning”
- Architect, Ron Mace

Examples of Universal Design?
CAST (-not for profit research development organization) believes:

“barriers to learning are not, in fact, inherent in the capacities of learners, but instead arise in learners' interactions with inflexible educational goals, materials, methods, and assessments.”

Teaching Every Student in the Digital Age, p. vi
Teaching Every Student in the Digital Age
Not to “fix” the child who has a problem

instead

“Fix” the curriculum (goals, methods, materials, and assessments) so that it can meet diverse learner needs
Universal Design for Learning

• A curriculum framework - organized around 3 principles based on the learning sciences

How UDL can provide access for all
  – Integration of effective teaching strategies in inclusive classrooms to reduce barriers for students

• Flexible and supportive for all

• Decreases the barriers that limit access

• Based on brain research
Primary barrier to making expert learners of all students

- Inflexible, one-size-fits-all curricula
  - unintentional barriers to learning

Diversity is now the norm, not the exception
Why is UDL effective?

- Learning is **unique** to individuals
- Abilities are not fixed - **continually shift** and are in relationship to the environment
- Intersection between individual and environment
- An average student is **mythical**
- The learning brain has 3 main networks - **recognition**-what, **strategic**-how, **affective**-why of learning
UDL and the Learning Brain

Recognition networks: “the what of learning”

identify and interpret patterns of sound, light, taste, smell, and touch

3D Brain app

http://www.cast.org
UDL and the Learning Brain

Strategic networks: “the how of learning”

plan, execute, and monitor actions and skills

http://www.cast.org
Affective networks: “the why of learning” evaluate and set priorities

http://www.cast.org
One must recognize information, ideas, and concepts.

One must be able to apply strategies to process the information.

One must be engaged.

Vygotksy
“For Learning”
PRINCIPLES OF THE UNIVERSAL DESIGN FOR LEARNING FRAMEWORK

• Principle 1:
  • To support recognition learning, provide multiple, flexible methods of presentation/representation

• Principle 2:
  • To support strategic learning, provide multiple, flexible methods of expression and apprenticeship.

• Principle 3:
  • To support affective learning, provide multiple, flexible options for engagement
Why do I need to know about UDL?
States and provinces across the US and Canada are turning to UDL as a means of helping educators meet the demand to provide standards-based education to all learners, while recognizing and honoring individual variability and diversity.

**General Education initiative**

The U. S. Dept. of Education, the National Science Foundation and major foundations and corporations are supporting initiatives to expand UDL.
UDL appears in the following Federal legislative and policy documents:

- **Higher Education Opportunity Act 2008**
- **LEARN Act** (literacy) bills in House and Senate
- U.S. Department of Education’s **National Educational Technology Plan**
- U.S. Department of Education’s guidance on recommended use of **Recovery Act funds**
- U.S. Department of Education’s Blueprint for Reform: **Reauthorization of the Elementary and Secondary Education Act**

**UDL Bill- Maryland, 2010** This bill establishes a state-level UDL Task Force to explore the incorporation of UDL principles into the State's education systems. Marks the first state level UDL bill in the nation.

http://www.udlcenter.org/advocacy/referencestoUDL
National Direction

UDL is defined in IDEA 2004 and the Assistive Technology Act of 1998

The Common Core State Standards Initiative endorses UDL as a way to improve access to standards-based learning for all students - FAQ

National UDL Task Force
• Fact sheets, Briefs, Videos
Common Core Anchor Standards for Reading

- **Common Core**
  - Key Ideas and Details

- **Universal Design for Learning**
  - Perception
  - Language
  - Comprehension

**Graphic Organizers**
- black
- Crow
- endangered
- Eagle
- Birds
- Carry messages
- Pigeon
- Bluebird
- Hawk
- Cardinal
- Oriole

**Text2Mind**

**McPherson, 2013**
Respondents reported that their states are attempting to make UDL a priority. The vast majority of respondents (12 out of 13) indicated that they viewed UDL as a state priority that was equally or more important to other state education-related priorities.
Missouri Highlights

State Documents that Mention UDL or UD

• UD mentioned in Race to the Top application specifically targeting high-quality assessment

Other Activities

• Whitepaper from Missouri State University: Commitment to Universal Design at Missouri State University

• Governing state of the Partnership for Assessment of Readiness for College and Careers (PARCC) consortium - committed to developing assessments that adhere to UD principles

http://www.udlcenter.org/advocacy
Why is UDL necessary?

