

# Universal Design for Learning

1. Why UDL? Watch this video of one of the founders of UDL explain why UDL is important. Todd Rose: Variability Matters: <https://www.youtube.com/watch?v=8WCInVjCEVM>
2. Next, watch the overview entitled *UDL at A Glance*:  
<http://www.cast.org/our-work/about-udl.html#.VZxVgVLO-jk>
3. Watch the following video to learn how to read the UDL Guidelines and Checkpoint Chart:  
<https://www.youtube.com/watch?v=wVTm8vQRvNc>
4. Go to UDL Guidelines 2.0: <http://www.udlcenter.org/aboutudl/udlguidelines>.

A link to each Principle (Representation, Engagement, Action and Expression) is on the right. Click on each link to see the guidelines that go with each principle and a more in-depth explanation of the guideline. At the bottom of the explanation, you will see a link to examples and resources related to each checkpoint.

The screenshot shows a web browser window displaying the UDL Guidelines website. The main content area is titled "Guideline 1: Provide options for perception". Below this, there is a section for "Perception" with a sub-section for "Comprehension". The text explains that learning is impossible if information is imperceptible and that key information should be provided through different modalities. A "Tell Me More!" section follows, detailing ways to customize the display of information in digital materials. A red box highlights this section, and a red arrow points to a link at the bottom: "Checkpoint 1.1: View examples and resources". On the right side of the page, there is a navigation menu with links for "Take a Tour: UDL", "UDL and the Curriculum", "UDL and Expert Learners", "UDL and Technology", and "Highlights from the Resource Library". A "Key to Icons" section explains the "Tell Me More!" and "Get Evidence!" icons.

- Click on the link. The Examples and Resources page will provide you with Web 2.0, software, and hardware links that will help you and students address that particular checkpoint. The list is not exhaustive, however, so brainstorm on your own and think about some of the tools you already have access to.

**UDL Guidelines - Version 2.0: Examples and Resources**

**Checkpoint 2.1: Clarify vocabulary and symbols**

**I. Provide Multiple Means of Representation**  
Language, expressions, and symbols

- Checkpoint 2.1
- Checkpoint 2.2
- Checkpoint 2.3
- Checkpoint 2.4
- Checkpoint 2.5

**Key Considerations**

- How does this help learners meet the goal?
- How does this account for the variability of all learners?
- Are the vocabulary and symbols clear to all learners?

Can you think of other examples/resources that illustrate this checkpoint? Tell us!

Search these examples and resources on Diigo!

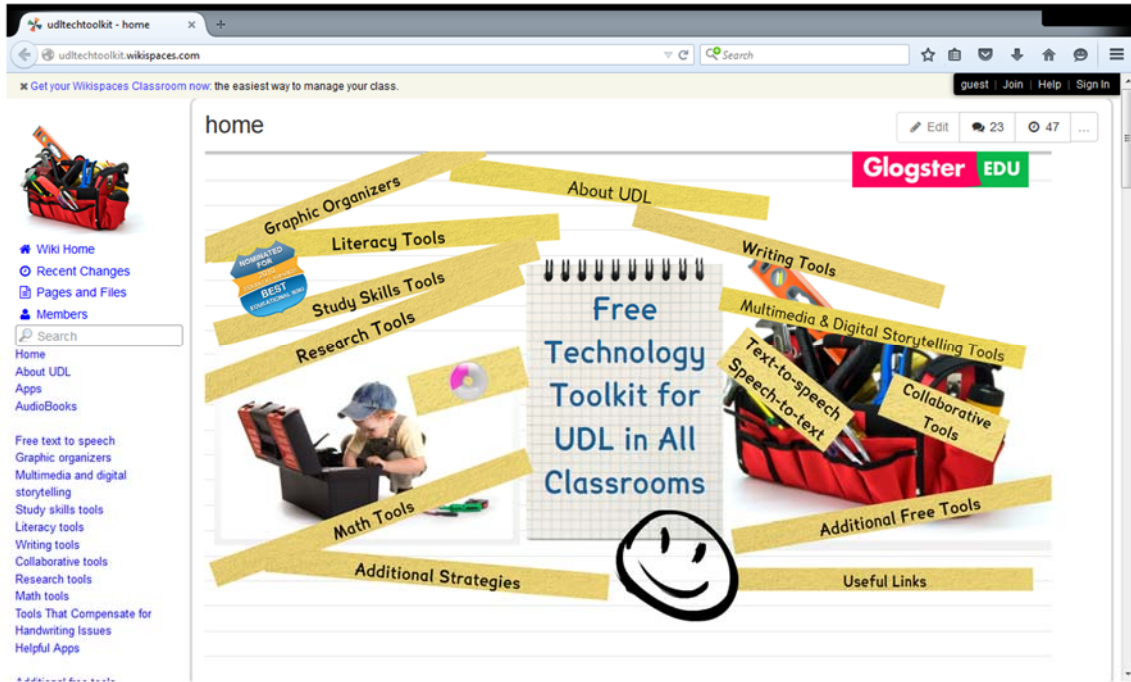
Example/Resource	Why UDL?
<p><b>Visuwords</b></p> <p>Visuwords is an online graphic dictionary and thesaurus that helps develop word knowledge. Word relationships are illustrated by the color and pattern of the link between words.</p> <p>Age Group: All ages Content Area: All content Cost: Free Technology Involved: Internet connection</p>	<p><b>Why UDL?</b> Flexibility of color and contrast is a great example of customizing the display of information so that it is accessible to a broader range of users.</p> <p>See also: <a href="#">2.5: Illustrate through multiple media</a></p>
<p><b>Word Generation</b></p> <p>Word Generation is a middle school academic language program that is strategically designed to create a coherent school-wide effort that gives students the sustained exposure to academic language they need for success in school—even while demanding relatively little (15 minutes, once a week) from any single subject area teacher.</p> <p>Age Group: Middle school Content Area: Literacy</p>	<p><b>Why UDL?</b> Embedding new vocabulary into engaging, controversial passages is an effective way to support students' vocabulary development.</p> <p>See also: <a href="#">7.2: Optimize relevance, value, and authenticity</a></p>

UDL Examples and Resources

- Checkpoint 1.1: Customize the Display
- Checkpoint 1.2: Alternatives for Audio
- Checkpoint 1.3: Alternatives for Visual
- Checkpoint 2.1: Clarify Vocab and Symbols**
- Checkpoint 2.2: Clarify Syntax and Structure
- Checkpoint 2.3: Decode Text, Notation, and Symbols
- Checkpoint 2.4: Understanding Across Languages
- Checkpoint 2.5: Illustrate Through Multiple Media
- Checkpoint 3.1: Activate Background Knowledge
- Checkpoint 3.2: Highlight Critical Features
- Checkpoint 3.3: Guide Information Processing
- Checkpoint 3.4: Support Memory and Transfer
- Checkpoint 4.1: Response and Navigation
- Checkpoint 4.2: Tools and Assistive Technology
- Checkpoint 5.1: Media for Communication
- Checkpoint 5.2: Tools for Composition and Construction
- Checkpoint 5.3: Support for Practice and Performance
- Checkpoint 6.1: Guide Goal-Setting
- Checkpoint 6.2: Support Planning and Strategy
- Checkpoint 6.3: Manage Information and Resources

- The UDL Technology Toolkit (<http://udltechtoolkit.wikispaces.com/>) also provides links to hundreds of resources that will help you implement UDL in your classroom. The screenshot

below shows you how the site is organized.



7. Finally, you can watch real teachers implementing UDL in classrooms at the National Center on UDL YouTube Channel: <https://www.youtube.com/user/UDLCenter>