For reference throughout, see **The UDL Guidelines**

Apply UDL to Review the Design of a Learning Experience

Activity name/description: _____

State the goal for the learning experience you selected: _____
(*What do you really want students to know, do, or care about for this part of the lesson?)*

0. Identify Essential Requirements & Opportunities for Flexibility.

Essential Requirements:
The academic standards (**learning requirements or competency components**) of a course or program that must be acquired and demonstrated by a student and which ***cannot be altered without compromising the fundamental nature, academic standards, or integrity of the course or program***.

A reasonable accommodation is one that allows the student seeking accommodation to fully participate as any other student, **without undermining academic standards**. This includes options provided through the application of Universal Design for Learning Guidelines.

Is there only one way students can meet the primary goal for the lesson*?*
Or is this an opportunity to consider options?

UDL supports the design of learning opportunities that encourage **learner agency** in decisions about:

- **what to learn**,
- **how to learn it**, and
- **how to show what they know**.

1. DEVELOP & DESIGN

PERCEPTION & UNDERSTANDING

QUESTION 1. *Do my learners know what the goal of this activity is and what the goal means? What are the targeted skills or understandings this activity is intended to measure?*

Describe how the goal will be communicated so it is **perceivable and understandable** for the learners.

STUDENT'S EXPERIENCES.

Learners differ in the ways they perceive and make meaning of information.

Guided by these examples of student experiences, review your materials and instructions for potential barriers to perception and understanding. [See UDL Guidelines for Designing Multiple Means of Representation]

	Shane needs **access to alternative formats of content that are compatible with his screen-reader**. *Will Shane be able to perceive and understand the learning goal in the format(s) currently provided? Has information been formatted to meet Web Content Accessibility Guidelines?*
	Miriam has strong English-language skills but **new terminology and jargon can be confusing and stressful**. *Will Miriam be able to perceive and understand the learning goal as it is currently written and explained? Are there symbols, acronyms, terminology, idioms, etc. that need to be described?*
	Steven is deaf and likes the **flexibility of taking online classes**. He needs accurately-**captioned materials** when courses include media. *Will Steven be able to perceive and understand the learning goal as it is currently presented? Is there any media with inaccurate or missing captions that will impact Steven's access to information?*

	Ramone has a form of **colour-blindness** that makes reds, greens, browns and oranges in course **materials indistinguishable from each other**. *Will Ramone be able to perceive and understand the learning goal as it is currently presented? If colour is used to convey information, is the information still perceptible without colour, or does an alternate means need to be provided?*
	Ann finds that **reading and listening to text at the same time** really helps her learning. She uses **text-to-speech software** to support her access to course materials. *Will Ann be able to perceive and understand the learning goal as it is currently presented? Is information provided in an accessible format for accurate text-to-speech support?*

FLEXIBILITY.

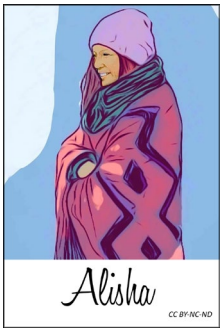
QUESTION 2. *Have I offered flexibility in **HOW** my learners can work toward the goal?*

Describe how the **goal** (*purpose of the learning experience*) will be **separate from the means** (*how this goal is demonstrated*), where possible.
If the means was embedded in the goal, share a plan for how the means is also supported.

STUDENT'S EXPERIENCES.

Learners differ in the ways they navigate a learning environment, approach the learning process, and express what they know.

Guided by these examples of student experiences, review your learning experience for potential barriers or limitations in the design that you can alter to increase inclusion. [See UDL Guidelines for Designing Multiple Means of Action & Expression]

	Alisha manages multiple learning disabilities and finds that having support and **access to alternative assignments and cultural teachings** makes a huge difference and greatly improves her capacity to engage in learning experiences. *Does the design of this learning experience provide options that would support Alisha's success in demonstrating her learning?*
	Melissa manages multiple physical disabilities that can be unpredictable and fatiguing so **being allowed to work at her own pace or in small chunks** supports her learning. *Does the design of this learning experience provide options that would support Melissa's success in demonstrating her learning?*
	Natalie finds it **difficult to figure out where to start** with assignments and projects and her anxiety impacts the time it takes her to complete course work. *Does the design of this learning experience provide options that would support Natalie's success in demonstrating her learning?*

RELEVANCE.

