Inclusion Through Universal Design for Learning (UDL)

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What is UDL?

- Universal Design originated in the architectural world. Giving access to buildings/structures. *Universal access*
- Applied to education to ensure ALL individuals are given the same access to learning.
- Can and should be applied in all educational experiences.
- Gives a level playing field to all.







Why Use UDL?

Valuable

Equitable



Timely

Responsive

Inclusive

"access general tertiary education, vocational training, adult education and lifelong learning without discrimination and on an equal basis with others." (UNCRPD, Article 24, Para 5)



"It offers a systematic framework to look at better supporting all students in the classroom so they can persist in a course, get a degree, and get to the next place they want to go."

Sam Johnstone

http://udloncampus.cast.org/page/udl_about

Framework & Principles

Strategic Representation **Action and Expression Affective** Recognition Engagement



1. Engagement

Why?

Am I allowing my students multiple way to engage in the learning?

Affective



Ηον

Am I allowing my students multiple ways to demonstrate their understanding Strategic and knowledge?



Am I presenting the information in What a variety of ways? Recognition



Applying UDL to Higher Learning



Make the institute fit the individual and not expect the individual to fit the institute.

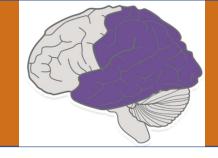
UDL allows for needs to proactively be met.

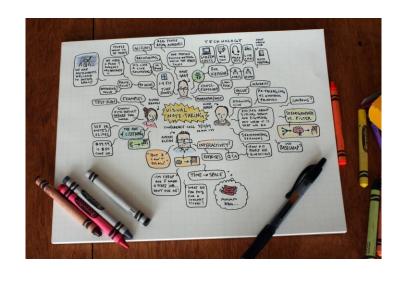




UDL is concerned with "...the conscious and deliberate creation of lessons and outcomes that allow all students access to and participation in the same curricula" and provides "accessible, flexible, usable and customisable curriculum for all students", which can be used in combination with instructional differentiation.

(Deloitte, pg 74).





subtitles



alternate texts/readings















Note-taking techniques

cons

Electronic

Connections

Retrieval

- search

Colour

categories

- Mind maps/ concept maps

Sentency, 0#

- smart_wisdom

index cards

summaries

Indexing

Non-linear

Spacing/

distributed practice

Review - Condensing

Rewriting

Validating



tanx" = +ten40"



	y significant literary devices	Name:
	fine a writer's style and	Class/Period: Lang. Arts
		Dates 10 0000
E	interpret work	Det 12, 2009
HOW does Langsto	on Hughes poem, "Mother	to Son", advice the
reader to overcon	ne difficulty and keep from	giving up in life?
Questions:	Notes:	
D What is the	DSpedier-)	
significance of	* Voice trat communica	tes a poemis ideas
the speaker in	actions, descriptions, ¢	
the poem?	-similar to narrator	
	- can be unknown or sy	ecitic (like character)
2 How does a poet's	FIMPT.	
choice of speaker	-Pact's Choice of spraker	- contributes to
affect the mood/	the events mood /mean	ing
meaning of a	- Who spraks is as imp	ot. as what is said
Plem?	- different Counts of vie	wregarding same
,	minut lin Colont de	Id alders correspond
	- the person telling the o	tory gives point of
	View and attests the	mustage told & P.O.V
	WYHEL 3/ poets style	,
3 How does Hughes C	Vocable helps to understo	and meaning
use vocabulary	"crysal stair" = luxurie	s (metaphor) 2 thing
to contribute to	ic. "Lik for me ain't	been no crystal stair
	"reachin' - replace letter	at end of word giale
and convey his		
message?	" "cause" = necause + 5%	nng var.ling w Ey group seech se

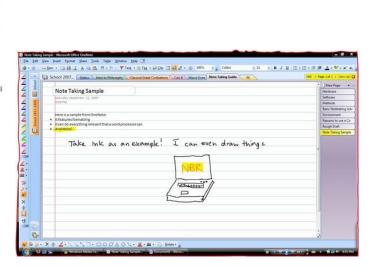


aint been no crystal staircase.

