

Universal Design for Learning



**PRACTICES
THAT FOSTER
EFFECTIVE LEARNING**

DESCRIPTION

Universal Design for Learning (UDL) is a set of guidelines for developing need meeting goals, methods, materials, and assessments in learning, customizing and adjusting to individual learner needs, reducing barriers to learning, and optimizing levels of challenge and support for all learners. UDL is an important set of guidelines to consider as it enables the development of learning environments that create a level playing field for all learners. Covering a broad swathe of different topic areas within content representation, system/learner actions and expressions, and engagement, different aspects focus on identifying the best design recommendations to optimize the learning environment in said categories.

LEARNER IMPACTS

- Behavior
- Self-regulation

CAPABILITIES

- Assessment: Work sample/e-portfolio
- Instruction: Multimedia active reading
- Cognitive Tools: Asynchronous social learning: text based

SAMPLE DESIGN IMPLEMENTATIONS

- Robust Technology: Learner customizable learning environment
- Simple Technology: Visual adjustments to help learner view material optimally
- Content Support: Various alternatives for visual and auditory content



Pearson

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SELF-ASSESSMENT INSTRUMENT



Principle Criteria	Integration (4-5 points)	Exploration (2-3 points)	Consideration (1 point)	Not Applicable (0 Points)	Total Points
Definition	Strong application of research-based practices to support learning outcomes	Some application of research-based practices to support learning outcomes	Poor application of research-based practices to support learning outcomes	Does NOT use effectively or is not a related activity	= ____
	Strong application of design principles across recognition, strategic, and affective networks	Some application of design principles across recognition, strategic, and affective networks	Poor application of design principles across recognition, strategic, and affective networks		
Recognition	Strong provision of multiple options for perception	Some provision of multiple options for perception	Poor provision of multiple options for perception	Does NOT use effectively or is not a related activity	= ____
	Strong provision of multiple options for languages and symbols	Some provision of multiple options for languages and symbols	Poor provision of multiple options for languages and symbols		
	Strong provision of multiple options for comprehension	Some provision of multiple options for comprehension	Poor provision of multiple options for comprehension		
Strategic	Strong provision of multiple options for physical action	Some provision of multiple options for physical action	Poor provision of multiple options for physical action	Does NOT use effectively or is not a related activity	= ____
	Strong provision of multiple options for expression and communication	Some provision of multiple options for expression and communication	Poor provision of multiple options for expression and communication		
	Strong provision of multiple options for executive functions	Some provision of multiple options for executive functions	Poor provision of multiple options for executive functions		
Affective	Strong provision of multiple options for recruiting interest	Some provision of multiple options for recruiting interest	Poor provision of multiple options for recruiting interest	Does NOT use effectively or is not a related activity	= ____
	Strong provision of multiple options for sustaining effort and persistence	Some provision of multiple options for sustaining effort and persistence	Poor provision of multiple options for sustaining effort and persistence		
	Strong provision of multiple options for self-regulation	Some provision of multiple options for self-regulation	Poor provision of multiple options for self-regulation		