

Maximizing Learning for All

Today's Links and References

Get today's links and references on Twitter [@ProfNancyNelson](https://twitter.com/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>



	WEAK/LOW			AVERAGE			STRONG/HIGH		
knowledge base	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
memory skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
curiosity/interest	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
thinking skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
communication skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
self-reflection	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
physical health	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
mental health	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
social skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
involvement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
community support	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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>

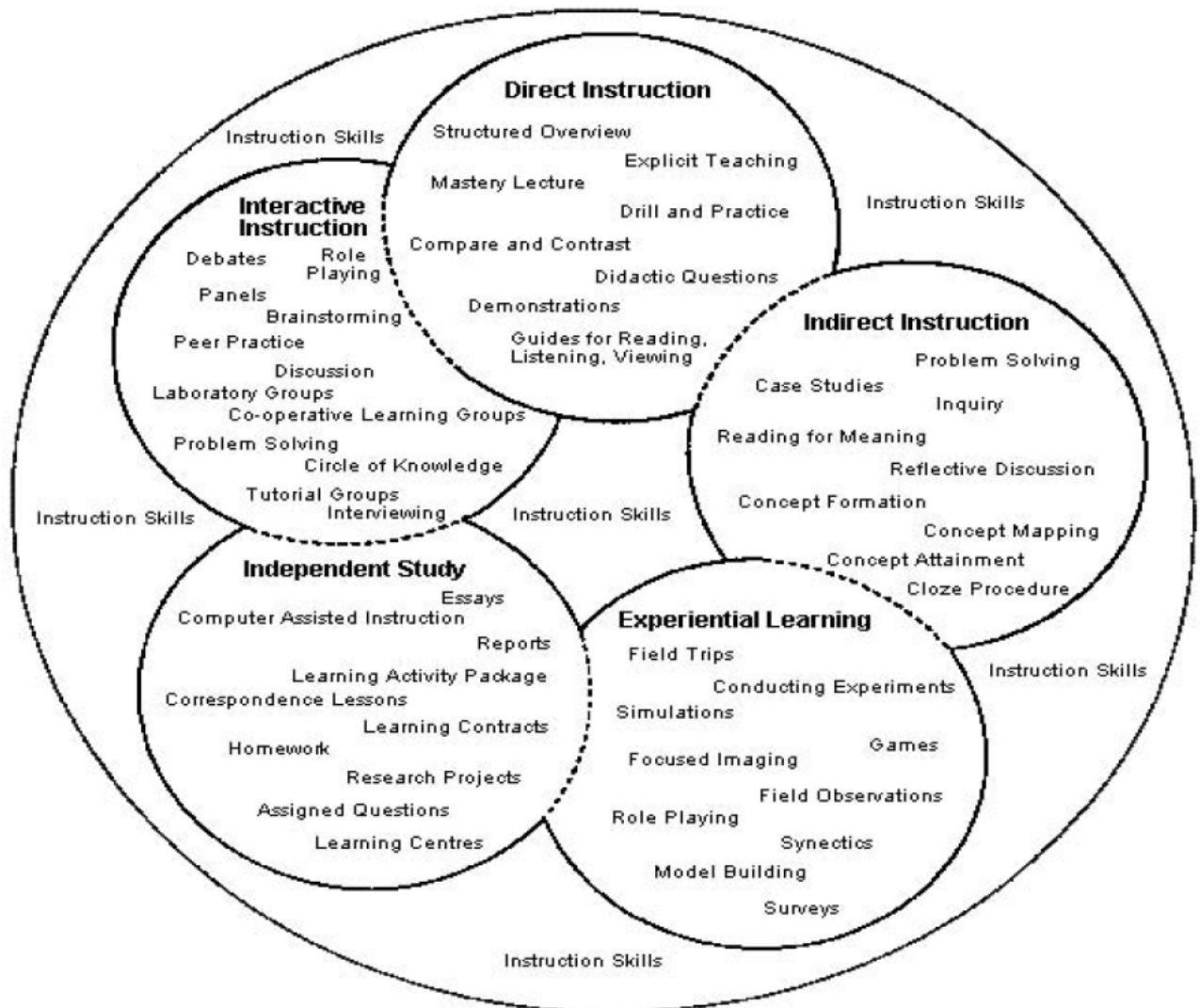


Figure 5. Instructional Strategies

Figure 2: Instructional Strategies from *A Framework for Professional Practice* (1991) p 17

