

Inclusive Approaches to Teaching and Learning Post Covid through a UDL Lens

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VALUING IRELAND'S TEACHING & LEARNING





Why use Universal Design for Learning (UDL) in your practice?

By using the UDL framework educators can accept learner variability as a strength to be leveraged, not a challenge to be overcome. (Rose & Meyer, 2002)



The goal of UDL is to create Expert Learners



Expert Learners who are...

Purposeful & Motivated

Resourceful & Knowledgeable

Strategic & Goal-Directed

UDL is about

Moving from Teaching
Information
to
Teaching How to Learn



UDL Framework

- **Three Principles**
 - Multiple Means of Engagement
 - Multiple Means of Representation
 - Multiple Means of Action and expression
- The **Goals** for each **Principle** are at the bottom of each column.
- Each **Principle** has three **Guidelines**
- Each **Guideline** has multiple **Check Points**

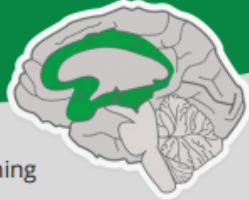


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Access

The Universal Design for Learning Guidelines

Provide multiple means of **Engagement**



Affective Networks
The "WHY" of Learning

Provide multiple means of **Representation**



Recognition Networks
The "WHAT" of Learning

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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⁾

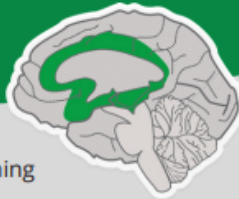
- Vary the methods for response and navigation (4.1)
- Optimize access to tools and assistive technologies (4.2)

Build

The Universal Design for Learning 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



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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)

Build

Internalise

The Universal Design for Learning Guidelines

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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 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)

Internalize