

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)
2. [University of Washington DO-IT Center for Universal Design in Education: https://www.washington.edu/doit/programs/center-universal-design-education/overview](https://www.washington.edu/doit/programs/center-universal-design-education/overview)
3. [CAST: http://www.cast.org/](http://www.cast.org/)
4. [Center on Postsecondary Education and Disability, University of Connecticut: https://cped.uconn.edu/](https://cped.uconn.edu/)

Books:

1. Meyer, A., Rose, D.H., Gordon, D. (2014). *University Design for Learning: Theory and Practice*. Wakefield, MA: CAST. <http://udltheorypractice.cast.org>.
2. Tobin, T.J. & Behling, K.T. (2018). *Reach Everyone, Teach Everyone: Universal Design for Learning in Higher Education*. Morgantown: West Virginia University Press.
3. Burgstahler, S.E., Ed. (2017). *Universal Design in Higher Education: From Principles to Practice*. 2nd ed. Cambridge: Harvard Education Press.
4. Zaloudek, J.A., Chandler, R., Carlson, K., Howarton, R., Eds. (2018). *Universal Design for Learning: Teaching to All College Students*. Menomonie, WI: Nakatani Teaching and Learning Center, University of Wisconsin-Stout.
5. Oslund, C. (2014). *Supporting College and University Students with Invisible Disabilities: A Guide for Faculty and Staff Working With Students With Autism, AD/HD, Language Processing Disorders, Anxiety, and Mental Illness*. Philadelphia: Jessica Kingsley Publishers.
6. Meeks, L.M. & Jain, N.R., Eds. (2016). *The Guide to Assisting Students with Disabilities: Equal Access in Health Science and Professional Education*. New York: Springer Publishing Company.
7. Dolmage, J.T. (2017). *Academic Ableism: Disability and Higher Education*. Ann Arbor: University of Michigan Press.

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