



UDLnet: A Framework for Addressing Learner Variability

UDLnet—A framework for addressing Learner Variability

Nikos Zygouritsas

Ellinogermaniki Agogi, Greece



What is UDLnet?



A network that brings together ...

- Educators
- Learners
- Stakeholders (educational managers, policy makers, parents)



A network that offers a platform for ...

- Exchange Best Practices
- Sharing Resources
- Continuous Professional Development



UDLnet Main Objectives

- To develop a detailed and systematic **methodology** to define the criteria for identifying **best inclusive educational practices**.
- To design and develop a **web-based Inventory**, which will include a collection and categorization of best practices. This UDLnet Inventory can support a learning community where users will be able to find, exchange and adapt inclusive teaching and learning practices.
- To establish a sustainable **network of educational communities** interested in innovative, inclusive teaching and learning practices and trained in the effective use of accessible ICT in teaching.



UDLnet Main Objectives

- To collect and develop innovative, relevant and multilingual content that will support the proposed inclusive approach, our **Good Practices**
- to carry out a set of **pilot sessions** with a number of representative user groups (teachers, students, parents, policy makers) in order to adapt and enrich content to current needs and evaluate these pilots.
- To **disseminate** and validate the project outcomes throughout Europe
- to develop a “**Pathway to Universal Design for Learning**” to support the deployment of accessible educational e-content and to make available a set of policy recommendations



UDLnet consortium



Ellinogermaniki Agogi (Greece)



Universal Learning Systems (Ireland)



National and Kapodistrian University of Athens (Greece)



Agalia Eipidas (Cyprus)



NHL University of Applied Sciences (The Netherlands)



ceFAS e.V. (Germany)



Spanish Confederation of Education and Training Centres (Spain)



Enable Ireland (Ireland)



Finnish Association on Intellectual and Developmental Disabilities (Finland)



Main activities

- **Good Practice Thematic Search and Organization:** good practices shall be collected in the areas of inclusive education all over Europe with emphasis in UDL
- **Pilots/implementation:** a number of events shall be organised for the exchange, validation and evaluation of the collected UDL best practices
- **Valorisation:** formation of a set of recommendations to policy makers “Pathway to Universal Design for Learning”
- **Networking** with relevant projects, networks and initiatives



UDLnet Themes

1. Inclusive learning environments
2. UDL Resources
3. Teachers' and school leaders' **competences**
4. Examination of **barriers** and identification of **opportunities**



UDLnet: A Framework for Addressing Learner Variability

The way people learn is as unique as their fingerprints

UDLnet
Universal Design for Learning

HOME ABOUT CONSORTIUM ASSOCIATED PARTNERS UDLnet COMMUNITY UDLnet INVENTORY CONTACT

A Framework for Addressing Learner Variability

LANGUAGES
Select Language ▾

ACTIVITIES

Welcome to UDLnet

"persons with disabilities should be guaranteed the right to inclusive education at all levels, regardless of age, without discrimination and on the basis of equal opportunity"

Article 24 of United Nations Convention 2007



UDLnet Inventory: udlnet.di.uoa.gr



- [Home](#)
- [Good Practices](#)
- [Media Resources](#)
- [Collections](#)
- [About](#)

Universal Design for Learning (UDL) is an educational framework to guide development of flexible learning environments to accommodate individual learning differences. UDL seeks to increase access to learning by reducing physical, cognitive, intellectual and organizational barriers.

This site (developed under the UDLnet project) aims to provide a comprehensive inventory of UDL Good Practices to benefit the interested users in the field (educationalists, teachers, professors, practitioners, etc.). We point out that UDL is not something completely new for the learning providers, as in many cases they apply UDL unconsciously.

Contributors are invited to record their Good Practices here based on their UDL experience and practice.

[UDLnet Inventory Facilities](#)

[Benefits of Using the UDLnet Inventory](#)

[Myths and Misconceptions about UDL](#)

[Suggestions for the UDLnet newcomer](#)



Why an UDLnet Inventory

- Diverse UDL techniques, methods and resources available as a comprehensive and growing repository.
- Users can access and modify concrete examples of UDL Good Practices on a range of topics.
- Support and supply enough scaffolding to newbies in the field of UDL and inspire more advanced users.
- Users can be connected and collaborate with peers on UDL, even for a specific Good Practice or at a national level.
- Decreasing preparation time for UDL based lessons, while keeping high quality.
- Bottom-up Continuing Professional Development.



