Maximizing Learning for All

Today's Links and References

Get today's links and references on Twitter @ProfNancyNelson



Workshop Polls

Access today's polls at https://pollev.com/nnelson



The Myth of Average and Learning Profiles

Watch Todd Rose's TED talk The Myth of Average at https://goo.gl/TXWwva



	WE	AK/L	WC	A	VERA	GE	STRO	ONG/I	HIGH
knowledge base	0	0	0	0	0	0	0	0	0
memory skills	0	0	ο	ο	0	0	0	ο	0
curiosity/interest	0	0	0	ο	ο	0	0	0	0
thinking skills	0	0	0	ο	0	0	0	0	0
communication skills	0	0	0	ο	0	0	0	0	0
self-reflection	0	0	ο	ο	0	0	0	0	0
physical health	0	0	0	ο	0	0	0	0	0
mental health	0	0	ο	ο	0	0	0	0	0
social skills	0	0	0	0	0	0	0	0	0
involvement	0	0	ο	ο	0	0	0	0	0
community support	0	0	0	0	0	0	0	0	0

Figure 1: Learning Profile (modified from Todd Rose's Jagged Learning Profile)

Instructional Strategies

Access A Framework for Professional Practice (1991) at http://goo.gl/8TqMBm



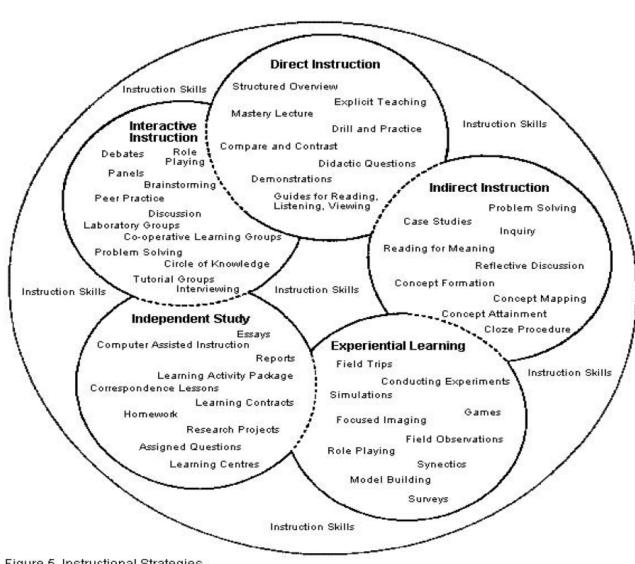


Figure 5. Instructional Strategies



Instructional Strategies (List Format)

Direct Instruction

- structured overview
- explicit teaching
- mastery lecture
- drill and practice
- compare and contrast
- didactic questions
- demonstrations
- guides for reading, listening, viewing

Indirect Instruction

- problem solving
- case studies
- inquiry
- reading for meaning
- reflective discussion
- concept formation
- concept mapping
- concept attainment
- cloze procedure

Experiential Learning

- field trips
- conducting experiments
- simulations
- games
- focused imaging
- field observations
- role playing
- synectics
- model building
- surveys

Universal Design for Learning Guidelines

Access the UDL Guidelines at http://www.udlcenter.org



Independent Study

- essays
- computer assisted instruction
- reports
- learning activity package
- correspondence lessons
- learning contracts
- homework
- research projects
- assigned questions
- learning centres

Interactive Instruction

- debates
- role playing
- panels
- brainstorming
- peer practice
- discussion
- laboratory groups
- co-operative learning groups
- problem solving
- circle of knowledge
- tutorial groups
- interviewing

