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- contests the traditional 'one-size-fits-all' curriculum
- drawing teachers' attention to the fact that

'Students are no longer thought of as disabled or unable to learn, but rather the curriculum is understood to inhibit some students from accessing and learning content' (Meier & Rossi 2020, p. 83)

For whom?

- from students who have disabilities to the non-disabled students who can learn from them
- from mature students to those in their teens
- from those who grew up in villages to those who grew up in busy cities
- from those who have always loved studying to those who are still finding their groove
- from students who are joining us from far off places and those who are lifelong locals

How is the UDL framework organised:

- 3 broad principles, following
- 9 guidelines, and
- 31 checkpoints

i.e., a coherent, meaningful **guidelines** for specific, **research-based practices** that can support diverse learners

Representation Perception ® Language & Symbols a Provide options for Comprehension (1) Activate or supply background knowledge (I.1) Highlight patterns, critical features, big ideas, Expert learners who are... Resourceful & Knowledgeable

Introduction

based on "CAST" Center for Applied Special Technology

CCAST

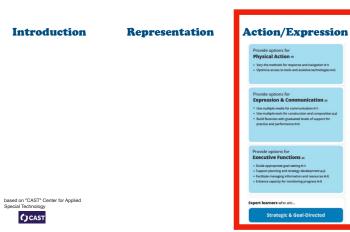
Action/Expression **Engagement**

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Principle 1. Teachers should offer multiple ways of representing knowledge Provide options for Perception ® Learners differ in the ways that they perceive and comprehend information. Therefore, teachers should: 1.1 provide options for perception via: • displaying information in a flexible format: e.g. use different size size of text or images • offering alternatives for auditory information: e.g. using captions or visual diagrams Provide options for Language & Symbols @ • offering alternatives for visual information: e.g. using tactile graphics or objects of reference Clarify vocabulary and symbols 0.11 Clarify syntax and structure (2,2) Support decoding of text, mathematical notation and symbols 0.3. Promote understanding across languages 0.4) Blustrate through multiple media (3.5) 1.2 provide diverse options for understanding language and symbols via: · clarifying vocabulary and symbols: e.g. provide graphic symbols or hyperlinks to definitions · clarifying syntax and structure: e.g. highlighting structural relations • supporting the decoding of text, mathematical notation, and symbols: e.g. automatic voicing for digital mathematical notations Provide options for Comprehension (s) • promoting understanding across languages: e.g. using electronic translation tools • illustrating points through multiple media forms: e.g. make explicit links between textual and visual information Activate or supply background knowledge (8.1) Highlight patterns, critical features, big ideas, and relationships 0.3) Guide information processing and visualization (0.3) Maximize transfer and generalization (9.4) Resourceful & Knowledgeable

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Engagement

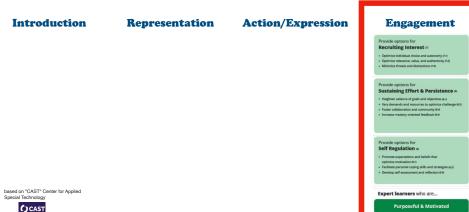
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Strategic & Goal-Directed

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Provide options for Physical Action (6) Learners differ in the ways that they navigate learning environments and express what they know. Therefore, teachers should: 2.1. Provide options for physical action via: • varying options for response and navigation: e.g. vary the demands on speed and motor activities required for interacting with Provide options for Expression & Communication ® • optimising access to tools and assistive technologies: e.g. provide alternative keyboard commands for mouse actions 2.2. Provide options for expression and communication via: • using multiple media for communication: e.g. text, speech, drawing, illustration, comics, and storyboards • using multiple tools for construction and composition: e.g. provide spell checkers and word prediction software • building fluencies with graduated levels of support: e.g. provide models that demonstrate the same outcomes, but use differing Provide options for Executive Functions (8) Guide appropriate goal-setting (6.1) Support planning and strategy development (4.2) Facilitate managing information and resources (6.3) Enhance capacity for monitoring progress (6.4) 2.3. Provide options for executive functions via: • guiding appropriate goal-setting: e.g. provide prompts and scaffolds to estimate and conserve effort required • supporting planning and strategy development: e.g. embed prompts to 'stop and think' before acting · facilitating the management of information and resources: e.g. provide templates for data collection and organising Expert learners who are... • enhancing students' capacity for monitoring progress: e.g. offer prompts and questions to guide self-monitoring and reflection Strategic & Goal-Directed https://udlguidelines.cast.org/action-expression

Principle 2. Teachers should provide students with multiple means of action and expression



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Principle 3. Teachers should provide multiple means of engagement Provide options for Recruiting Interest or Learners differ significantly in what attracts their attention and engages their interest. Therefore, teachers should: 3.1. Provide diverse options for recruiting students' interest via: · optimising individual choice and autonomy: e.g. allow learners to participate in the design of classroom activities • optimising relevance, value, and authenticity: e.g. vary information sources so they can be personalised to individual learners' lives Sustaining Effort & Persistence • minimising distractions: e.g. vary the level of novelty and sensory stimuli, and involve all participants in whole class discussions 3.2. Provide options for sustaining students' effort and persistence via: • highlighting goals and objectives: e.g. prompt or require learners to explicitly formulate or restate goal • varying demands and resources to offer challenges: e.g. differentiate the degree of difficulty for completing core activities • fostering collaboration and community: e.g. create cooperative learning groups with clear goals, roles, and responsibilities Provide options for Self Regulation ® • increasing mastery-oriented feedback: e.g. provide feedback that encourages perseverance and self-awareness Expert learners who are... Purposeful & Motivated

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- increasing mastery-oriented feedback: e.g. provide feedback that encourages perseverance and self-awareness
- 3.3. Provide options for self regulation via:

Sustaining Effort & Persistence

Provide options for Self Regulation ®

Expert learners who are...

Purposeful & Motivated

- promoting motivation: e.g. provide coaches and/or mentors to help with attitude and goal-setting
- facilitating personal coping skills, mechanisms, and strategies: e.g. seek external emotional support, and developing internal
- developing self-assessment and reflection; e.g. assist individuals to track their own behaviour in order monitor changes

https://udlguidelines.cast.org/engagement

References:

CAST. (2018). Universal Design for Learning Guidelines version 2.2. Retrieved from http://udlguidelines.cast.org

Meier, B. S., & Rossi, K. A. (2020). Removing Instructional Barriers with UDL. KAPPA DELTA PI RECORD, 56(2), 82-88

UDL Guidelines

Provide multiple means of Engagement Provide multiple means of Representation Provide multiple means of Action & Expression