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

Independent Study

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

Interactive Instruction

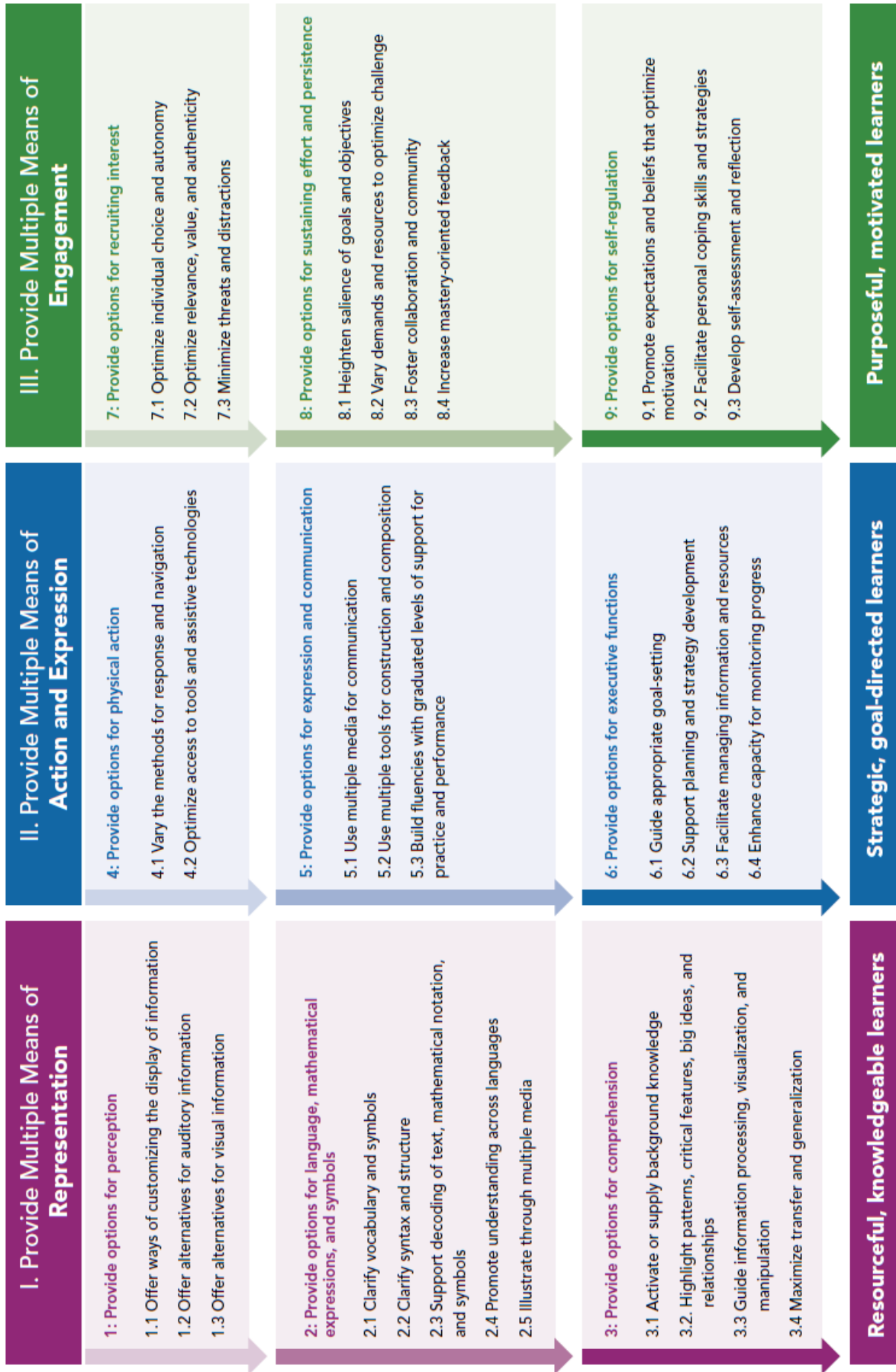
- debates
- role playing
- panels
- brainstorming
- peer practice
- discussion
- laboratory groups
- co-operative learning groups
- problem solving
- circle of knowledge
- tutorial groups
- interviewing

Universal Design for Learning Guidelines

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



Universal Design for Learning Guidelines



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 APA Citation: CAST (2011). *Universal design for learning guidelines version 2.0*. Wakefield, MA: Author.

Lesson Planning with UDL in Mind

Lesson Plan		Description	UDL	Time (min)
B	Bridge-in			
O	Outcomes			
P	Pre-Test			
P				
P				
P				
P	Post-Test			
S	Summary & Next Steps			

How Well Does Your Lesson Meet UDL Guidelines?

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

Yes	~	No	MATERIALS
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Multiple and varied media are used to present concepts and content (audio, video, text, images, graphics, multimedia)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Alternate, equivalent media is provided (captions for video, text outlines for lectures, documents compatible with text-to-speech devices or software)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Options for diverse language abilities are provided (glossaries, hyperlinks to definitions, translators)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Organizing tools are provided to help learners learn, plan, and complete lessons (concept maps, checklists, time lines)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	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)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Materials pass accessibility checks
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Materials and media are designed to help students self-monitor their progress (compare work over time, choose best, set new personal goals each week)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Materials are relevant to your learners

Yes	~	No	ASSESSMENTS
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Assessments evaluate the knowledge and skills that are directly related to the goals and instructional methods
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The assessment process is ongoing and flexible. It informs your teaching to address observed/measured gaps
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Assessments allow multiple ways for learners to demonstrate mastery of the concept, skill, or procedure
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Students can choose assessment methods that draw on their strengths and abilities
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Students can use supports they need when being assessed (as long as the support is not directly tied to the learning goal)