

WE SAY WE'RE EDUCATING  
EVERYONE, BUT ARE WE?



UNIVERSAL DESIGN FOR LEARNING  
(UDL) PROVIDES THE OPPORTUNITY  
FOR ALL STUDENTS TO ACCESS,  
PARTICIPATE IN, AND PROGRESS IN  
THE GENERAL-EDUCATION  
CURRICULUM BY REDUCING BARRIERS  
TO INSTRUCTION.

UDL

Why is UDL important?

UDL PROVIDES A  
BLUEPRINT FOR CREATING  
INSTRUCTIONAL GOALS,  
METHODS, MATERIALS, AND  
ASSESSMENTS THAT WORK  
FOR EVERYONE NOT A  
SINGLE, ONE-SIZE-FITS-ALL  
SOLUTION, BUT RATHER  
FLEXIBLE APPROACHES  
THAT CAN BE  
CUSTOMIZED AND  
ADJUSTED FOR  
INDIVIDUAL NEEDS.



*No single pathway works for every  
student*

COMMUNITY COLLEGE STUDENTS ARE DIVERSE COME FROM A VARIETY BACKGROUNDS.

FOR SOME, ENGLISH IS NOT THEIR FIRST LANGUAGE.

ALSO REPRESENTED IN MOST CLASSES ARE STUDENTS WITH A DIVERSITY OF AGES AND LEARNING STYLES, INCLUDING VISUAL AND AUDITORY.

IN ADDITION, INCREASING NUMBERS OF STUDENTS WITH DISABILITIES INCLUDE BLINDNESS, LOW VISION, HEARING IMPAIRMENTS, MOBILITY IMPAIRMENTS, LEARNING DISABILITIES, AND HEALTH IMPAIRMENTS.

## Examples of Universal Design

- Information/materials provided in multiple forms (standard, electronic, large print, braille)
- Height-accessible service desk
- Accessible websites
- Captioned videos
- Door handles that do not require a grip
- Diverse individuals featured in publications
- Choose color and fonts carefully (High-contrast color)
- Large print
- Offer multiple ways to participate in programs
- Use multiple teaching methods
- Class outlines/notes are available for all students on accessible websites

# UDL FOR LEARNING

## Traditional Approach UDL Approach

Assumes that student diversity is a problem and that barriers to learning are inherent in the capacities of learners.

- UDL Approach
- Assumes that student diversity is the norm and that barriers to learning arise in learners' interactions with inflexible "one-size-fits-all" curricula.

### **3 MAIN PRINCIPLES OF UDL:**

#### **PRINCIPLE I. PROVIDE MULTIPLE MEANS OF REPRESENTATION**

PRESENT INFORMATION AND CONTENT IN DIFFERENT WAYS-GIVE LEARNERS VARIOUS WAYS OF ACQUIRING INFORMATION AND KNOWLEDGE

EXAMPLE: WHEN PLANNING DISPLAYING INFORMATION IN A FLEXIBLE FORMAT CONSIDER—SIZE OF TEXT, CONTRAST; GRAPHS, CHARTS, IMAGES, VIDEOS, DEMONSTRATIONS

#### **PRINCIPLE II. PROVIDE MULTIPLE MEANS OF ACTION AND EXPRESSION**

DIFFERENTIATE THE WAYS THAT STUDENTS CAN EXPRESS WHAT THEY KNOW- PROVIDE LEARNERS ALTERNATIVES FOR DEMONSTRATING WHAT THEY KNOW

EXAMPLE:  
OFFERING CHOICE AND VARIETY IN ASSESSMENTS-DEVELOPING A WEB SITE VS. GIVING A PRESENTATION. OFFERING OPTIONS BETWEEN QUIZZES, JOURNALING, AND SPECIFIC ASSIGNMENTS OR PROJECTS CAN PROVIDE VARIETY.

#### **PRINCIPLE III. PROVIDE MULTIPLE MEANS OF ENGAGEMENT**

STIMULATE INTEREST AND MOTIVATION FOR LEARNING-TAP INTO LEARNERS' INTERESTS, OFFER APPROPRIATE CHALLENGES, AND INCREASE MOTIVATION.

EXAMPLE: BREAK FINAL PROJECTS INTO STAGES THAT STUDENTS CAN DEVELOP AND RECEIVE FEEDBACK ON THROUGHOUT THE COURSE.

