UDL in Higher Education

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Does Average really exist?

https://www.youtube.com/watch?v=9GcJi4eaSeY

The End of Average:
Todd Rose,
Harvard University
“Systematic Variability”

“Learners are highly variable, but that variation is not chaotic. Of course, each learner is unique; but learners share common, predictable patterns of variability that are useful to consider when designing learning environments”

*Universal Design for Learning: Theory and Practice; Meyer, Rose, & Gordon, 2013, p.29*
Diverse Learning Approaches (Dalton, 2006; 2014)

- Differentiated Instruction (Tomlinson)
- Multisensory Instruction (Fernald)
- Multiple Intelligences (Gardner)
- Taxonomy of Learning (Bloom)
- Reasonable Accommodations (Sec. 504, R.Act)
- Equity of Access (ADA; Sec. 504, R. Act)
- General Curriculum Access (IDEA, 1997)
- Mastery Learning (Bloom)
- Brain-based Learning (Caine)
- Understanding by Design (Wiggins & McTighe)

UDL can help to implement ALL of these approaches and ideas
What’s different about UDL?

- Foundation in Neuropsychology
- Front-loaded Curriculum Design
- Learner Variation is the NORM
Learner Variation is the Norm
UDL: Principles Founded in Neuropsychology

• **Multiple Means of Engagement**
  – *the “WHY” of learning*
  – Enhance INVOLVEMENT & ATTENTION

• **Multiple Means of Representation**
  – *the “WHAT” of learning*
  – Increase RECOGNITION

• **Multiple Means of Action & Expression**
  – *the “HOW” of learning*
  – Expand STRATEGIC DECISIONS & OUTPUT
UDL Guidelines 3.0

**ENGAGEMENT**
- Options for self-regulation
  - Expectations and beliefs
  - Coping skills & strategies
  - Self-assessment & reflection
- Options for sustaining effort and persistence
  - Clear goals & objectives
  - Vary demands/challenge
  - Collaboration and community
  - Mastery-oriented feedback
- Options for recruiting interest
  - Choice & autonomy
  - Relevance, value, authenticity
  - Minimize threats and distractions

**REPRESENTATION**
- Options for comprehension
  - Background knowledge
  - Patterns, big ideas, relationships
  - Info processing, visualization
  - Transfer & generalization
- Options for language, mathematical expressions & symbols
  - Vocabulary and symbols
  - Syntax and structure
  - Decoding, notation, symbols
  - Understanding across languages
  - Multiple media
- Options for perception
  - Display of information
  - Alternatives for auditory
  - Alternatives for visual

**ACTION & EXPRESSION**
- Options for executive functions
  - Guide appropriate goal-setting
  - Support planning and strategy development
  - Enhance capacity for monitoring progress
- Options for expression & communication
  - Multiple media for communication
  - Multiple tools for construction & composition
  - Graduated levels of support
- Provide options for physical action
  - Vary methods for response
  - Access to tools & assistive technologies

URL: [http://www.udlcenter.org/aboutudl/udlguidelines_theorypractice](http://www.udlcenter.org/aboutudl/udlguidelines_theorypractice)
Components of Curriculum Design

http://www.cast.org/

http://www.udlcenter.org
How is UDL relevant in Higher Education?

UDL builds variation into instruction **by design**, using 4 Curriculum Components

Introductory video

[UDL on Campus](http://udloncampus.cast.org/home#.WKivqIWcE2w)

A way to design for ALL… from the start!
Technology or no technology?

• The UDL framework does not require technology

• Technology provides tools that support functions to accomplish goals

Technology is simply one of the tools in the Toolbox to support the attainment of goals.

A POWERFUL TOOL!

http://udloncampus.cast.org/page/udl_gettingstarted#l1970390
Recap...

3 Principles of UDL?

- Multiple means of Engagement
- Multiple means of Representation
- Multiple means of Action and Expression
Thank you!

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