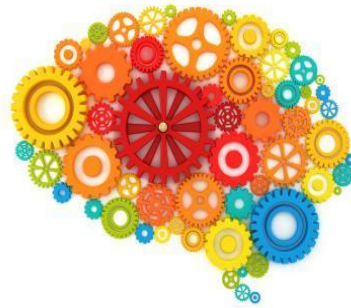


# Universal Design for Learning (UDL)

Universally Designed Faculty Development



**Dr. Katie Novak**

**Author of *UDL Now!***

**[www.katienovakudl.com](http://www.katienovakudl.com)**

## My Dinner Party



Imagine you own a catering company in 1975. Create a fabulous tasting menu that will make my party a huge success.

# The Love Languages



**A:** Your partner says, "You did a great job on that. I appreciate it."

**B:** Your partner unexpectedly does something in or around the house or your room that you appreciate.

**C:** Your partner brings you a surprise treat from the store.

**D:** Your partner invites you on a leisurely walk just to chat.

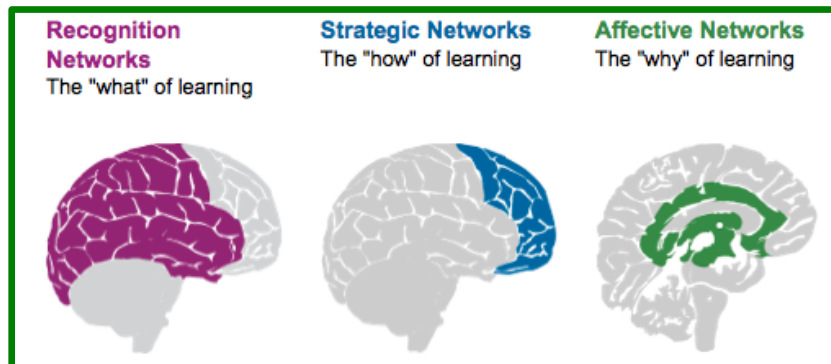
**E:** Your partner makes a point to embrace you before leaving the house.

So, what's your love language? Your highest score is your love language.

# The Shoe Analogy



# How Our Students Learn



- Universal Design for Learning (UDL) vs. Differentiated Instruction (DI)
- Building capacity using the Guidelines

## Universal Design for Learning Guidelines



**Provide Multiple Means of Engagement**  
*Purposeful, motivated learners*

**Provide options for self-regulation**

- + Promote expectations and beliefs that optimize motivation
- + Facilitate personal coping skills and strategies
- + Develop self-assessment and reaction

**Provide options for sustaining effort and persistence**

- + Heighten salience of goals and objectives
- + Vary demands and resources to optimize challenge
- + Foster collaboration and community
- + Increase mastery-oriented feedback

**Provide options for recruiting interest**

- + Optimize individual choice and autonomy
- + Optimize relevance, value, and authenticity
- + Minimize threats and distractions



**Provide Multiple Means of Representation**  
*Resourceful, knowledgeable learners*

**Provide options for comprehension**

- + Activate or supply background knowledge
- + Highlight patterns, critical features, big ideas, and relationships
- + Guide information processing, visualization, and manipulation
- + Maximize transfer and generalization

**Provide options for language, mathematical expressions, and symbols**

- + Clarify vocabulary and symbols
- + Clarify syntax and structure
- + Support decoding of text, mathematical notation, and symbols
- + Promote understanding across languages
- + Illustrate through multiple media

**Provide options for perception**

- + Offer ways of customizing the display of information
- + Offer alternatives for auditory information
- + Offer alternatives for visual information



**Provide Multiple Means of Action & Expression**  
*Strategic, goal-directed learners*

**Provide options for executive functions**

- + Guide appropriate goal-setting
- + Support planning and strategy development
- + Enhance capacity for monitoring progress

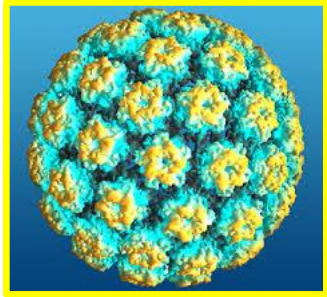
**Provide options for expression and communication**

