

of communication with those who might be hesitant or afraid to reveal vulnerability. Antiracist, universally designed teaching is an active process of questioning assumptions, identifying practices that thwart academic goals, and creating new on-ramps to learning.

In Chapter 9, Kim Ducharme extends the theme of listening to students by exploring ways to use journey mapping and co-design to create learner-centered experiences. Journey mapping has its roots in commercial product design—a market-driven approach to figure out what customers want and how to deliver a satisfactory product or experience. Unpacking and documenting a customer experience step by step can reveal sticking points, wrong turns, and irrelevancies that lead to frustration in a process, whether that be opening a bank account or putting together a set of bookshelves. Similarly, journey mapping as a learning design tool helps educators co-design learning experiences with students and other teachers. Ducharme offers a detailed, step-by-step explanation of how this works. “Journey mapping is a simple but powerful tool to help us understand the learning needs of our students and to design more equitable learning opportunities,” she writes. It’s a fitting place for the book to conclude as it sums up a primary theme of this book—and, indeed, of UDL itself: putting learners at the center of our teaching and learning.

Bon Voyage!

This new edition has been created for you and for your journey as an educator. It reflects the newest and strongest research that is effective for learning in classrooms, and for teachers and learners, and we hope you embrace this work as an opportunity to learn something new, discover ways to implement research-based practices, and honor learner voice and agency. Enjoy your journey.

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