Getting started with UDL

Many people think that UDL applies only to people with sight or hearing impairments, but this is not accurate.

 The guidelines are about reaching all students through multiple means of engagement, multiple means of representing material and multiple ways to show learning.

Today we will explore a worksheet and also reflect on who are learners are and what their goals and aspirations mean to the learning environment.

So first I want you to take a few minutes to think about YOUR students. Do you have people with dyslexia, autism, different learning styles, different goals and aspirations? That may help you decide where to begin. Please write a bit in the chat about your learners.

Then we will briefly go thru some of the strategies and see where you might want to begin. UDL is meant to be iterative and you don’t have to do everything at once.

<https://udlguidelines.cast.org/engagement>

<https://udlguidelines.cast.org/representation>

<https://udlguidelines.cast.org/action-expression>

<https://udlguidelines.cast.org/more/frequently-asked-questions>

<https://udlguidelines.cast.org/more/about-graphic-organizer>

https://mlpp.pressbooks.pub/mavlearn/front-matter/introduction/

Hasley, A. O., Orndorf, H. (2022). [**Getting Started with Universal Design for Learning**](http://dx.doi.org/10.25334/8EC1-V892). [Universal Design for Learning](https://qubeshub.org/groups/udl), QUBES Educational Resources. [doi:10.25334/8EC1-V892](http://dx.doi.org/10.25334/8EC1-V892)

Three resources for faculty interested in an introduction to Universal Design for Learning (UDL). This module contains three resources for getting started with CAST's Universal Design for Learning framework. We suggest moving through the resources in order:

* Introduction to the Universal Design for Learning Guidelines
* UDL Mapping Activity
* Applying UDL to Existing Materials

These activities can be completed independently but there is great benefit to sharing and discussing your responses, mappings, and ideas with others. <https://qubeshub.org/publications/2837/1>

Hasley, A. O., Orndorf, H. (2021). [**UDL Mapping Activity**](http://dx.doi.org/10.25334/E9D6-YE29). [Universal Design for Learning](https://qubeshub.org/groups/udl), QUBES Educational Resources. [doi:10.25334/E9D6-YE29](http://dx.doi.org/10.25334/E9D6-YE29)

Using the UDL Guidelines as an analysis tool promotes a deeper understanding of UDL checkpoints, provides practice in recognizing alignment between UDL checkpoints and instructional strategies, and yields a result that highlights patterns and areas of improvement within the material. In this activity, faculty select a short, modular resource, either one they developed or something they use regularly, identify the learning objectives, and then conduct a UDL Mapping. Examples and templates for conducting a mapping are included. https://qubeshub.org/publications/2770/1

<https://cornerstone.lib.mnsu.edu/cgi/viewcontent.cgi?article=1200&context=lib_services_fac_pubs>

10 Strategies for Engaging Learners with Universal Design for Learning
and Antiracism
Published version online: https://mlpp.pressbooks.pub/mavlearn/chapter/10-strategies-for-engaging-
learners-with-universal-design-for-learning-and-antiracism/

Hasley, A. O., Orndorf, H. (2021). [**Introduction to the Universal Design for Learning Guidelines**](http://dx.doi.org/10.25334/3MJJ-4D08). [Universal Design for Learning](https://qubeshub.org/groups/udl), QUBES Educational Resources. [doi:10.25334/3MJJ-4D08](http://dx.doi.org/10.25334/3MJJ-4D08)

<https://qubeshub.org/publications/2769/1>

The Universal Design for Learning Guidelines were developed by CAST in the 1990s using learning and neuroscience research. The UDL Guidelines advocate for designing learning environments and materials to plan for variability rather than average, better supporting all learners in becoming experts in how they learn. With its three principles, nine guidelines, and 31 checkpoints the UDL framework can at first be overwhelming. The activities included in this module are intended to guide faculty, instructors, and professional developers towards a foundational understanding of UDL. The activities include:

* Universal Design for Learning Guidelines
* Cultivating a UDL Mindset

Hasley, A. O., Orndorf, H. (2021). [**UDL Guidelines Workbook**](http://dx.doi.org/10.25334/FJDE-KT82). [Universal Design for Learning](https://qubeshub.org/groups/udl), QUBES Educational Resources. [doi:10.25334/FJDE-KT82](http://dx.doi.org/10.25334/FJDE-KT82)

<https://qubeshub.org/publications/1836/1>

Hasley, A. O., Orndorf, H. (2021). [**UDL Guidelines Workbook**](http://dx.doi.org/10.25334/FJDE-KT82). [Universal Design for Learning](https://qubeshub.org/groups/udl), QUBES Educational Resources. [doi:10.25334/FJDE-KT82](http://dx.doi.org/10.25334/FJDE-KT82)

https://qubeshub.org/publications/1836/1

In the spreadsheet the [UDL guidelines and checkpoints](http://udlguidelines.cast.org/) are linked to their full descriptions and examples at CAST There is space to map pieces of a learning resource or activity to the guidelines. Analyzing a resource with the spreadsheet can act as an exercise to familiarize yourself with the guidelines, identify how a resource aligns to the UDL guidelines, and identify where additional options for engagement, representation, and action & expression could be applied.

Short exercise

Take some time exploring the [UDL Guidelines](https://udlguidelines.cast.org/) on CAST's website and review this video, [The UDL Guidelines in Under 5 Minutes.](https://www.youtube.com/watch?v=uDfrRLKNnz8)

## Helpful Resources

* [STEM OER Accessibility Framework](https://docs.google.com/document/d/1jFJGi9O9kmuipJPlTO_cjc9D87KMVLXVoChr9CAqEnw/edit)
* [Universal Design for Learning Guidelines](https://udlguidelines.cast.org/)
	+ [UDL Background Information](https://docs.google.com/document/d/1s0xRt72f3G9dS2oIAqtziEs1KVdU0qVazQMLkVxv0-M/edit?usp=sharing)
	+ <https://qubeshub.org/community/groups/udlcases2022/collections>