



1



- Mom, hiker
- **Instructional Design:** MIT, Learning Solutions
- Author, international leader of UDL
- CAST, high school science, Lasell University

Option: Share an introduction in the chat!

Link to slides: tinyurl.com/44wm6fyb



2



Goals

- Share an overview of Universal Design for Learning (UDL): Origins!
- Highlight how to apply UDL in your work
- Make connections between research & practice

3

Activate Background: Quick Poll

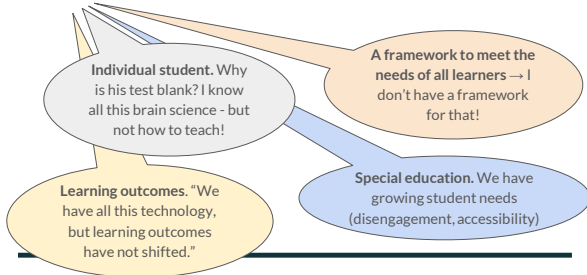
What do you already know about UDL?

1. I know what the U, D, L stand for
2. I have started to apply UDL in my work
3. I regularly apply UDL in my work
4. I lead UDL in my work!



4

UDL Stories



5

Traditional UDL Foundation

Architecture



Neuroscience



Technology



6

OLD view of access



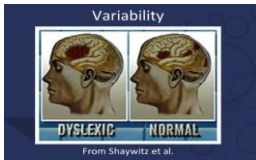
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UDL inspired by UD in architecture *Essential for some, good for all*



8

Old view of learning and the brain



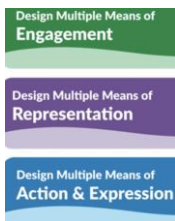
9

UDL view of learning & brain *Variability is the rule! It is predictable.*



10

UDL Principles: Predictable variability



11

We can start to apply UDL!

1. Know the goal. Make it clear, share with students.
 2. Add an option to reduce a barrier: Engagement, Representation, Action
 3. Essential for some, good for all.
- Start small! Change is hard.



12

How to apply UDL: Curricula CAST UDL Guidelines 1.0

	Guideline 1: Multiple Means of Representation	Guideline 2: Multiple Means of Action and Expression	Guideline 3: Multiple Means of Engagement
Checklist & Examples	<ul style="list-style-type: none"> • Provide content in multiple formats (e.g., text, audio, video, images, diagrams, etc.) • Use multiple representations (e.g., text, audio, video, images, diagrams, etc.) • Use multiple representations (e.g., text, audio, video, images, diagrams, etc.) 	<ul style="list-style-type: none"> • Provide multiple ways for students to demonstrate their learning (e.g., writing, speaking, drawing, etc.) • Use multiple ways for students to demonstrate their learning (e.g., writing, speaking, drawing, etc.) • Use multiple ways for students to demonstrate their learning (e.g., writing, speaking, drawing, etc.) 	<ul style="list-style-type: none"> • Use multiple ways to engage students (e.g., choice, challenge, collaboration, etc.) • Use multiple ways to engage students (e.g., choice, challenge, collaboration, etc.) • Use multiple ways to engage students (e.g., choice, challenge, collaboration, etc.)
Openning UDL in the Classroom	<ul style="list-style-type: none"> • Start with one guideline and one strategy • Start with one guideline and one strategy • Start with one guideline and one strategy 	<ul style="list-style-type: none"> • Start with one guideline and one strategy • Start with one guideline and one strategy • Start with one guideline and one strategy 	<ul style="list-style-type: none"> • Start with one guideline and one strategy • Start with one guideline and one strategy • Start with one guideline and one strategy

13

UDL is actually: Mindset



- Frames **barriers** in the environment, not learner
- **Anticipates variability** BEFORE learners struggle
- **Continuously revisits** how the design is supporting EVERY learner to progress to **the goal**

I want learners to (goal)...

I know there will be barriers (UDL Principles)...

so I (we) will design something!

14

I want to see UDL in action

BUT...

- Those aren't my students!
- I don't teach that content!
- I don't have that technology!
- I don't have time to do all those UDL Guidelines
- I already do it!

UDL "in action" is as variable as our learners.

15

To get started with UDL:

- **Try it** (start small: goal, barrier, change the design).
- **Collaborate** with a team to share strategies & resources you have in your site, that you're comfortable with - "technology" is a broad term!
- **Reflect** on "I used to... Now I..." and measure change

Know: It will take time to shift mindset, expectations.

16

advancing
learning
academic
progress

Reflect & Share

What is something you learned?
What is something you will try?

17

Resources to learn UDL basics

Books

- [UDL Theory and Practice](#) by Myers, Rose, Gordon
- [Unlearning: Changing your beliefs & practices with UDL](#) by Posey & Novak
- [Transform your teaching with UDL](#) by Jen Pustateri

Podcasts

- [UDL in 15 minutes](#)
- [ThinkUDL](#)

Online resources

- TED talk: [End of Average](#)
- [Cracks in the Foundation](#)
- [TIES: UDL Modules & Coaching Guide](#)
- [UDL: A Teacher's Guide](#)
- [UDL Guidelines](#)

18

Thank you!

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