

Cover art by CCA student Gustavo Araujo, Spring 2018

# AGENDA



— Introductions

— UDL Once Over Lightly

— Focusing on Engagement

— Case Study: Time Management

— Your Turn: Workshop / Reflection

— Debrief & Next Steps

Introductions



# WHO'S HERE?

What roles/program types?

Is UDL already part of your work or environment?

What would make this session the most relevant & useful to you?

## Introductions



# WHO AM I?

20-year professor and researcher of  
multimodal writing & pedagogy

community arts & educational consulting  
practice in digital storytelling

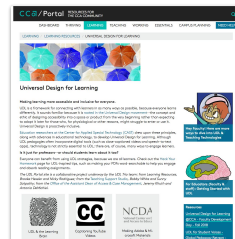
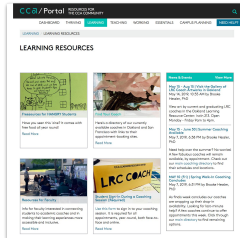
director of learning resource center  
(peer coaching in academics + digital tools)

udl collaborator

<https://portal.cca.edu/learning/learning-resources/udlatcca/>



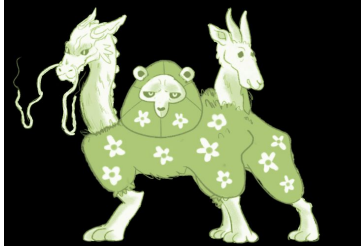
# WAYS TO FIND UDL@CCA



Embracing the Chimera



# ALL LEARNERS ARE CHIMERIC LEARNERS

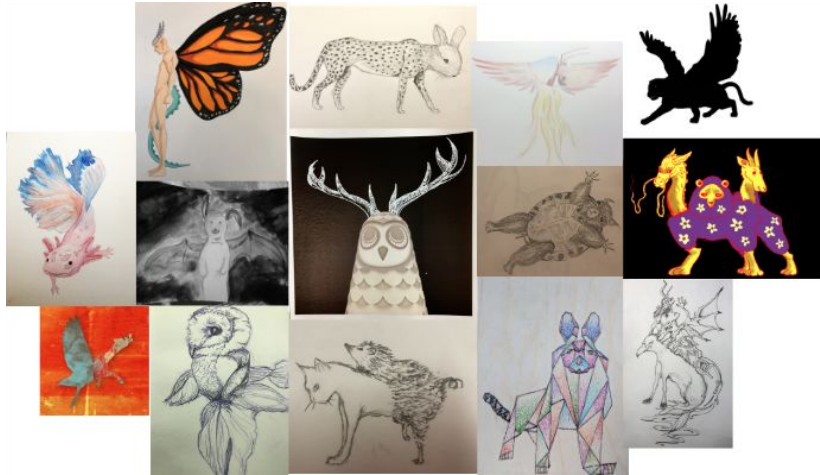


The Chimera is CCA's mascot: a mythical multifaceted beast, dangerous & wonderful

The Chimera is also a metaphor for the creative, cultural, and cognitive diversity of every learner everywhere.

Embracing the Chimera

# OUR STUDENTS, OURSELVES



Chimera self-portraits by CCA students in Brooke Hessler's WRT2 SP2018, shared under a Creative Commons BY-NC license for educational purposes only.

# UDL Once Over Lightly



UDL & Chimeric Learners

# THE LEARNING BRAIN

**Strategic Networks**  
The HOW of learning



**Affective Networks**  
The WHY of learning

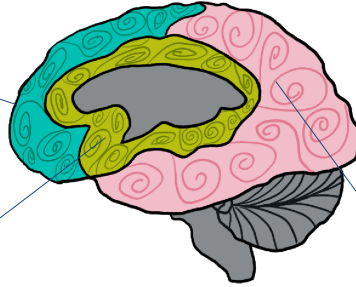
**Recognition Networks**  
The WHAT of learning

Our illustration and information about the learning brain are based on <http://www.cast.org/binaries/content/assets/common/publications/articles/cast-udlandthebrain-20180321.pdf>. Brain rendering is by Nicky Rodriguez, CCA '19 under a Creative Commons license.

