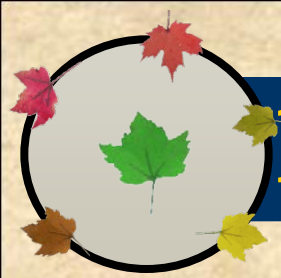




Universal Design for Learning

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Definition: Universal Design

- The design of products, environments and communication to be usable by all people to the *greatest extent possible*
- Also called “design-for-all” or “lifespan design”
- NOT the same as accessibility

(Fletcher, 2002; Mace, Hardie & Plaice, 1991; Osborne, 2002; Welch, 2002)



VERY Brief History

1950s

“Barrier-free design” – **idea first emerges**

Europe, Japan and US

Emphasis on removing obstacles for people with physical disabilities

1970s

expanded to idea of normalization and integration

Disability rights movement – **political strength**

US architect Michael Bednar – everyone’s functional capacity enhanced when environmental barriers are removed

1980s

Nation-wide communities formed (**strength in numbers** and voice) defying dichotomous mentality (us-them)

1987

World Design Congress – **resolution** that designers should factor disability & aging into designs (**professional strength**)

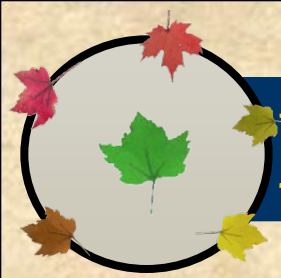
Ron Mace, US architect – first **coined the term universal design** (trying to differentiate from accessible design)

1990s

ADA signed into law – **legal strength**

Other fields begin adopting notion of universal design

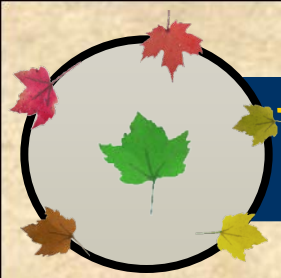
Section 508 added in 1998 (to Rehabilitation Act)



Basic Premises

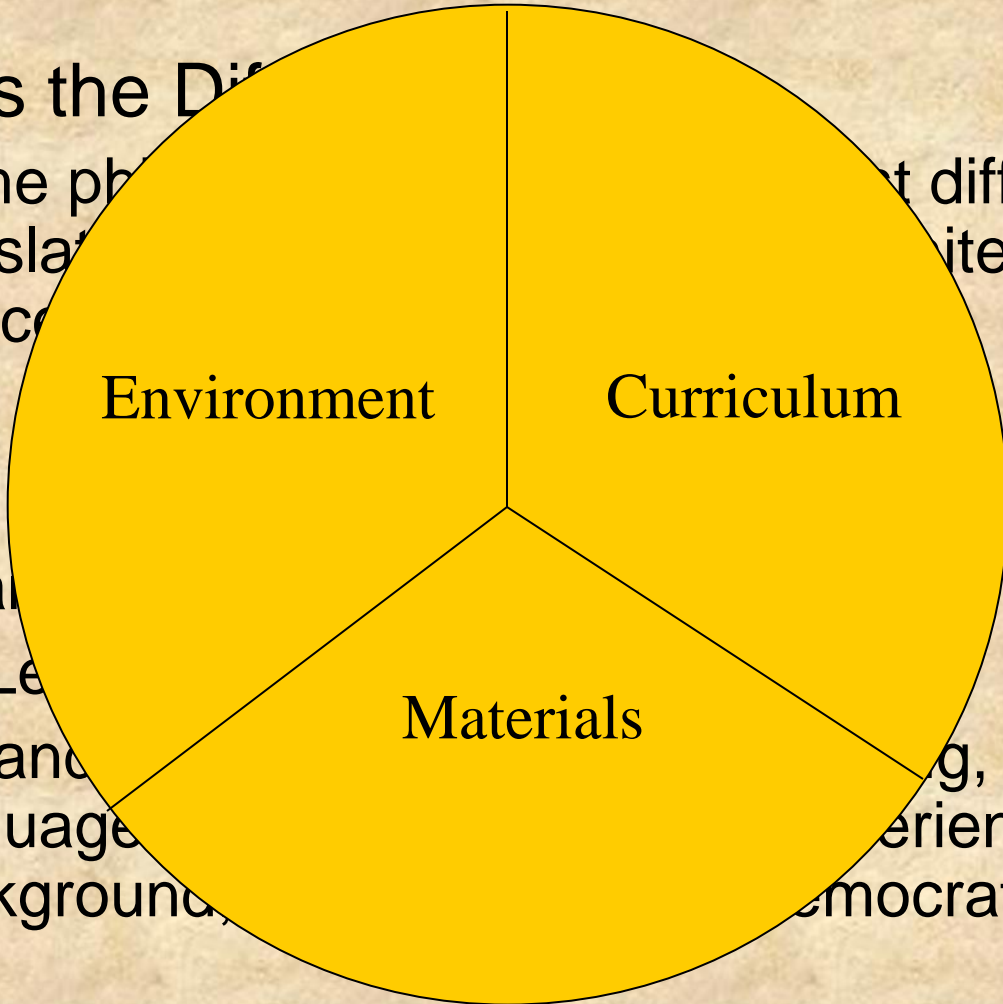
- **Varying ability** is not a special condition of the few but a **common characteristic** of being human and we change physically and intellectually throughout our lives;
- If a design works well for people with disabilities, it works **better for everyone**;
- **At any point in our lives**, personal self-esteem, identity and well-being are deeply affected by our ability to function in our physical surroundings with a sense of comfort, independence and control (Weisman, 1999);
- Usability and aesthetics are **mutually compatible**.

