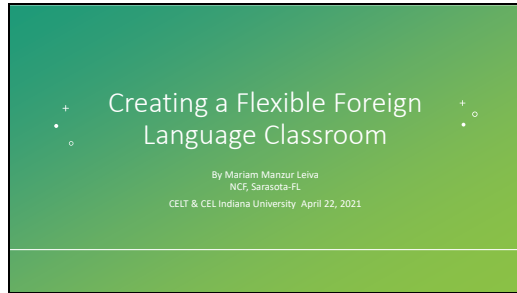
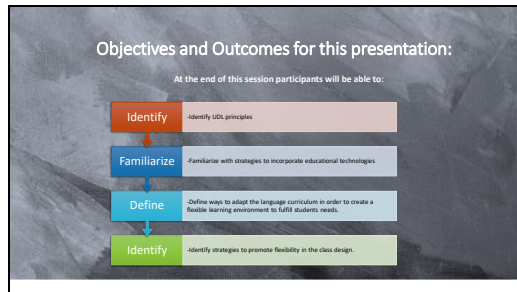


Slide 1



Slide 2



Slide 3

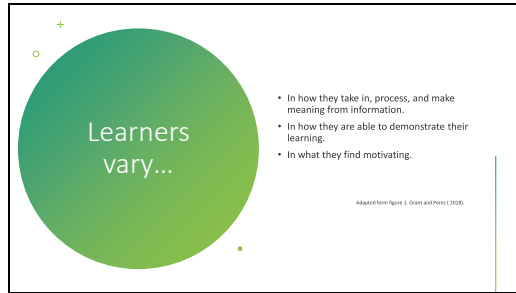
“Set of principles for curriculum development that give all individuals equal opportunities to learn.” (Center for Applied Special Technology: www.cast.org)

Objectives:

- Account for learners' variability
- Create inclusive learning environments

What is UDL?

Slide 4

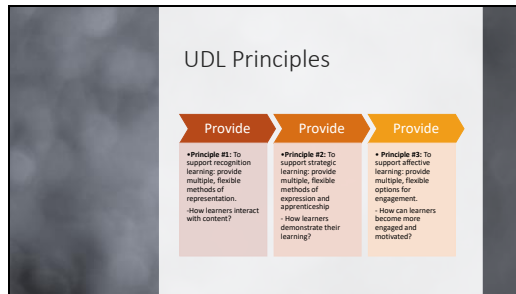


Learners vary...

- In how they take in, process, and make meaning from information.
- In how they are able to demonstrate their learning.
- In what they find motivating.

Adapted from Figure 1. Grant and Peercé (2008).

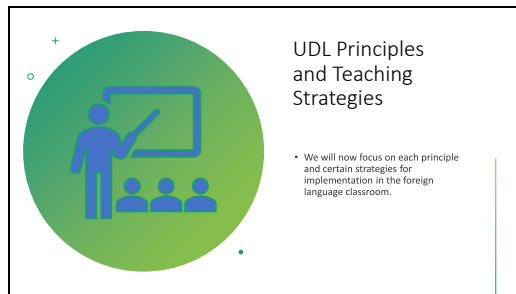
Slide 5



UDL Principles

Provide	Provide	Provide
<p>Principle #1: To support recognition learning, provide multiple, flexible methods of representation.</p> <p>-How learners interact with content?</p>	<p>Principle #2: To support strategic learning, provide multiple, flexible methods of expression and apprenticeship.</p> <p>-How learners demonstrate their learning?</p>	<p>Principle #3: To support affective learning, provide multiple, flexible options for engagement.</p> <p>-How can learners become more engaged and motivated?</p>

Slide 6



UDL Principles and Teaching Strategies

- We will now focus on each principle and certain strategies for implementation in the foreign language classroom.