The variance across individuals is the norm

Diversity is what makes us great

Need for personalized learning

Sir Ken Robinson
Recent changes in technology:

- Make it possible to **communicate** with more people than ever before
- Enable learning **any time, any place**, any how (any path, any pace)
- Facilitate **personalization**
- Promote openness, which promotes sharing
- Promote participation in content, knowledge, and news production
- Enable **collaboration** across the world
BUT....

Technology alone cannot accomplish all

• New technologies and digital media hold enormous promise for ALL but especially those with exceptionalities

• To be effective, technology-based learning needs to take place within a universally designed curriculum

• Goals, assessments, methods, and materials support learning through multiple means of representation, expression and engagement
Questions???

10 Minute BREAK
Review

Paradigm Shift?

Intervention?

Why?

Principles?
Universal (Inclusive) Instructional Design

Collaboration

Teacher Cooperation
Teacher Level
Content Enhancements

Student Cooperation
Student Level
Active Engagement
Active Student Response
Embedded Learning Strategies

Inclusive Learning Environment

Effective inclusion can be best served by a systems thinking approach - multiple tactics implemented and integrated in a coordinated matter.
PRINCIPLES and GUIDELINES

Focused on teaching and learning

Handout
Universal Design for Learning Guidelines

I. Provide Multiple Means of Representation
1: Provide options for perception
   1.1 Offer ways of customizing the display of information
   1.2 Offer alternatives for auditory information
   1.3 Offer alternatives for visual information
2: Provide options for language, mathematical expressions, and symbols
   2.1 Clarify vocabulary and symbols
   2.2 Clarify syntax and structure
   2.3 Support decoding of text, mathematical notation, and symbols
   2.4 Promote understanding across languages
   2.5 Illustrate through multiple media
3: Provide options for comprehension
   3.1 Activate or supply background knowledge
   3.2 Highlight patterns, critical features, big ideas, and relationships
   3.3 Guide information processing, visualization, and manipulation
   3.4 Maximize transfer and generalization

II. Provide Multiple Means of Action and Expression
4: Provide options for physical action
   4.1 Vary the methods for response and navigation
   4.2 Optimize access to tools and assistive technologies
5: Provide options for expression and communication
   5.1 Use multiple media for communication
   5.2 Use multiple tools for construction and composition
   5.3 Build fluencies with graduated levels of support for practice and performance
6: Provide options for executive functions
   6.1 Guide appropriate goal-setting
   6.2 Support planning and strategy development
   6.3 Facilitate managing information and resources
   6.4 Enhance capacity for monitoring progress

III. Provide Multiple Means of Engagement
7: Provide options for recruiting interest
   7.1 Optimize individual choice and autonomy
   7.2 Optimize relevance, value, and authenticity
   7.3 Minimize threats and distractions
8: Provide options for sustaining effort and persistence
   8.1 Heighten salience of goals and objectives
   8.2 Vary demands and resources to optimize challenge
   8.3 Foster collaboration and community
   8.4 Increase mastery-oriented feedback
9: Provide options for self-regulation
   9.1 Promote expectations and beliefs that optimize motivation
   9.2 Facilitate personal coping skills and strategies
   9.3 Develop self-assessment and reflection

Resourceful, knowledgeable learners
Strategic, goal-directed learners
Purposeful, motivated learners
Critical Elements of UDL

• Clear Goals

• Intentional Planning for Learner Variability

• Flexible Methods and Materials

• Timely Progress Monitoring
Separate the goals from the means

Not always tech - there is power in digital text but need to think about FIRM goals and FLEXIBLE needs!

