



UDL-E Syllabus

Welcome to Universal Design for Learning: Explore! This program will support you to develop a deeper understanding of Universal Design for Learning (UDL) and gain the knowledge and confidence to design learning environments that increase access to engaging, meaningful learning experiences for all students. Specifically, this program has the following learning objectives:

1. Deepen your knowledge of UDL and develop a strong understanding of how it can be applied across various learning environments -- both brick and mortar and virtual
2. Learn the principles behind “variability” – the neuroscience associated with UDL that states all individuals learn in unique and different ways – and how UDL can support educators to design for learner variability.
3. Explore UDL “in action” and observe how it is applied in the classroom, or to any learning experience.

Section 1: Orientation

This program is divided into six sections focusing on introducing you broadly to Universal Design for Learning and the UDL Guidelines. To guide your learning, each section is broken down into four parts: Introduction, Build, Engage, and Reflect.

Recommended Schedule:

Day	Section
Day 1 - 2	Section 1: Orientation
Days 3 - 6	Section 2: UDL Core Concepts
Days 7 - 10	Section 3: UDL Design Process
Days 11 - 14	Section 4: CAST's UDL Guidelines
Days 15 - 18	Section 5: Learner Agency
Days 19 - 21	Section 6: Closing Reflections

Section 2: UDL Course Concepts

In this section, you will explore the core concepts that led to the development of CAST's Universal Design for Learning (UDL) framework. You will be supported to engage with the following goals:

- Explore two fields that inspired UDL: Universal Design in architecture (UD) and neuroscience.
- Dig into the concept of barriers: What are they? How can we work to identify them? What preexisting beliefs and attitudes do we bring to our understanding of barriers?
- Uncover the importance of articulating clear goals and explore how “tight goals and flexible means” can support educators to plan for the variability of the learners in their classrooms.

Section 3: UDL Course Concepts

In this section, you will learn about the UDL Design process to support you to apply UDL to your practice/context. You will engage with the following goals:

- Learn about the UDL Principles: Engagement, Representation, and Action & Expression.
- Understand and apply the UDL Design process, which includes analysis of the goals, identifying barriers that may block learners from achieving those goals, and infusing options for Engagement, Representation, and Action & Expression.

Note that the UDL design process can be used in any context, any discipline, or for any age level. The UDL Design process is iterative, which means there is proactive planning and reflection on what went well and where there may still be barriers to address.

Section 4: CAST's UDL Guidelines

In this section, the goal is to deepen your understanding of CAST's UDL Guidelines. The Guidelines are a tool to support educators, curriculum developers, researchers, parents, and more to apply the UDL framework to practice. When working with the UDL Guidelines, remember the UDL Design process: clarify the learning goals, anticipate barriers, and reduce those barriers by adding options for Engagement, Representation, and Action & Expression.

You will be supported to engage with the following goals:

- Deepen understanding of the 9 UDL Guidelines and associated checkpoints and consider how these guidelines and checkpoints can be used to reduce barriers and increase access to meaningful, challenging ways of thinking and doing.
- Experiment and practice observing and applying UDL in the design of a lesson

Section 5: Expert Learning

In this section, you will explore the concept of Expert Learning, from a UDL perspective. You will be supported to engage with the following goals:

- Develop an understanding of the vision for the ultimate goal of UDL, to support learners to develop as "expert learners" who are, each in their own way, purposeful and motivated, resourceful and knowledgeable, and strategic and goal-directed in their learning.
- Access CAST's expert learner descriptors as a tool to look for evidence of student learning in your classroom.
- Examine the current notion of expert learning through an equity lens.

Section 6: Closing Reflections

In this section, you will have the opportunity to reflect on what you have learned and to determine next steps based on your new understandings. You will be supported to engage in the following goals:

- Reflect on and synthesize your learning.
- Determine next steps based on your understanding of Universal Design for Learning and your own context and curiosities!