

# Universal Design for Learning

## Mapping Template – Instructions

Universal Design for Learning (UDL) gives educators a variety of strategies and resources to meet learners' diverse needs, improve accessibility to learning opportunities, and to increase student success. Educators are often challenged to design and deliver curriculum for an increasingly diverse population. Each student will learn differently and can benefit from having a variety of means to achieve the learning outcomes and demonstrate their skills and knowledge.



Equality is everyone getting a pair of shoes



Diversity is everyone getting a different type of shoe



Equity is everyone getting a pair of shoes that fit



Acceptance is understanding we all wear different kinds of shoes



Belonging is wearing the shoes you want without fear of judgement

### **The three principles of UDL are:**

Multiple means of **representation**: *creating a learning environment in which material and content are presented.*

Multiple means of **expression**: *creating a learning environment in which students can express their comprehension in multiple ways.*

Multiple means of **engagement**: *creating a learning environment in which learners are challenged, excited, and motivated to learn.*

The objective of this mapping exercise is to identify which courses utilize which activity identified as a best practice for each of the three UDL principles. Add in the course you are evaluating in the tab for the appropriate semester, and indicate if each activity is currently happening, or if there may be a future opportunity to engage with the activity to increase UDL in the course.

At the end of this exercise, you will have a map that demonstrates the UDL opportunities that currently exist in each course of the program, and where opportunities for improvement may be explored. This analysis should inform course review and renewal activities to ensure students are provided with learning opportunities that meet their needs and facilitate successful achievement of outcomes.

As you analyze each course for its UDL features, consider the following guiding questions.

### **Multiple Means of Representation**

- Are there options for perception?
  - Do you provide a variety of ways to display information (visual information: size, contrast, colour, layout, etc.; auditory information: speed, timing, cueing, etc.)?
  - Do you provide alternatives for auditory information (text for spoken language, voice recognition-to-text, sound alerts, etc.)?
  - Do you provide alternatives for visual information (text or spoken equivalents for graphics, videos, or animations, use of physical objects, etc.)?
- Are there options for comprehension?
  - Do you leverage background knowledge (activate prior knowledge, pre-teach concepts, bridge ideas with analogies and metaphors, etc.)?
  - Do you highlight essential information (emphasize key elements, use prompts and cues to connect key elements, multiple examples, etc.)?
  - Do you guide information selection and processing (use of interactive models, multiple points of entry for content, chunk information, release information progressively, etc.)?
  - Do you support memory and knowledge transfer (use of checklists, reminders, note-taking, etc.)?

### **Multiple Means of Expression**

- Are there options for physical actions?
  - Do you offer a variety of physical responses (manipulatives and technologies, computer responses vs. paper and pencil, etc.)?
  - Do you offer a variety of ways to interact with materials (by hand, by voice, by keyboard, etc.)?

- Do you use assistive technologies for access to learning (appropriate technologies for physical, sensory, cognitive, communication, to access instruction and integrate training with learning and goal achievement, etc.)?
- Are there options for demonstrating skills?
  - Do you offer a variety of choices for a learner to express their knowledge (text, speech, illustration, film, video, pictures, music, art, etc.)?
  - Do you offer a variety of tools for composition and problem solving (spell checks, grammar checks, speech-to-text software, dictation, recording, calculators, etc.)?
- Are there options for executive functions?
  - Do you provide support for goal setting (prompts, models, guides, etc. to support individual goal-setting)?
  - Do you support strategic development and planning (use of checklists and templates to prioritize and sequence planning, transition from short to long-term goals, etc.)?

### **Multiple Means of Engagement**

- Are there options to motivate learning?
  - Do you support individual choice and autonomy (variety of content and context for learning, choice of information tools, timing, sequence, etc.)?
  - Do you make learning relevant and valuable (are activities relevant to students' lives, age, ability, are they culturally appropriate, with active participation, authentic to the outcomes, etc.)?
  - Do you reduce distractions (a variety of sensory stimulations like background noise, etc., a variety of pace, length of activities, etc.)?
- Are there options to support sustained effort and persistence?
  - Do you strengthen connection to goals and objectives (clearly articulated, clarified, and connected to short and long-term goals)?
  - Do you offer different levels of challenge and support (variety of difficulty in core activities, scaffolding, alternatives, etc.)?
  - Do you support collaboration and communication amongst learners (learning groups, positive behavioural supports, differentiated supports, peer tutoring, etc.)?
  - Do you provide focused feedback (encourage perseverance, self-awareness, emphasize effort, frequent, on-going comprehensive feedback, rubrics, etc.)?<sup>1</sup>

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<sup>1</sup> Adapted from Durham College's Rhode Island Modified UDL Educator Checklist – Version 1.2 (11/08/09)