UNIVERSAL DESIGN FOR LIBRARY INSTRUCTION

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Disability results from the interaction between persons with impairments and attitudinal and environmental barriers that hinders their full and effective participation in society on an equal basis with others.

UN Convention on the Rights of Persons with Disabilities

“

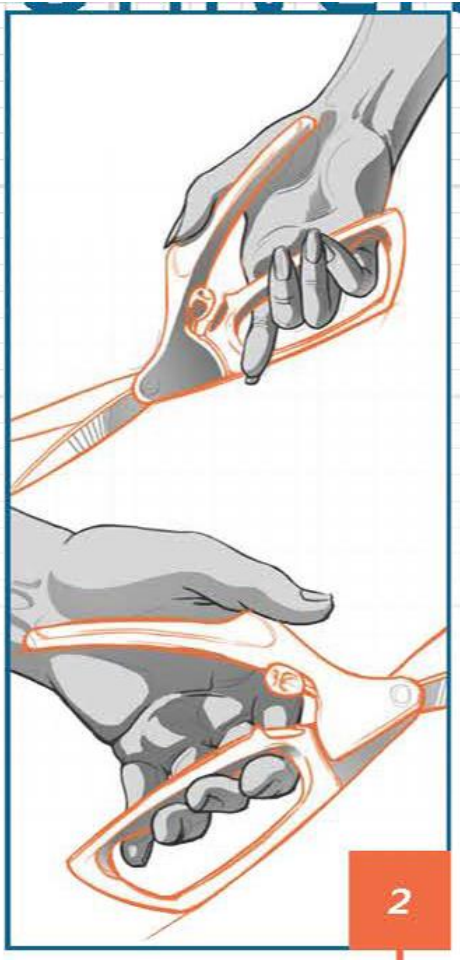
Disability is a phenomenon of the experience that occurs by the individual intersecting with the environment, including physical, information, communication, social and policy environments.

Valerie Fletcher

UNIVERSAL DESIGN

“The design of products and environments to be usable by all people, to the greatest extent possible, without the need for adaptation or specialized design.”

1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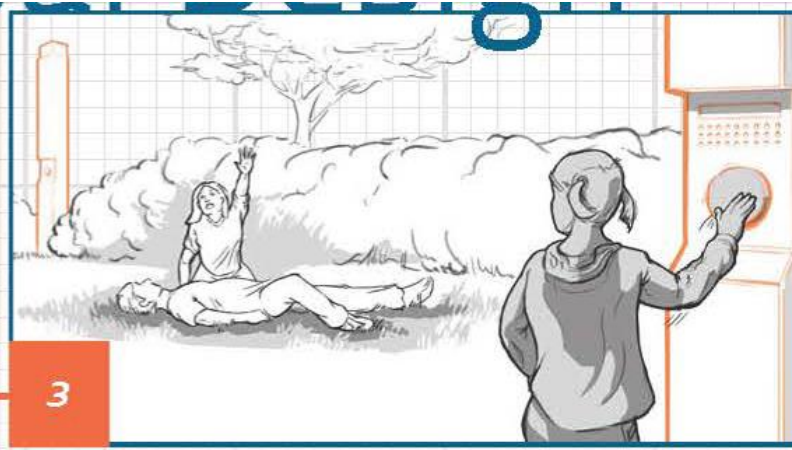
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DESIGNING FOR ACCESSIBILITY BENEFITS EVERYONE

THE MYTH OF AVERAGE

Please welcome to the TEDx Sonoma County stage: Todd Rose.

THE MYTH OF AVERAGE

During the **Industrial Revolution**, statistical averages become the benchmark for measuring human potential.

AVERAGE PERSON is born.

Average becomes **NORMAL**

Average enables **SCALE.**

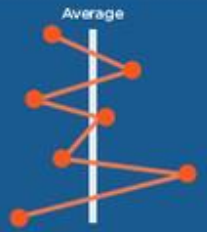
Averages are used to design and define everything we create to provide broader access to products and services including education and learning environments.

Average **Doesn't Exist**

Modern science shows us that because we are highly variable, averages don't effectively measure individual talent.