- + Use multiple media for communication
- + Use multiple tools for construction and composition
- + Buildencies with graduated levels of support for practice and performance

**Provide options for physical action**

- + Vary the methods for response and navigation
- + Optimize access to tools and assistive technologies

## Activating the Affective Network: Engagement & Common Warts



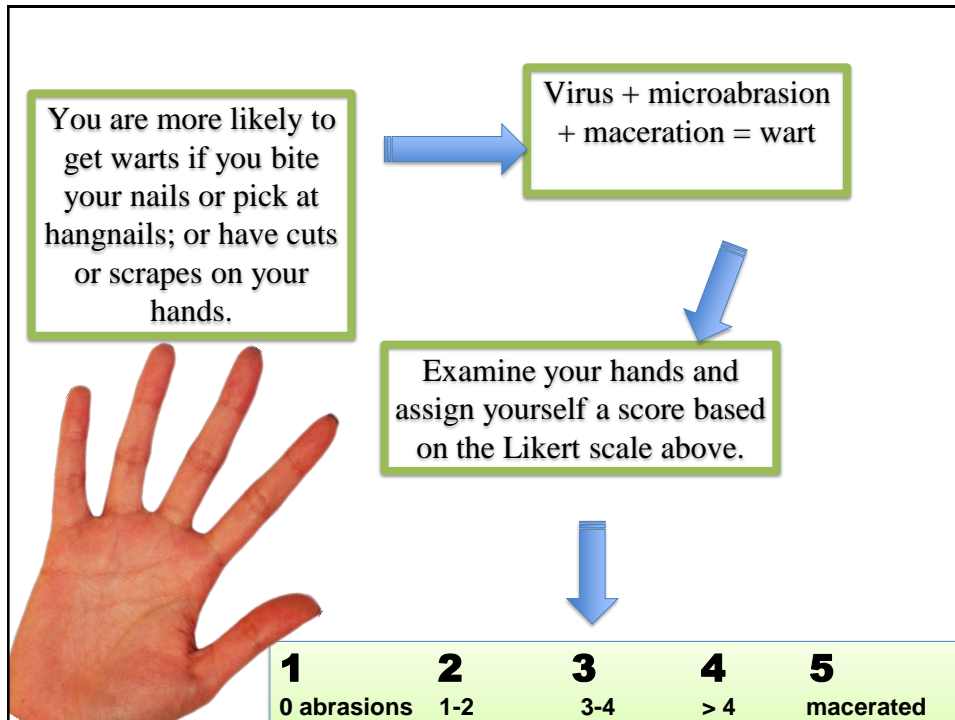
- Warts are caused by the DNA-containing human papillomavirus (HPV).
- There are at least 63 genetically different types of HPVs.
- We are in contact with warts every day.
- 80% of us will contract the common wart during our lives (pbs.org).

“This is lame. I won’t get warts.”

**You’re Wrong!**

- Wart viruses are contagious. Warts can spread by contact with the wart or something that touched the wart.
- The entry site is often an area of recent injury. Incubation: 1-8 months.
- 80% of adults will contract them....you’re next.





## Recognition Networks: Prevention & Treatment

- Avoid touching warts on others. Cover abrasions every day.
- Attack the virus! Hand sanitizer and washing your hands kills HPV.
- Normal laundering in warm water with detergent will take care of the virus on towels and clothing.



