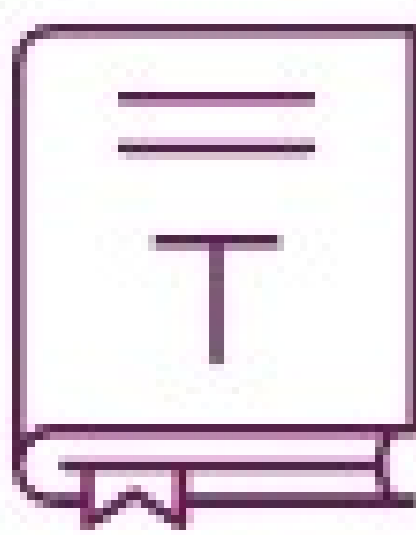




Context

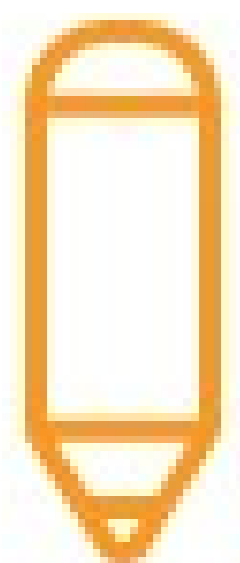
Universal design for learning is a pedagogical approach that aims to adapt curricula, methodologies, learning objectives, content, and assessment to make them accessible to all learners with the help of appropriate pedagogical support, while maintaining high standards of achievement for all students. It is not a one-size-fits-all model, but rather a flexible approach that can be tailored or adjusted to the needs of the individual