Slide 7

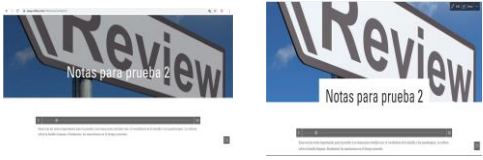
Principle #1: To support recognition learning: provide multiple, flexible methods of representation

- Flipped classroom model: flexible interaction with content
- Systematic Implementation of digital tools to be integrated into the LMS
- Examples: Sway + Loom

Slide 8

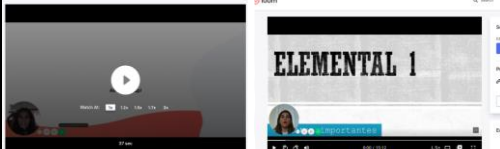
Sway: Interactive presentation

- Accessibility view and CC images and videos



Slide 9

Loom: Video and screencast/ speed control



Slide 10

Let's share ideas

Reflect on how you present content:
Share some barriers (different background/knowledge/needs for accommodations)
Share with colleagues some strategies that have worked to facilitate students' interaction with the target content.



Slide 11

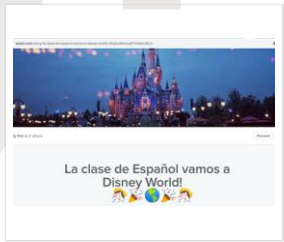
Principle #2: To support strategic learning: provide multiple, flexible methods of expression and apprenticeship

- **Activities and Tasks:**
 - Individual & guided to collaborative & open-ended
- **Multiple options for daily assignments, formative and summative assessments:**
 - Writing by hand, phone, laptop for in-class work or homework
 - Drawing and uploading picture, creating comic strip and share the link
 - Audio recording, video submissions

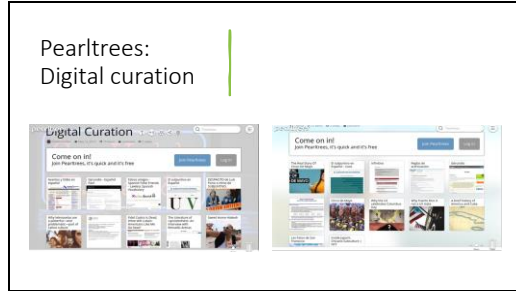
Examples: Sutori and Pearltrees

Slide 12

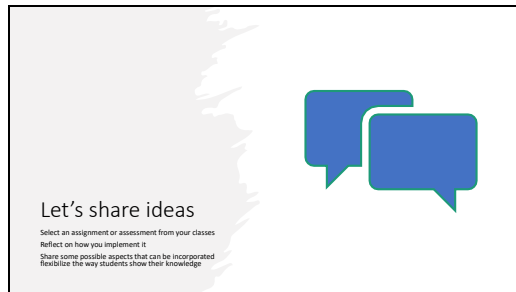
Sutori:
Interactive
timeline



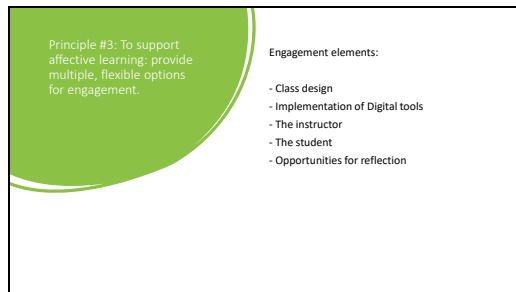
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Slide 14



Slide 15



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UDL Principle #3 & Engagement

-The L2 Learning experience

- Positive learning environments that allow students to have a higher degree of **autonomy** in their path towards proficiency.
- It can help create an environment conducive towards the development of communicative skills through different avenues, **lowering the self-concern** and lowering students' **affective filter**.

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Final Thoughts

UDL creates a teaching and learning experience that will allow students to:

- Access content, practice and demonstrate knowledge through **multiple avenues**
- Increase engagement by **having choices** and opportunities to create with the language in original ways
- Develop **self-regulation and autonomy** (interactions with content, practice and assessments)
- Reflect on the input & learning process and find **effective strategies** to acquire knowledge

Slide 18

Thank you!



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For more information on UDL
visit:
www.cast.org

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References

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Rose, D.H and Meyer, A. (2002). Teaching every student in the digital age: Universal Design for Learning. Arlington, VA: Association for Supervision and Curriculum Development (ASCD).

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