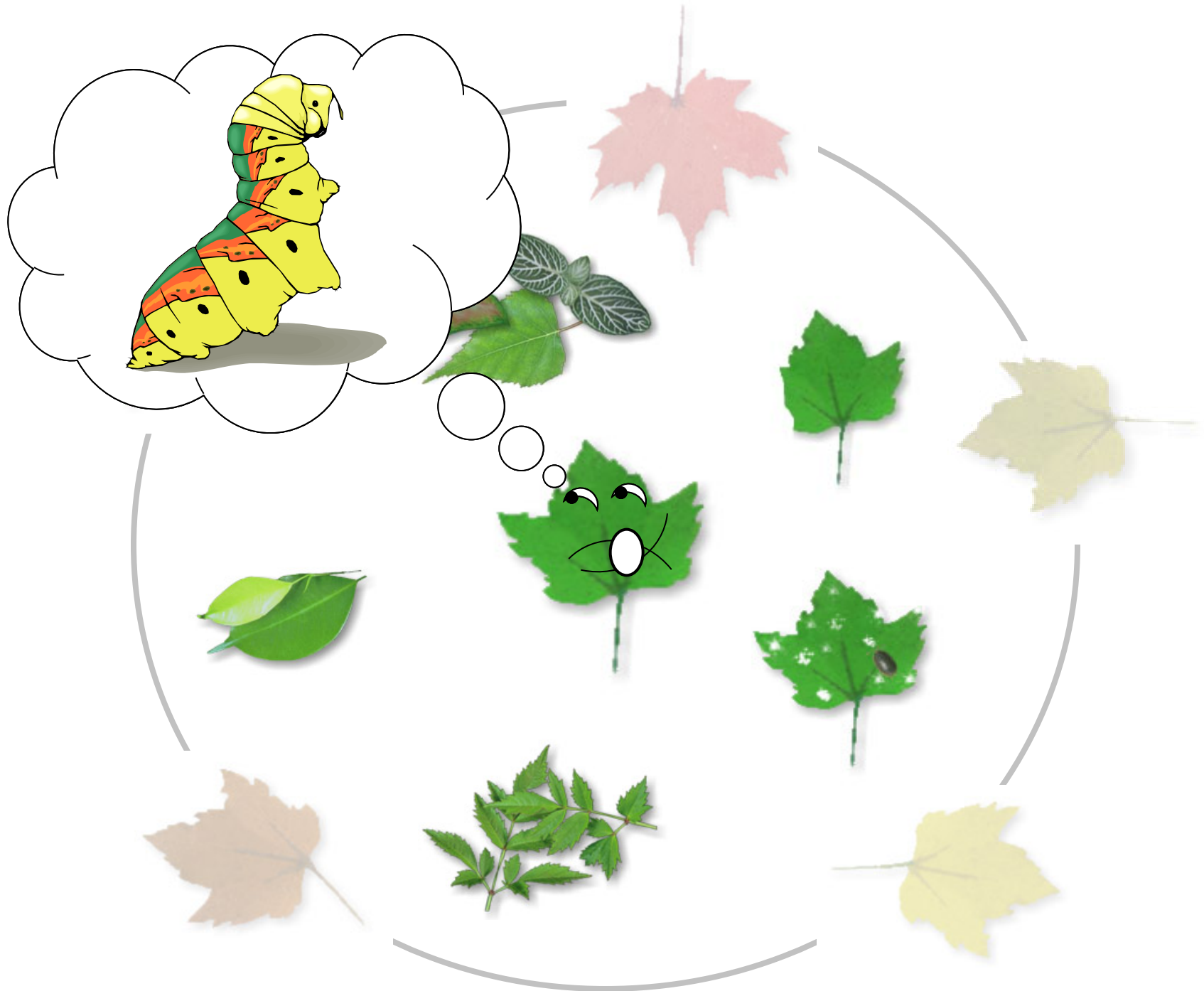
(Taken directly from Adaptive Environments' website: www.adaptenv.org)