## UDL & Chimeric Learners

# 3 PRINCIPLES

Provide **multiple means of action and expression** to provide students with options for navigating and demonstrating learning.



Provide **multiple means of engagement** to tap individual learners' interests, challenge them appropriately, and motivate them to learn.

Provide **multiple means of representation** to give students various ways of acquiring, processing, and integrating information and knowledge.

Our illustration and information about the learning brain are based on <http://www.cast.org/binaries/content/assets/common/publications/articles/cast-udlandthebrain-20180321.pdf>. Brain rendering is by Nicky Rodriguez, CCA '19 under a Creative Commons license.

**Focusing on  
ENGAGEMENT**

## UDL & Chimeric Learners

# ENGAGEMENT

### Affective Learning Networks

—WHY does this matter?

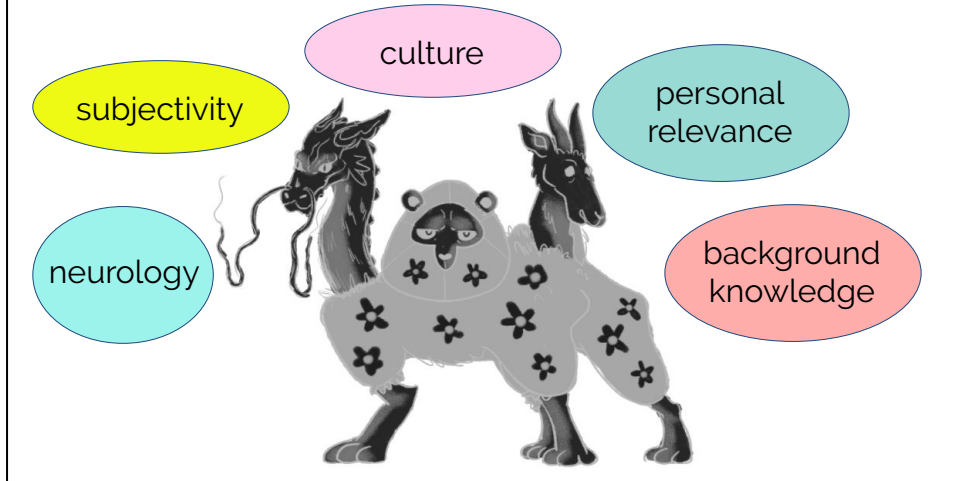
—WHY should I care?



Provide **multiple means of engagement** to tap individual learners' interests, challenge them appropriately, and motivate them to learn.

UDL & Chimeric Learners

# EVERYONE ENGAGES DIFFERENTLY



The chimera image adapted for this presentation is by CCA student Gustavo Araujo. This discussion of UDL principles for facilitating learner engagement is sourced from CAST's guidelines at: <http://udlguidelines.cast.org/engagement>

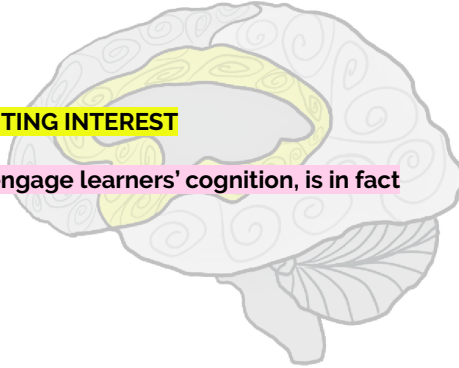
UDL & Chimeric Learners

# ENGAGEMENT

**Level 1 -  
HELP STUDENTS  
ACCESS LEARNING**

Provide Options for **RECRUITING INTEREST**

Information that does not engage learners' cognition, is in fact inaccessible.



