THE IMPLEMENTATION OF UDL AS ONE OF THE DIFFERENTIATED APPROACHES

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KEY TERMS

"Diversity"

"Differentiated instructions"

UDL (Universal Design for Learning)

WHAT IS UDL?

- **Universal design for learning** (UDL) is a teaching approach that works to accommodate the needs and abilities of all learners and eliminates unnecessary hurdles in the learning process.

RESEARCH QUESTIONS

The main research question: How is the concept of Universal Design for Learning, as an inclusive pedagogy, understood and implemented by English teachers at NIS Karaganda?

The sub-question: What approaches and strategies of UDL do teachers employ in order to support classroom diversity?

WHY UDL?

- overcrowded classrooms
- lack of time
- various levels of students' knowledge
- behavioral problems
- lack of teachers' knowledge on differentiated approaches and pedagogy as a whole.

According to Salend and Whittaker (2017), teachers who use Universal Design for Learning are architects in some way who design their learning system as well as space to welcome diverse students and to support their success throughout the learning process.

UNIVERSAL DESIGN FOR LEARNING
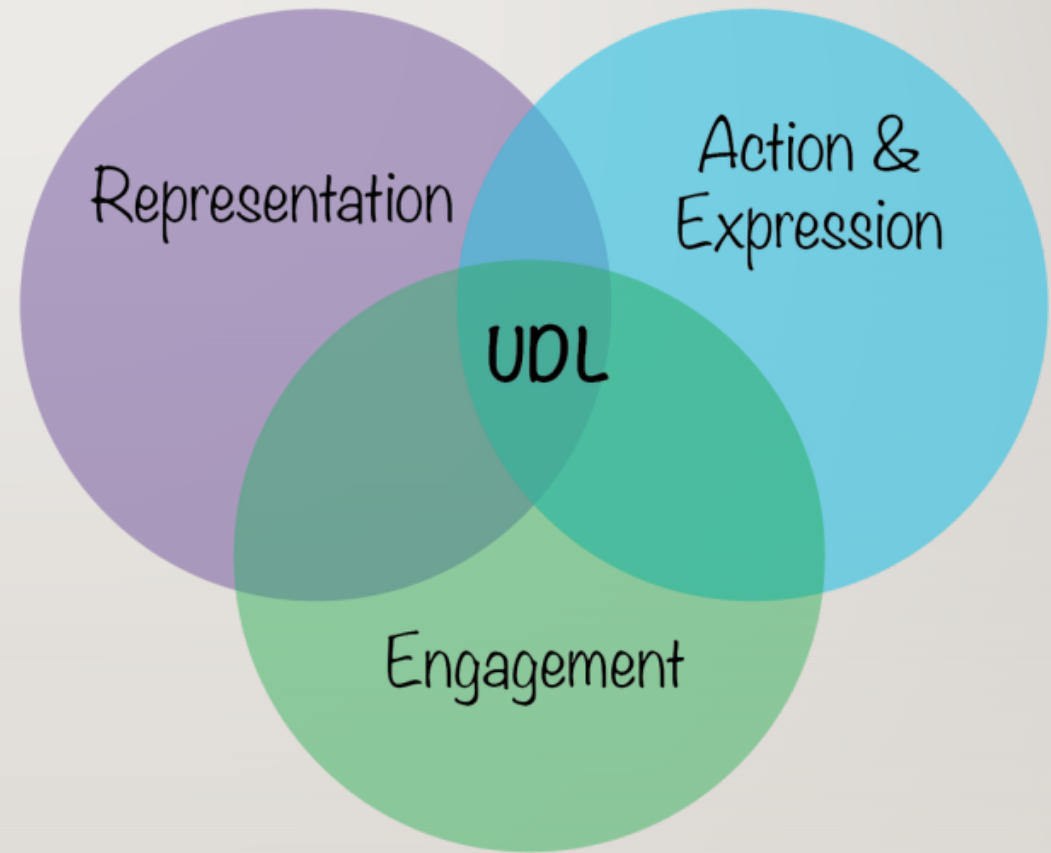
Multiple Means of Engagement

Stimulate motivation and sustained enthusiasm for learning by promoting various ways of engaging with material.

