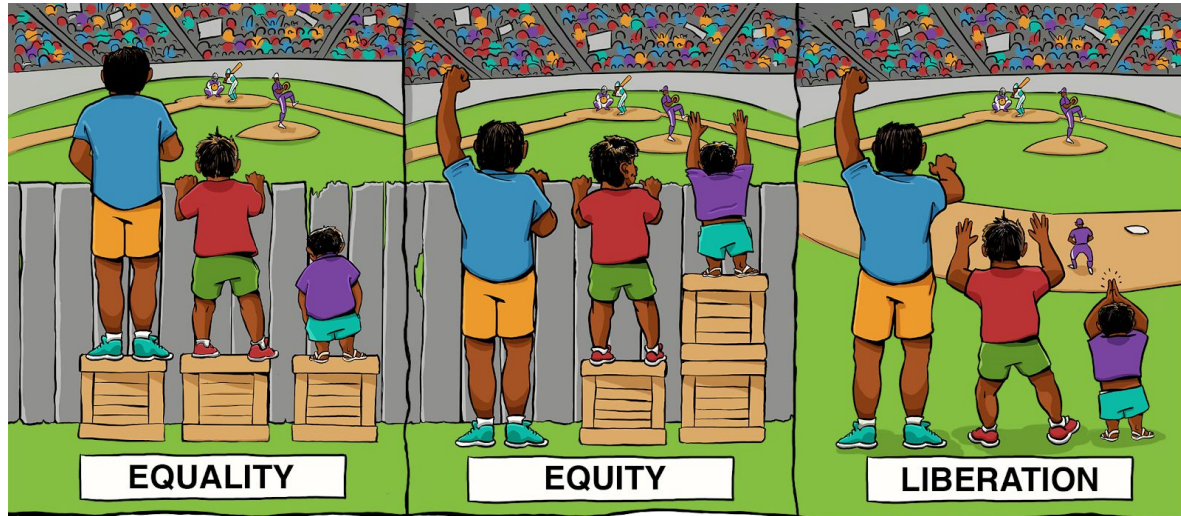


Universal Design for Learning (UDL)

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Universal Design is about purposeful design for liberation:



the4thbox.com

STORY-BASED
STRATEGY

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Interaction Institute
for Social Change

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Original Illustration
by Angus Maguire

Image Description: Three-panel illustration of three people of differing heights trying to watch a baseball game. In the first panel, entitled “equality,” each person stands on one box, and only the two tallest people can see the game over a fence. In the second panel, entitled “equity,” shorter people stand on enough boxes that everyone can see over the fence. In the third panel, entitled “liberation,” there is no fence blocking the view, and all three people can watch the game unimpeded.

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Universal Design comes from architecture:

“The design of products and environments to be usable by all people, to the greatest extent possible, without the need for adaptation or specialized design”

Connell, Jones, Mace, Mueller, Mullick, Ostroff, Sanford, Steinfeld, Story, & Vanderheiden (1997). *The Principles of Universal Design*. NC State University, Center for Universal Design. URL:

https://projects.ncsu.edu/ncsu/design/cud/about_ud/udprinciplestext.htm

Example: An automatic sliding door. It will open for all who approach, regardless of their ability to open a door--whether or not they have a physical challenge with opening a door, are pushing a stroller, are carrying a load of boxes, etc.

Universal Design for Learning:

- Aims to make learning accessible to all, regardless of ability
- Recognizes that there is variability among learners
- Works for (and benefits) everyone
- Is proactive rather than reactive
- Is integrated in course planning from beginning

Example: Providing visual cues to accompany an oral presentation, ideally in a form that can be accessed by learners both before and after the presentation. This “multiple means of representing” what you are trying to teach benefits everyone in the room--whether or not they have a hearing impairment, are tired that day, process information better visually, have English as an additional language, will explore the topic in more depth after your presentation using the take-away material, etc.

3 UDL principles:

| Multiple Means of Engagement | Multiple Means of Representation | Multiple Means of Expression |
|--|--|---|
| Providing multiple ways for students to engage with what they are learning | Providing multiple ways for students to access what you are teaching | Providing multiple ways for students to demonstrate what they have learned |
| E.g., small-group discussions, short writing activities, problem-solving activities that illustrate the lesson | E.g., providing a reading, video, and lecture that each have different entry points for a theory students are learning | E.g., students asked to “describe a complete cycle in the blood circulatory system” can choose to write a paragraph, create a diagram, label an image, make a video describing the steps in the process, etc. |

For more about UDL principles, visit the CAST website. URL: <http://www.cast.org/>