This discussion of UDL principles for facilitating learner engagement is sourced from CAST's guidelines at: <http://udlguidelines.cast.org/engagement>

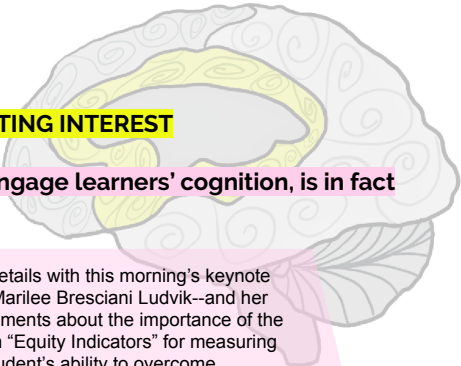
UDL & Chimeric Learners

# ENGAGEMENT

## Level 1 - HELP STUDENTS ACCESS LEARNING

Provide Options for **RECRUITING INTEREST**

Information that does not engage learners' cognition, is in fact inaccessible.



Dovetails with this morning's keynote by Marilee Bresciani Ludvik--and her comments about the importance of the term "Equity Indicators" for measuring a student's ability to overcome obstacles.

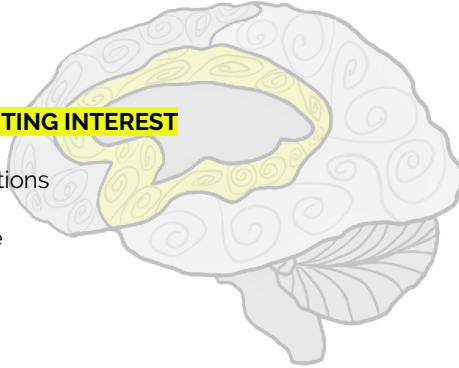
UDL & Chimeric Learners

# ENGAGEMENT

**Level 1 -  
HELP STUDENTS  
ACCESS LEARNING**

Provide Options for **RECRUITING INTEREST**

- Minimize threats & distractions
- Optimize individual choice & autonomy
- Optimize relevance





UDL & Chimeric Learners

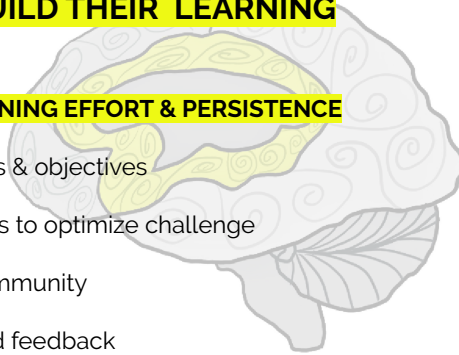
# ENGAGEMENT

**Level 2 -**

**HELP STUDENTS BUILD THEIR LEARNING**

**Provide Options for SUSTAINING EFFORT & PERSISTENCE**

- Heighten salience of goals & objectives
- Vary demands & resources to optimize challenge
- Foster collaboration & community
- Increase mastery-oriented feedback



UDL & Chimeric Learners

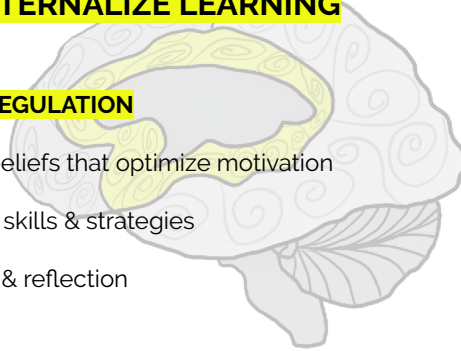
# ENGAGEMENT

**Level 3 -**

**HELP STUDENTS INTERNALIZE LEARNING**

**Provide Options for SELF-REGULATION**

- Promote expectations & beliefs that optimize motivation
- Facilitate personal coping skills & strategies
- Develop self-assessment & reflection



# Case Study: Time Management

## Case Study

# TIME MANAGEMENT

### BEFORE:

[ Lots of materials & activities developed over the years in various Student Success initiatives & programs, with artifacts (ex: notes, docs, agendas) assembled somewhat randomly in Google folders. ]

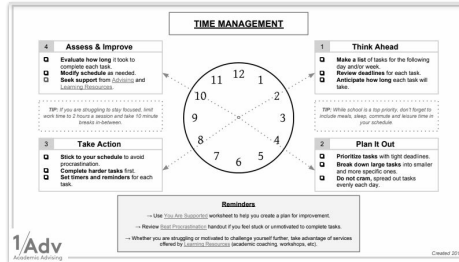
### AFTER:

[ An integrated game plan for guiding & assessing time management learning activities through multiple *intentionally diverse* initiatives & programs ]

Time management is a Student Success initiative supported by all divisions of Student Affairs and in many parts of the curriculum and co-curriculum. But what does it look like when we apply UDL engagement principles to our materials & activities? My aim isn't to concentrate all artifacts and initiatives within just one organization (in my case Learning Resources) but rather to at least capture and co-develop a way forward that makes it simpler to collaborate across divisions and to continuously improve upon what we're doing rather than reinventing the wheel on our own.