Multiple Means of Representation

Present information and content in a variety of ways to support understanding by students with different learning styles/abilities.
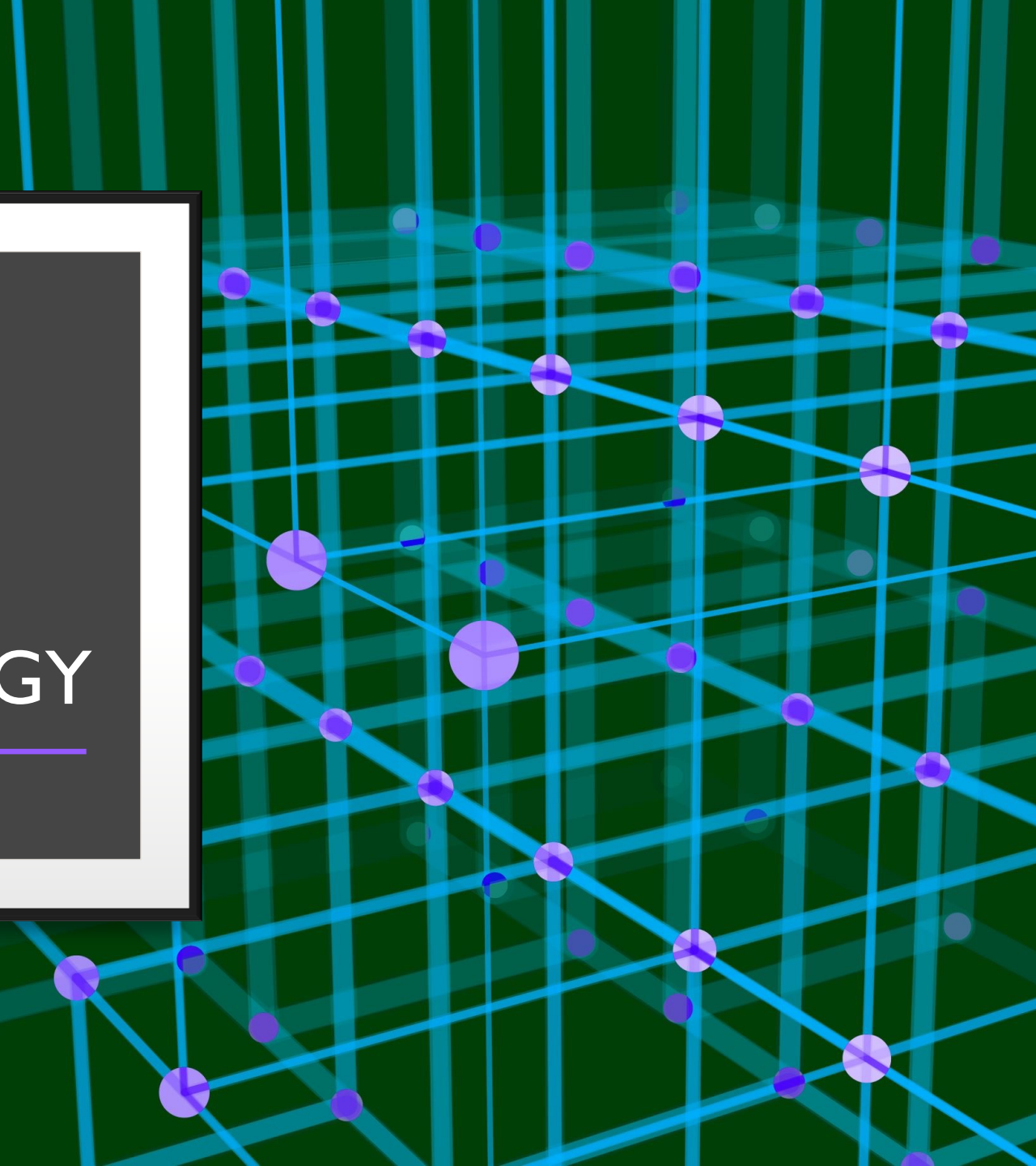
Multiple Means of Action/Expression

Offer options for students to demonstrate their learning in various ways (e.g. allow choice of assessment type).

METHODOLOGY

RESULTS

Teachers do not know the term;

Teachers use multiple means of engagement, expression and representation but **intuitively**.

TEACHERS USE MULTIPLE MEANS OF ENGAGEMENT, EXPRESSION AND REPRESENTATION

Engagement (games, songs, interesting activities, videos)

Representation (differentiated approach (Power Point presentations for visual learners, audio-video materials for audio visuals, reading texts for ones who like reading and analyzing and electronic books))

Expression (point presentations, individual/group projects, writing comments)

INFERENCE

- Multiplicity of options in lesson planning demonstrates the implementation of the main principles of UDL by English teachers at NIS Karaganda; however, they do it intuitively without explicit knowledge about UDL.

REFERENCES

THANK YOU!