Using a curriculum that is rooted in the 3 UDL principles, students have:

1. **Options** for how they learn
2. **Choices** which will engage their interest
3. Choices for how they demonstrate their learning

Teachers provide:
1. **Flexible** ways of presenting lesson content
2. **Flexible** options for student engagement
3. **Flexible** methods of expression and assessment
Backwards design instructional process

- Establish Clear Outcomes
- Anticipate Learner Variability
- Measurable Outcomes and Assessment Plan
- Instructional Experience
- Reflection and New Understandings
Learner Variability and UDL video

Examples Template - handout
Success Stories

Strategies

Technology
Identify barriers that slow progress

Discuss with someone near you – 3 minutes
Barriers

• Funding Sources
  – Many resources are free or extremely reasonable
• Deficits in teacher knowledge
• Lack of teacher time, training, teamwork related to UDL
  – Develop school and district teacher tech teams, website, mentoring
• Availability of workshops and training sessions
• Adjustment of teacher attitudes and dispositions regarding technology
Moving Beyond the Abstract Into Application
Implementing UDL

All the brain networks engaged simultaneously.

[Diagram showing UDL, Representation, Action & Expression, Engagement]
UDL in Practice

Apply the **three principles** to the **four pillars of curriculum**:
- educational goals
- materials
- methods
- assessments

This ensures all three brain networks are engaged at the same time to optimize learning and accurate assessment!
Planning for Academic Diversity

Diversity Blueprint

- Receptive Language
  - Background
  - Knowledge
- Reading
  - Decoding
  - Comprehension
- Ambulate
  - Gross Motor Skills
  - Fine Motor Skills
- Expressive Language
  - Written Expression
- Hard of Hearing
  - Deaf
- Memory
  - Persistence
- Problem Solving
- Low Vision
  - Blind

Dave Edyburn, 2008
UDL and Digital Media

NIMAS

http://www.cast.org
Common Academic Task and Instructional Challenges

Read a chapter in a science textbook

- Deficits in background knowledge
- Below grade level reading skills
- Poor fluency and comprehension skills
- Difficulty with new vocabulary

Edyburn, 2008
Planning for Academic Diversity

Read a chapter in a science textbook

• Scan or e-textbook

• Locate/create materials with audio support
  • StarChild

• Search for alternative text source materials
  • How Things Work, E-textbooks

• Search for alternative media materials
  • Periodic Table
Solve multi-step math problems

- Traditional chalkboard/paper/pencil
  AND/OR
- Calculation Support
  - WebMath
- Conceptual Support
  - Virtual Math Manipulatives
- Visual Support
  - iKnowThat Leon Math Movies

Edyburn, 2008
Handouts

• Q & A for Educators

• UDL Instructional Process

• More FAQ Guides
The flexibility of digital curriculum makes it easier than ever to adjust the challenge level of academic tasks.

The concept of a volume control slider is a useful metaphor for describing the supports available in a universally designed learning environment.

Tomlinson (1999) uses the term “equalizer” to discuss the concept of a slider.
What Is Differentiation?

- A teacher’s response to learner needs
- The recognition of students’ varying background knowledge and preferences
- Instruction that appeals to students’ differences
- Gives students multiple options for taking in information and making sense of ideas
Differentiated Instruction

In a differentiated classroom, teachers begin where their students are, not where they feel she should be or as the curriculum dictates.

Instruction methodologies vary and are adapted to meet the needs of individual and diverse learners.
A multi-tier approach to the early identification and support of students with learning and behavior needs.

Begins with high-quality instruction and universal screening of all children in the general education classroom.

Struggling learners are provided with interventions at increasing levels of intensity to accelerate their rate of learning.

