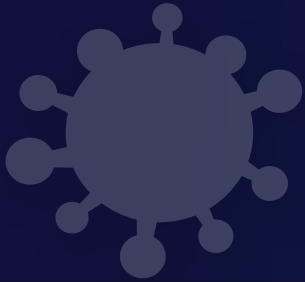




MANOVIKAS मनोविकास



UNIVERSAL DESIGN FOR LEARNING (UDL)

AN EFFECTIVE FRAMEWORK DURING THE PANDEMIC



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Universal Design for Learning

a practical framework

Introduction

The concept of universal design initially developed within planning and designing of the architectural environment, from which it moved smoothly into the consumer product area. The fundamental premise behind universal design is that spaces, products, and other items or processes designed so that the maximum number of people will be able to use them without modification.

The word means UDL “multiple ways.”

Different design terms: inclusive, accessibility and universal

A universally designed course is one that offers students:

Creating a culture of engagement and inclusion

Multiple means of representation of the course content –

i.e., what the instructor intends for them to learn;

Best practices for preparing children for online learning at home.

Multiple means of engaging with that content –

features that ignite and sustain interest, challenge and motivate, and promote learning and retention through activity and practice; and finally,

Multiple means of expressing thinking and demonstrating what they have learned – minimising barriers to the measurement of their actual achievement of learning objectives.

The document will highlight the following points:

- 🌐 Different design terms: inclusive, accessibility and universal
- 🌐 Principles of UDL
- 🌐 Creating a culture of learning engagement
- 🌐 Best Practices and preparing children for online learning at home
- 🌐 Some Resources



Different design terms- inclusive, accessibility and universal

Inclusion	Accessibility	Universal
<p>It is adopting an inclusive mindset in your design practice. This is an evolving principle and gains more exposure to different facets of inclusive design.</p> <p>Inclusive design should always start with a solid understanding of accessibility fundamentals.</p> <p>Accessibility criteria are the foundation of integrity for an all-inclusive solution.</p>	<p>Accessibility is an attribute and criteria to ensure barrier-free access for specific disability communities.</p> <p>Focuses on users with physical or invisible disabilities like low vision, blind, or ADHD.</p> <p>Accessibility design focuses on enabling users with disabilities to perceive, interact, understand, and navigate products.</p>	<p>“Universal Design” means the design of products, environments, programmes and services to be usable by all people to the greatest extent possible, without the need for adaptation or specialised design and shall apply to assistive devices including advanced technologies for particular group of persons with disabilities.</p> <p>Under this form of design, products should provide multiple means of representation, action, expression, and engagement for it to be universally used.</p>

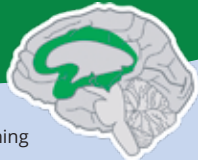
Get More Skills 

Principles of UDL

UDL is a framework for how to develop lesson plans and assessments based on three main principles:

Provide multiple means of **Engagement**

Affective Networks
The "WHY" of Learning



Engagement: UDL encourages teachers to look for multiple ways to motivate students. Letting kids make choices and giving them assignments that feel relevant to their lives are some examples of how teachers can sustain students' interest. Other common strategies include making skill-building feel like a game and creating opportunities for students to get up and move around the classroom.

Provide multiple means of **Representation**

Recognition Networks
The "WHAT" of Learning



Representation: UDL recommends offering information in more than one format. For example, textbooks are primarily visual. But providing text, audio, video, and hands-on learning gives all kids a chance to access the material in whichever way is best suited to their learning strengths.

Provide multiple means of **Action & Expression**

Strategic Networks
The "HOW" of Learning



Action and expression: UDL suggests giving kids more than one way to interact with the material and to show what they've learned. For example, students might get to choose between taking a pencil-and-paper test, giving an oral presentation or doing a group project.