<b>Representation Principle 1</b>  Presenting information and course content in multiple formats so that all students can access it	<b>Action and Expression Principle 2</b>  Allowing students alternatives to express or demonstrate their learning	<b>Engagement Principle 3</b>  Stimulating students' interests and motivation for learning in a variety of ways
<div data-bbox="479 396 828 635" data-label="Image"> </div> <p data-bbox="346 661 512 701"><i>Examples</i></p> <ul data-bbox="377 782 950 1172" style="list-style-type: none"> <li>• Provide alternatives for accessing information (e.g., visual, auditory)</li> <li>• Provide or activate background knowledge in multiple ways (e.g., pre-teaching concepts, using advanced organizers)</li> </ul>	<div data-bbox="1110 396 1460 635" data-label="Image"> </div> <p data-bbox="983 661 1149 701"><i>Examples</i></p> <ul data-bbox="1014 782 1587 1225" style="list-style-type: none"> <li>• Provide options for responding (e.g., keyboard instead of pen to complete a writing assignment)</li> <li>• Provide options for completing assignments using different media (e.g., text, speech, film, music)</li> </ul>	<div data-bbox="1735 396 2084 635" data-label="Image"> </div> <p data-bbox="1607 661 1773 701"><i>Examples</i></p> <ul data-bbox="1638 782 2211 1279" style="list-style-type: none"> <li>• Provide options that increase the relevance and authenticity of instructional activities (e.g., using money to teach math, culturally significant activities)</li> <li>• Provide options that encourage collaboration and communication (e.g., peer tutoring)</li> </ul>



## Traditional Example

Students are assigned to write a report on a given topic.

Instructor designs the lesson for an “average” student and focuses on *what* subject is taught.

The classroom has desks lined up facing the front, and everyone is taught at once.

Students receive scores and feedback on tests, quizzes and assignments, checking grades or discussing goals periodically.

## UDL Example

Students are assigned to choose from one of several formats on a given topic (i.e., report, video, slideshow, poster, etc.).

Instructor designs the lesson for multiple types of learners

The classroom setup is flexible, allowing the teacher to move among multiple spaces dedicated to individual, small or large group work.

Regularly assess student progress using multiple accessible methods and tools, and adjust instruction accordingly. Example: Assess group and cooperative performance, as well as individual achievement.

## Examples of creating UDL

Components	Barriers	UDL Solution
Lecture/ notes on chalkboard		
Handouts		
Internet research		
Oral report		

Learning Goal	Know the parts of a plant (roots, stem, flowers, leaves)
Presentation	
Assessment	
Engagement	

## UDL ideas for tutor centers:

- Is an adjustable-height table available to assist students who use wheelchairs or are small or large in stature?
- Is adequate light available?
- Do you provide adequate work space for both left- and right-handed users?
- Is software to enlarge screen images and a large monitor available to assist students with low vision and learning disabilities?
- Do you provide a trackball to be used by someone who has difficulty controlling a mouse?
- Are staff members aware of accessibility options (e.g., enlarged text feature) included in computer operating systems and of assistive technology available in the facility?
- Are procedures in place for a timely response to requests for assistive technology?

# Equal Access: Universal Design of Tutoring and Learning Centers

**Representation: The “what” of learning-** choose the methods by which they take in information allows for all types of students to thrive as they interact with subject materials.

1. Text-to-speech
2. Images or charts
- 3, Learning games

**Action and expression: The *How* of learning-** help students set goals for learning, and guide students through monitoring their own progress.

1. Multiple ways to present information
2. Provide tutoring both orally and in writing to engage students auditorily and visually

**Engagement: The *why* of learning-**how students engage with the class and the subject.

1. Work together to understand strengths and weakness of students
2. Include them in the goal process?

IT IS IMPORTANT TO NOTE THAT YOU  
DON'T NEED TO DO EVERYTHING  
PERFECTLY ON EVERY LESSON TO  
INCORPORATE UDL INTO YOUR  
CLASSROOM. SHIFTING YOUR MINDSET  
IS AN ONGOING ENDEAVOR THAT  
WILL HAPPEN OVER TIME.

## **UDL On Campus**

Universal Design for Learning in Higher Education

<http://udloncampus.cast.org/home>