## What do I do if I get them?



- University of Illinois, McKinley Health Center tells us – DUCT TAPE
- 2002 Study--Enrolled 61 people with common warts
- Half got liquid nitrogen--the others had the warts covered with duct tape for 2 months
- Measured complete resolution
- Response rate with nitrogen=60%
- Response rate with duct tape= 85%

## Duct tape... The Miracle Cure

- Place several layers of waterproof adhesive tape over the wart region (duct tape).
- Do not remove the tape for 6-1/2 days. Then take off the tape and open the area to the air for 12 hours.
- Reapply tape for another 6-1/2 days.
- The tape works best in the region around the fingernail.
- Tape works because the air-tight, moist environment under the tape does not allow the virus to grow and reproduce





## Activating the Strategic Network: Choice Assessment



1. Create a hand washing tutorial or wart treatment tutorial, for two different audiences, using pictures, video, audio, and/or text.
2. Write a catchy poem or song about wart prevention and treatment.
3. Write a letter to a wart on your hand, informing it of your plans to take it down with Duct tape.
4. Create a public service announcement about hand washing for wart prevention.
5. Record a podcast or write a blog focused on your new understanding of wart prevention and treatment.
6. **SUPER CHALLENGE:** Write a letter to your dermatologist, cursing his insistence on the pricey and painful nitrogen freeze, when it is less effective than Duct tape. Be sure to use scientific language appropriate for a doctor.
7. **ROLL THE DICE!**

## Stop and Reflect

- How I provide different options for representation, expression, and engagement?
- Which specific Guidelines did I target?
- How can you apply these guidelines in your practice?



## MTSS and Higher Ed



### 1. Consider this statement:

*MTSS acknowledges that instruction and/or contextual issues, not student inability, could be the reason why students are not learning.*

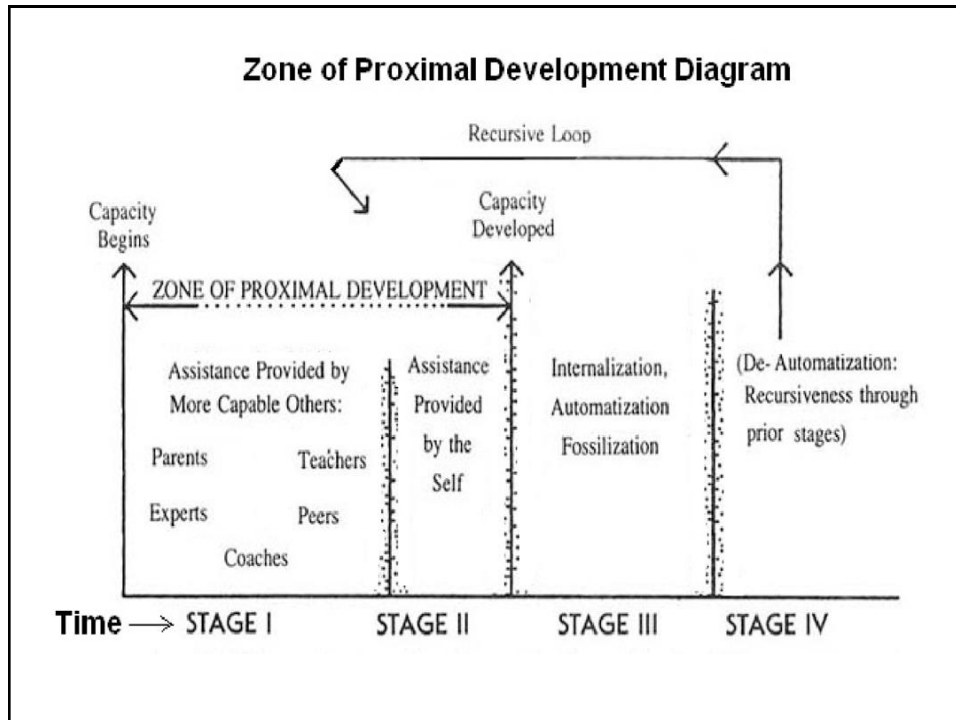
### 2. Now, for the “imagine someone disagrees” activity.

## Social Constructivism, UDL, and MTSS



- The guidelines are built upon the social constructivist approach to learning.
- Learning takes place in and through activity with other people.
- Knowledge is only meaningful and useful if it can be used as a tool for further activity.
- Learning is **active and constructive** and must be in the “zone of proximal development.”