Creating a culture of learning engagement

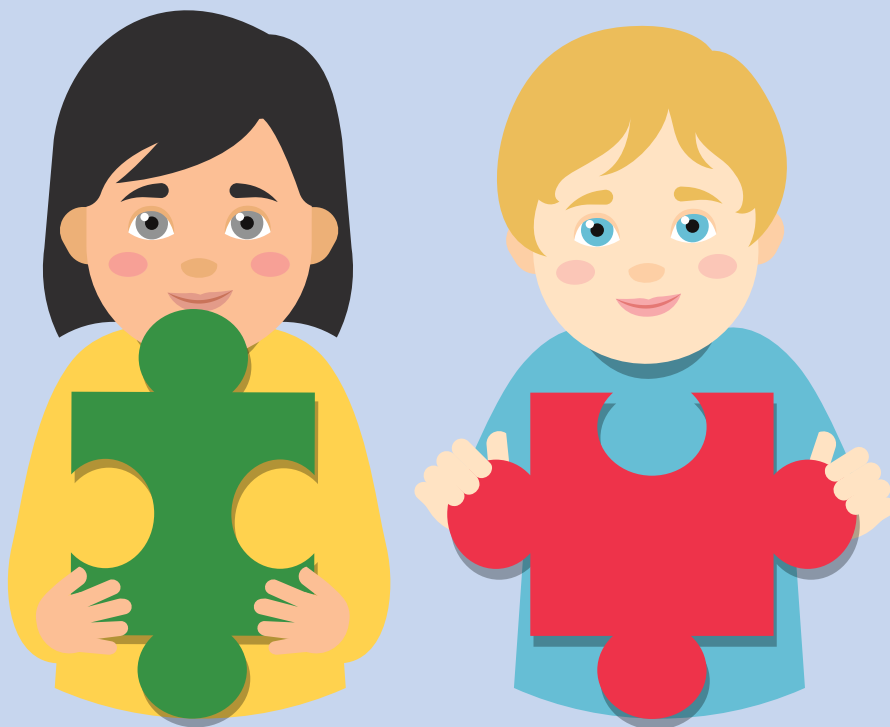
Human variability based on parts of the brain that manage the “why” (affective network), the “what” (recognition network), and the “how” (strategic system) of learning.

UDL may change how you think about what prevents students from learning. Instead of thinking that something needs to change about the students, UDL looks at the learning environment. The learning environment can include barriers to learning, like the design of the curricular goals, assessments, methods, and materials. In this way, the learning environment itself can be “abled” or “dis-abled.”

There’s always a focus on building expert learning for all.

Other common elements of a UDL experience include:

- 🧠 All learners know the goal.
- 🧠 Intentional, flexible options for all students to use
- 🧠 Student access to resources from the start of a lesson
- 🧠 Students building and internalising their learning



Best Practices and preparing children for online learning at home

The rapid closure of schools due to the coronavirus has taken many families by surprise. Suddenly, kids all over the country asked to learn from home, often through online learning, assignments sent via email, or packets sent out by the school. For many, this will be a new experience. It's not easy to convert homes into classrooms. But there are a few things you can do to get ready.

Tips to prepare your child for online learning at home

Create a learning space for your child : Does the child already have a special place to do homework? It's essential to set up a quiet, clutter-free area if the child is learning full-time from home. Reducing clutter helps kids focus.

Make a schedule and stick to it : Reduce distractions: Video games, computer games, social media, TV, toys, pets—our homes have lots of distractions. Make a list of the things that distract your child. Then, find ways to limit them during learning time.

Our games or social media a big distraction? Try blocking them on your child's device during instructional time. Another way to eliminate online temptations: After downloading an assignment, turn off the Wi-Fi and cellular service to help your child focus on the work.

Use a calendar and colour-coded it: It's essential to set up systems to help your child stay on top of school deadlines. This will help your child stay organised. Post a calendar and mark it with due dates. Help your child plan backwards from the due dates. Use visual organisers to break an assignment down into steps and the specific strategies needed to complete it.

Get plenty of exercises: Exercise helps us think better. When we move and groove, our problem-solving, memory, and attention improve. Physical activity is a natural way to reduce stress and prevent anxiety. Experts say that when we move and get our heart rate up, it has a positive impact on how we think.

See which accessibility features help your child: Most phones, laptops, and other mobile devices have built-in assistive technology. For example, read aloud, or text-to-speech can help struggling readers, and speech-to-text can help struggling writers.

On YouTube, you can adjust the settings to slow down the playback speed if your child is having trouble understanding videos. You can also change the settings to show closed captions if it helps your child to read the text while listening to videos.

Reach out to your child's teacher: Online education or learning at home requires family support. Some online schools go as far as calling parents "learning coaches." To support your child, set up a direct line of communication with your child's teachers. Use email, text, phone calls, or maybe even video conferencing to connect.

Look for ways to remove learning barriers: If your child has learning challenges, you need to review the online and other learning material the school sends you. Keep in mind that it may not have been designed with your child's needs in mind. Here are some questions to consider:

Best Practices for Online Learning

Explicitly teach expectations and engagement: Explicitly and systematically teach how to use new instructional media. Co-create and share hopes for how to engage in this learning environment. Give opportunities for practice.

