

IPT 564: What Is UDL Transcript

Begin visual description. The speaker is sitting and speaking to the camera that is focused on her. All visual content is described in the audio. End visual description.

[00:00:00] **WOMAN IN ORANGE:** People ask me all the time, “What on earth is UDL?” UDL stands for Universal Design for Learning, and it is not differentiated instruction.

[00:00:09] Whenever I present to teachers or I talked to teachers and I say, “UDL is a really great way to give kids choices for how they’re going to learn and how they’re going to personalize their learning,” I hear, “I do that already.

[00:00:20] We used to call it DI.” DI exists, and UDL exists, and they are actually two different things.

[00:00:25] To give you a little analogy, UDL is like when you’re having a dinner party, when you put out a buffet.

[00:00:32] When you’re teaching and you want to give students choices for how they’re going to learn, you would put out a buffet of options.

[00:00:37] For example, you would say “After you are solving all of these math problems, you’re going to explain or justify how you solved them.

[00:00:44] You can do that in a poem, or you can do that in a narrative, or you can create a little skit, or you can do a poster, and you’re going to justify your answer.” What you’re doing is you’re putting out a buffet of all options.

[00:00:55] By nature of having those options, students have to become very creative and self-directed and choose what’s best for them.

[00:01:01] Differentiated instruction, on the other hand, is a similar framework in that it’s still providing options for students, but those options are often managed by the teacher.

- [00:01:09] For example, I might say to a certain student, “I know you have a hard time writing, and so why don’t you draw me a picture about how you solved that?” Or I might take a whole group of students who I think need a little bit more challenge, and I take them aside and I say, “Because you’re finished, I want you to work on this.” Those options are like making meals for every single kid in your class.
- [00:01:30] If I had the option to either put out a buffet and allow my students to choose or to make 30 meals, I would choose putting out a buffet.
- [00:01:38] Part of teaching and learning today is about giving students control of their own learning and transferring some of that power back to them.
- [00:01:47] Because coming up to a buffet requires that you have to self-assess, and you have to think about, What is it that you need to eat? And what is it can you eat? And then you put it on the plate together.
- [00:01:56] Whereas as teachers, if we’re worried all the time about creating these perfect meals for everyone, we’re going to be exhausted, and we’re going to be burned out in the kitchen.