Good Practices



Filter Good Practices

Search Title, Short Intro and Keywords for

Main Topic:

- Applied
- Arts
- Business Studies
- ICT (Information and Communication Technologies)
- Languages
- Mathematics
- Physical
- Science
- Social Studies
- Other

[check all](#)

Educational Level

- Primary
- Secondary
- Vocational
- All
- Other

[check all](#)

Language:

- English
- Dutch
- Finnish
- French

Good Practices

Sort by Title (ascending) ▾

50 ▾

Previous 1/2 Next

| | |
|---|--|
| ▶ Building Vocabulary: "The Monkey's Paw" | Overall rating: 5.0 / 5 (based on 1 user) |
| ▶ Ceramics / 3D Project – Multi-sensory experience using textures, construction methods and visual appreciation | Overall rating: 5.0 / 5 (based on 1 user) |
| ▶ Exploring Rainforests | Overall rating: 5.0 / 5 (based on 1 user) |
| ▶ Little Red Riding Hood – Multi-sensory and Participatory Storytelling | Overall rating: 4.5 / 5 (based on 2 users) |
| ▶ Whole class participation in a pancake cooking task and sequencing the steps involved. | Overall rating: - / 5 (not yet rated) |
| ▶ 3d printing of a minoic vase | Overall rating: - / 5 (not yet rated) |
| ▶ A didactic proposal to introduce the concepts of "energy flow", "wave", "oscillation" and "disorder". | Overall rating: 3.0 / 5 (based on 1 user) |
| ▶ Adaptación de materiales para las deficiencias visuales | Overall rating: 5.0 / 5 (based on 1 user) |
| ▶ adaptation of materials for visual impairments | Overall rating: - / 5 (not yet rated) |
| ▶ Adventure in India | Overall rating: - / 5 (not yet rated) |
| ▶ Application of personalization to learning and teaching | Overall rating: - / 5 (not yet rated) |
| ▶ Caperucita Roja | Overall rating: 3.0 / 5 (based on 1 user) |
| ▶ Cuisenaire towers | Overall rating: 5.0 / 5 (based on 1 user) |



Title: Whole class participation in a pancake cooking task and sequencing the steps involved.

Author: Neil O'Sullivan, Universal Learning Systems, Ireland

Overview | School Context | UDL in Action | Media Resources | Skills and Competencies | Assessment | Evaluation / Comments from Users

Author: Neil O'Sullivan, Universal Learning Systems, Ireland

Date Modified: 2015-10-02

Short Intro:

In this lesson pupils participate in and follow the sequence of steps involved in a pancake cooking task. Having the teacher act as scribe, the pupils observe and orally offer suggestions in formulating an instructional text (pancake recipe). Therefore, the pupil's will engage actively and through observation. Depending on the individual abilities within the class, All students are encouraged to become familiar with the ingredients required. While some students list/label the pancake ingredients, and describe the method for preparing and making pancakes in the correct order. Following this, the pupil's individually engage in a sequencing task whereby all children create a pictorial sequence of the steps involved in the recipe and some children will include writing in their recipe sequence.



Intended Objectives / Outcomes:

1. All children verbally list the ingredients required for making pancakes.
2. Most children use words such as crack, mix, pour, flip, toss, and add in the description of how to make pancakes.
3. Some children describe the method for preparing and making pancakes in the correct order.
4. All children participate in an individual pictorial sequence of the cooking task.
5. Some children write a short description of each step in the sequence.
6. All students take on an active role in experiencing and creating the instructional text.
7. Being, feeling and sensing together as a group is emphasized.

Main Topic: Applied

Secondary Topic: Communicating

Target Groups: Children Aged 4 to 6

Keywords: Instructional writing, shared literacy through the Language Experience Approach (LEA), teacher-modelling and active learning methodologies.

Educational Level: All

Language: English

References:

- 1. Recipe sequence task [link](#)
- 2. First Steps procedural genre [link](#)
- 3. English Language Primary School Curriculum (NCCA)
- 4. National Council for Curriculum and Assessment.(2009). Aistear: the earlychildhood curriculum framework. Available from: <[link](#)> [accessed February 10 2015]

Search for educational resources...

Communities Users Academies My Area 

Home | Universal Design for Learning: A Framework for Addressing Learner Variability



Universal Design for Learning: A Framework for Addressing Learner Variability

 185portal.opendiscoveryspace.eu Leave  Share this  Invite  Customize Community  New Community

Article 24 of the UN Convention on the Rights of Persons with Disabilities states that persons with disabilities should be guaranteed the right to inclusive education at all levels, regardless of age, without discrimination and on the basis of equal opportunity. State Parties should ensure that children with disabilities are not excluded from free and compulsory primary education, or from secondary education. Still, there is a long way ahead before reaching a society where equal opportunities are guaranteed for all.

Inclusive and quality education is a key means to achieve this goal. In many special as well as mainstream schools, however, there is still much uncertainty and a lack of knowledge. Though the policy context supports a shift to inclusion, professionals need more support to develop their practice. In order to bridge the gap between policy and practice the UDLnet network aspires to address this necessity collecting and creating best practices under the framework of Universal Design for Learning (UDL) on the following envisaged themes: inclusive learning environments, accessible resources, teachers' and school leaders' competences, examination of barriers and identification of opportunities. Moreover, current needs related with the use of mobile devices will be investigated, and the proposed network will cater for the delivery of accessible educational resources through wireless and mobile devices along with the application of the UDL framework in real inclusive educational practices.

