

Universal Design & Other Lessons from Disabled Communities

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Core Concepts

01

Universal Design (for Learning)

02

Access Friction

03

Interdependence



01

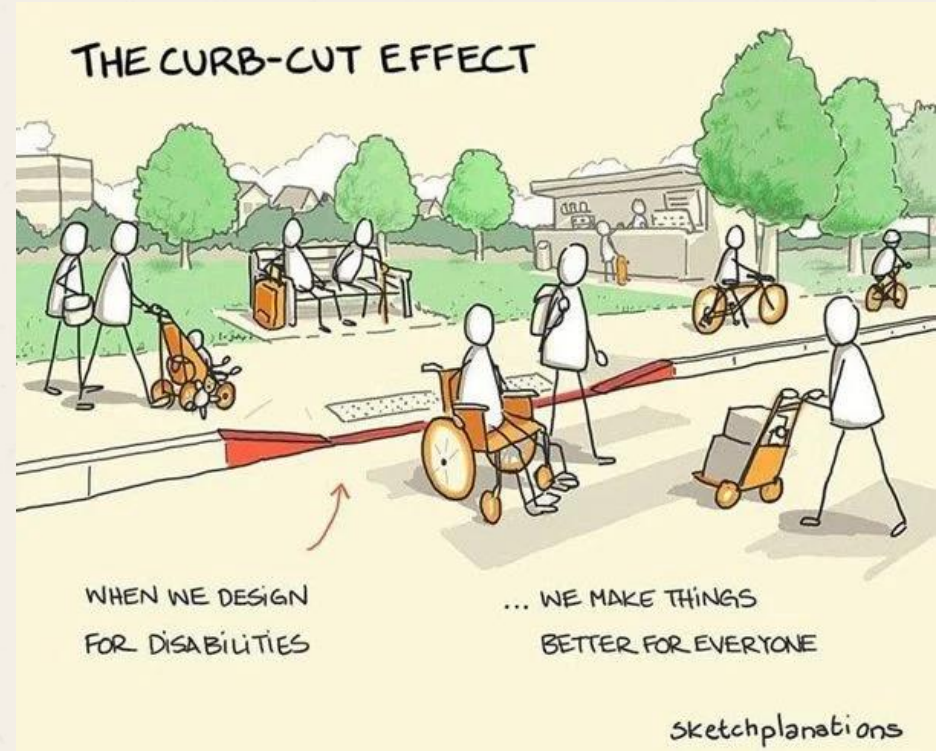
Universal Design (for Learning)



What is Universal Design?

Universal design is design that's usable by all people, to the greatest extent possible, without the need for adaptation or specialized design.

—Ron Mace, 1985





What is UDL? And why use it?



Remove Barriers

Don't react to accommodations, anticipate barriers that might occur



Improve Engagement

Students feel more positive and connected to course content



Promote Agency

Help students hone skills that transcend your specific course, and prepare them for careers



UDL Guidelines




Check CAST for Guidelines


Review the UDL On Campus tool to see how colleagues at other scholars are enacting UDL

Use “Protocols” from Critical Design Lab

CAST Universal Design for Learning Guidelines

The goal of UDL is **learner agency** that is purposeful & reflective, resourceful & authentic, strategic & action-oriented.

	Design Multiple Means of Engagement 	Design Multiple Means of Representation 	Design Multiple Means of Action & Expression 
Access	<p>Design Options for Welcoming Interests & Identities ⁽⁷⁾</p> <ul style="list-style-type: none">• Optimize choice and autonomy (7.1)• Optimize relevance, value, and authenticity (7.2)• Nurture joy and play (7.3)• Address biases, threats, and distractions (7.4)	<p>Design Options for Perception ⁽¹⁾</p> <ul style="list-style-type: none">• Support opportunities to customize the display of information (1.1)• Support multiple ways to perceive information (1.2)• Represent a diversity of perspectives and identities in authentic ways (1.3)	<p>Design Options for Interaction ⁽⁴⁾</p> <ul style="list-style-type: none">• Vary and honor the methods for response, navigation, and movement (4.1)• Optimize access to accessible materials and assistive and accessible technologies and tools (4.2)
Support	<p>Design Options for Sustaining Effort & Persistence ⁽⁸⁾</p> <ul style="list-style-type: none">• Clarify the meaning and purpose of goals (8.1)• Optimize challenge and support (8.2)• Foster collaboration, interdependence, and collective learning (8.3)• Foster belonging and community (8.4)• Offer action-oriented feedback (8.5)	<p>Design Options for Language & Symbols ⁽²⁾</p> <ul style="list-style-type: none">• Clarify vocabulary, symbols, and language structures (2.1)• Support decoding of text, mathematical notation, and symbols (2.2)• Cultivate understanding and respect across languages and dialects (2.3)• Address biases in the use of language and symbols (2.4)• Illustrate through multiple media (2.5)	<p>Design Options for Expression & Communication ⁽⁵⁾</p> <ul style="list-style-type: none">• Use multiple media for communication (5.1)• Use multiple tools for construction, composition, and creativity (5.2)• Build fluencies with graduated support for practice and performance (5.3)• Address biases related to modes of expression and communication (5.4)
Executive Function	<p>Design Options for Emotional Capacity ⁽⁹⁾</p> <ul style="list-style-type: none">• Recognize expectations, beliefs, and motivations (9.1)• Develop awareness of self and others (9.2)• Promote individual and collective reflection (9.3)• Cultivate empathy and restorative practices (9.4)	<p>Design Options for Building Knowledge ⁽³⁾</p> <ul style="list-style-type: none">• Connect prior knowledge to new learning (3.1)• Highlight and explore patterns, critical features, big ideas, and relationships (3.2)• Cultivate multiple ways of knowing and making meaning (3.3)• Maximize transfer and generalization (3.4)	<p>Design Options for Strategy Development ⁽⁶⁾</p> <ul style="list-style-type: none">• Set meaningful goals (6.1)• Anticipate and plan for challenges (6.2)• Organize information and resources (6.3)• Enhance capacity for monitoring progress (6.4)• Challenge exclusionary practices (6.5)

 **CAST** Until learning has no limits™

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02

Access Friction



UDL is NOT A Perfect Checklist

What would happen instead—instead of trying to smooth out disability, we instead developed the capacity to acknowledge and appreciate the *friction* of it?

—Liz Jackson, 2019





03

Interdependence

UDL Requires Interdependence

**Collaborative
Syllabus**

**Periodic
Surveys**

**Learn from
Colleagues**

Mutual Aid

**Let Students
Lead**





Thanks!

Do you have any questions?
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