# Introduction to the Universal Design for Learning Guidelines

Option: [Access as a Google Document](https://docs.google.com/document/d/1yvWreRX-Ipg2_sJR6aY1HKJBCt65TvMhfinj4buK5NE/edit?usp=sharing)

## Universal Design for Learning Guidelines

Estimated time: 15 minutes

UDL is an instructional approach that provides an equitable learning experience to the broadest possible diversity of students, minimizing the need for individual accommodations (Meyer et al., 2014). This is achieved by ensuring the learning environment, which includes materials, provides multiple means of engagement, representation, and action and expression (CAST, 2018). Take some time to explore the UDL Guidelines.

### Instructions

1. Open the [UDL Guidelines on CAST's website](https://udlguidelines.cast.org/) and review the framework, noting how the guidelines are organized and their basic components.
2. Watch a video overview of the UDL Guidelines, the [UDL Guidelines in Under 5 Minutes](https://www.youtube.com/watch?v=uDfrRLKNnz8).
	1. To open the video transcript, open the video.
	2. Below the video display, select the three buttons after Share and Save
	3. Select Open Transcript
3. In reviewing the framework, are there portions that are familiar to you? Are any portions new to you? Did the presence of anything in the framework surprise you as being "UDL"? You can use the table below to organize your thoughts.

|  |  |
| --- | --- |
| Familiar UDL checkpoints  | New or surprising UDL checkpoints |
|  |  |

## Cultivating a UDL Mindset

Estimated time: 40 minutes or less

It is very easy to fall into the trap of using the UDL guidelines as a prescriptive checklist; to avoid this, it is helpful to focus on developing a "UDL mindset." The guidelines are not a checklist, as applying all 31 checkpoints to a lesson would likely interfere with your goals. It is important to use the UDL guidelines as a tool in shifting towards a design approach that plans for variability rather than average.

Please listen to or read the transcript of, ["Invisible Women" from 99% Invisible](https://99percentinvisible.org/episode/invisible-women/). The goal is to explore how designing for perceived averages can be problematic for everyone, even "average" people.

### Instructions

1. Listen to or read the content from [Invisible Women](https://99percentinvisible.org/episode/invisible-women/).
	1. Note that if you are listening to the podcast you can increase the playback speed or you can [read the transcript](https://99percentinvisible.org/episode/invisible-women/transcript) if you prefer.
2. Picture what a typical day looks like for you, perhaps including some pre-pandemic days in this visualization.
	1. When have you been negatively affected by an item or experience that was designed for average?
	2. When have you benefited from universal design of an item or experience?

##

## References

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

Meyer, A., Rose, D.H., & Gordon, D. (2014). *Universal design for learning: Theory and practice*. Wakefield, MA: CAST Professional Publishing.