## Where's Your **Stage**?

Need support from others	Can perform independently	Very adept – need more challenge	Used to be proficient – not sure any more
Stage I	Stage II	Stage III	Stage IV

1. Skiing
2. Reading/analyzing Beowulf
3. Baking a lemon meringue pie
4. Training a puppy
5. Correctly identifying at least 50% of the world's countries on a map

## Review of UDL Speed Dating Protocol



You will have three 2-minute **dates** to discuss/reflect on UDL, MTSS and the “zone.”

**Date 1:** What are you currently doing in your practice that aligns to the UDL Guidelines?

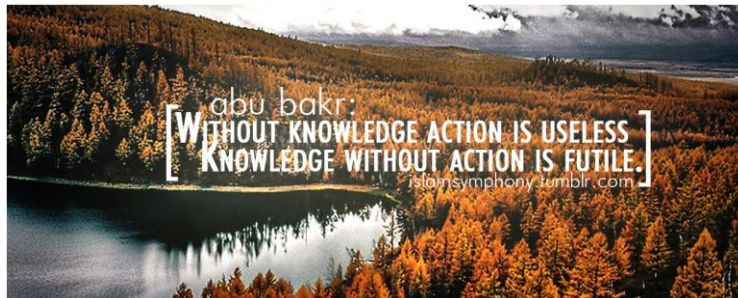
**Date 2:** How does MTSS relate to your practice?

**Date 3:** Why is knowledge of the ZPD important when designing instruction?

## Two Types of Objectives

**Content:** We all have knowledge, and concepts that we want our students to acquire/understand (i.e, pathos, logos, ethos; perspective, safety procedures).

**Methods:** There are specific skills students will have to complete to be successful. The KEY to their success is following a process or completing an action (i.e, give an oral presentation, editing a video, administering a shot).



## Two Types of Objectives

### Rap/Rock & Poetry



- Content: Connect individual poets and songwriters to specific cultural contexts to further understand their work.



- Methods: Collaborate with classmates to write a paper in APA format using Google docs.



- Double jeopardy: Connect individual poets and songwriters to specific cultural contexts to further understand their work in short paper #2 which is a collaborative paper in APA format written with a group of classmates.



#### Students have:

1. Options for how they learn
2. Choices which will engage their interest and challenge them
3. Choices for how they demonstrate their learning

#### Instructors provide:

1. Flexible ways of presenting lesson content
2. Flexible options for student engagement
3. Flexible methods of expression and assessment

**Your Turn!**



**Students have:**

1. to complete a task in a specific way

**Instructors provide:**

1. Flexible ways of presenting lesson content
2. Scaffolding and work samples for each step of the process
3. Graphic organizers, rubrics, collaboration, and opportunities to provide mastery oriented feedback.

**Your Turn!**

## Encourage Students to Monitor Your Instruction

Ask students to assess you and their own learning at the end of every unit/assessment/etc...

Ex: When you are finished with this assessment, answer the following questions:

- What could I, as your instructor, have done better while teaching this unit?
- Were you engaged in this unit? Why or why not?



## Cake Boss Evaluation



### **Chocolate Espresso**

Moist, chocolate cake soaked with fresh-brewed espresso, layered with espresso buttercream.

### **Pear Compote and Ginger**

White cake with candied ginger, layered with tender pear compote and Swiss buttercream.

### **Peanut Butter and Jelly**

White cake, Swiss buttercream, rich peanut butter, and grape jelly sandwiched together to create a quirky classic.

### **Gluten-free Cola Cake**

A rich chocolate cake made with classic Coca Cola, rice flour, and pressed organic palm oil.

### **Peanut Butter Cup**

Chocolate cake layered with peanut butter filling and chocolate frosting.

### **Weight Watchers Strawberry Layer**

A light airy cake made with angel food cake, non-fat yogurt, and fresh strawberries.

## Cake Boss Exemplar

Example: UDL is a slice of strawberry layer cake. The three layers, the networks, are crucial layers of the planning process, as they impact the cooking instructions. When frosted together, however, it's a delicious offering that provides a sweet learning experience for students of all variability.



