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Universal learning design (UDL) is a picture for instructions that prioritizes the design and development of the curriculum that is effective and including for all students considering differences in mental, physical and cognitive abilities during the planning process. In addition to helping all students to succeed, allowing them to prove to demonstrate their learning in more ways, applying UDL principles to a curriculum can also save the time of faculty and administrators and frustration and ensure that learning is implemented and evaluated more accurately. Watch this short video to understand what UDL means: the UDL approach offers guidelines to make informed decisions on which practices are optimal and guarantees complete training practices that can address a complete range of learning and disabilities present in any group of students. Watch this video of Dr. David Rose talking about UDL: the UDL guidelines have been developed in response to calls from the educational field for practical advice and can be used by educators, curriculum studios, researchers, educational designers, parents and anyone. Desires to implement the UDL framework in a learning environment. The guidelines support the process of customizing instructions for individuals to: to help educators incorporate appropriate and adjustable support, scaffolds and challenges in the educational environment from the beginning. Including changes, adjustments and changes that are not subsequent or additional components. Help create lessons and curricula accessible to all students through careful planning and design. By helping to maintain "difficulties necessary" or challenges that are relevant to learning objectives and eliminating "learning difficulty", that is, obstacles to learning which are irrelevant to learning targets. The guidelines The three principles of UDL are organized: they provide more means of representation: this is the "what of how the information is perceived and understood. Because individuals and their brains are different, they perceive and include information in many ways. Therefore, the curriculum should have enough flexibility for teachers and students to determine the most appropriate way to access the content. Here are some examples as instructors can provide more than one means to access content: perception: provide multiple means for students to interact with the content that depends on a single way as a view, hearing, movement or touch. Language and symbols: Clarify Vocabulary, symbols, syntax, structure and mathematical notations and illustrate concepts through multiple media to promote understanding of languages. Understanding: activates the knowledge of the individual, highlights models, characteristics, great ideas and relationships. Guide processing and displaying information and maximizes transfer and generalization. Here is a video that explains more means of representation: to provide more means of action and expression: learning is more than transferring and receiving information. Requires that students are proactive, strategic, organize and communicate learning. This principle is aimed at - "How the students sail with a learning environment with facilities and express what they know. Here are some examples that illustrate how instructors can provide more means of action and expression in their curricula / lessons: Physical action: Allow students the possibility of interacting with accessible materials and tools for different methods of response and navigation and optimization of access to assistive tools and technologies. Expressions and communication: use multiple communication media, more tools for construction and composition and scaffolding of the learning process. Executive functions: help students compose and share ideas using tools that can help them achieve learning goals using the appropriate objectives setup practices, supporting their planning and strategy for Help students to manage information and resources and improve their ability to monitor their progress. Here's a short video explaining more means of action and expression, provide more media involvement: This is the third principle "because learning © and focuses on how students can be engaged and motivated to learn. Here are some examples how instructors can provide more means of involvement in their curricula / lessons: recruiting interest, optimize individual choice and autonomy, relevance, value and authenticity and minimize the threats. to support the effort and persistence: challenges and balancing support to ensure that learning takes place more efficiently. This can be achieved by creating opportunities to collaborate with colleagues, or provide alternatives into the tools and scaffolds offered for a particular assignment. Self-regulation: harness the power of emotion and motivation in promoting expectations and beliefs that enhance motivation, facilitate ability and personal coping strategies and develop skills of self-evaluation and reflection. Here's a short video explaining engagement strategies: the UDL tools are most useful in supporting the design of lessons or units evaluating teaching methods or materials, and facilitating discussions on curriculum. These guidelines are flexible and have to be mixed and matched to the curriculum and individual students as appropriate. Please visit the Web cast site for more details on these principles and guidelines. Cast (in 2018) Universal Design for Learning version 2.2 tutorial. Recovered from Hall, Te, Meyer, A., & Rose, D.H. (Eds.). (2012). Universal design for learning in the classroom: It's practical applications. Guilford Press. Rose, D. H., & Meyer, A. (2002). Teach all digital