Foundations of UDL Resource Package

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Why UDL?

Universal Design for Learning (UDL) is a curriculum design, development, and delivery framework used to create inclusive, equitable and accessible learning environments.

Mohawk College is committed to UDL implementation to support our Equity, Diversity and Inclusion (EDI) targets and institutional accessibility goals.

Purpose

The information in this resource package will:

- Provide you with foundational UDL information for a higher education context.
- Offer you examples of UDL at Mohawk College.
- Provide you with resources to learn more about UDL when are able.

Overview of UDL

UDL with CTL

The UDL with CTL video can be found on [Mohawk College's UDL landing page](#).

Using the link provided, watch the video to learn about the UDL Guidelines and how they apply at Mohawk College [6:09].

Overview of UDL | Goal

The goal of UDL is to develop masterful learners who are purposeful, motivated, resourceful, knowledgeable, strategic, and goal-directed.

- Each network is focused on supporting the development of expert learning.

The next slides offer a text explanation of the UDL Guidelines, as well as a graphic of the UDL Guidelines used at Mohawk College.

AFFECTIVE NETWORKS:
THE **WHY** OF LEARNING

Engagement

For purposeful, motivated learners, stimulate interest and motivation for learning.

STRATEGIC NETWORKS:
THE **HOW** OF LEARNING

Action & Expression

For strategic, goal-directed learners, differentiate the ways that students can express what they know.

RECOGNITION NETWORKS:
THE **WHAT** OF LEARNING

Representation

For resourceful, knowledgeable learners, present information and content in different ways.

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Overview of UDL | Guidelines

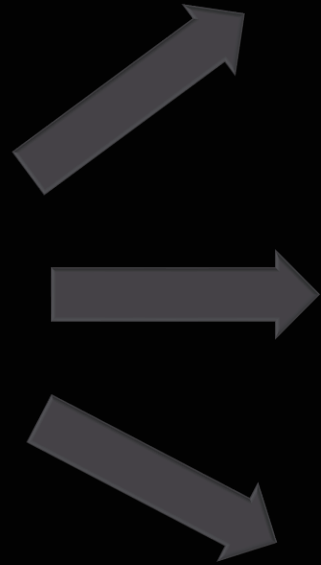UDL guidelines are based on three primary brain networks:

- Affective
- Recognition
- Strategic

Each network is identified by a principle to guide curriculum design, development, and delivery:

- Multiple means of engagement – the "why" of learning
- Multiple means of representation – the "what" of learning
- Multiple means of action and expression – the "how" of learning

Overview of UDL | Guidelines

Each network is supported by checkpoints to encourage the development of teaching and learning options.

Multiple means of engagement
- Options for self-regulation
- Options for sustaining effort and persistence
- Options for recruiting interest

Multiple means of representation
- Options for comprehension
- Options for language, math and symbols
- Options for perception

Multiple means of action and expression
- Options for executive functions
- Options for expression and communication
- Options for physical action

UDL Guidelines

Affective Networks	Recognition Networks	Strategic Networks
The "why" of learning	The "what" of learning	The "how" of learning
Multiple Means of Engagement	Multiple Means of Representation	Multiple Means of Action and Expression

Provide options for recruiting interest	Provide options for sustaining effort and persistence	Provide options for self regulation	Provide options for perception	Provide options for language and symbols	Provide options for comprehend-sion	Provide options for physical action	Provide options for expression and communica-tion	Provide options for executive functions

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UDL at Mohawk College

UDL in Action

If UDL is new to you, it can be difficult to visualize what it might look like in your context. The following slide provides a number of practical examples of UDL in higher education.

When thinking about UDL, please keep in mind that adding UDL to your curriculum does not need to be a massive undertaking or involve time consuming elements.

- For implementation ideas, review Mohawk College's UDL Implementation webpage.