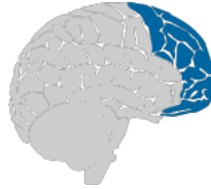
## The UDL Movement



Present information  
and content in  
different ways



Stimulate interest  
and motivation for  
learning



Differentiate the ways that  
students can express what  
they know

Know what you're teaching, and be flexible!



*Objective: As a result of the learning experiences in this session, participants will be better able to appreciate the relevance of UDL and its capacity to transform instruction and increase learning outcomes for students in higher education.*

# Universal Design for Learning

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## Agenda: UDL Immersion Experience

- I. *Dinner Party Activator*: Individuals/groups will compete to see who creates/plans the most appetizing menu for my glamorous 1970's dinner party.
- II. Exploring the analogy between The Love Languages & UDL
- III. The Shoe Analogy
- IV. UDL Immersion on UDL

## Agenda: UDL and MTSS

- I. MTSS the UDL Way in Higher Ed
- II. Vygotsky's Zone of Proximal Development
- III. The Tier Game – Why We Have to Adjust

## Agenda: UDL and the Two Types of Objectives

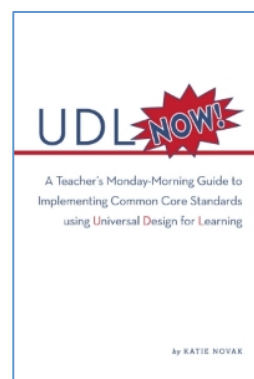
- I. What has to be taught? Content vs. methods
- II. How will this help instructors with planning and preparation?

## Agenda: UDL Reflection Activity and Evaluation

- I. Reflection Activity
- II. Ticket  Out: Cake Boss

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*Presenter: Dr. Katie Novak*  
*Twitter: @KatieNovakUDL*  
*www.katienovakudl.com*  
*Email me any time: novak414@gmail.com*



*Objective: As a result of the learning experiences in this session, participants will be better able to appreciate the relevance of UDL and its capacity to transform instruction and increase learning outcomes for students in higher education.*

### ***The Dinner Party Challenge Icebreaker***

*Your objective is for your catering company to identify an appetizer, main course, dessert, and drink that will make my party a huge success.*



**Background information:** I am having a dinner party for my birthday and am looking for a caterer. You and your group will pretend you own a catering company, and in 5 minutes, you will present your tasting menu to me. You are free to use Smartphones or other technological devices to research recipes.

You have the following options as you work:

- You can choose to work alone or with a small group.
- If you work in a group, one person can be the designated note-taker or you can all record.
- You may use the menu template below to either write out menu items or draw them.
- You may type your menu into the “Notes” section of your iPhone or iPad.
- You may use Pinterest to “steal” ideas from others about exciting party menus and present a collections of photos.

Just remember – you only have FIVE minutes.

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## ***The Five Love Languages*** (adapted from Chapman, 1995)

In the group of sentences below, rate each sentence 1-5 according to what would make you feel most appreciated and loved. The number 5 represents what you would most appreciate; number 1, in contrast is what you least appreciate in each group. This assessment can also be taken with a friend, child or parent in mind. Simply put their name in where the line says “partner.”

- A\_\_ Your partner says, “You did a great job on that. I appreciate it.”
- B\_\_ Your partner unexpectedly does something in or around the house or your room that you appreciate.
- C\_\_ Your partner brings you a surprise treat from the store.
- D\_\_ Your partner invites you on a leisurely walk just to chat.
- E\_\_ Your partner makes a point to embrace you before leaving the house.

*So, what's your love language? Your highest score is your love language.*

### ***A. Words of Affirmation***

Actions don't always speak louder than words. If this is your love language, unsolicited compliments mean the world to you. Insults can leave you shattered and are not easily forgotten.



### ***B. Acts of Service***

Anything you do to ease the burden of responsibilities will speak volumes. The words he or she most wants to hear: “Let me do that for you.” Laziness, broken commitments, and making more work for them tell speakers of this language their feelings don't matter.

