

# Universal Design for Learning (UDL)

## Strategies for Multiple Means of Representation

**Multiple Means of Representation** is the second principle of the UDL framework. This principle focuses on **making the instruction accessible to ALL students**.

RECOGNITION NETWORKS:  
THE **WHAT** OF LEARNING



### Metacognitive Strategies

*Increase strategies that prompt students to think about their thinking*

- Incorporate analogies and metaphors
- Guide students in developing effective note-taking and study strategies
- Utilize mnemonic devices and help students create mnemonics of their own
- Present course material in smaller chunks
- Develop study guides with embedded learning opportunities

### Content, Concepts, and Skills

*Increase relevant elements to further enhance instruction*

- Incorporate multimedia, such as images and videos to enhance instruction
- Provide students options in how they want to explore the content (e.g., listen to a text, read a text, or both)
- Present content through graphic organizers
- Incorporate illustrations to reinforce students' comprehension

### Language Strategies

*Increase language development strategies that empower students to succeed*

- Intentionally use translations for English language learners
- Provide clarification for meanings of symbols and notations
- Provide support for decoding text
- Use scaffolding strategies to support syntax and sentence structure

### Promote Independence

*Increase students' level of autonomy in their learning experience*

- Incorporate examples and non-examples relevant to course materials
- Incorporate guided practice along with collaborative learning techniques
- Analyze students' skill development in assessments for additional opportunities for independent learning

### Intentional Practice

*Increase opportunities for students to develop their individual skill*

- Design learning activities that allow students to practice and achieve the zone of proximal development
- Minimize distractions during times of deliberate practice
- Allow students to choose a place they feel comfortable

### Formative Assessment & Feedback

*Align assessment and feedback to learning goals to be inform students' mastery*

- Guide students to do peer evaluation and self-reflection
- Share feedback in positive ways that show students you are confident in their ability to learn
- Connect feedback to specific learning goals



Have I presented information in ways that reached **ALL** students?



#### References:

- Jung, L. A. (2021, July 1). *Lesson Planning with Universal Design for Learning*. ASCD. Retrieved February 5, 2022, from <https://www.ascd.org/el/articles/lesson-planning-with-universal-design-for-learning>
- Posey, A. (n. d.). *Universal Design for Learning (UDL): A teacher's guide*. <https://www.understood.org/en/articles/understanding-universal-design-for-learning>