in age students: universal design for learning. Alexandria, VA: Association for Supervision and Development of Curriculum. Rose, D. H., & Meyer, A. (2010). Universal design for learning. A P. Peterson, E. Baker and B. McGraw (EDS), International Encyclopedia of Education (PP. 119 -124). Oxford, UK: Elsevier. UDL Group. (Ns.). History universal design for learning. Retrieved from Many teachers use a traditional teaching approach that often addresses the learning needs of some, but not all, of their students. Since © one of its primary objectives is to challenge and engage all students, UDL states that teachers present information in a variety of ways, allow students to learn and demonstrate options their knowledge and incorporate practices that maximize student engagement. In this way, UDL allows students a range of skills to access the content and skills taught in the classroom of general education. the researchers of the cast have developed three principle guide for teachers to consider when designing lesson plans. The following table summarizes these principles and makes suggestions for how teachers can deal with each of them. **Principle 1: Principle of action and expression** Principle 2: of involvement Principle 3: Presentation of information and course content in multiple formats so that all students can access to allow students alternatives to express or show their stimulating learning interests and motivation for learning in a variety of ways provide alternative access to information (e.g., visual, auditory) or turn provide the basic knowledge in multiple ways (for example, pre-teaching concepts, using the organizers Examples provide options to respond (for example, keyboard instead of pen to complete a write assignment) provide options to complete assignments using different media (for example, text, words, movies, music, examples provide options that increase relevance and the authenticity of educational activities (for example, using money to teach mathematical activities, culturally significant activity) significant) This encourages collaboration and communication (for example, peer tutoring) using these three principles when they design their lesson plans, teachers can reduce or eliminate barriers that could interfere with student learning or with their ability to demonstrate their learning. Very often, but not always, UDL uses technology as a primary method to offer flexible ways for students to access instructions and demonstrate their learning. Listen to David Rose discusses the role of technology in UDL (Time: 0:49). **Transcription:** David Rose People always asks if UDL requires technology. UDL is not a picture on the use of technology. It is a picture of learning. It is very possible to make UDL without technology. Why do we talk about technology so much in that case? We must emphasize new technologies as a way to say that there are alternatives to textbooks and so off in classrooms because those introduce many barriers for many students. It is very possible to make wonderful and wonderful UDL lessons that do not involve any technology, many ways in which students could reach skills and achieve lectures for the lesson. It may not be reasonable or possible for teachers to incorporate all three UDL principles into each lesson plan. Rather, they are destined to drive instructions over time. Even when teachers apply the three principles, some students may need further support. As a result, teachers will sometimes have to create housing (for example, allow the use of a spelling corrector) to meet the needs of a single student. **Kaita Raogives you** students different ways to absorb and learn information. Be sure to provide options for perception and understanding. These strategies align with the UDL I principle to provide multiple means of representation. 1. **Multimodal** make it integrate various media (video, presentations, audio) in online instruction to help students learn content and competencies. Together with the text that students must read, consider how to integrate other media that you create or find online. For example: If you assign students a chapter to read, create a presentation that can display to get key points (using Google slides or PowerPoint). On the presentation, you can incorporate key questions that should respond. If you want to model a specific ability, create a short video lesson. The key is to keep it short. You can use tools like education, webcam or zoom to record a short lesson. **Principle 1: Principle of action and expression** Principle 2: of involvement Principle 3: Presentation of information and course content in multiple formats so that all students can access to allow students alternatives to express or show their stimulating learning interests and motivation for learning in a variety of ways provide alternative access to information (e.g., visual, auditory) or turn provide the basic knowledge in multiple ways (for example, pre-teaching concepts, using the organizers Examples provide options to respond (for example, keyboard instead of pen to complete a write assignment) provide options to complete assignments using different media (for example, text, words, movies, music, examples provide options that increase relevance and the authenticity of educational activities (for example, using money to teach mathematical activities, culturally significant activity) significant) This encourages collaboration and communication (for example, peer tutoring) using these three principles when they design their lesson plans, teachers can reduce or eliminate barriers that could interfere with student learning or with their ability to demonstrate their learning. 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