Allow for asynchronous learning: Some of your students may not be able to watch a live stream, whether it's due to timing, internet access, or the ability to focus on a lesson via a videoconference. And some students have trouble processing information when it's presented only in auditory form. If you're delivering live instruction via video, record it for students to review or access later. You can upload the footage to a space like MANOVIKAS eGYANSHALA. You can also use apps like Otter.ai to generate transcripts from your audio. (Otter.ai offers 600 minutes of transcription free per month.) Other video streaming applications provide live captioning, which may be imperfect, but useful.

Assign note-takers: It's harder for many students to "watch" instruction via video live stream than in a live classroom. It can be challenging to focus, feel connected, process information, and identify key ideas. Along with transcripts and recordings, right notes are vital and helpful to all students. They're especially useful to students who have trouble with focus, reading, writing, and other challenges that make it difficult to multitask.

Make materials accessible: It's not just video that needs to be affordable. Think, too, about how to make images and digital documents available for all students to access. Here are some best practices to use when creating materials. Create short text descriptions of images and videos you use during video and distance learning.

Avoid using inaccessible image-based PDFs for handouts and other digital materials. Use Word, Google Docs, or another accessible format instead. (Those formats have optical character recognition (OCR) for screen reader access.)

Embrace your students as teachers: You can provide them with a sketch and initial thoughts about how you think learning and teaching might work virtually, but create activities that let students provide feedback on your plans. Give them the chance to co-create what teaching and learning will look like now that you're all working remotely.

Communication is extra essential when you're working at a distance. Ask your students regularly about their needs and be ready to be flexible and responsive to their concerns. Remember that many students are digital natives. Ask about their preferences and innovative ideas on how to approach online learning. This supports learner agency, self-determination, and motivation to learn in this environment.

Actively build a supportive community: When you're not in a classroom together, it's not as easy to check in with students about their emotional and physical well-being. Build time into your teaching and learning to reduce social isolation and support feelings of connectedness and belonging. Integrate small group video discussions (in addition to the whole group) and use discussion boards for older students.

Some video applications, like Zoom, allow you to create separate "rooms" for breakout discussions. (Zoom is temporarily lifting the 40-minute time limit on free basic accounts for schools affected by the coronavirus outbreak. Learn more about how to get access to your school.)

If possible, try to set up weekly (or more frequent) individual virtual check-ins or short phone calls with each of your students. Most of all, encourage engagement to help your students feel like they have agency in this online space. After all, this is their learning community, too.

Universal Design of MANOVIKAS e GYANSHALA

Teachers can plan with multiple resources for Engagement, create activities of Representation and implement a class with the number of Action and expression

activity or resource

ACTIVITIES

☐ Assignment

☐ Attendance

☐ BigBlueButtonBN

☐ Chat

☐ Choice

☐ Congrea

☐ Custom certificate

☐ Database

☐ External tool

☐ Feedback

☐ Forum

☐ Glossary

☐ Lesson

☐ Quiz

☐ SCORM package

☐ Survey

☐ Wiki

☐ Workshop

☐ Zoom meeting

RESOURCES

☐ Book

☐ File

☐ Folder

☐ IMS content package

☐ Label

☐ Page

☐ RecordingsBN

☐ URL



Some Resources:

Microsoft Word offers a built-in accessibility checker that can help in Word and PowerPoint, but do note it doesn't cover best practices!
In Word/Google/web, The Paciello Group has an accessibility tool and can also do an assessment for your web needs.

Using the design process for inclusive design:
https://www.youtube.com/watch?time_continue=196&v=TAzkrXTGEOM

How Microsoft used inclusive design into their physical world:
<https://www.fastcompany.com/90429253/this-is-sportscenter-for-gen-z-a-two-year-old-upstart-named-wave>

Accessibility drives aesthetics:
<https://uxdesign.cc/accessibility-drives-aesthetics-5aef77b5d2aa>

Key takeaways

With UDL, information often presented in more than one way, including text, audio and hands-on formats.

UDL encourages teachers to offer different test formats, including oral presentations and group projects, to get a more accurate picture of what students know.

UDL also looks for different ways to keep students motivated.



Contact Us...

Parents and all of you are requested to call on mobile number



9911107772

send your details by writing an email to



mcs@manovikas.co.in



you can REGISTER on our website



manovikas.co.in

Start learning on



manovikasfamily.org/elearning



Please contact team between 10 am and 5 pm

NON-CONTACT GREETINGS

For the COVID-19 period



Elbow bump



Namaste



wave