## Case Study

# TIME MANAGEMENT



### Hack Your Homework

kards.com flashcards created by instructor Josh Doo DJ'. 2. 'Study Tools' with an eye icon and text 'Try Flash for Focus, Cold Turkey for Time Management &amp; More!'. 3. 'DRAW STRONGER' with a drawing icon and text 'Spend 15 minutes of drawing &amp; writing each hour. Enter self-care comics.' 4. 'Pomodoro' with a Pomodoro timer icon. 5. 'Study Tools' with a book icon. 6. 'Study Tools' with a person icon."/&gt;

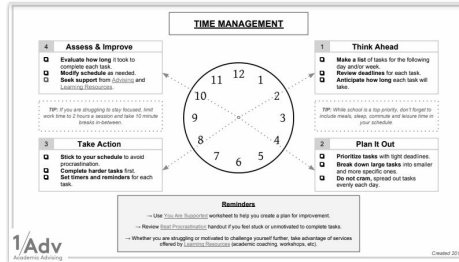
When we started this process we had an inventory of many initiatives and resources but they were mostly developed in isolation from one another. Our aim now is to look more systematically at what we're doing and how we can map our existing efforts onto the UDL guidelines.

## Case Study

# TIME MANAGEMENT



- + options for movement  
(minimize threats & distractions)
- + change physical space  
(foster collaboration & community)
- + options for reflection



### Hack Your Homework

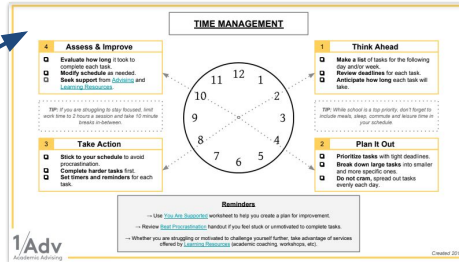
- Need to learn a digital tool?** Check out [lunula.com/slidesets](#) created by instructor [sarah Dene DJ](#)
- Study Tools** Try [Flora for Focus](#), [Cold Turkey for Time Management & More!](#)
- DRAW STRONGER** Spend 1 Hour of drawing & writing each hour. Enter self-care comics.
- Pomodoro**
- Study Tools**

## Case Study

# TIME MANAGEMENT



+ incorporate  
Advising tool into  
tutoring center  
training (foster  
collaboration &  
community)



### Hack Your Homework

Grid of study tips:

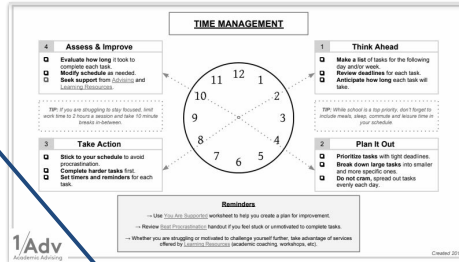
- Need to learn a detail?** Check out [kards.com](#) flashcards created by [mactech](#) and [sarah Dora DJ](#).
- Study books** Try [Flash for Focus](#), [Cold Turkey](#) for Time Management & More!
- DRAW STRONGER** Quick! Hours of drawing & writing can hurt. Enter self-care comics.
- Pomodoro**
- Study Tip**

## Case Study

# TIME MANAGEMENT



+ diversify outreach to destigmatize resources (minimize threats as barriers to learning)



### Hack Your Homework

**Need to learn a detail?**  
Use [this resource](#) to help you learn a detail.  
Created by [mechone](#) (mechone)

**Study Smarter**  
Try [this resource](#) for Focus, Cold Turkey for Time Management & More!  
Created by [mechone](#) (mechone)