Discovering sketches 2 2 3: 28899 More people! Sketchast = 4 28999 More people!	
Sketchnotearny.com Sketchnotearny.com Sketchnotearny.com Sketchnotearny.com Sketchnotearny.com Sketchnotearny.com Sketchnotearny.com Sketchnotearny.com Show School Show Sketchnok Sketchnote Sketchnote Sketchnote Show	(Special responses to the control of
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2 180°+ 20 = 195.6° . 97.8° C 3 360" + 28 . 375.6" . 187.8" @ 540°+20 = 555.63° = 277.8° (a) Using cate, find the correct of the turning point of $y \cdot f(x) \Rightarrow f(x) \cdot 25x^*e^{2x} - 10$, $x \in \mathbb{R}$ $\bigotimes \frac{du}{dx} \Rightarrow vu_1 + uv_1 = (e^{ux})(50x) + (25x^4)(2e^{ux})$



Oct 18, 2013-

Key areas for improvement:

[] can track follow-up actions

and tie them back to

□ I can see my set of notes

· Indexing / outlining

· Connections · Review

Measurement

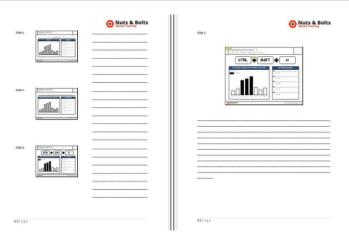
my notes

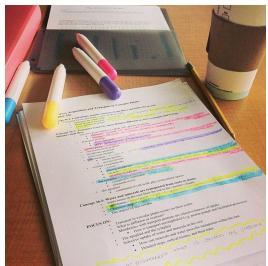
on a topic [] I maintain momentum on

my key topics

☐ I remember key info





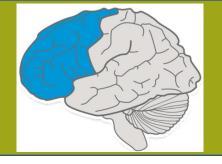












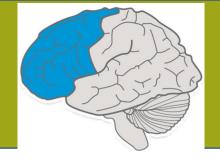


Talk-to-text

Read aloud

Multi-modal



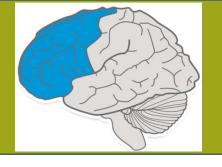


- Essay
- Multiple- choice question
- Short answer question
- Poster
- Website
- Video
- Drama role-playing
- Oral presentations

