Provide more ways of learning to happen

UDL Provides Multiple Means of

**ENGAGEMENT**
The WHY of Learning

Recruiting Interest
Why learners get involved?
- Facilitate a student-developed community through peer-to-peer, collaborative, or service-learning.
- Develop class expectations or community agreements with learners.
- Utilize topics and objectives focusing on student interests.
- Invite students to bring in oral or visual narratives to make connections to course content.
- Facilitate student-driven course design allowing for student autonomy and agency.
- Cultivate student-designed rubrics and assessments.
- Create a Student-Centered environment through project-based learning or flipped classrooms.

**PERCEPTION**
The WHAT of Learning

Perception
What learners utilize to perceive course content
- Use tools like Trello, Google Jamboard, Flipgrid, or Graph Builder to vary the layout of information.
- Consider the contrast between background and text or image.
- Remember Google slides and Zoom have closed captioning included.
- Notify students that you allow speech-to-text.
- Provide written transcripts for videos or auditory clips.
- Use visual signs or tactile cues for alerts or organization (i.e., who speaks next).
- Follow accessibility standards (NIMAS) when creating digital text. UDOIT can be a helpful tool when thinking about accessibility.

**PHYSICAL ACTION**
The HOW of Learning

Physical Action
How learners navigate/interact with curriculum
- Provide options for students to physically interact with materials and content.
- Invite students to engage or respond to materials through the chat function, visual signals, or tools that employ voice commands or comments.
- Provide alternate keyboard commands, tablet/cell phone navigation for mouse action.
- Consider only requiring software and apps that work with keyboard alternatives, alt keys, and multiple devices.

**UDL Key**
- Engagement
- Representation
- Action & Expression
- Accessible link

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**UNIVERSAL DESIGN FOR LEARNING**
The UDL framework embraces Learner Variability. This means every student has different strengths & weaknesses and that there is no such thing as an average learner. Shape your learning environment and pedagogy with this in mind, every learner is unique and that each strength and weakness is an asset to your learning community.

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Self Regulation

(Expression and Communication)

How learners navigate and interact with content

Compose in multiple media such as text, speech, drawing, illustration, comics, storyboards, design, film, music, dance/movement, visual art, sculpture, or video.

Use social media and interactive web tools (e.g., discussion forums, wiki, web design, animation tools, storyboards, comic strips, and presentation tools).

Annotate the process using a variety of strategies.

How learners maintain engagement and motivation

Ensure that learners have opportunities to set personal goals that can be realistically reached and align with course outcomes (e.g., provide individual goal templates, success notes during class reflection, portfolio assessment).

Set aside time in class for learners to engage in planning and strategy development.

Utilize reminders, models, checklists, etc. to assist learners in choosing and trying an adaptive strategy for managing and directing their emotional responses to external events.

Explicit instruction and modeling in order to learn how to do this successfully.

Comprehension

(What makes knowledge maintain and usable)

Anchor instruction by linking to and activating relevant prior knowledge (e.g., using visual imagery, concept anchoring, or concept mastery routines).

Provide multiple entry points to a lesson and optional pathways through content (e.g., exploring big ideas through dramatic works, arts and lit).

Prompt the use of mnemonic strategies and devices (e.g., visual imagery, paraprasing strategies, method of loci, etc.)

Incorporate explicit opportunities for review and practice.

Executive Functions

(How learners practice metacognition)

Facilitate time in class where students discuss goal-setting as a class, in small groups, or in pairs such as student created community agreements or assignment rubrics.

Set aside time in class for students to engage in monitoring and strategy development.

Facilitate the learner’s capacity for monitoring progress through formative assessments, checklists, and learner identified needs.

Language & Symbols

(What forms of content are accessible and/ or change to content)

Use hyperlinks, illustrations, discussion, translations, etc. to support understanding of vocabulary and symbols.

Pre-teach vocabulary and symbols, especially in ways that promote connection to the learners’ experience and prior knowledge.

Present key concepts in multiple forms of symbolic representation (e.g., an instructional text or a math equation) with an alternative form (e.g., Spanish, American Sign Language, etc.).

Make all course content in the dominant language (e.g., English) also available in first languages (e.g., Spanish, American Sign Language, etc.).

Support understanding of vocabulary and symbols.

Pre-teach critical prerequisites concepts through demonstration or models.

Bridge concepts with relevant analogies and metaphors.

Give explicit prompts for each step in a sequential process.

Introduce graduated scaffolds that support information processing strategies.

Provide multiple entry points to a lesson and optional pathways through content (e.g., exploring big ideas through dramatic works, arts and lit).

Sustain Effort & Persistence

(Why learners maintain engagement and motivation)

Set aside time in class for learners to engage in planning and strategy development.

Facilitate time in class where students discuss goal-setting as a class, in small groups, or in pairs such as student created community agreements or assignment rubrics.

Provide a range of expectations, and a range of possible resources that allow all learners to find challenges that are optimally motivating.

Weave in opportunities for mentoring through peers for small group or one-on-one support.

Ensure there are opportunities for feedback to guide learners toward mastery rather than a fixed notion of performance or compliance.

Ensure that learners have opportunities to set personal goals that can be realistically reached and align with course outcomes (e.g., provide individual goal templates, success notes during class reflection, portfolio assessment).

Set aside time in class for students to engage in planning and strategy development.

Facilitate the learner’s capacity for monitoring progress through formative assessments, checklists, and learner identified needs.