**DRAW STRONGER**  
Quash Hours of drawing & writing on your hand.  
Enter self-care comics.  
Created by [mechone](#) (mechone)

**Pomodoro**  
Pomodoro  
Created by [mechone](#) (mechone)



## Case Study

# TIME MANAGEMENT

### LESSONS WE'RE LEARNING ALONG THE WAY . . .

1. Incremental change is beautiful.  
*It's OK to start with just one thing. Make peace with the fact that the work is never done :) And remember ENGAGEMENT is just one of the 3 UDL principles!*
2. Although different kinds of initiatives can complement one another, it's still best to attempt to make each as engaging as possible to diverse attendees (because they might not show up for the next one).
3. Share what you've done with your colleagues in other programs across campus and invite collaboration.



**Your Turn:  
Workshop / Reflection**

## Hands-on Workshop / Reflection

# YOUR MISSION

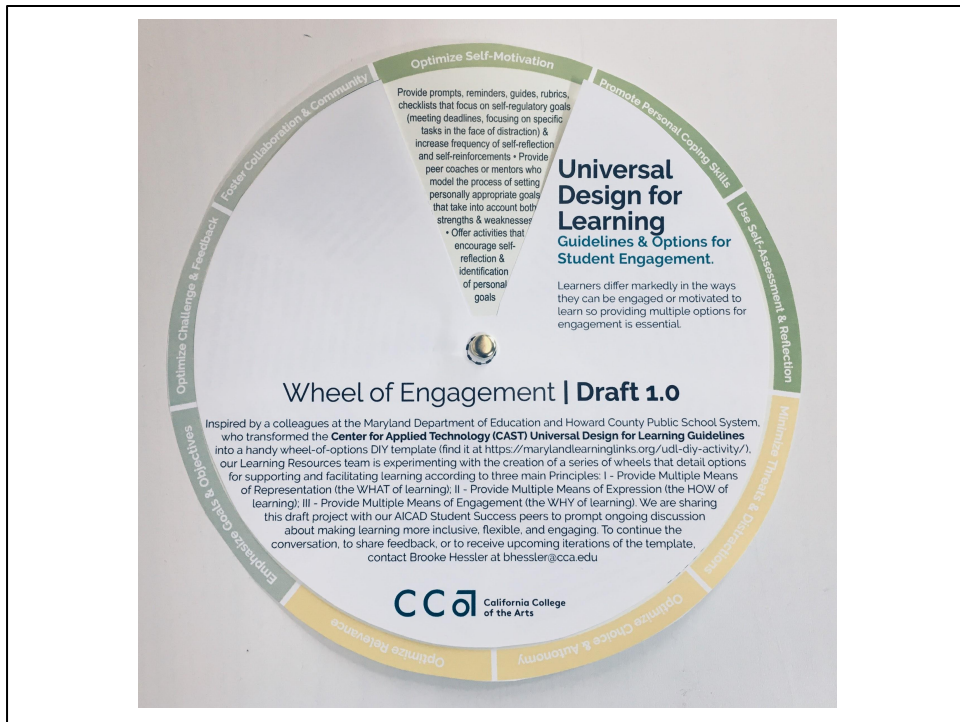


— Select one artifact or activity you're already offering in support of a specific Student Success learning objective.

— Identify ways it fulfills one or more of the UDL Engagement guidelines.

— Identify a few gaps--areas where the UDL Engagement guidelines could help you enrich or supplement the artifact or activity.

— Make a plan to tackle just one, or list some questions for discussion with the group



During today's session I'm sharing one of our swag experiments: a wheel of options within the Engagement subcategory of UDL options, inspired by and adapted from the UDL DIY Template distributed by the Maryland State Department of Education. (See resources slide for links to obtain the original pdf online.)