UDL HAS SUPPORTS BUILT IN
RTI and UDL share the objective of improving educational outcomes and both:

- recognize that poor achievement does not necessarily reflect disability, but rather may also reflect poor instruction

- Incorporate research-based practices

- reflect the understanding that a curriculum that is effective for one student may not be effective for another

- RTI and UDL treat assessment as something that should inform instruction and intervention and consider once-a-year test scores insufficient to determine student ability
UDL, DI and RTI

• **PLAN** a change or action
• **DO** the change or action (on a small scale at first)
• **STUDY** the results to learn what did and did not work
• **ACT** by refining the idea or by implementing it on a broader scale
## Pulling it all together

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Where do other theories fit in

- John Hattie and Instructional Quality
- Identified five major dimensions of excellent teachers. Expert teachers
  - can identify essential representations of their subject,
  - can guide learning through classroom interactions,
  - can monitor learning and provide feedback,
  - can attend to affective attributes, and
  - can influence student outcomes
Marzano, DOK & UDL = Multiple Means of Applying Marzano

DEPTH OF STUDENT LEARNING AND ACHIEVEMENT

- Multiple means of Identifying Similarities & Differences
- Multiple means of Summarizing & Note-taking
- Multiple means of Reinforcing Effort & Providing Recognition
- Multiple means of Cooperative Learning
- Multiple means of Nonlinguistic Representations
- Multiple means of Cues, Questions & Advanced Organizers
- Multiple means of Generating & Testing Hypotheses
- Multiple means of Setting Objectives & Providing Feedback
- Multiple means of Homework & Practice
Teaching and Learning

- Designers of learning environments
- Facilitators of learning

Technology Changes Instructional Design

- From instruction to discovery
- From individual to collaborative learning
- From broadcast to interactive learning
- From teacher-centric to student-centric

### Universal Design for Learning Guidelines

#### I. Provide Multiple Means of Representation

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#### II. Provide Multiple Means of Action and Expression

4. Provide options for physical action
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#### III. Provide Multiple Means of Engagement

7. Provide options for recruiting interest
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**Resourceful, knowledgeable learners**

**Strategic, goal-directed learners**

**Purposeful, motivated learners**
UDL Wheel

Maryland State Dept. of Education
Principle I. Provide Multiple Means of Representation

Guideline 1: Provide options for perception

• **Checkpoint 1.1: Options that customize the display of information**

Guideline 2: Provide options for language and symbols

Guideline 3: Provide options for comprehension

Source URL: [http://www.udlcenter.org/implementation/examples](http://www.udlcenter.org/implementation/examples)
Principle II. Provide Multiple Means of Action and Expression

Guideline 4: Provide options for physical action

• **Checkpoint 4.1: Options in the mode of physical response**

Guideline 5: Provide options for expressive skills and fluency

Guideline 6: Provide options for executive functions

Source URL: http://www.udlcenter.org/implementation/examples
Principle III. Provide Multiple Means of Engagement

Guideline 7: Provide options for recruiting interest

• Checkpoint 7.1: Options that increase individual choice and autonomy

Guideline 8: Provide options for sustaining effort and persistence

Guideline 9: Provide options for self-regulation

Source URL: http://www.udlcenter.org/implementations/examples
Planning for Academic Diversity

Instructional Support, Organization, Memory, Accessibility

- Text help Browse Aloud
- iPad
- KidRex
- Internet4Classrooms, 42Explore
- Teach with technology
- Digital History, Digital Universe
- Learning through Listening
- Discovery - Kathy Schrock’s Guide for Educators
- Text-to-Speech
- WatchKnowLearn, Academic Skill Center - Educational Videos
- Free technology for Teachers
- Hundreds of Apps
Effective flexible technologies

- Wolfram Alpha
- Podcasting
- Google Docs
- Smartboard
- Wordle
- Bubbl.us
- Edutopia
- Time for Kids
- Brain Pop
- Gooru Learning
- Blog (http://jmundorf.edublogs.org)
- Wikis
- You tube videos – CC
- Mi vida loca
Accessibility in front of us

- Microsoft Partners in Learning
  - Free for Educators

- Accessibility for Every Student
Personalized Learning and Accessibility
- The importance of accessibility
- Impacts in the classroom
- What is accessibility?

