

Universal Design for Learning Strategies

What is Universal Design for Learning?

UDL creates spaces that are usable by all people, to the greatest extent possible, without the need for adaptation or specialized design. Think about how a learning environment with accessible spaces, differentiated instruction, inclusive texts, captions and/or subtitles, clear language and readability, text resizing without loss of functionality, and **equal access** to educational materials could greatly impact the student experience.

Key Principles

Multiple means of representation

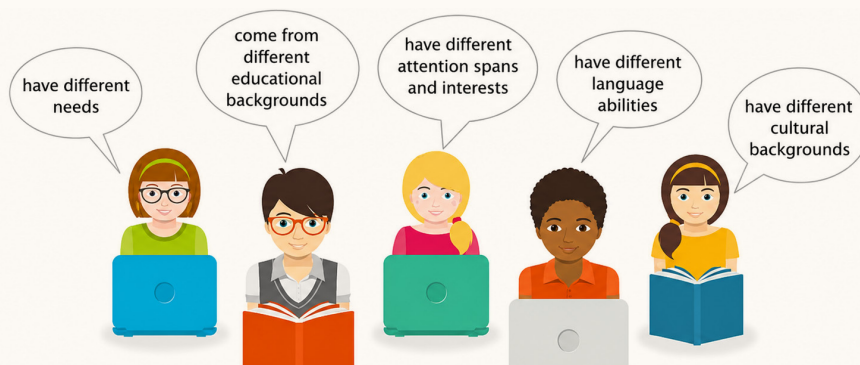
How individuals are perceiving and comprehending information. Everyone learns differently. Some excel through visual learning, some through tactile learning, others through auditory learning. Information should not be presented in a single manner and should be easily accessible to all learning styles.

Multiple means of action and expression

Similar to how people can take in information differently, people also demonstrate their knowledge in different ways. These can include written expression, speech, physical models, media presentations. Providing multiple means of demonstrating knowledge of content can create equal access to learners.

Multiple means of engagement

The **why** of learning. Learners show more engagement with the material when they can understand why it is being taught. Tap into the individual interests of learners to change the mindset from '*I have to learn*' to '*I want to learn*'.



Why should I implement UDL?

A Universal Design for Learning structure of your class can help more students than you might otherwise anticipate. By utilizing this model, you lessen the potential barriers faced for any student and will help ensure equal access, inclusivity, and belonging to all students. UDL also supports individualized learning, where students have the best chance to learn in ways that can work for them.

By utilizing UDL, professors can help limit the risks of:

'**Otherring**', or making students feel like they don't belong. '**Outing**', or giving students no other option than to disclose their disability in order to gain access. '**Gate-keeping**', or preventing students from entering their desired field of work.

Implementation steps