**Wheel Alternative:  
text-heavy slides listing  
options :-)**

UDL & Chimeric Learners

# ENGAGEMENT

**Level 1 -  
HELP STUDENTS  
ACCESS LEARNING**

Provide Options for **RECRUITING INTEREST**

- Minimize threats & distractions
- Optimize individual choice & autonomy
- Optimize relevance



This discussion of UDL principles for facilitating learner engagement is sourced from CAST's guidelines at: <http://udlguidelines.cast.org/engagement>

## UDL & Chimeric Learners

# RECRUITING INTEREST

Spark excitement and curiosity for learning.

### **Minimize threats & distractions**

*Foster a safe space to learn & take risks*

- Create an accepting & supportive learning environment
- Vary the level of novelty or risk
  - Create class routines and visible cues (ex: agendas) to make daily activities predictable
  - Use a consistent method of announcing special events or changes
- Vary the pacing of activities and make breaks available
- Vary the social demands for learning, using both group and solo activities
- Involve all participants in whole-class discussions

## UDL & Chimeric Learners

# RECRUITING INTEREST

Spark excitement and curiosity for learning.

### **Optimize individual choice & autonomy**

*Empower learners to take charge of how they achieve each learning objective.*

—Give learners as much choice as possible in terms of the level of perceived challenge; types of rewards or recognition; context or content for practicing & assessing skills; tools used for information gathering or production; color & design of graphics; sequence or timing to complete tasks

—Invite learners to participate in the design of activities & tasks

—Involve learners in setting their own personal academic & behavioral goals



## UDL & Chimeric Learners

# RECRUITING INTEREST

Spark excitement and curiosity for learning.

### **Optimize relevance, value & authenticity**

*Connect learning to experiences that are meaningful & valuable*

- Vary activities & sources of information so they can be
  - Contextualized to learners' lives & appropriate for their ages & abilities
  - Socially & culturally relevant & responsive
  - Appropriate for different racial, cultural, ethnic, and gender groups
- Design activities so learning outcomes are authentic, communicate to real audiences & reflect a purpose that is clear to participants
- Provide tasks that allow for active participation, exploration & experimentation
- Invite personal response, evaluation & self-reflection to content & activities
- Include activities that foster the use of imagination to solve novel & relevant problems or to make sense of complex ideas in creative ways

UDL & Chimeric Learners

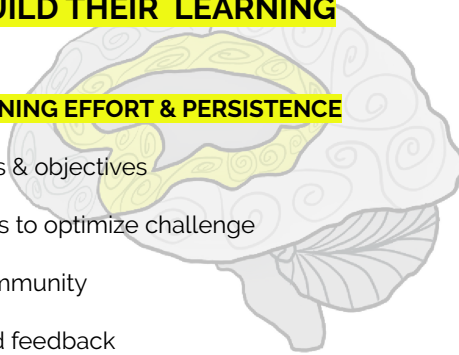
# ENGAGEMENT

**Level 2 -**

**HELP STUDENTS BUILD THEIR LEARNING**

**Provide Options for SUSTAINING EFFORT & PERSISTENCE**

- Heighten salience of goals & objectives
- Vary demands & resources to optimize challenge
- Foster collaboration & community
- Increase mastery-oriented feedback



## UDL & Chimeric Learners

# SUSTAINING EFFORT & PERSISTENCE

Tackle challenges with focus & determination.

### **Heighten salience of goals & objectives**

*Set a vision for the goal & why it matters*

- Prompt learners to explicitly formulate or restate the goal
- Display the goal in multiple ways
- Divide long-term goals into short-term objectives
- Demonstrate the use of digital scheduling tools
- Help learners visualize desired outcomes
- Facilitate assessment discussions about what constitutes excellence & generate relevant examples that connect to their background & interests

UDL & Chimeric Learners

# SUSTAINING EFFORT & PERSISTENCE

Tackle challenges with focus & determination.

## **Vary demands & resources to optimize challenge**

*Rise to high expectations using flexible tools & supports*

- Differentiate the degree of difficulty or complexity within which core activities can be completed
- Provide alternatives in the permissible tools & scaffolds
- Vary the degrees of freedom for acceptable performance
- Emphasize process, effort, improvement in meeting standards as alternatives to external evaluation & competition

UDL & Chimeric Learners

# SUSTAINING EFFORT & PERSISTENCE

Tackle challenges with focus & determination.

