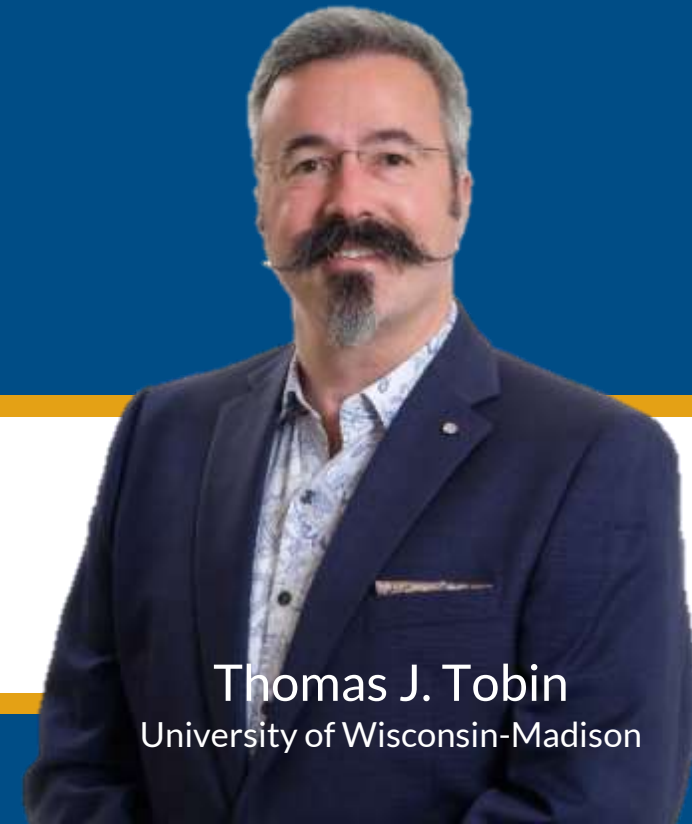


Expert-Level

Universal Design for Learning



UDL Day
October 18, 2023



Thomas J. Tobin
University of Wisconsin-Madison



Welcome to our workshop.

Universal Design for Learning

- Multiple means of learner engagement
- representing information
- demonstrating skill



“Doing For” vs.
Designing Into



A system that focuses only on "disorder" and individualized interventions misses the opportunity to address trauma through relational repair in every interaction.

— Elizabeth Gregory

LEVEL 4

Personal Assistant

LEVEL 3

Individual accommodation

LEVEL 2

Students with similar needs

LEVEL 1

Universal Design
for the majority
of students



The UDL Progression Rubric

Expert-Level UDL Practice

Provide multiple means of
Engagement



Provide options for recruiting interest (7)

Optimize individual choice and autonomy (7.1)

Offer choices in what students learn (e.g., "choose a country to study" rather than "study France"), how students learn (e.g., use books, videos, and/or teacher instruction to build understanding), and how they express what they know (e.g., "you can create poster or write paragraph").

Encourage students to choose from multiple options to determine what they learn (guided by standards), how they learn, and how they express what they know. Encourage students to suggest additional options if they can still meet the standard.

Empower students to make choices or suggest alternatives for what they will learn, how they will learn, and how they will express what they know in authentic ways. Free them to self-monitor and reflect on their choices with teacher facilitation and feedback but not exp