### ***C. Receiving Gifts***



If you speak this language, the perfect gift or gesture shows that you are known and you are prized above whatever was sacrificed to bring the gift to you. A missed birthday, anniversary, or a hasty, thoughtless gift would be disastrous.

### ***D. Quality Time***

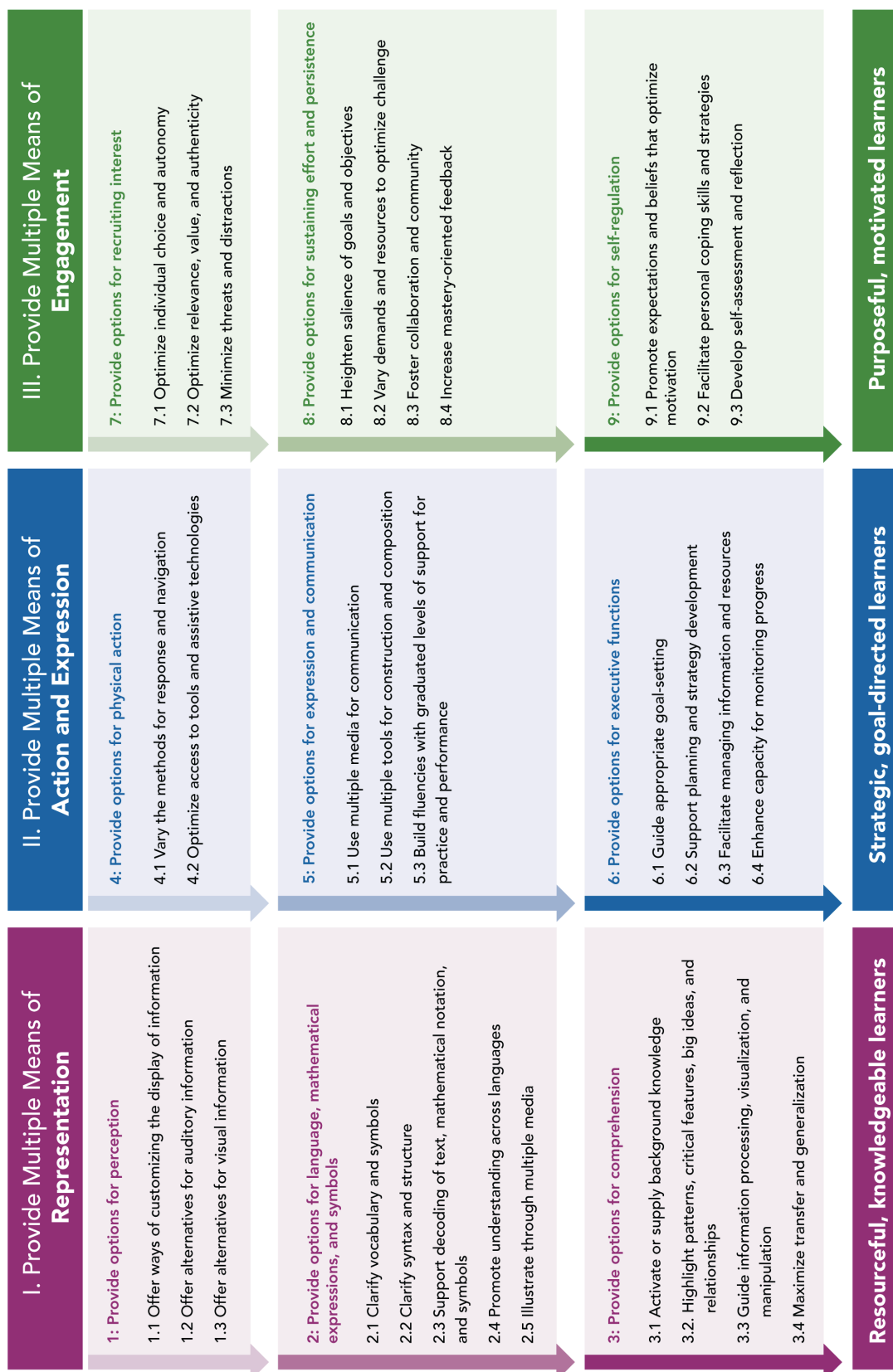
Being there for this type of person is critical, but really being there—with the TV off and all chores and tasks on standby—makes your significant other feel truly special and loved. Distractions, postponed dates, or the failure to listen can be especially hurtful.