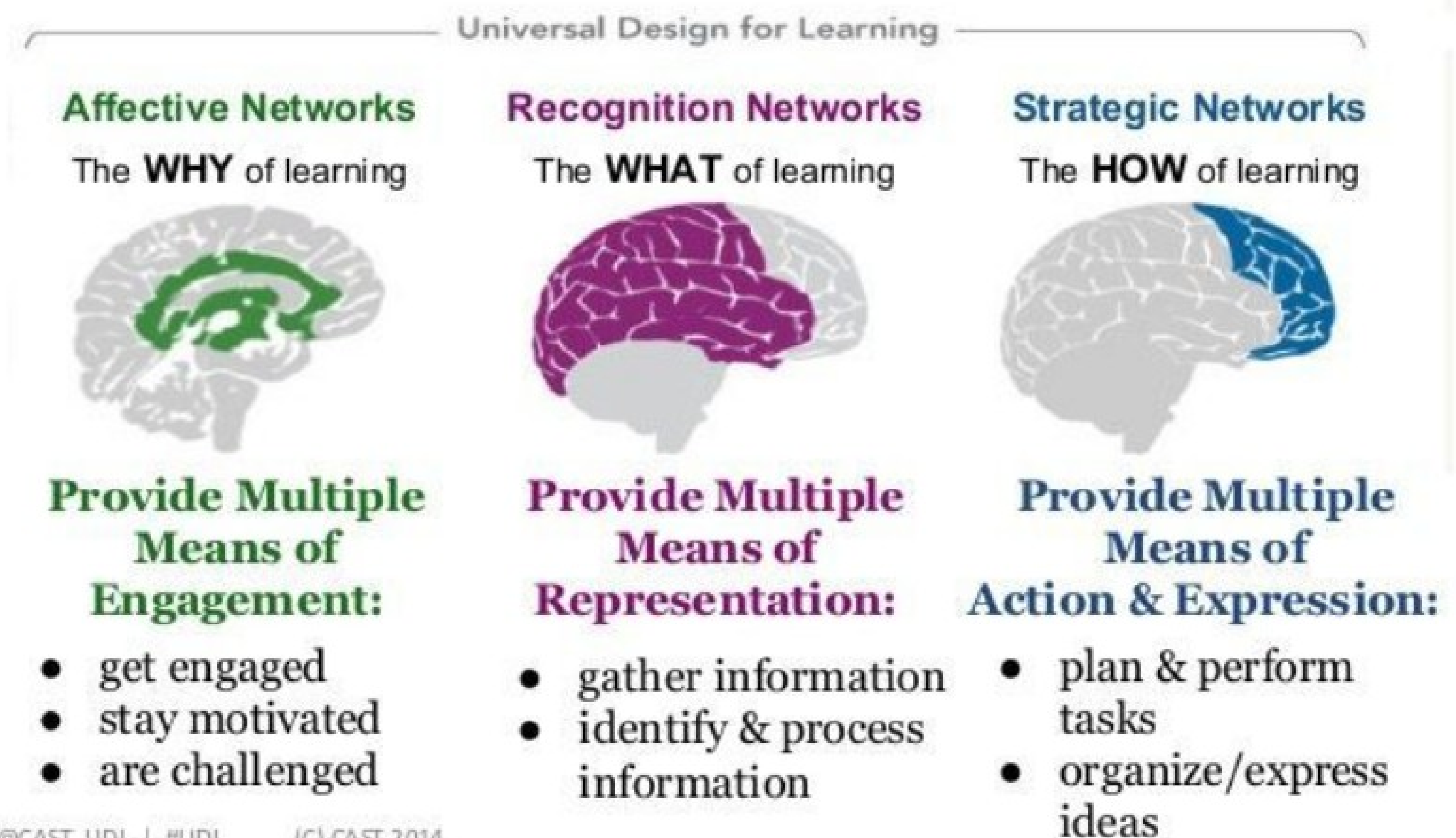
Presentation

In order to make learning accessible, planning of educational content and methodologies must anticipate possible barriers to learning for all students and seek to provide learners with strategies and means to overcome potential difficulties in learning. Universal design for learning is a strategy that benefits all learners, with or without special needs.

Universal design is based on a social rather than medical model of disability and emphasizes the key role of the environment in explaining a disability situation.



Universal design for learning in practice



This guideline chart developed by CAST highlights 3 main levers for promoting universal design in learning.

The first lever is the medium of representation. This involves varying the presentation media to accommodate the different cognitive and information processing abilities of learners. The second lever concerns the means offered to learners to demonstrate their knowledge and skills. For example, this means offering technological tools that will allow learners to demonstrate their progress in their learning (for example, offering a computer to answer a written evaluation). The third lever concerns the motivation and self-determination of learners in managing their learning.



Examples

Means of representation

- Use Easy to Read and Understand to make instructions accessible and inclusive
- Explicitly teach how to read instructions and propose "memory cards" to remember the tips and tricks for reading an instruction correctly
- Use pictograms and images to illustrate an action verb in an instruction
- Suggest a video or audio reading of a work instruction

Means of action and expression

- Provide alternative or augmentative communication for learners to make requests of the teacher
- Develop activities to learn how to learn
- Propose activities to learn to develop new strategies for synthesising information: sketchnoting or mind mapping
- Teach the student to plan an action and to find strategies
- Use means of self-assessment and encourage formative assessment

Means of engagement

- Offer learners to carry out projects, in groups, related to their interests
- Develop students' sense of competence by providing appropriate feedback
- To offer students the opportunity to get to know themselves better in order to develop an individual project
- Vary the teaching methods
- Knowing how to recognise the signs of dropping out and avoid them



Resources

- CAST (2011). Universal Design for learning guidelines version 2.0. Wakefield, MA: Author
- PCUA (2015). Pedagogical applications of universal design for learning. Retrieved December 03, 2021 from <https://pcua.ca>
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- CAST (n.d). About Universal Design For Learning. Retrieved December 03, 2021, from CAST: About Universal Design for Learning
- Eid, C. (2019). Universal design for learning: a 'dynamic bridge' between pedagogical differentiation and humanistic assessment? Contexts and Didactics. Semi-annual journal in educational sciences, (13).
- TA@l'école (n.d). Universal Design for Learning (UDL). Retrieved December 03, 2021 from Universal Design for Learning (UDL) - TA@l'école (taalecole.ca)