Making the UDL Case to Campus & School Leaders

Thomas J. Tobin
University of Wisconsin-Madison
1. What should our colleagues say to such students?
2. How might our colleagues actually feel?
Re-Framing UDL: Mobile Learners

Image ©2011 Danny Ngan. Used under CC BY license from Flickr.com
Universal Design for Learning

learner engagement representing info action choices
UDL: access (no matter why)
Don’t just train the faculty.

UDL? Yeah, We Got That.
Look and Think: A Thought Exercise
Workshops

A11y Review

Leader Training

IT Procurement

I. Provide Multiple Means of Representation
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
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
3. Provide options for comprehension
   3.1 Activate or supply background knowledge
   3.2 Highlight patterns, critical features, big ideas, and relationships
   3.3 Provide information processing, visualization, and manipulation
4.1 Provide options for presentation
   4.2 Optimize access to tools and adaptive technologies

II. Provide Multiple Means of Action and Expression
1. Provide options for physical action
2. Provide options for expression and communication
   2.1 Use multiple media for communication
   2.2 Use multiple tools for construction and composition
   2.3 Build fluencies with graduated levels of support for practice and performance

III. Provide Multiple Means of Support
1. Provide options for sustaining effort and persistence
   1.1 Highlight silence of goals and objectives
   1.2 Support teams and resources to optimize challenge
   1.3 Foster collaboration and community
   1.4 Increase mastery-oriented feedback
2. Provide options for executive functions
   2.1 Guide appropriate goal-setting
   2.2 Support planning and strategy development
   2.3 Facilitate managing information and resources
   2.4 Enhance capacity for monitoring progress

3. Provide options for self-regulation
   3.1 Promote expectations and beliefs that optimize motivation
   3.2 Facilitate personal coping skills and strategies
   3.3 Develop self-assessment and reflection

Resourceful, knowledgeable learners
Strategic, goal-directed learners
Purposeful, motivated learners
How to Talk to Your President & Board

Persistence, Retention, & Satisfaction
Secret, Sneaky Evangelists
The need to make changes is not always this obvious.
Take-Aways
Copyright
Academic Integrity
Accessibility & UDL
Evaluating Online Teaching

thomasjtobin.com