Expertise
vs. Time

Action + Expression =
Expert Learners



Design for Learner Variability



Accountability



Learner Progress

75

100

60

80

90

95

80.6

99

84

36.2

75

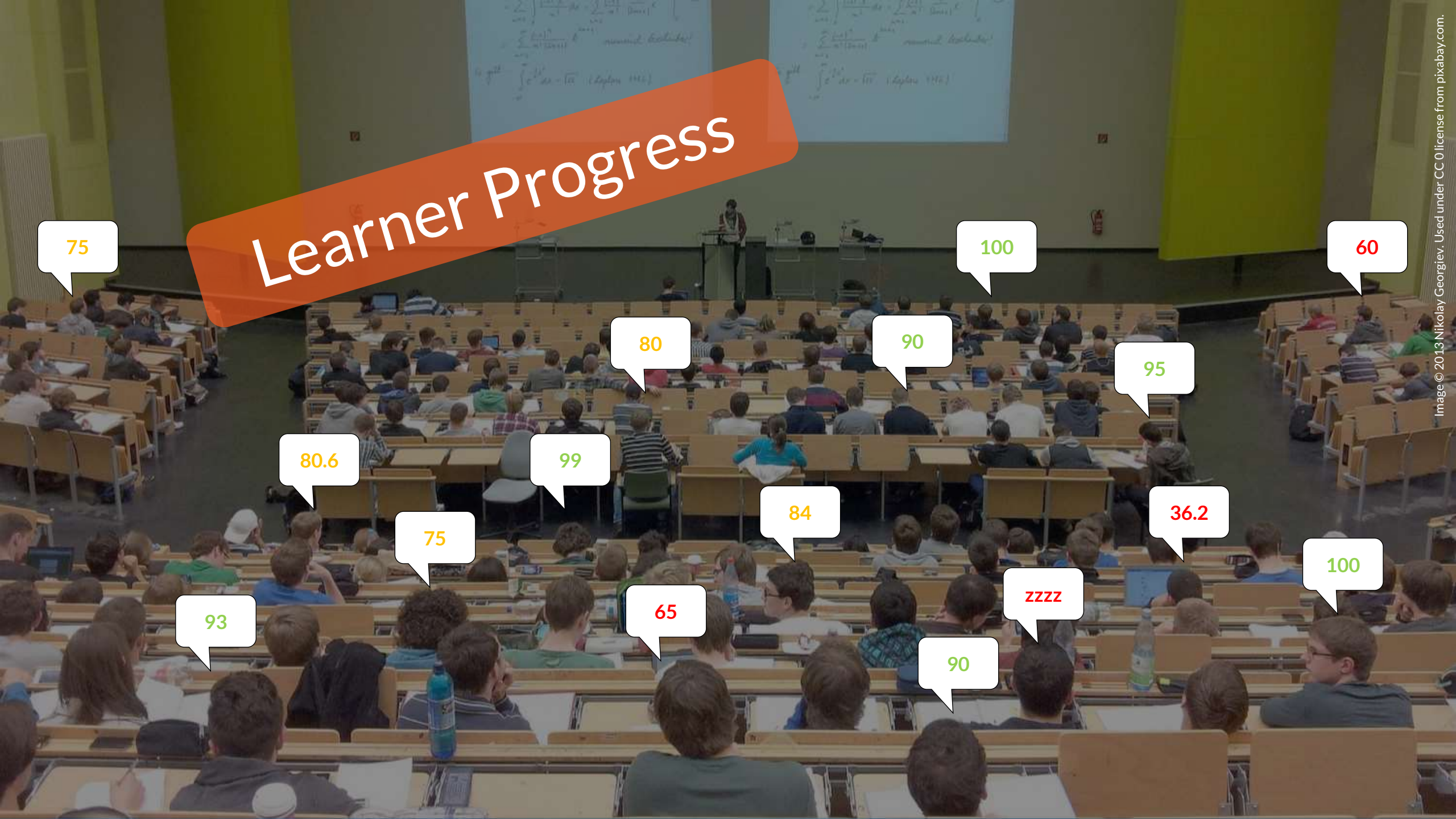
100

93

65

ZZZZ

90



Ranking



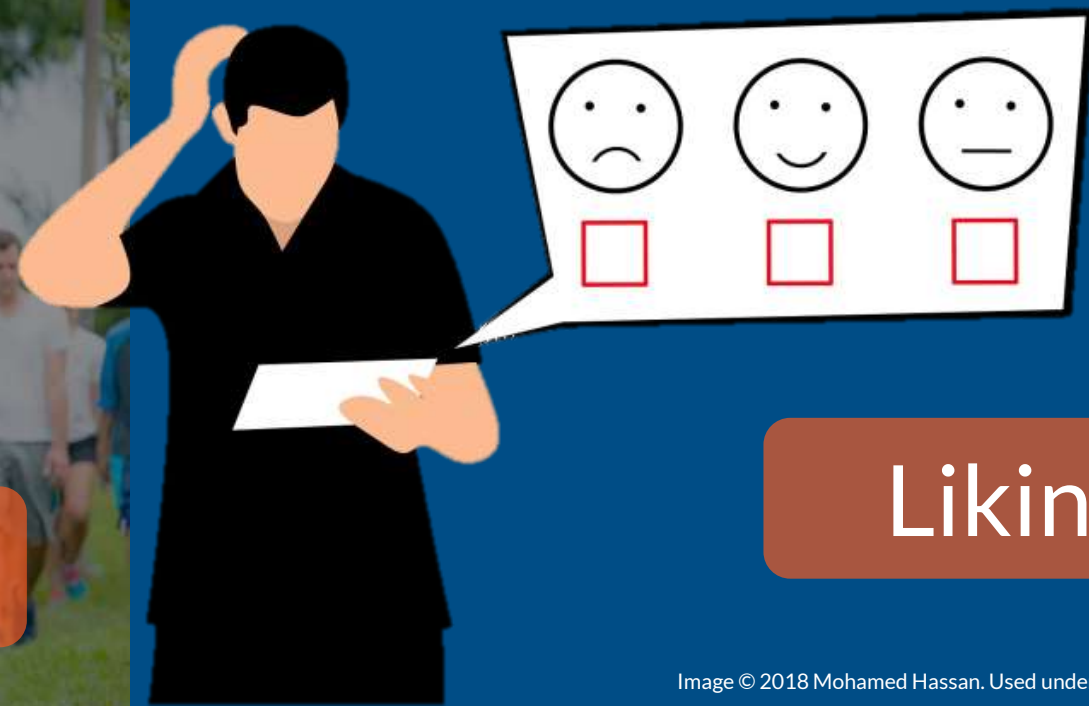
Sorting



Evaluating



Liking





Construct Relevance

A yellow excavator is shown from a rear-quarter perspective, dumping a load of brown, granular material into a large pile. The excavator's arm is extended to the left, and its bucket is tilted downwards. The operator is visible through the glass of the cab. The background is a plain, light-colored sky. The overall scene is set in an industrial or construction environment.

Create, Find, Offload?

Intake & Data Collection

Decisions & Routing

Assignment

Tracking & Closure

Actions
What do the stakeholders do?



Touchpoints
With what parts of our service do they interact?



Stakeholder Thoughts
What is the stakeholder thinking?



Stakeholder Feelings
What is the stakeholder feeling?



Process Ownership
Who is in the lead on this?

Possibly ...
 CTLM office admin
 CTLM project-management team
 Individual CTLM sub-team leads

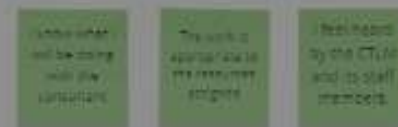
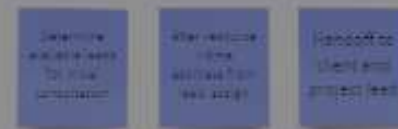
Opportunities
Beyond a basic service level, how can we strengthen or improve?



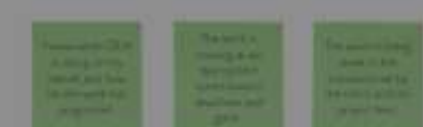
Communications
What needs to be communicated, by whom to whom?



Possibly ...
 CTLM office admin
 CTLM project-management team
 Individual CTLM sub-team leads



Possibly ...
 CTLM office admin
 CTLM project-management team
 Individual CTLM sub-team leads



Possibly ...
 CTLM office admin
 CTLM project-management team
 Individual CTLM sub-team leads



Learner-Experience Maps

Provide multiple means of **Engagement** →

Affective Networks
The "WHY" of learning