Overview of Accessibility Features
- Windows, Internet Explorer, Office
- Try it out

Impairments and Technology Solutions
- Types of impairments

Selecting Accessible Technology
- Impact of accessibility on the role of different school stakeholders
- Scenarios and accessibility solutions for students with different types of abilities including special needs

Accessibility in Practice
- Breakout sessions: 4 student scenarios

Resources
Microsoft Accessibility
Getting from Here to There

UDL, Global Positioning Systems, and Lessons for Improving Education

http://www.udlcenter.org/resource_library/articles/gps
CAST is a nonprofit education R&D group best known for defining and promoting Universal Design for Learning (UDL).

Free online tools to make education more engaging and accessible for all.

1) **UDL Goal Setter**
   http://www.cast.org/teachingeverystudent/tools/udlgoalsetter.cfm
   You learn to analyze what is essential to a goal and what can be changed and varied to support different learners.

2) **UDL BookBuilder** (http://bookbuilder.cast.org) is a free resource to help teachers and parents develop their own digital books to support reading instruction for children ages 3 and up. Enables users to create, edit, and save their own online books.

3) **CAST Strategy Tutor** (http://cst.cast.org/) offers adolescent readers and their teachers customizable mentoring and support as they conduct Internet research and read websites.

4) **UDL Lesson Builder** (http://lessonbuilder.cast.org) is a free online tool that helps educators build options and supports into their lessons to reach and engage all students.

5) **UDL Curriculum Self-Check** (http://udlselfcheck.cast.org/) provides an interactive tool to help educators identify areas of the curriculum where barriers may exist or more supports for diverse learners are needed.
Digital Examples of Materials: Bookbuilder

http://bookbuilder.cast.org/
Offers classics from world literature like you've never seen them before -- in a flexible online interface that supports and engages novice and expert readers alike.

Flexible digital media to reach and engage all learners. Leveled supports and the Texthelp Toolbar balance challenge and support for each learner, ages 10 and up.
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Strategic, goal-directed learners
Purposeful, motivated learners

Systematic Change template
Brainstorm Solutions to Barriers

Discuss & Share – 5 minutes
UDL Implementation: A Process of Change
On the Horizon

- Tablets
- Ipads
- Smartphones
- APPS
- The Flipped Classroom

Leaders need to be instrumental in providing resources
Digital Media: New Learners of the 21st Century

A documentary that examines how mobile devices and digital media practices can empower young people to direct their own learning.

Short Clip
The goal of education

- Not simply the mastery of knowledge
- It is the *mastery of learning*
- Education should help turn novice learners into expert learners
- Develop individuals who know how to learn, who want to learn, and who, in their own highly individual ways, are well prepared for a *lifetime of learning*
"UDL is really a merging of general education and special education, a **sharing of responsibility**, resources and ownership. It gets away from the "their kids/our kids" divide between general ed. and special ed." –

David Rose

*A Practical Reader in Universal Design for Learning*
Taking Action

- What do I want to implement?
- Benefits of Implementation
- What does success look like?
- Possible barriers
- Possible solutions
- Needed resources
- Timeline
FAQ

Is UDL compatible with the principles of differentiated instruction?

What makes UDL different from differentiated instruction?

Is UDL just using technology in teaching?

Isn’t UDL just for students with disabilities?

More?
Universal Design for Learning in the Classroom
Practical Applications

Edited by Tracey E. Hall, Anne Meyer, and David H. Rose

158 Pages  
Size: 7" x 10"

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Price: $20.00 $23.80

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Resources

CAST – Center for Applied Special Technology

National Center on Accessing the General Curriculum

Free technology Toolkit for UDL in ALL Classes

UDL in Prince George’s County Public Schools

A Tale of Four Districts

CAST UDL Online Modules

Teacher Toolkits

IRIS Center - UDL
• What did I learn?

• Why did I learn it?

• How can I use it?
UNIVERSAL DESIGN FOR LEARNING

• Instructional design grounded in effective teaching practices

• focuses on the use of technology because it supports the creation of flexible materials
“Everybody is a genius. But if you judge a fish by its ability to climb a tree, it will live its whole life believing that it is stupid.”

-Albert Einstein
Thank you

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