# M6: UDL Exploration Activity

## Course

Special Education

## Location

Module 6

## Alignments

### Course Outcomes

CLO VI: Identify relevant pedagogy to maximize student learning.

### Module Outcomes

MLO 6.1: Demonstrate ways to adapt and/or accommodate grade-level curriculum using various teaching methods and tools.

MLO 6.2: Explain prevention efforts and early intervention services for children who are at-risk.

### Specific InTASC Standards

|  |  |  |
| --- | --- | --- |
| **InTASC** | **Type** | **Specific Standard** |
| 2g | Performance | The teacher understands and identifies differences in approaches to learning and performance and knows how to design instruction that uses each learner’s strengths to promote growth. |

## Activity Instructions

Components of this Activity were generated from Microsoft Copilot (2024).

### Purpose

Understanding Universal Design for Learning (UDL) is crucial for future teachers because it empowers them to create inclusive and effective learning environments that cater to the diverse needs of all students. UDL ensures that educational materials and methods are accessible to everyone, regardless of their abilities, learning preferences, or backgrounds. By embracing UDL, teachers can eliminate barriers that might hinder student participation and success.

For this activity, you will review the [UDL CAST resource](https://udlguidelines.cast.org/) and analyze a specific guideline to determine if you have been exposed to it or not, and if you found it effective.

### Task

#### Instructor Preparation for Activity

* Review the [UDL CAST resource.](https://udlguidelines.cast.org/)
  + Since this is an interactive tool, students will need to have access to technology that allows them to view the web version of this tool. Be sure to show students how to click through the nine guidelines so they can see the specific information related to each guideline's checkpoints.
* Create student groups consisting of 3-4 students per group.
* Assign one guideline for each group.
* Instead of having students share what they learned about their guideline through a discussion, have them write down their ideas and participate in a gallery walk.
* Be ready to lead a discussion about UDL.

#### Student Directions

For this activity, you will begin working in groups of 3-4 students.

1. Review the [UDL CAST resource.](https://udlguidelines.cast.org/) You will want to specifically focus on your assigned guideline.
2. As a group, reflect on the following questions as you read through your assigned guideline:
   1. Have you experienced any of the checkpoints supporting your assigned guideline? If yes, what was beneficial for you? What was not? What was missing? What might it have looked like if you were to experience it?
3. After your group reflects on all checkpoints supporting your assigned guideline, consider what information you want to share with your classmates. Why is this guideline important?
4. Share with your class about your UDL guideline and listen to your classmates share about theirs.
5. 1 minute reflection: what did you learn about Universal Design for Learning through this activity? Write this on a sheet of paper with your name on it and give it to your instructor before leaving class.

## Reference

Microsoft. (2024). *Copilot.* [www.bing.com/chat.](http://www.bing.com/chat)