Infusing the Revised UDL Framework into QM Rubric Implementation

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Session Objectives

1. **Recognize** key revisions to the Universal Design for Learning (UDL) guidelines that can be applied to QM standards.

2. **Discuss** strategies for incorporating UDL considerations into course design via QM specific review standards.

3. **Identify** personal next steps to strengthen commitments to adopting a UDL mindset in course design.

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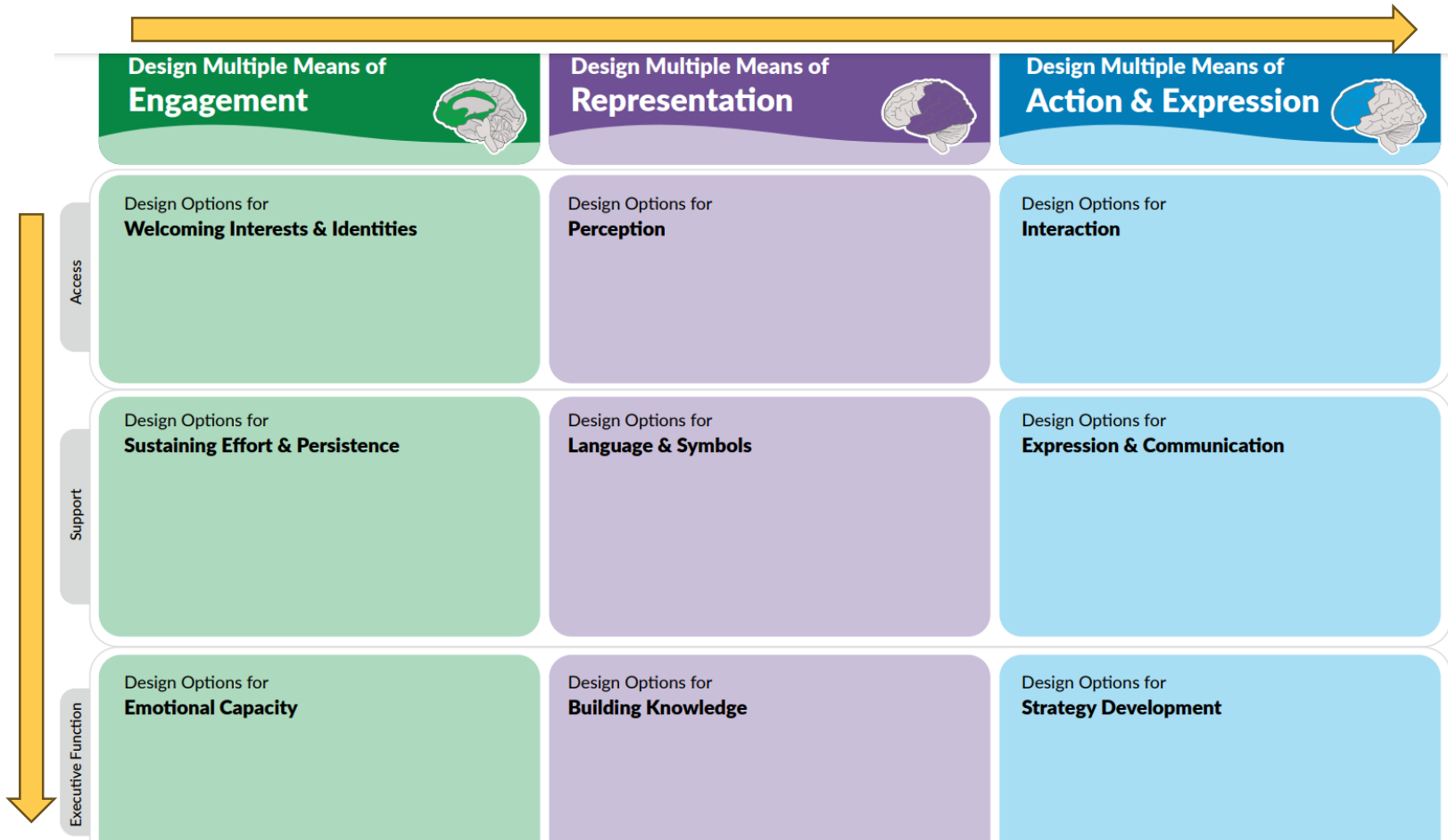
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[UDL Guidelines](#) Version 3.0 (July 2024)

