

Teaching Criminal Justice Innovative Ideas for the Classroom

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Universal Design Learning

UDL is an educational framework based on research in the learning sciences, including cognitive neuroscience, that guides the development of flexible learning environments that can accommodate individual learning differences.

*Universal Design for Learning in the Classroom:
Practical Applications*, Tracey E. Hall, et al. (2012)



UDL Concepts (1)

- ▶ Provide multiple means of
 - ▶ Representation
 - ▶ Action & Expression
 - ▶ Engagement
- ▶ Develop Curriculum that identifies
 - ▶ Goals
 - ▶ Methods
 - ▶ Materials
 - ▶ Assessments



UDL Concepts (2)

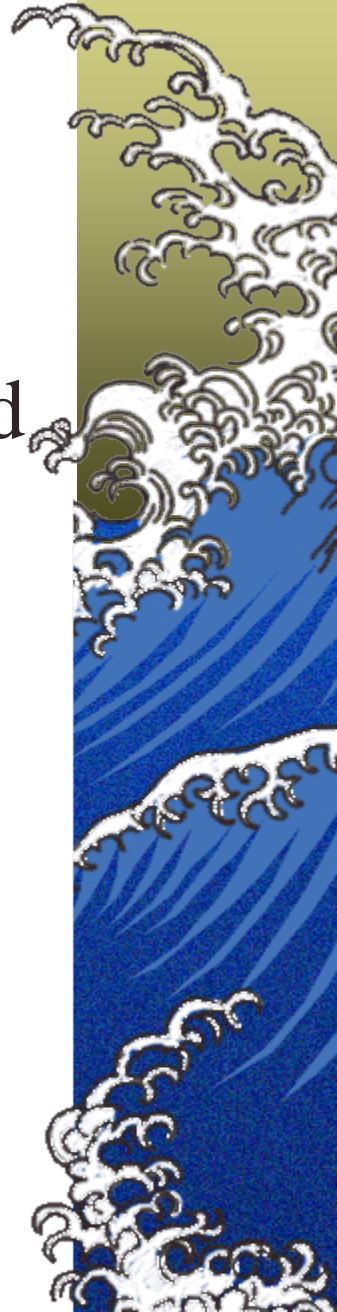
Representation	Action and Expression	Engagement
Perception	Physical action	Recruiting interest
Language, expressions, and symbols	Expression and communication	Sustaining effort and persistence
Comprehension	Executive function	Self-regulation

<http://www.udlcenter.org/aboutudl/udlguidelines>



Why You Won't Have Difficulty ...

- ▶ Are your methods of assessment exclusively in-class quizzes and tests?
- ▶ Do you use other exercises for teaching and assessments?
 - ▶ Case briefs
 - ▶ Current events
 - ▶ Presentations
 - ▶ Debates
 - ▶ Mock trial
 - ▶ Motion Exercises
 - ▶ Court decision analysis



Resources

- ▶ Transforming Education through Universal Design for Learning (<http://www.cast.org/>)
- ▶ CAST Professional Learning (<http://castprofessionallearning.org/>)
- ▶ National Center on Universal Design for Learning (<http://www.udlcenter.org/>)
- ▶ Washington University - Equal Access: Universal Design of Instruction (<http://www.washington.edu/doit/equal-access-universal-design-instruction>)
- ▶ UDL Wikispaces (<http://udltechtoolkit.wikispaces.com/>)



Criminal Justice Examples

- ▲ In service training

National Academy of Criminal Justice

<https://nacjtraining.com/lessons/reflection/>

- ▲ University of Vermont

Universal Design Technology Lab (UDTL)

Interviewing Inmates for Change

<http://www.uvm.edu/udtl/?Page=news&storyID=17255&category=ucommall>

