

## Teaching Framework: Universal Design for Learning (UDL)

### References

Center for Applied Special Technology. (2011). *Universal design for learning guidelines-Version 2.0*. Wakefield, MA: Author.

Hall, T. E., Meyer, A., & Rose, D. H. (2012). An introduction to universal design for learning. In T. E. Hall, A. Meyer, & D. H. Rose (Eds.), *Universal design for learning in the classroom* (pp. 1–8). New York, NY: The Guilford Press.

Higher Education Opportunity Act of 2008, Public Law 110-314, 20 U.S.C. §§ 1001 et seq

**Description:** UDL is framework for or creating instructional goals, methods, materials, and assessments that works for all students as opposed to using a one-size-fits-all approach. The framework includes three primary guiding principles:

- Principle 1: **Multiple Means of Representation:** Teachers present content and develop instructional activities using various approaches considering the unique strengths and needs of the students in the classroom when making decisions about how to do so.
- Principle 2: **Multiple Means of Action and Expression:** Students participate in learning activities in various ways and have multiple options for expressing their thoughts and ideas.
- Principle 3: **Multiple Means of Engagement:** Teachers consider various ways to motivate and inspire students to increase their active engagement during instructional activities.

A concise definition of Universal Design for Learning was provided by the Higher Education Opportunity Act of 2008, which stated:

The term UNIVERSAL DESIGN FOR LEARNING means a scientifically valid framework for guiding educational practice that:

- (A) provides flexibility in the ways information is presented, in the ways students respond or demonstrate knowledge and skills, and in the ways students are engaged; and
- (B) reduces barriers in instruction, provides appropriate accommodations, supports, and challenges, and maintains high achievement expectations for all students, including students with disabilities and students who are limited English proficient.