

making space for everyone:

universal design for learning

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Literacy Works



Literacy Works

intentions

here's what we can talk about today

- introductions

- harm reduction

- universal design

- universal design for learning

- reflection

harm reduction



think about reluctancy around vaccines – how can harm reduction support vaccine awareness?

language around people that use drugs

.....
a method of supporting individuals that use drugs to give them the support they need and *want* on their life journey

a social justice movement

.....
a broader idea of meeting people exactly where they are, not where you think they should be or where you want them to be

a good place to start on the UDL journey

.....
remember that you don't have to know it all or anticipate everything, you can just be open to meeting folx where they are



"universal design is design that's usable by all people, to the greatest extent possible, without the need for adaptation or specialized design."

ron mace, 1985

what is universal design

mindset

it's a way of seeing the world and recognizing that we can work to make life easier for everyone

process

logistics, trial-and-error, feedback -- it's all important in the process of universal design

ever-updating

we'll always get new information and will have to update and change accordingly - it's never done

seven principles of universal design

equitable use

tolerance for error

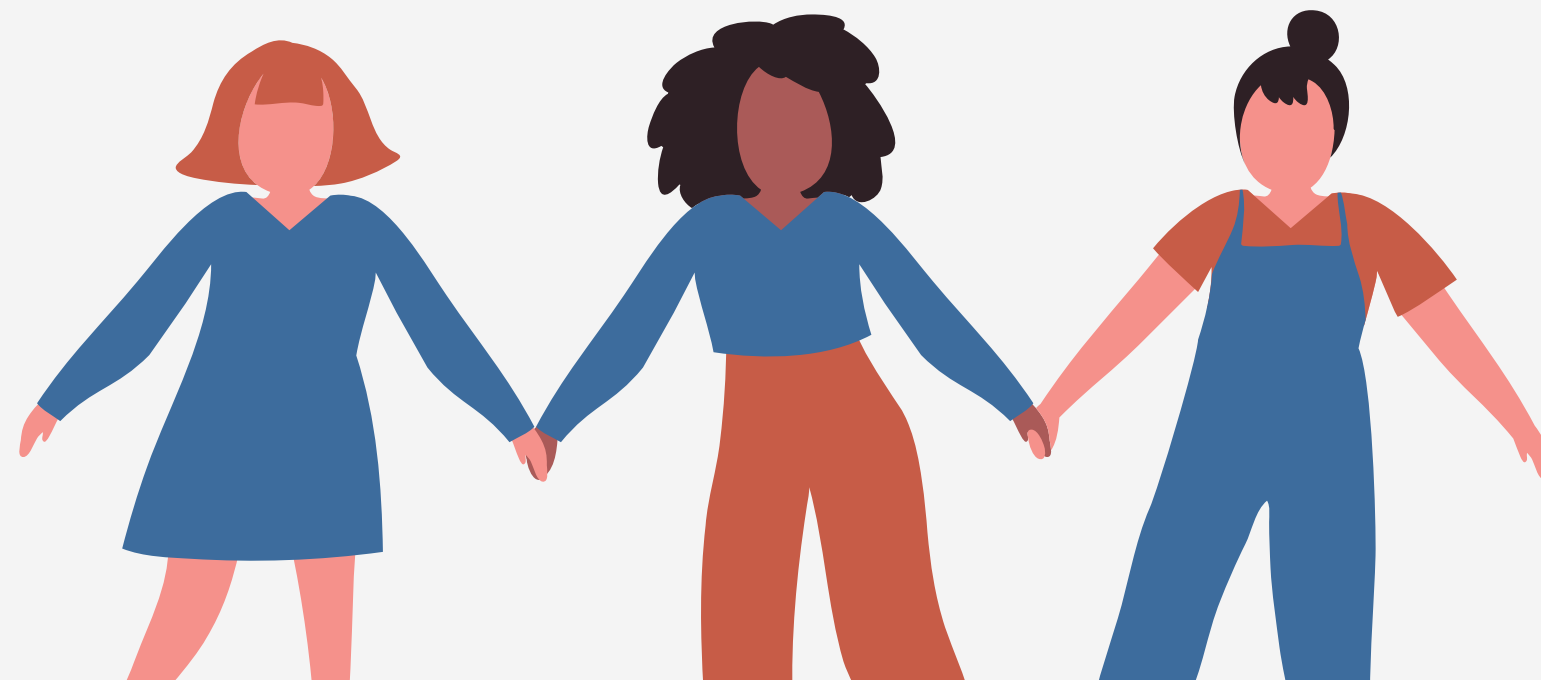
flexibility in use

low effort

simple + intuitive

size + space for use

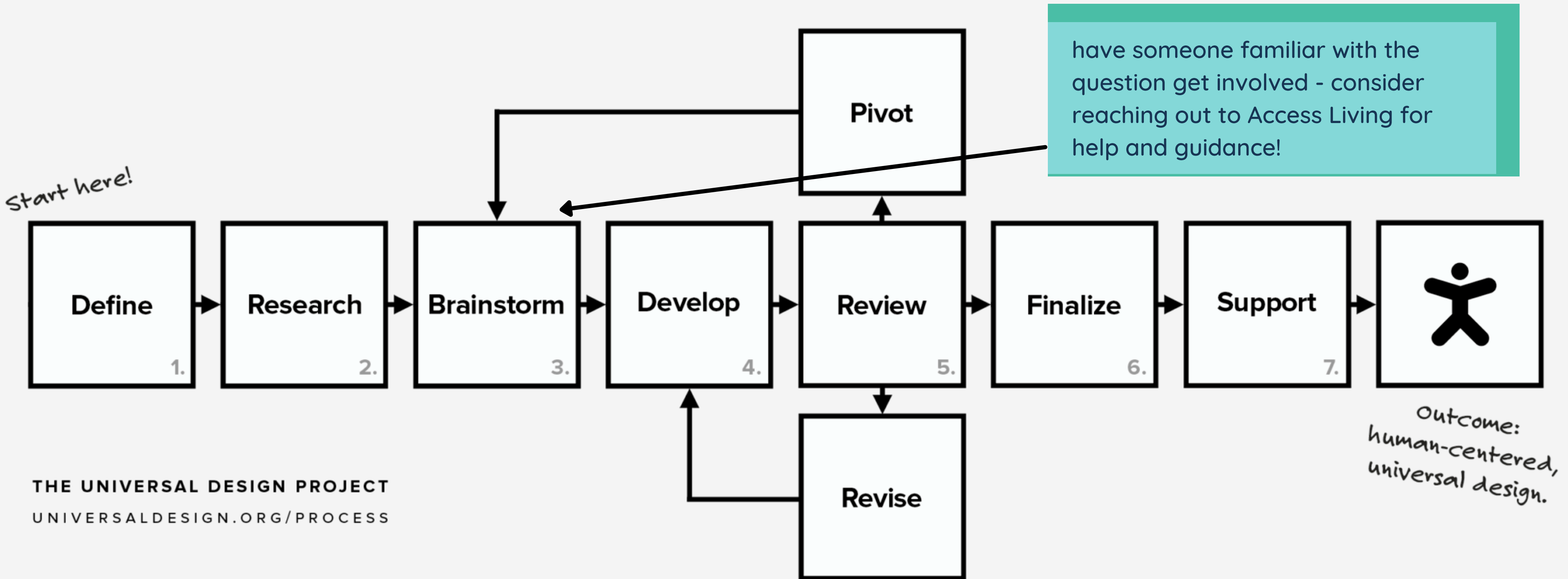
perceptible info



<https://universaldesign.org/definition>

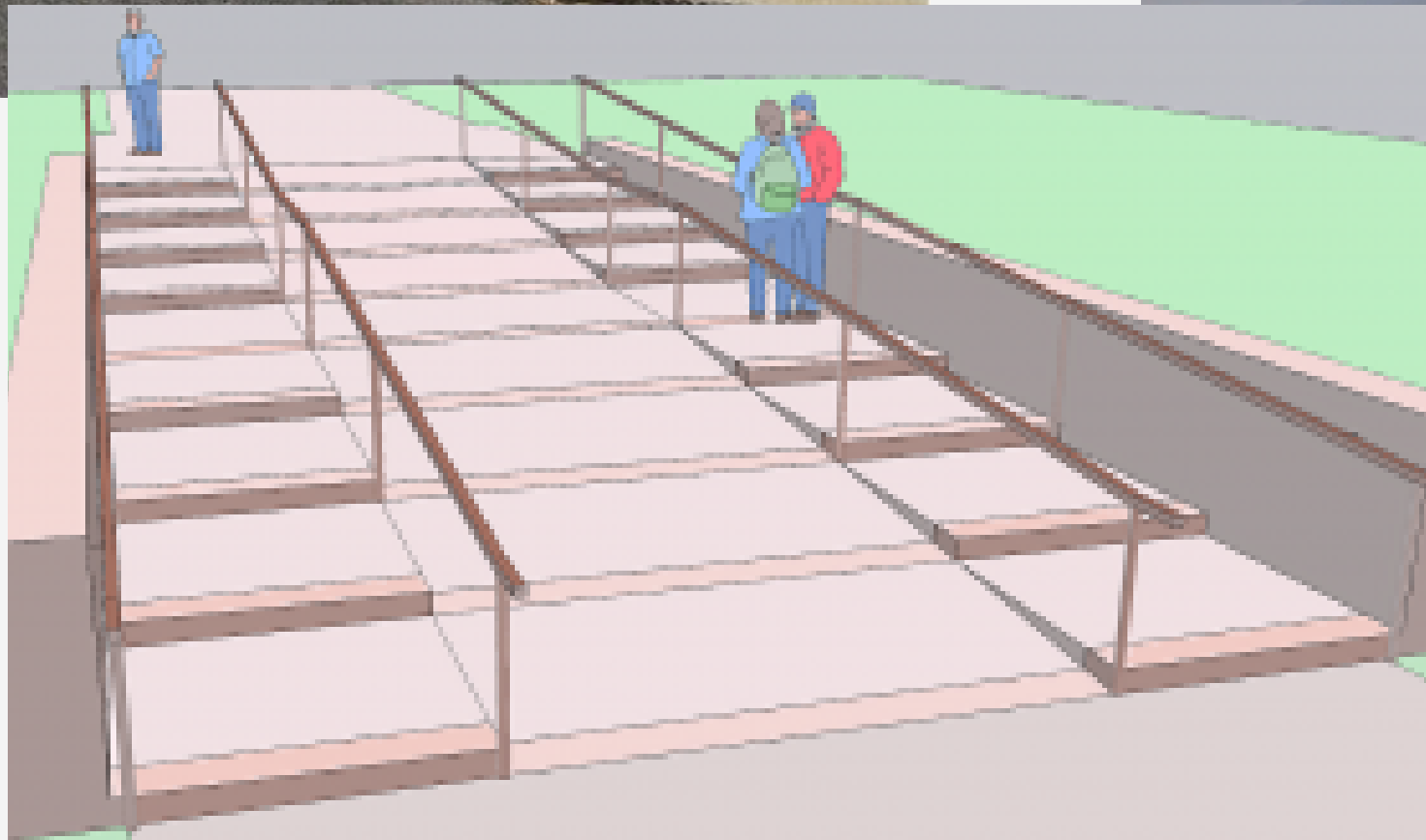
<http://universaldesign.ie/what-is-universal-design/the-7-principles/the-7-principles.html>

process of universal design



THE UNIVERSAL DESIGN PROJECT
UNIVERSALDESIGN.ORG/PROCESS

examples of universal design



activity

universal design is all around us

list

list as many objects, buildings, processes etc. that use universal design

.....

no idea?

think about your daily routine. what objects and processes do you use to get through your day?