Provide multiple means of **Representation** →

Recognition Networks
The "WHAT" of learning



Provide multiple means of **Action & Expression** →

Strategic Networks
The "HOW" of learning



Provide options for **Sustaining Effort & Persistence** (8) →

- Heighten salience of goals and objectives (8.1) >
- Vary demands and resources to optimize challenge (8.2) >
- Foster collaboration and community (8.3) >
- Increase mastery-oriented feedback (8.4) >

Provide options for **Perception** (1) →

- Offer ways of customizing the display of information (1.1) >
- Offer alternatives for auditory information (1.2) >
- Offer alternatives for visual information (1.3) >

Provide options for **Executive Functions** (6) →

- Guide appropriate goal-setting (6.1) >
- Support planning and strategy development (6.2) >
- Facilitate managing information and resources (6.3) >
- Enhance capacity for monitoring progress (6.4) >

● Offer ways of customizing the display of information

In print materials, the display of information is fixed and permanent. In properly prepared digital materials, the display of the same information is very malleable and customizable. For example, a call-out box of background information may be displayed in a different location, or enlarged, or emphasized by the use of color, or deleted entirely. Such malleability provides options for increasing the perceptual clarity and salience of information for a wide range of learners and adjustments for preferences of others. While these customizations are difficult with print materials, they are commonly available automatically in digital materials, though it cannot be assumed that because it is digital it is accessible as many digital materials are equally inaccessible. Educators and learners should work together to attain the best match of features to learning needs.