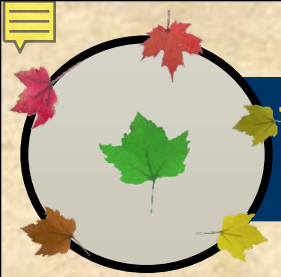


Universal Design for Learning

- What's the Difference?
 - Same philosophy, but different architectural or device
- Pivots
 - Meanings
 - ID: Learning
 - Expanded (e.g., ethnicity, language, experiences and backgrounds, democratization)

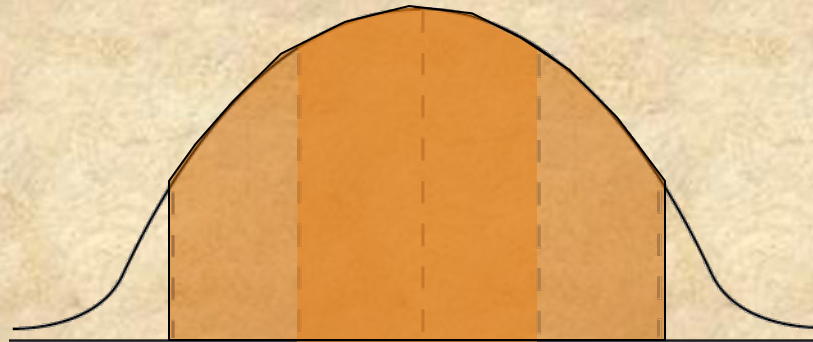






UDL: Fundamental Premise

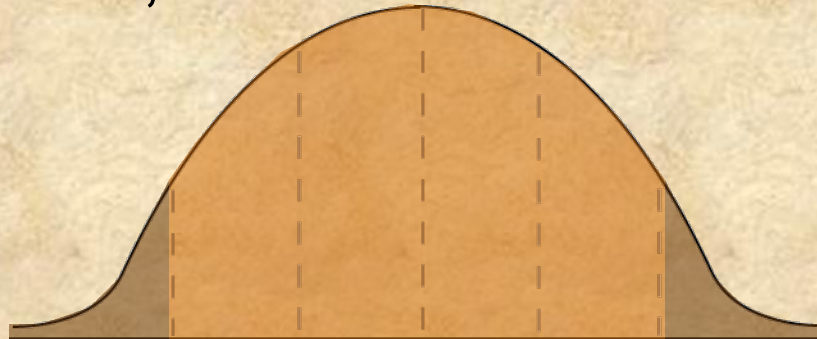
- Improves learning outcomes and learning environment for ALL learners: **“if it works well for people with functional limitations, it works better for everyone”** (Fletcher, 2002)