- Portfolios
- Journals
- Blogs
- Self-assessments



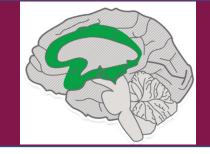








1. Engagement

















Example





<u>Before</u>

Goal – work backwards

Pre-empt and remove barriers

Make learning outcomes authentic

Do the work now as opposed to once a problem arises



<u>During</u>

Present information in numerous way

Check-in to gauge student understanding

Share knowledge through online note sharing

Utilise



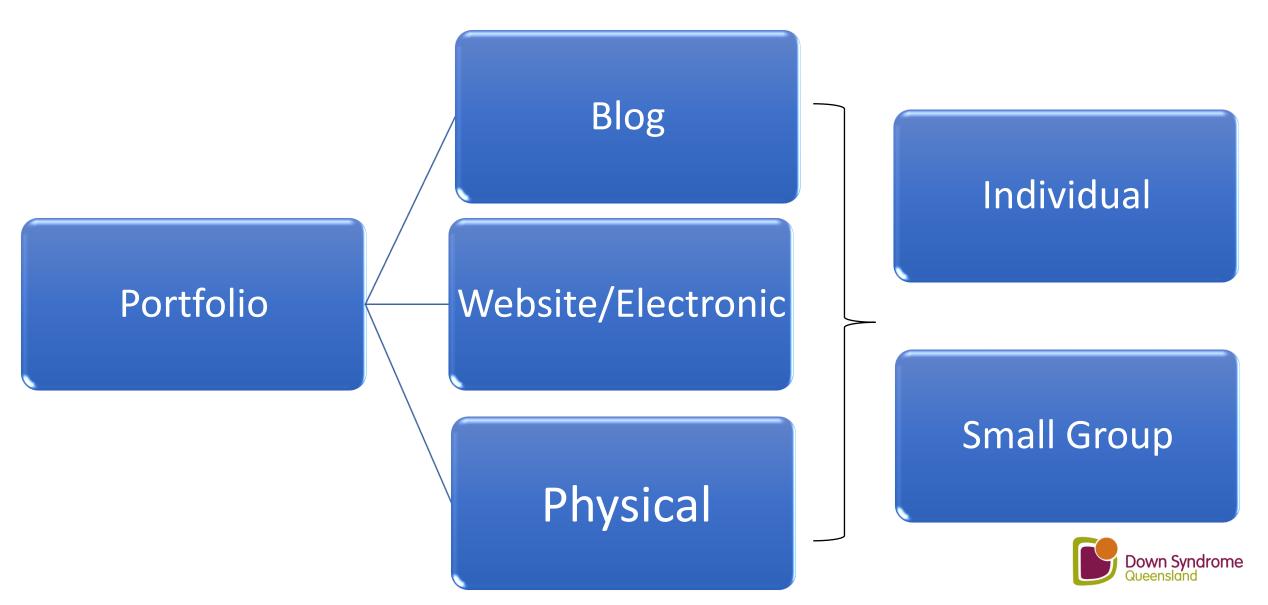


Self-reflect

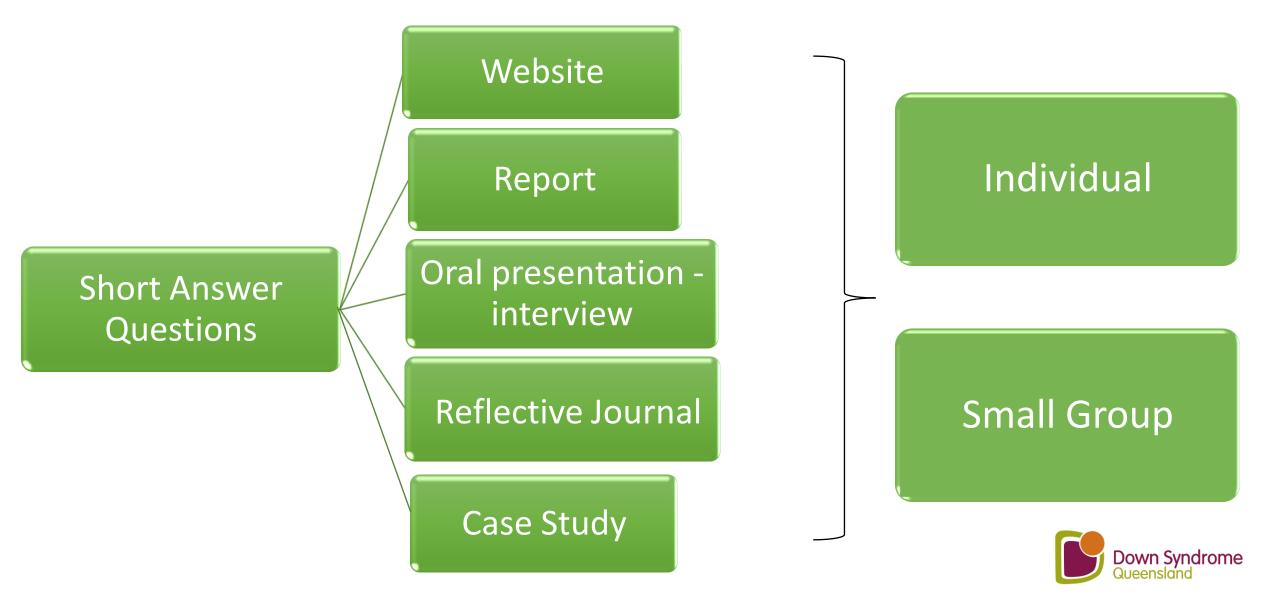
Make changes

Be nice to yourself

<u>Assessment Examples – offering choice</u>



<u>Assessment Examples – offering choice</u>



UDL creates an inclusive educational environment for all individuals irrespective of disability or preferred learning style.



References

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Thank you!

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