THE PROBLEM

- Investigator wants to help teachers understand universal design for learning (UDL)

- They already do a lot of professional development work as a part of their research but worry that it is boring

- Clear on their learning goal for teachers: *Disability is contextual, shifting, and complex*

- Has a plan of getting teachers to work in teams to identify something to design/redesign using UDL

- **"How do I study this?"**

THE BRAINSTORM

- Use **Design-Based Intervention Research** to study what they are doing by instinct

- Reflect on their PD design and ask questions like:

  - Why did we include this component?

  - What is our theory of learning underlying this design?

  - What would we take as evidence that teachers learned UDL ideas?

- **Conjecture Mapping**

SOME REFERENCES AND RESOURCES

- Sandoval, W. (2014). Conjecture mapping: An approach to systematic educational design research. *Journal of the Learning Sciences, 23*(1), 18-36.

- Gutiérrez, K. D., & Jurow, A. S. (2016). Social design experiments: Toward equity by design. *Journal of the Learning Sciences, 25*(4), 565-598.

- Cobb, P., Confrey, J., DiSessa, A., Lehrer, R., & Schauble, L. (2003). Design experiments in educational research. *Educational Researcher, 32*(1), 9-13.

- National Network of Research Practice Partnerships https://nnerpp.rice.edu/