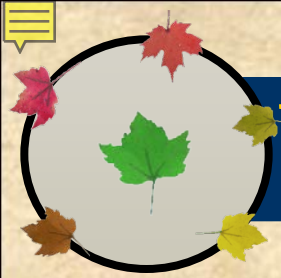




Accessibility

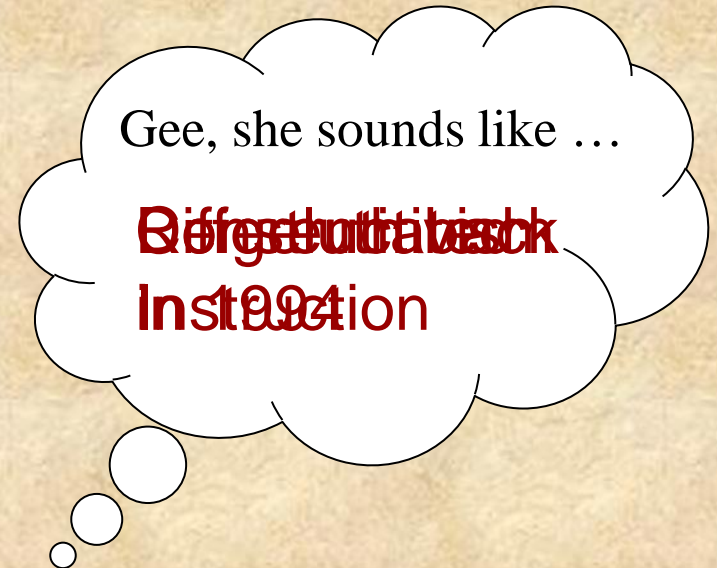
- The two concepts are NOT interchangeable
- Captures the “tails of the curve”
- Accommodations and adaptations
 - Devices, alternative formats such as Braille, interpreter or note-taker in classroom, etc.

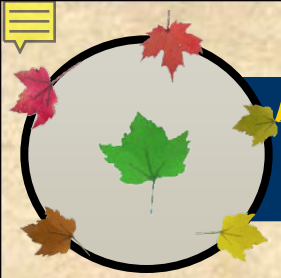




UDL: 7 Principles *for* Instruction

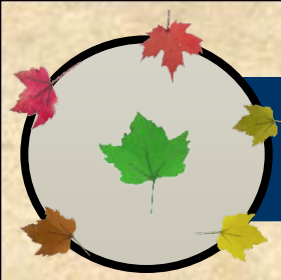
1. Inclusiveness
2. Physical Access
3. Delivery Methods
4. Information Access
5. Interaction
6. Feedback
7. Demonstration of Knowledge





Translation of the Principles

- The 7 instructional principles really are basic elements of good teaching/instructional design
- Best solutions stem from a philosophy or perspectives
 - student-centered approach
 - Democratization of values → more pluralistic definition of good design and of audience
- Multi-modal Implementations
(Mayer, 2001, etc.)



Principles from CAST here

Additional General Resources for Universal Design

- Resources

- Center for Universal Design:

- <http://www.design.ncsu.edu/cud/>

- CAST: <http://www.cast.org>

- Also, see **Teaching Every Student:**

- <http://www.cast.org/teachingeverystudent/>

- Trace Center: <http://trace.wisc.edu/world/>



Additional General Resources for UDL & Accessibility

- Resources

- Accessibility Tutorial (NCLID):

<http://vision.unco.edu/AccessibleDesign/>

(beginning sections more basic)

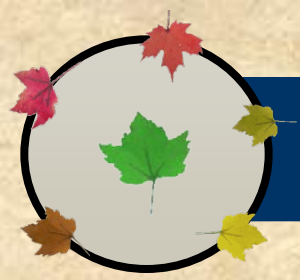
- Adaptive Environments:

<http://www.adaptenv.org/universal/index.php>

- Universal Design Education Online:

http://www.udeducation.org/res_mat/index.asp





Thank You

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