### ***E. Physical Touch***

Hugs, pats on the back, holding hands, and thoughtful touches on the arm, shoulder, or face—they can all be ways to show excitement, concern, care, and love. Physical presence and accessibility are crucial, while neglect or abuse can be unforgivable and destructive.

*Objective: As a result of the learning experiences in this session, participants will be better able to appreciate the relevance of UDL and its capacity to transform instruction and increase learning outcomes for students in higher education.*


# Universal Design for Learning Guidelines



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## ***Reflection Activity***

*Now that you have learned about the UDL framework, specifically how to implement the framework using the Guidelines, choose one (or more) of the following activities to help to deepen your understanding. Work alone, with a partner, or with a group.*

-  Tweet me any questions you have about UDL so I can respond and lead to you an answer. I'm at @KatieNovakUDL
- Spend time reviewing the Guidelines and highlight the ones you think you'll want to concentrate on when developing/refining your next course.
- Draft a poem/song about implementing UDL in your learning environment.
- Go online to the [udloncampus.cast.org](http://udloncampus.cast.org) web site and explore research that supports the use of UDL in higher ed and view exemplars of UDL aligned syllabi.
- Draw/doodle a picture/comic that helps you to remember one or more of the Guidelines.
- If you have a blog, or a class discussion board, blog/comment about UDL and how you want to implement the framework in class.
- Begin to brainstorm for, or begin to create a digital presentation (Powerpoint, Prezi, etc...) that will help you to share UDL with your students at the beginning of your next course.
- Write or discuss all or some of the following questions: What is the most important Guideline to share with students/colleagues, in your opinion? Which would be the most difficult for you to share with students/colleagues and why?

*Objective: As a result of the learning experiences in this session, participants will be better able to appreciate the relevance of UDL and its capacity to transform instruction and increase learning outcomes for students in higher education.*

## ***UDL is best served.....***



At the bottom of the page, there is a list of cake selections. Using the list as a guide (feel free to create your own!), choose one slice of cake that best represents your experience in this session today. Identify the slice and explain the metaphor.

- You can choose to work alone or with a small group.
- If you work in a group, one person can be the designated note-taker or you can all record.
- You may write your metaphor below, into the “Notes” section of your iPhone or iPad, or you can just discuss your thoughts.

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### **Chocolate Espresso**

Moist, chocolate cake soaked with fresh-brewed espresso, layered with espresso buttercream.

### **Chocolate Mint**

Chocolate cake layered with mint buttercream.

### **Chocolate Orange**

Rich chocolate cake with a hint of orange essence, topped with lush chocolate frosting.

### **Peanut Butter and Jelly**

White cake, Swiss buttercream, rich peanut butter, and grape jelly sandwiched together to create a quirky classic.

### **Peanut Butter Cup**

Chocolate cake layered with peanut butter filling and chocolate frosting.

### **Pear Compote and Ginger**

White cake with candied ginger, layered with tender pear compote and Swiss buttercream.

### **Cardamom and Pistachio**

Yellow cake with chopped pistachios and a hint of cardamom, layered with Swiss buttercream.

### **Gluten-free Cola Cake**

A rich chocolate cake made with classic Coca Cola, rice flour, and pressed organic palm oil.

### **Lactose Free German Chocolate Cake**

This decadent chocolate cake is a layered and topped with a coconut-pecan frosting, using coconut milk.

### **Weight Watchers Strawberry Layer**

A light airy cake made with angel food cake, non-fat yogurt, and fresh strawberries.