UDLnet building upon experience of previous and current projects aims at exchanging/creating good practices on inclusive education for students with disabilities, and not only, across Europe, in order to cater for their wholesome development, smooth transition in the next grades and consequently for employability, working inclusion and for active European citizenship.

Search for educational resources...

Communities Users Academies My Area 

Home | ODS Toolbox | 2.3 Universal Design for Learning (UDL) guidelines



2.3 Universal Design for Learning (UDL) guidelines

★ 5/5

★ Rate this ↗ Share this

Difficulty Level: All

UDL Guidelines on ODS Portal

Universal Design for Learning (UDL) is a set of principles that forms a practical framework for using technology to maximize learning opportunities for every student. UDL is a framework for teaching and learning that addresses the widest possible variety of learning needs, styles, and preferences. At the core of this framework lies the principle of equity and inclusion. The challenge according to UDL is not to change the students, but rather to redesign, adapt, and personalize curricula—that is, learning objectives, resources, and assessments—and teaching approaches and create a learning environment that helps each student develop his or her full potential.

How are the guidelines organized?

The UDL guidelines are organized according to the three main principles of UDL (representation, action and expression, and engagement). These are arranged differently depending on the purpose of the representation, but the content is consistent. To provide more detail, the principles are broken down into guidelines, which each have supporting checkpoints. In short, they are arranged from **principle** (least detail) à **guideline** à **checkpoint** (most detail).

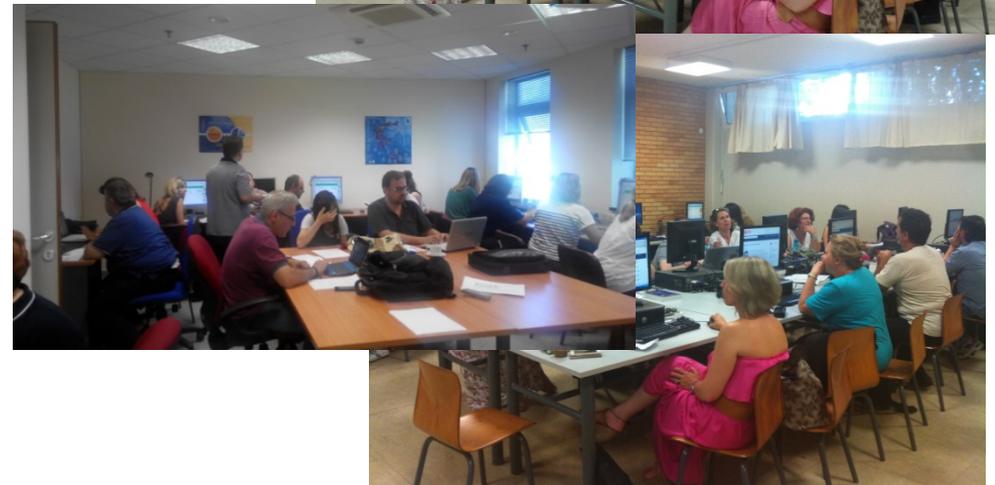
Principle I. Provide multiple means of representation

- **Guideline 1** Perception



UDLnet Events

- *Face to face*
 - *Training Workshops*
 - 5days courses
- Online
 - Webinars
- Blended (combination)
- Other (contests with awarding mechanisms)





Round-up of Summerschool 2014
Click [here](#) for more information!

Practical Links
Here you can find all practical info you need

Brochure/Leaflet
Click [here](#) to download the Brochure of the Summer School

Upcoming 3rd Summer School@Attica, July 2016

udlnet.ea.gr



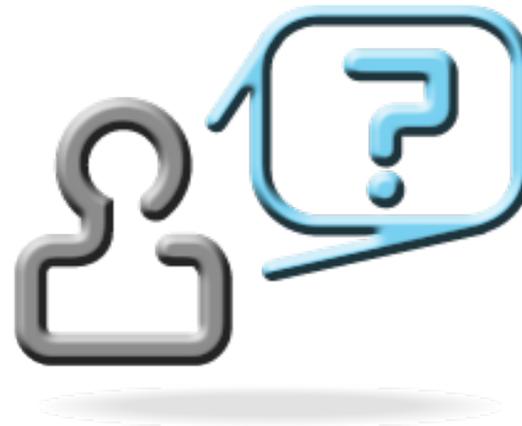
Join the UDLnet community!

www.udlnet-project.eu



Universal Design for Learning: A Framework for
Addressing Learner Variability

UDLnet Inventory



Nikos Zygouritsas
zygouritsas@ea.gr