Universal Design in Learning

Principles of UDL

1. **Equitable Use**: Provide the same means of use for all students; identical whenever possible, equivalent when not.
2. **Flexibility in Use**: Provide choice in methods of use.
3. **Simple and Intuitive**: Eliminate unnecessary complexity.
4. **Perceptible Information**: Communicate necessary information effectively to students, regardless of ambient conditions or students’ sensory abilities.
5. **Tolerance for Error**: Anticipate individual variation in learning pace and prior skills.
6. **Low Physical Effort**: Minimize nonessential physical effort in order to allow maximum attention to learning.
7. **Size and Space for Approach and Use**: Consider size, space, posture, mobility, and communication needs.
8. **A Community of Learners**: Promote connection among students and between students and instructors.
9. **Instructional Climate**: Be welcoming and inclusive, and communicate high expectations to all students.

How to Include UDL in Courses

**Knowledge Delivery**
- Offer printed material in multiple formats (hardcopy, online, word doc, pdf, etc.)
- Create opportunities for active participation during lectures.
- Provide copies of lecture slides before class.
- Describe in words all images, charts, graphs, tables, etc., in your course materials. Include captions on all videos and alt text for all images.

- Present online lectures in multiple formats, such as captioned videos, transcripts, slides with notes, and audio-only.

**In-Class Activities**
- To assess participation in class:
  - Use electronic polls during class when there is a discussion or question
  - Have students write and submit questions or discussion points, either electronically or on paper, at the end of each session.
  - Use activities like think-pair-share where students are sharing their partner’s ideas with the class as opposed to their own.
  - Create an online discussion board where students can post questions or thoughts
- When developing in-class activities, make sure they have as few physical requirements as possible.
- Vary the types of activities used in class, including large group work, small group work, and individual work.
- Create opportunities for students to present their in-class work in a variety of ways.

**Assessment**
- Use a series of lower-stakes assignments that allow students to use a variety of skill sets.
- Diversify assessments to include options beyond papers and exams. Consider incorporating visual and audio media, presentations, and makers-based projects, for example.
- OR have multiple choices of presentation medium for each assignment, like writing a
paper, making a video, or creating an infographic.

Additional Resources:

Websites:
1. UDL on Campus: [http://udloncampus.cast.org/home](http://udloncampus.cast.org/home)
4. Center on Postsecondary Education and Disability, University of Connecticut: [https://cped.uconn.edu/](https://cped.uconn.edu/)

Books:

The Center for Faculty Excellence
University of North Carolina Chapel Hill
316 WILSON LIBRARY, CB# 3470
CHAPEL HILL, NC 27599-3470
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