

# Universal Design for Learning



## Big Idea

Students differ from each other in the ways they think and learn. *Universal Design for Learning* (UDL) is a set of principles designed to guide curriculum and lesson development to ensure that all individuals have equal opportunities to learn and can quickly engage with the instruction. Digital technologies, online resources, and mobile devices can be used to design flexible instruction with options to support all students in achieving the Florida Standards.

### Flexibility in Representation

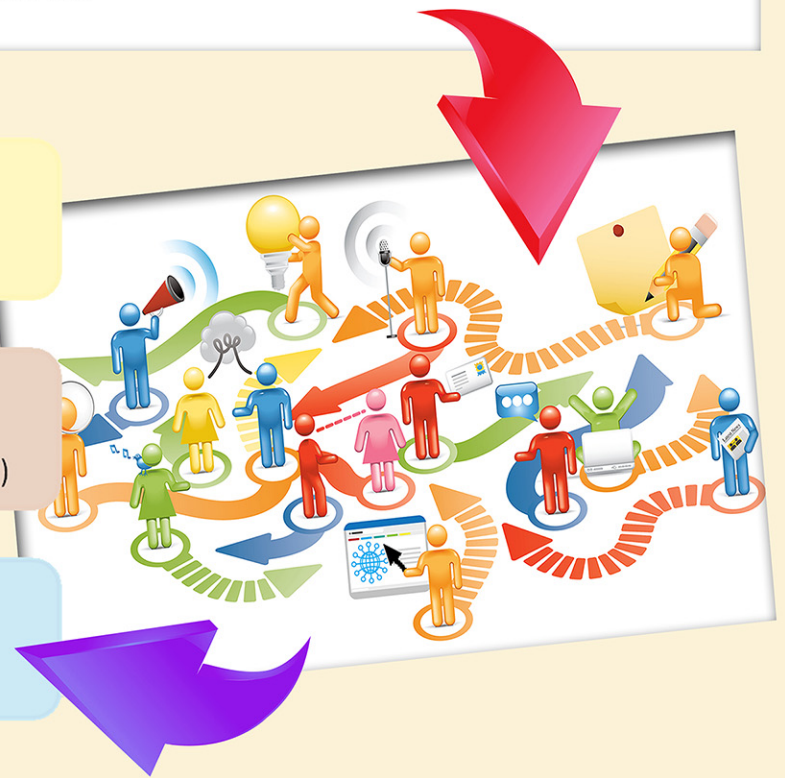
- options for perception
- options for language and symbols
- options for comprehension

### Flexibility in Expression

- options for physical action
- options for expressive skills/fluency
- options for executive functions (planning/monitoring)

### Flexibility in Engagement

- options for recruiting interest
- options for sustaining effort/persistence
- options for self-regulation



**Universal Design for Learning is based on research about how we recognize information, how we organize and express our ideas, and how we are challenged or engaged.**



## Recognition Networks



## Strategic Networks



## Affective Networks

How we recognize information and categorize what we see, hear, and read. For example, students can **change the font size** of the reading material, use tools to **change the format** (e.g. from text to audio, or to braille), change the background colors, etc. **Online glossaries or dictionaries** are available to support vocabulary. **Translation tools** are provided to support multiple languages. **Advance graphic organizers** may be used to help students highlight big ideas, concepts, and relationships.

How we organize and express our ideas; plan and perform tasks. For example, students may produce a report in an **essay format, a PowerPoint format, an audio format, a movie, a play, a series of photos**. A variety of tools may be provided to help students organize information; e.g. **checklists and guides for note taking**. Supports are provided for **time management, setting goals**, and completing assignments. **Project planning templates** may be provided.

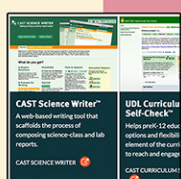
How we are challenged, excited, or interested. For example, students are able to **choose topics and viewpoints** to research. Assignments have a level of **relevance** for each student. **Hands-on activities, robotics, simulations, and immersive virtual worlds** may be used to support STEM instruction. **Collaborative activities** are used to help students connect with and work with others. Time is provided for **self-assessment and reflection** activities.



**National Center on Universal Design for Learning**  
<http://www.udlcenter.org/>  
 The starting point to learn about UDL.



**UDL Ideas**  
<https://at-udl.com/tools/udlideas>  
 Interactive tool for designing flexible instruction



**CAST Learning Tools**  
<http://bit.ly/17IFtNm>  
 Explore flexible learning environments

**UDL Guidelines Graphic Organizer v 2.2**  
<http://bit.ly/2o5HZD6>  
 The main principles of UDL with explanations.

