A Study on the Implementation of Differentiating Instruction Based on Universal Design for Learning

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Abstract : The diversity of students in regular classrooms is increasing due to expand inclusive education and increase multicultural students in South Korea. In this diverse classroom environment, the universal design for learning (UDL) has been proposed as a way to meet both the educational need and social expectation of student achievement. UDL offers a variety of practical teaching methods, one of which is a differentiating instruction. The differentiating instruction has been pointed out resource limitation, organizational resistance, and lacks easy-to-implement framework. However, through the framework provided by the UDL, differentiating instruction is able to be flexible in their implementation. In practice, the UDL and differentiating instruction are complementary, but there is still a lack of research that suggests specific implementation methods that apply both concepts at the same time. This study was conducted to investigate the effects of differentiating instruction strategies according to learner characteristics (readiness, interest, learning profile), components of differentiating instruction (content, process, performance, learning environment), especially UDL principles (representation, behavior and expression, participation) existed in differentiating instruction, and implementation of UDL-based differentiating instruction through the Planning for All Learner (PAL) and UDL Lesson Plan Cycle. It is meaningful that such a series of studies can enhance the possibility of more concrete and realistic UDL-based teaching and learning strategies in the classroom, especially in inclusive settings.
Keywords : universal design for learning, differentiating instruction, UDL lesson plan, PAL
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