universal design for learning

principles of universal design

UDL builds off of the concept of universal design, so be sure to understand these before continuing on

principles of universal design for learning

there are three principles that are specific to UDL - they answer the WHY, WHAT, and HOW of learning

we are co-learners

recognize and accept that you will be learning lessons and what you planned might not work every time - we're learning together!

activity

thinking about learning needs

share

tell your group mates about your learning needs - the thing you shared earlier that helps you learn effectively

sort

divide the learning needs in your group into 'special' learning needs and 'regular' learning needs

discuss

what makes some needs 'special' and others 'regular'?

principles of UDL

engagement

when considering materials and lessons, think about a variety of ways that learners can engage with the materials

representation

think about utilizing different types of media to support all learners - videos, music, books, tv shows, magazines, radio shows, transcripts...

expression

assessments give you feedback to update your strategy - but be sure to include several ways to demonstrate knowledge

UDL in action

<https://www.youtube.com/watch?v=jTesLcx3VmE&t=4s>



learning styles + differentiation

the myth of learning styles

.....

the idea of learning styles was meant to be helpful but it missed the idea that we like different ways of learning for different activities

differentiation

.....

this is a similar concept to UDL but it focuses on making an individual more comfortable by making this different for them

UDL

.....

UDL focuses on making sure it's accessible to everyone and doesn't single any one group or person out



UDL + anti-racism

"Often educators will say, 'our systems are broken.' This is not true. Our systems are doing exactly what they were designed to do — allow white privileged students to succeed and move ahead while others are held back. UDL requires us to do better — to name barriers like racism and eliminate them by providing support and high achievement standards for all."

-Andratesha Fitzgerald, Antiracism and Universal Design for Learning – Building Expressways to Success

case study

The students will read the novel “Invisible Man” and write a three-page, typed paper about its depiction of cultural, economic, political and social development in mid-20th century America.

Potential Barriers

Representation

Students with visual problems or physical disabilities may not be able to read and hold the book/turn the pages; students with certain learning disabilities may not be able to decode and understand the printed text

Action and Expression

Students with organizational problems may not be able to put their ideas together to create a coherent paper; some students with physical disabilities may not be able to use a computer to type their paper

Strategic

Some students may find it uninteresting or just not have an interest in reading fiction

visit: <http://olms.cte.jhu.edu/1023>

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[visit: http://olms.cte.jhu.edu/1023](http://olms.cte.jhu.edu/1023)

Potential UDL Solutions

Representation	Some students may still want to read the print version of <i>Invisible Man</i> , but now students can also choose to access relevant content in other formats such as; audio book, digital text, video, audio speeches, images – to suit their abilities and their learning preferences
Action and Expression	Some students may still want to write a paper, but now students can also choose to give an oral presentation, make a video or create a short drama – again, based on their abilities and preferences
Strategic	Some students may still want to read, but some may want to choose from other resources Ms. Donaldson can suggest – a book about Jackie Robinson for students who like sports, a documentary film for particularly visual students – whatever it takes to engage students in the content

practice

UDL-ing a lesson

what to do

- as a group, choose a lesson topic you'd like to work with
- identify the areas that might be barriers to learning
- provide some tips for making the lesson more UDL focused

****if we run out of time, try using this worksheet with your team or on your own to hone your UDL skills!**

a note about plain language

audience

who is this for?

organization

is the material clear and organized or jumbled and cramped?

design

is this distracting?

words

is it understandable?



reflection

how can creating an inclusive learning experience help reduce harm in the lives of your participants?

what do you think?



learn more!

[9 Free UDL Resources Every Teacher Should Know About](#)

lots of resources - including a guide for creating UDL lesson plans

[The UDL Project](#)

more resources and step-by-step guides

[Resources from Learning Designed](#)

self-paced courses and trainings on UDL and implementation

[UDL Book List from Novak Education](#)

books about UDL and reading guides to go with the reading!



Thank you!

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- continue your great work
- share your ideas and your lessons
- reach out if we can help



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