

Universal Design for Learning (UDL) Principles

Principle I. Provide Multiple Means of Representation (the "what" of learning).

Students differ in the ways that they perceive and comprehend information that is presented to them.

Principle II: Provide Multiple Means of Expression (the "how" of learning).

Students differ in the ways that they can navigate a learning environment and express what they know. Some may be able to express themselves well in writing text but not oral speech, and vice versa. In reality, there is no one means of expression that will be optimal for all students; providing options for expression is essential.

Principle III: Provide Multiple Means of Engagement (the "why" of learning).

Students differ markedly in the ways in which they can be engaged or motivated to learn. In reality, there is no one means of representation that will be optimal for all students; providing multiple options for engagement is essential.

From CAST. (2008). Introduction. In *Universal design for learning (UDL) guidelines - version 1.0*. Retrieved June 3, 2008, from CAST: Center for Applied Special Technology Web site: <http://www.cast.org/publications/UDLguidelines/version1.html>

Assistive Technology Software

Screen readers

Kurzweil <http://www.kurzweiledu.com/>

Read & Write Gold

<http://www.readwritegold.com/>

Speech to Text

Jaws http://www.freedomscientific.com/fs_products/software_jawsinfo.asp

Dragon <http://www.nuance.com/naturallyspeaking/>

Concept Maps

Inspiration <http://www.inspiration.com/>

Free Software

ClickSpeak A Mozilla Firefox add-on for text to speech. <http://clickspeak.clcworld.net>

WordTalk An MS Word add-on that will read your document to you while highlighting each word. <http://www.wordtalk.org.uk>

Hyperwords Right-click on almost any text for spell check, definitions, translations, etc. <https://addons.mozilla.org/en-US/firefox/search?q=hyperwords&cat=all>

Colorful Tabs Mozilla Firefox add-on clearly separates tabs using a variety of customizable colors. <https://addons.mozilla.org/en-US/firefox/addon/1368>

Digital text Notes Blog

<http://digitaltext.wordpress.com/>

This pamphlet is not an endorsement of the products, services, or organizations listed within.

MORE SOURCES ON UNIVERSAL DESIGN & ASSISTIVE TECHNOLOGY

Universal Design for Information Literacy

Presentation URL: prezi.com/tiidhr2f5nfu/

Presented at the 38th
LOEX Annual Conference 2010
Bridging and Beyond:
Developing Librarian Infrastructure
Dearborn, MI
April 30, 2010

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Landmark College Library
Putney, Vermont
(802) 387-1628

<http://www.landmark.edu/library>

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College of Southern Nevada
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(702) 651-5509

<http://www.csn.edu/library>

LD & AD/HD & Universal Design

LD & AD/HD

Attention Deficit Disorder Association

<http://www.add.org/>

CHADD (Children and Adults with Attention-Deficit/Hyperactivity Disorder)

<http://www.chadd.org/>

Learning Disabilities Association of America

<http://www.ldanatl.org/>

National Center for Learning Disabilities

<http://www.nclld.org/>

UDI & UDL

CAST: Center for Applied Special

Technology <http://www.cast.org/>

Center for Universal Design

<http://www.design.ncsu.edu/cud/>

World Usability Day

<http://www.worldusabilityday.org/>

Facultyware: UDI at UCONN

<http://www.facultyware.uconn.edu/>

Universal Design for Instruction (UDI) Principles

Principle 1: Equitable use

Instruction is designed to be useful to and accessible by people with diverse abilities. Provide the same means of use for all students; identical whenever possible, equivalent when not.

Principle 2: Flexibility in use

Instruction is designed to accommodate a wide range of individual abilities. Provide choice in methods of use.

Principle 3: Simple and intuitive

Instruction is designed in a straightforward and predictable manner, regardless of the student's experience, knowledge, language skills, or current concentration level. Eliminate unnecessary complexity.

Principle 4: Perceptible information

Instruction is designed so that necessary information is communicated effectively to the student, regardless of ambient conditions or the student's sensory abilities.

Principle 5: Tolerance for error

Instruction anticipates variation in individual student learning pace and prerequisite skills.

Principle 6: Low physical effort

Instruction is designed to minimize nonessential physical effort in order to allow maximum attention to learning.

Note: This principle does not apply when physical effort is integral to essential requirements of a course.

Principle 7: Size and space for approach and use

Instruction is designed with consideration for appropriate size and space for approach, reach, manipulations, and use regardless of a student's body size, posture, mobility, and communication needs.

Principle 8: A community of learners

The instructional environment promotes interaction and communication among students and between students and faculty.

Principle 9: Instructional climate

Instruction is designed to be welcoming and inclusive. High expectations are espoused for all students.

From Scott, S., Shaw, S., & McGuire, J. (2002). *Principles of UDI*. In *Facultyware: Tools for the universal design of instruction*. Retrieved June 3, 2008, from University of Connecticut Web site: http://www.facultyware.uconn.edu/UDI_principles.htm