Design Multiple Means of **Engagement**	Design Multiple Means of **Representation**	Design Multiple Means of **Action & Expression**
Access — Design Options for **Welcoming Interests & Identities**	Design Options for **Perception**	Design Options for **Interaction**
Support — Design Options for **Sustaining Effort & Persistence**	Design Options for **Language & Symbols**	Design Options for **Expression & Communication**
Executive Function — Design Options for **Emotional Capacity**	Design Options for **Building Knowledge**	Design Options for **Strategy Development**

UDL Revisions

Goal "to address critical barriers rooted in biases and systems of exclusion."

UDL Engagement Consideration 7.3

Nurture joy and play.

Incorporate opportunities for exploration, experimentation, and discovery.

Create space for learners to find joy through connections to their identities, sense of self, and communities.

Create space for learners to take pride in their accomplishments.

UDL Representation Consideration 1.3

Represent a diversity of perspectives and identities in authentic ways.

Recognize the range of people, cultures, and histories that contribute to current understanding.

Attend to the ways in which people and cultures are being portrayed.

Facilitate listening to diverse perspectives.

UDL Representation Consideration 2.4

Address biases in the use of language and symbols.

Welcome the use of multiple languages and dialects for communication, including speaking and writing.

Use closed captioning in more than one language.

Avoid using language and symbols associated with oppression, discrimination, or dehumanization.

UDL Action & Expression Consideration 5.4

Address biases related to modes of expression and communication.

Anticipate and explore how bias can influence the modes of expression and communication that are offered.

Anticipate and explore how bias can influence the ways modes of expression and communication are selected.

Communicate in multiple ways how modes of expression that align with the goal are equally valued.

UDL Action & Expression Consideration 6.5

Challenge exclusionary practices.

Create time for regular community sessions and individual reflection sessions [to learn from learners' lived experiences].

Work as individuals and communities to name, explore, and address exclusionary practices.

Work as individuals and as communities to develop concrete and specific actions for addressing exclusionary practices and building inclusive communities.

UDL and QM Higher Education Rubric, 7th Edition

- **SRS 8.3:** Text in the course is accessible.
- **SRS 8.4:** Images in the course are accessible.
- **SRS 8.5:** Video and audio content in the course is accessible.
- **SRS 4.5:** A variety of instructional materials is used in the course.

Extend the UDL Mindset to QM Standard Implementation!

- **E.g., SRS 5.2:** Learning activities provide opportunities for interactions that support active learning.
  - Choice
  - Autonomy
  - Real-world problems
- Overlay UDL Guidelines
  - Access
  - Support
  - Executive function

QM-UDL BINGO

Q	M	U	D	L
SRS 1.2 *Infuse* UDL 7.3	SRS 1.4 *Infuse* UDL 7.3	SRS 3.4 *Infuse* UDL 7.3	SRS 4.5 *Infuse* UDL 7.3	SRS 5.2 *Infuse* UDL 7.3
SRS 1.2 *Infuse* UDL 1.3	SRS 1.4 *Infuse* UDL 1.3	SRS 3.4 *Infuse* UDL 1.3	SRS 4.5 *Infuse* UDL 1.3	SRS 5.2 *Infuse* UDL 1.3
SRS 1.2 *Infuse* UDL 2.4	SRS 1.4 *Infuse* UDL 2.4	SRS 3.4 *Infuse* UDL 2.4	SRS 4.5 *Infuse* UDL 2.4	SRS 5.2 *Infuse* UDL 2.4
SRS 1.2 *Infuse* UDL 5.4	SRS 1.4 *Infuse* UDL 5.4	SRS 3.4 *Infuse* UDL 5.4	SRS 4.5 *Infuse* UDL 5.4	SRS 5.2 *Infuse* UDL 5.4
SRS 1.2 *Infuse* UDL 6.5	SRS 1.4 *Infuse* UDL 6.5	SRS 3.4 *Infuse* UDL 6.5	SRS 4.5 *Infuse* UDL 6.5	SRS 5.2 *Infuse* UDL 6.5

What does a UDL perspective add to our QM standards?

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What is a next step you can take to adopt a UDL mindset in you course design?

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Thank You!

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