BEST PRACTICES FOR BUILDING

UNIVERSAL DESIGN FOR LEARNING

Principle 1: Equitable Use: The design is useful and marketable to wide and diverse abilities.

EXAMPLE IN CLASSROOM

- Ensure course content is accessible to allow equal learning opportunities.
- Use assistive technologies and accommodations if necessary.

EXAMPLE IN SCHOOLOGY

- Ensure course is accessible to all.
- Design content for low bandwidth usage (compress files when possible before uploading to Schoology).

Principle 2: Flexibility in Use: The design accommodates a wide range of preferences and abilities.

EXAMPLE IN CLASSROOM

- Design activities and assignments that allow choices.
- Use a variation of text, multimedia and other visual representation.

EXAMPLE IN SCHOOLOGY

- Design variation in submission format for each assignment.
- Give students choice for submission format (infographic, text, video, presentation).

Principle 3: Simple and Intuitive: The design is simple and easy to understand regardless of ability.

EXAMPLE IN CLASSROOM

- Provide clear directions and expectations for assignments and expectations.

EXAMPLE IN SCHOOLOGY

- Provide expectations through rubrics.
- Provide detailed and clear directions.
- Use simple course design.
- De-clutter front page.
- Use modular format to display and access content.

Principle 4: Perceptible Information: The design communicates necessary information effectively to the user regardless of ability.

EXAMPLE IN CLASSROOM

- Use video or audio recording of live lectures
- Display content in a variety of methods (presentation, audio, video, graphics)
- Share lecture notes with others

EXAMPLE IN SCHOOLOGY

- Provide access to lecture content ahead of time
- Provide multiple formats of content (visual, audio, video, text, graphics)

Principle 5: Tolerance for Error: The design minimizes hazards and the adverse consequences of unintended consequences.

EXAMPLE IN CLASSROOM

- Use student response systems, anonymous surveys for feedback
- Provide feedback and allow re-submission with revisions

EXAMPLE IN SCHOOLOGY

- Use online peer review
- Allow multiple attempts for submissions
- Enable editing of asynchronous content

UNIVERSAL DESIGN FOR LEARNING

Principle 6: Low Physical Effort: The design can be used effectively with minimal effort.

EXAMPLE IN CLASSROOM

- Simplify assignments and activities.
- Break down assignments into multiple steps
- Use decorative content only if it adds value to the content

EXAMPLE IN SCHOOLOGY

- Organize content in a modular format Ensure minimal effort to access content Integrate third party tools into the online environment
- Ensure that all tools are compatible with user's hardware

Principle 7: Size and Space for Approach and Use:The design has consideration for appropriate size and space

EXAMPLE IN CLASSROOM

- Arrange teaching space for easy physical access
- Ensure room is comfortable (temperature, line of sight)

EXAMPLE IN SCHOOLOGY

- Arrange content for simple access
- Break up large content into smaller chunks
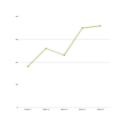- Consider low bandwidth access for digital content

Principle 8: Community of Learners: The design promotes interaction and communication amongst student and instructors

EXAMPLE IN CLASSROOM

- Integrate social media tools
- Provide opportunities for peer networking

EXAMPLE IN SCHOOLOGY

- Promote interaction with:
- Synchronous collaboration tools (Google Tools, Etherpad)
- Asynchronous discussion
- Student group areas
- Virtual classroom
- Videoconferencing

Principle 9: Instructional Climate Design instruction to be welcoming and inclusive. High expectations are espoused for all students

EXAMPLE IN CLASSROOM

- Engage with students regularly
- Provide regular and timely feedback
- Maintain the same expectations for all students

EXAMPLE IN SCHOOLOGY

- Engage with students within the online space
- Set same expectations for all students
- Provide easy access to the instructor
- Ensure a reasonable response time to students inquiries