Universal De	sign for Learning Guidelines	Guidelines
I. Provide Multiple Means of Representation	II. Provide Multiple Means of Action and Expression	III. Provide Multiple Means of Engagement
 1: Provide options for perception 1:1 Offer ways of customizing the display of information 1:2 Offer alternatives for auditory information 1:3 Offer alternatives for visual information 	 4: Provide options for physical action 4.1 Vary the methods for response and navigation 4.2 Optimize access to tools and assistive technologies 	 7: Provide options for recruiting interest 7.1 Optimize individual choice and autonomy 7.2 Optimize relevance, value, and authenticity 7.3 Minimize threats and distractions
 2: Provide options for language, mathematical expressions, and symbols 2.1 Clarify vocabulary and symbols 2.2 Clarify syntax and structure 2.3 Support decoding of text, mathematical notation, and symbols 2.4 Promote understanding across languages 2.5 Illustrate through multiple media 	 5: Provide options for expression and communication 5.1 Use multiple media for communication 5.2 Use multiple tools for construction and composition 5.3 Build fluencies with graduated levels of support for practice and performance 	 8: Provide options for sustaining effort and persistence 8.1 Heighten salience of goals and objectives 8.2 Vary demands and resources to optimize challenge 8.3 Foster collaboration and community 8.4 Increase mastery-oriented feedback
 3: Provide options for comprehension 3: 1 Activate or supply background knowledge 3.2. Highlight patterns, critical features, big ideas, and relationships 3.3 Guide information processing, visualization, and manipulation 3.4 Maximize transfer and generalization 	 6: Provide options for executive functions 6.1 Guide appropriate goal-setting 6.2 Support planning and strategy development 6.3 Facilitate managing information and resources 6.4 Enhance capacity for monitoring progress 	 9: Provide options for self-regulation 9.1 Promote expectations and beliefs that optimize motivation 9.2 Facilitate personal coping skills and strategies 9.3 Develop self-assessment and reflection
Resourceful, knowledgeable learners	Strategic, goal-directed learners	Purposeful, motivated learners
© CAST	© 2011 by CAST ./ APA Citation: CAST (2011). Universal design for le	© 2011 by CAST. All rights reserved. www.cast.org, www.udlcenter.org APA Citation: CAST (2011). Universal design for learning guidelines version 2.0. Wakefield, MA: Author.

Lesson Planning with UDL in Mind

Lesson Pl	an	Description	UDL	Time (min)
В	Bridge-in			
0	Outcomes			
P	Pre-Test			
Р				
Р				
P				
Р	Post-Test			
S	Summary &			
	Next Steps			

How Well Does Your Lesson Meet UDL Guidelines?

Yes	~	No	GOALS Goals are presented in different and customizable formats (oral, print,
_	_	_	digitized text, graphic)
			Goals are SMART (Specific, Measurable, Achievable, Relevant, and Time- Bound)
			Learners are given an opportunity to summarize the goals in a way that is meaningful to them
			The difference between mastering the goal and how the goal is mastered is clear to the learners
			There are multiple paths a learner can follow to successfully reach the goal There are multiple tools a learner can use to successfully reach the goal Learners know how they are to demonstrate that they have mastered the goal, and there are multiple ways a learner can demonstrate mastery
Yes	~	No	METHODS
			Background knowledge is activate or provided before new learning to help even the learning field
			Learners are encouraged to share and learn from each other, and to use various resources to prepare for the lesson
			Key points, big ideas, and important relationships are highlighted to help guide attention and learning (ex. concept maps, highlighted text, diagrams, multiple, varied examples)
			Scaffolding is provided to help build knowledge (ex. step-by-step cues, breaking into manageable chunks, models, simulations, processes and strategies)
			Multiple supports for remembering and retaining new concepts, skills, and procedures are provided (mnemonics, checklists, spaced practice, review,
			graphic organizers) Different models of the concept, skill, or procedure are provided (simulations, physical models, worked examples (good and poor), demonstrations)
			Opportunities for supported practice are provided
			Frequent formative feedback is provided during the learning process (self- reflection, peer-to-peer, teacher observation)
			Varied levels of challenge are provided
			Concrete evidence of progress is provided (graphs, charts, stickers)
			Learners are allowed choose their own learning context (individual, collaboration, online, in quiet setting)

Yes	~	No	MATERIALS
			Multiple and varied media are used to present concepts and content (audio, video, text, images, graphics, multimedia)
			Alternate, equivalent media is provided (captions for video, text outlines for lectures, documents compatible with text-to-speech devices or software)
			Options for diverse language abilities are provided (glossaries, hyperlinks to definitions, translators)
			Organizing tools are provided to help learners learn, plan, and complete lessons (concept maps, checklists, time lines)
			Templates with different levels of scaffolding are provided (concept map with few down to no nodes, table with sample data and all headers down to blank shell)
			Materials pass accessibility checks
			Materials and media are designed to help students self-monitor their progress (compare work over time, choose best, set new personal goals each week)
			Materials are relevant to your learners
Yes	~	No	ASSESSMENTS
			Assessments evaluate the knowledge and skills that are directly related to the goals and instructional methods
			The assessment process is ongoing and flexible. It informs your teaching to address observed/measured gaps
			Assessments allow multiple ways for learners to demonstrate mastery of the concept, skill, or procedure
			Students can choose assessment methods that draw on their strengths and abilities
			Students can use supports they need when being assessed (as long as the support is not directly tied to the learning goal)