## **Foster collaboration & community**

*Cultivate a community of learners*

- Create cooperative learning groups with clear goals, roles & responsibilities
- Provide prompts that guide learners in when & how to ask peers &/or teachers for help
- Encourage & support opportunities for peer mentoring
- Construct communities of learners engaged in common interests
- Create expectations for group work (ex: rubrics, norms)

## UDL & Chimeric Learners

# SUSTAINING EFFORT & PERSISTENCE

Tackle challenges with focus & determination.

### **Increase mastery-oriented feedback**

*Guide learning by emphasizing the role of effort & process*

- Provide feedback that focuses on the development of self-awareness & encourages the use of specific supports & strategies in the face of challenge
- Provide feedback that emphasizes effort, improvement & achieving a standard rather than on relative performance
- Provide feedback that is frequent, timely & specific
- Provide feedback that is substantive & informative rather than comparative or competitive
- Provide feedback that models how to incorporate evaluation, including identifying patterns of errors, into positive strategies for future success

UDL & Chimeric Learners

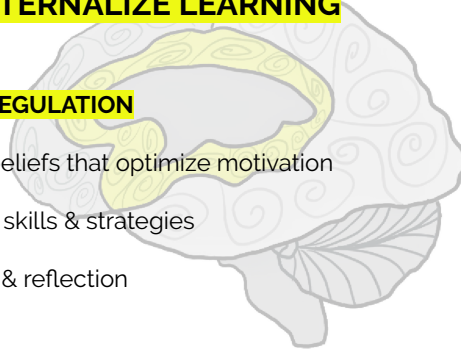
# ENGAGEMENT

**Level 3 -**

**HELP STUDENTS INTERNALIZE LEARNING**

**Provide Options for SELF-REGULATION**

- Promote expectations & beliefs that optimize motivation
- Facilitate personal coping skills & strategies
- Develop self-assessment & reflection



## UDL & Chimeric Learners

# FOSTER SELF-REGULATION

Harness the power of emotions & motivation in learning.

### **Promote expectations & beliefs that optimize motivation**

*Set personal goals that inspire confidence & ownership of learning*

- Provide prompts, reminders, guides, rubrics, checklists that focus on self-regulatory goals (meeting deadlines, focusing on specific tasks in the face of distraction) & increase frequency of self-reflection and self-reinforcements
- Provide coaches or mentors that model the process of setting personally appropriate goals that take into account both strengths & weaknesses
- Support activities that encourage self-reflection & identification of personal goals



## UDL & Chimeric Learners

# FOSTER SELF-REGULATION

Harness the power of emotions & motivation in learning.

### **Facilitate personal coping skills & strategies**

*Develop & manage healthy emotional responses & interactions*

—Provide differentiated models, scaffolds & feedback for:

- Managing frustration
- Seeking external emotional support
- Developing internal controls & coping skills
- Appropriately handling subject specific phobias & judgments of “natural” aptitude (e.g., “how can I improve on the areas I’m struggling in?” rather than “i am not good at math”)

—Use real life situations or simulations to demonstrate coping skills

## UDL & Chimeric Learners

# FOSTER SELF-REGULATION

Harness the power of emotions & motivation in learning.

### **Develop self-assessment & reflection**

*Increase awareness around progress toward goals & how to learn from mistakes*

—Offer devices, aids, or charts to assist individuals in learning to collect, chart & display data from their own behavior for the purpose of monitoring changes in those behaviors

—Use activities that include a means by which learners get feedback & have access to alternative scaffolds (e.g., charts, templates, feedback displays) that support understanding progress in a manner that is understandable & timely

## Debrief & Next Steps

## Acknowledgments



# SOURCES

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***Universal Design for Learning: Theory and Practice*** by Anne Meyer, David H. Rose, David Gordon

**UDL Tools for All Grades & Subject Areas**  
<https://www.theudlproject.com/>

To continue the conversation:  
bhessler@cca.edu





Artwork by Gustavo Araujo; Presentation by Brooke Hessler, PhD with illustration by Nicky Rodriguez, sourced from CAST.org