The Promise of Universal Design
And its Application to Inclusive Work-based Learning

Universal Design for Learning Academy

Design of Four Day Academy

- **Day 1 included:**
  - Introductions and overview
  - Disability Awareness and etiquette
  - Higher Education Disability legal frameworks
  - Alumni panel and project work
  - Keynotes were incorporated later

- **Day 2 included:**
  - Project work
  - Student Panel
  - Accommodations training.

- **Day 3 included:**
  - Principles of UDL
  - Examples
  - Resources and project work

- **Day 4 included:**
  - Project work
  - Adaptive technology
  - Methods to increase accessibility and a final evaluation
  - Later keynotes were added here as well
Incorporating Universal Design for Learning into the Classroom

UDL Guidelines

See next page

Source: Universal Design for Learning Guidelines a tool used in the implementation of Universal Design for Learning, a framework to improve and optimize teaching and learning for all people based on scientific insights into how humans learn.
The Universal Design for Learning Guidelines

Provide multiple means of Engagement
- Affective Networks
  - The “WHY” of Learning

Provide multiple means of Representation
- Recognition Networks
  - The “WHAT” of Learning

Provide multiple means of Action & Expression
- Strategic Networks
  - The “HOW” of Learning

Provide options for Recruiting Interest
- Optimize individual choice and autonomy
- Optimize relevance, value, and authenticity
- Minimize threats and distractions

Provide options for Perception
- Offer ways of customizing the display of information
- Offer alternatives for auditory information
- Offer alternatives for visual information

Provide options for Physical Action
- Vary the methods for response and navigation
- Optimize access to tools and assistive technologies

Provide options for Sustaining Effort & Persistence
- Heighten salience of goals and objectives
- Vary demands and resources to optimize challenge
- Foster collaboration and community
- Increase mastery-oriented feedback

Provide options for Language & Symbols
- Clarify vocabulary and symbols
- Clarify syntax and structure
- Support decoding of text, mathematical notation, and symbols
- Promote understanding across languages
- Illustrate through multiple media

Provide options for Expression & Communication
- Use multiple media for communication
- Use multiple tools for construction and composition
- Build fluencies with graduated levels of support for practice and performance

Provide options for Executive Functions
- Guide appropriate goal-setting
- Support planning and strategy development
- Facilitate managing information and resources
- Enhance capacity for monitoring progress

Provide options for Self Regulation
- Promote expectations and beliefs that optimize motivation
- Facilitate personal coping skills and strategies
- Develop self-assessment and reflection

Provide options for Comprehension
- Activate or supply background knowledge
- Highlight patterns, critical features, big ideas, and relationships
- Guide information processing and visualization
- Maximize transfer and generalization

Expert learners who are...
- Purposeful & Motivated
- Resourceful & Knowledgeable
- Strategic & Goal-Directed
Academy Project – Example using the UDL Guidelines

Increase student Engagement

- Added discussion board forums to encourage students to reflect on content and related assignments;
- Ensured faculty participation in discussion forums
- Expanded assignment directions to include purpose;
- Allowed for engagement between faculty/student, student/content, and student/other students

Redesigned Presentation of content

- Removed acronyms from assignments
- Added descriptive texts for graphics and pictures
- Used standard font and color aligning with ADA standards

Incorporate methods for Action and Expression

- Developed video for simulated activities
- Redesigned assignments to provide scaffolded approach