



### Excerpts from the Literature

#### ***What is Universal Design for Learning (UDL)?***

“UDL can be defined as a set of principles and techniques for use in the classroom along with the design of accessible instructional materials. These principles revolve around a variety of alternative ways for students to participate using different modes of representation, action and expression, and engagement” (pg. 8)

Courey, S. J., Tappe, P., Siker, J., & LePage, P. (2013). Improved lesson planning with universal design for learning (UDL). *Teacher Education and Special Education*, 36(1), 7-27.

“Universal Design for Learning (UDL) is a set of principles for curriculum development that give all individuals equal opportunities to learn. UDL provides a blueprint for creating instructional goals, methods, materials, and assessments that work for everyone--not a single, one-size-fits-all solution but rather flexible approaches that can be customized and adjusted for individual needs.”

Meyer, A., Rose, D.H., & Gordon, D. (2014). *Universal design for learning: Theory and practice*. Wakefield, MA: CAST Professional Publishing. Retrieved from: [http://udloncampus.cast.org/page/udl\\_about](http://udloncampus.cast.org/page/udl_about)

#### ***Principles of UDL: Representation, Action and Expression, and Engagement***

##### ***Representation***

“*Representation* refers to modifications that can be made to classroom materials that would make them more accessible to students with disabilities (e.g., modified books, larger print, digital text)” (pg. 109)

Spooner, F., Baker, J. N., Harris, A. A., Ahlgrim-Delzell, L., & Browder, D. M. (2007). Effects of training in universal design for learning on lesson plan development. *Remedial and Special Education*, 28(2), 108-116.

“For example, UDL suggests that providing multiple representations of a concept not only enables deeper engagement with that concept but also enables access for a broader range of learners” (pg. 10)

Courey, S. J., Tappe, P., Siker, J., & LePage, P. (2013). Improved lesson planning with universal design for learning (UDL). *Teacher Education and Special Education*, 36(1), 7-27.

##### ***Action and Expression***

“*Expression* designates alternate methods of communication for students with limited speech (e.g., use of augmentative devices, computers, graphic programs)..how students can express themselves by answering questions and communicating within the classroom setting” (pg. 109)

Spooner, F., Baker, J. N., Harris, A. A., Ahlgrim-Delzell, L., & Browder, D. M. (2007). Effects of training in universal design for learning on lesson plan development. *Remedial and Special Education*, 28(2), 108-116.

“Rather than using traditional forms of assessment such as written pencil and paper tests....teacher might allow students to demonstrate learning through interviews or by creating representations and novel story problems” (pg. 10)

Courey, S. J., Tappe, P., Siker, J., & LePage, P. (2013). Improved lesson planning with universal design for learning (UDL). *Teacher Education and Special Education*, 36(1), 7-27.

### **Engagement**

“*Engagement* designates the use of strategies that involve students with disabilities in the learning process (e.g., providing repetition, familiarity, opportunities to respond). To encourage engagement for all students, the curriculum needs to provide flexible alternatives” (pg. 109)

Spooner, F., Baker, J. N., Harris, A. A., Ahlgrim-Delzell, L., & Browder, D. M. (2007). Effects of training in universal design for learning on lesson plan development. *Remedial and Special Education*, 28(2), 108-116.

“A teacher provides multiple means of engagement to recruit students’ interest and sustain their engagement with content.” (pg. 10)

Courey, S. J., Tappe, P., Siker, J., & LePage, P. (2013). Improved lesson planning with universal design for learning (UDL). *Teacher Education and Special Education*, 36(1), 7-27.

### **Why Embrace Universal Design for Learning (UDL)?**

“UDL lesson planning makes it possible for students with wide differences in their abilities, such as seeing, hearing, speaking, moving, reading, writing, understanding English, paying attention, organizing, engaging, or remembering, to more fully participate in inclusive settings” (pg. 10)

Courey, S. J., Tappe, P., Siker, J., & LePage, P. (2013). Improved lesson planning with universal design for learning (UDL). *Teacher Education and Special Education*, 36(1), 7-27.

“Higher ed faculty must expect, prepare for, and work with students’ academic diversity—both their strengths and their needs. Higher ed faculty and staff who are committed to their students’ success know that a singular approach to teaching does not work. UDL is an approach that helps educators respond to student learning challenges in their classrooms and courses.” (pg. 113)

Gradel, K., & Edson, A. J. (2009). Putting universal design for learning on the higher ed agenda. *Journal of Educational Technology Systems*, 38(2), 111-121.

“Societal trends support the use of UDL for all students in postsecondary education...as student diversity increases in colleges and universities, including an increase in the number of students with disabilities, the use of UDL strategies in higher education becomes even more important” (pg. 208)

Davies, P. L., Schelly, C. L., & Spooner, C. L. (2013). Measuring the effectiveness of universal design for learning intervention in postsecondary education. *Journal of Postsecondary Education and Disability, 26*(3), 195-220.

### **Additional Resources**

CAST (2018). Universal Design for Learning Guidelines version 2.2. Retrieved from <http://udlguidelines.cast.org>

Dalton, E., Gronseth, S. & Anderson, C. (2017). Universal Design for Learning (UDL) in Higher Education: Possibilities, pitfalls & practices. In P. Resta & S. Smith (Eds.), *Proceedings of Society for Information Technology & Teacher Education International Conference*, 501-1506.

Gardner, H. (2012). The unschooled mind: Why even the best schools may not understand, In G. Rappolt-Schlichtmann, S. G. Daley, and L. T. Rose (Eds). *A research reader in Universal Design for Learning* (pp. 41-56). Boston: Harvard Education Press

Kennette, L. N., & Wilson, N. A. (2019). Universal design for learning (UDL): Student and faculty perceptions. *Journal of Effective Teaching in Higher Education, 2*(1), 1-26.

W. S., Johnston, C. S., Daley, S. G., & Abarbanell, L. (2006). Universal design for learning in postsecondary education: Reflections on principles and their application. *Journal of Postsecondary Education and Disability, 19*(2), 17.