You have a **JAGGED PROFILE**

If we measured your potential we would find a unique collection of strengths and weaknesses.



Learning environments designed on average are **designed for nobody.**

Average Destroys **TALENT**

We need to **incubate and grow talent** of the broadest kind to thrive in the 21st century.

Explore more at projectvariability.org

UNIVERSAL DESIGN FOR LEARNING

“A set of principles for curriculum development that give all individuals equal opportunities to learn.”

UDL PRINCIPLES AND PRACTICE

Video Series

Universal Design for Learning (UDL)

Principles and Practice

NATIONAL CENTER ON
UNIVERSAL DESIGN *for* LEARNING

UDL PRINCIPLES AND PRACTICE

UNIVERSAL DESIGN FOR LEARNING

- Multiple means of representation
- Multiple means of action and expression
- Multiple means of engagement

NO WHINING
There are three broad principles.

UNIVERSAL DESIGN FOR LEARNING

Representation

- How the learner picks up information

Action & expression

- How the learner expresses and acts on the information

Engagement

- How the learner is engaged by the learning situation

MULTIPLE MEANS OF REPRESENTATION

- Present information and content in different ways

MULTIPLE MEANS OF ACTION AND EXPRESSION

- Differentiate the ways learners can express what they know

BOOLEAN OPERATORS

Representation **Action & Expression**

BOOLEAN OPERATORS

Representation

- Draw Venn diagram
- Demo searches

Action & Expression

- Diagram their own searches
- Conduct searches, observe and explain different results
- Stand up/sit down
- Hula hoops

MULTIPLE MEANS OF ENGAGEMENT

- Stimulate interest and motivation for learning

DATABASE ONE-SHOT SESSION

Representation **Action & Expression** **Engagement**

DATABASE ONE-SHOT SESSION

Representation

- LibGuide
- Handout
- Video tutorial

Action & Expression

- Demo
- Create guide
- Create tutorial
- Teach a peer

Engagement

- Tie into assignment
- Let students select databases
- Compare with Facebook, Amazon, other searches

“MAKING MAKERSPACES ACCESSIBLE WITH UDL”

Multiple Means of Representation

- Break down instructions into simple, discrete steps
- Provide instructions in multiple languages if necessary
- Add simple visuals to enhance comprehension
- Oral directions can be provided via screencasts, YouTube videos, or audio-enhanced static instruction

“MAKING MAKERSPACES ACCESSIBLE WITH UDL”

Multiple Means of Action and Expression

- Offer a selection of maker activities to choose from, both digital and physical
- Provide a variety of materials for physical maker activities
- Adaptive technologies, such as voice-to-text software (e.g., Dragon Dictation) improve accessibility for digitally-based maker activities
- Offer devices with multiple input capabilities

“MAKING MAKERSPACES ACCESSIBLE WITH UDL”

Multiple Means of Engagement

- Offer a quiet space for individuals to work alone
- Identify individuals working on the periphery, or who seem to be “left out,” and pair them with partners
- Offer maker activities that pique a wide variety of interests
- Ensure plenty of constructive feedback to motivate learners and foster self-regulation

A CHECKLIST FOR INCLUSIVE TEACHING

Equal Access: Universal Design of Instruction

DO·IT

A checklist for inclusive teaching
by Sheryl Burgstahler, Ph.D.

The universal design of instruction (UDI) framework is gaining increased attention and application by educational researchers and practitioners at K-12 and postsecondary levels. UDI means that, rather than designing for the average student, you design instruction for potential students who have broad ranges with respect to ability, disability, age, reading level, learning style, native language, race, and

3. *Involve students*. Consider perspectives of students with diverse characteristics, as identified in Step 2, in the development of the course. If they are not available directly from students, gain student perspectives through diversity programs and the campus disability services office.
4. *Adopt instructional strategies*. Adopt overall

CHECKLIST EXERCISE

- Pick **one practice you currently use** in your instruction.
- Pick **one practice to try** in future instruction.

KEEP IN TOUCH

Questions?

Find me at @mbfortson & mfgreen1@ua.edu

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