- Display information in a flexible format so that the following perceptual features can be varied:
 - The size of text, images, graphs, tables, or other visual content
 - The contrast between background and text or image
 - The color used for information or emphasis
 - The volume or rate of speech or sound
 - The speed or timing of video, animation, sound, simulations, etc.
 - The layout of visual or other elements
 - The font used for print materials

● Heighten salience of goals and objectives

Over the course of any sustained project or systematic practice, there are many sources of interest and engagement that compete for attention and effort. For some learners, they need support to remember the initial goal or to maintain a consistent vision of the rewards of reaching that goal. For those learners, it is important to build in periodic or persistent “reminders” of both the goal and its value in order for them to sustain effort and concentration in the face of distracters.

- Prompt or require learners to explicitly formulate or restate goal
- Display the goal in multiple ways
- Encourage division of long-term goals into short-term objectives
- Demonstrate the use of hand-held or computer-based scheduling tools
- Use prompts or scaffolds for visualizing desired outcome
- Engage learners in assessment discussions of what constitutes excellence and generate relevant examples that connect to their cultural background and interests

● Guide appropriate goal-setting

It cannot be assumed that learners will set appropriate goals to guide their work, but the answer should not be to provide goals for students. Such a short-term remedy does little to develop new skills or strategies in any learner. It is therefore important that learners develop the skill of effective goal setting. The UDL framework embeds graduated scaffolds for learning to set personal goals that are both challenging and realistic.

- Provide prompts and scaffolds to estimate effort, resources, and difficulty
- Provide models or examples of the process and product of goal-setting
- Provide guides and checklists for scaffolding goal-setting
- Post goals, objectives, and schedules in an obvious place

4 Access Interactions

Materials, Each Other,
Institution, Community



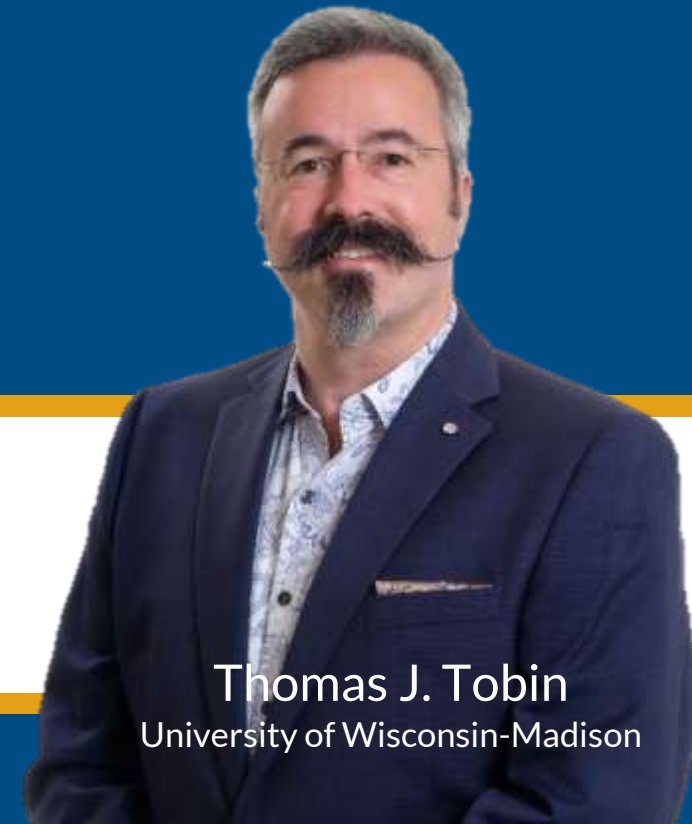
Okay, What's Next?

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