QUESTION 3. *How am I making connections so learners know what it is they are working to achieve, and are invested in the goal?*
What are the real-world or community-related applications that connect to this goal? Why does this goal matter to me (and to my learners)?

Describe how the **relevance of the goal** will be highlighted for learners.

STUDENT'S EXPERIENCES.

Learners differ markedly in what sparks their motivation and enthusiasm for learning. Learners' interests and sources of motivation may vary depending on the context.

Guided by these examples of student experiences, review your learning experience for potential barriers or limitations in the design that you can alter to increase inclusion. [See UDL Guidelines for Designing Multiple Means of Engagement]

	Taa-heh (Jane) is a mature student who has **lived-experience with racism, discrimination, and intergenerational-trauma**. When confronted with issues of discrimination, she may shut down and not ask for help, leaving her ill-prepared to meet course expectations. *Do the design and content of this learning experience reflect and include a diverse range of worldviews and life experiences?*
	Maridee is a single, working Mom whose multiple schedules are challenging to balance and leaves her with little time to connect with other students outside of class. This can lead to her **feeling like an outsider** in a class of younger students, and **ill-equipped to work in groups** on team projects. *Does the design of this learning experience provide options that would support Maridee's sense of belonging in her learning community within the time provided?*
	Alex can struggle in settings with too much stimulation, when **required to work in groups,** and when people don't say exactly what they mean. *Does the design of this learning experience provide options that would support Alex's success in demonstrating his learning? If group work or discussions are required, are teams created with clear goals, roles, expectations, and responsibilities?*

IDENTIFY BARRIERS.

QUESTION 4. *Are there accessibility barriers my learners may encounter in this activity? What may be preventing learners from showing what they know in this activity?*

> **** Important Distinction ****
>
> Addressing barriers by providing options is not about 'dumbing down' curricular goals, essential skills, learning outcomes. Students can still experience challenges!
> *Difficult* doesn't necessarily mean there is a *barrier.*

Can you identify one **barrier in the design of the activity**?

_____

Describe an **option to reduce the barrier** in the activity.
*[**Tip**: where possible, reduce the requirements and expectations that do not tie to the learning goals you want to measure]*

_____

Align a **UDL Guideline or checkpoint** to the design option.

_____

2. IMPLEMENT (FACILITATE/TEACH)

QUESTION 5. Did your design support learners to achieve the goal?
Gather feedback, including yours. Are there other student experiences to include in your next review & revision cycle?

_____

3. REVISE

QUESTION 6. What worked well in the design to support the learning?
Align your response to the feedback you gathered.

_____

QUESTION 7. Can you identify an additional barrier learners faced in the learning, based on the feedback that was gathered?

_____

QUESTION 8. Can you revise the design of the learning experience to address the new barrier that was identified?
*Align **a UDL Guideline or checkpoint** to the design option.*

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4. HELPFUL RESOURCES

Developing Goals

- CAST UDL Tips for Developing Goals (CAST website)
- UDL: Start with the Goal (article)
- UDL Principle: Design Multiple Means of Representation (CAST website)
- UDL Principle: Design Multiple Means of Engagement (CAST website)

Developing Assessments

- A UDL Perspective on Assessment (videos)
- UDL and Assessments (website)
- UDL Tips for Assessments (PDF)
- UDL Principle: Design Multiple Means of Action & Expression (CAST website)

Developing Materials, Methods, Physical Environments

- Lesson Planning with UDL (website)
- 5 Examples of UDL in the Classroom (website)
- List of Inclusive Strategies (website)

Learner Agency

- The Goal of UDL: Learner Agency (CAST website)
- Expert Learning is for All (article)

Gathering Feedback, Promoting Reflection

- Self-Reflection template (CAST's Google doc template)
- Observer feedback template (CAST's Google doc template)
- UDL Consideration 9.3: Promote Individual & Collective Reflection

General

- Standards & Rubrics for Determining If It Is Essential (Centre for Accessible Learning)
- Accommodation vs. Accessibility: A Pro-active Approach by Barbara Roberts (YouTube)
- Student Persona Resources