▣ Questions for Further Discussion

1. Johnson (2009) distinguished between scaffolding and assisted performance; Scaffolding helps with "what is already ripening" (p. 23), that is, a process already begun, while assisted performance helps anyone to get through a task, even from the beginning. However, in this chapter, the two are considered stages of a single process. In designing your own UDL-aligned lessons, which position would you take and why?

2. Incorporation of principles of universal design first asks educators to the learner's position. How does this compare with previous paradigms? What specific practices might you question?

3. UDL asks instructors to think of themselves not just as content or pedagogical experts, but as instructional designers. How does reconsidering yourself as an instructional designer shed a different light on your practice?