UDL Examples

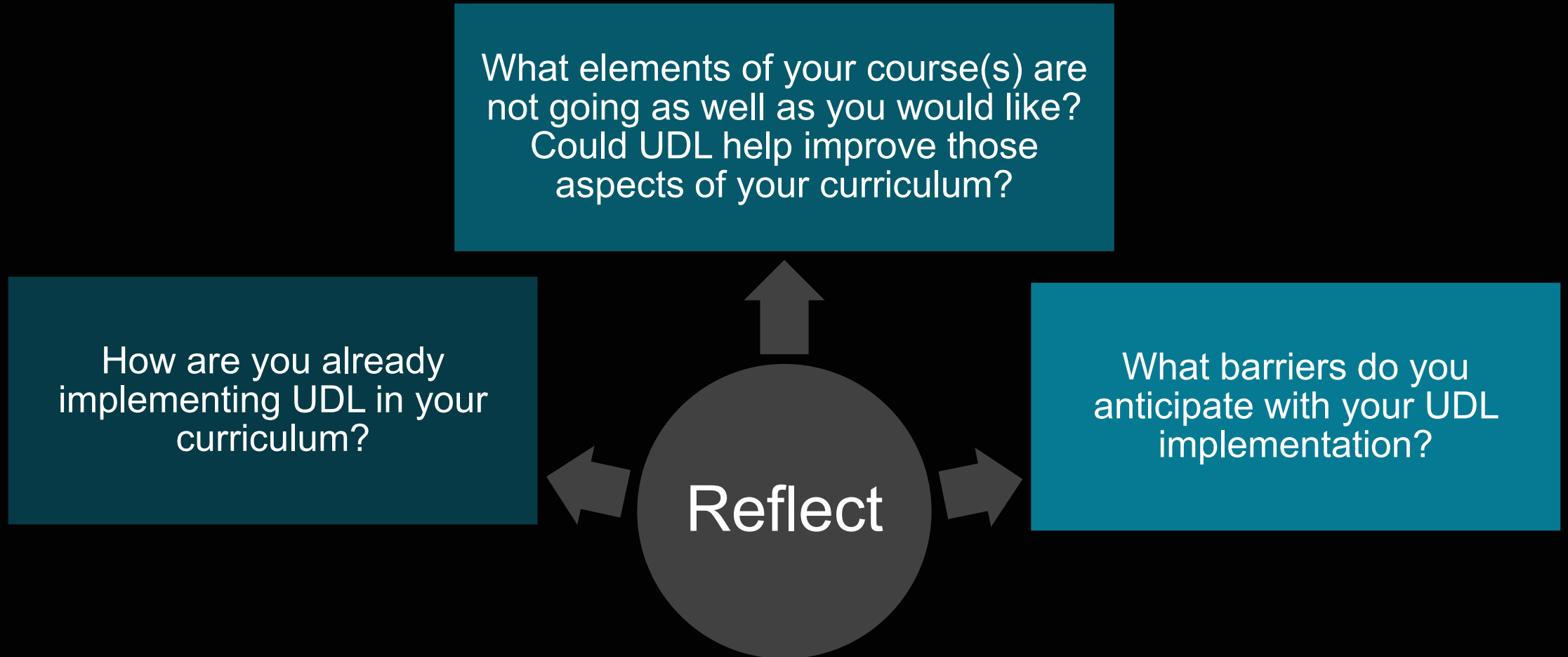| Multiple Means of Engagement	Multiple Means of Representation	Multiple Means of Action and Expression
Explicitly state learning goals and/or expectations.	Provide content in multiple ways.	Develop an agenda or learning plan and follow it.
Provide note taking support.	Employ interactive learning activities.	Provide access to resources to deepen learning.
Give opportunities to collaborate.	Use multimedia resources to deliver content.	Include a variety of communication options.
Offer opportunities for reflection.	Link new information to previously learned content or experiences.	Offer opportunities to review content or practice skills.

UDL at Mohawk College

Mohawk College has many excellent UDL implementers. To learn more about how your colleagues are leveraging UDL to improve their teaching and learning, review these short videos.

- [UDL at Mohawk College – Lisa Pender](#) [2:54]
- [UDL at Mohawk College – Ryan Iles](#) [2:56]
- [UDL at Mohawk College – Melodie Spencer](#) [3:19]
- [UDL at Mohawk College – Peggy Daniel](#) [3:03]
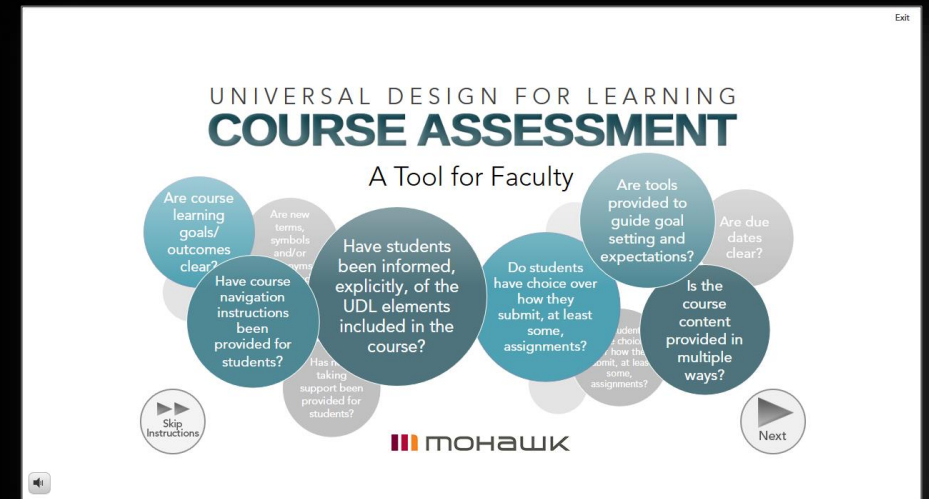- [UDL at Mohawk College – Tara Dinyer](#) [3:13]

Next Steps

Next Steps | UDL Course Assessment

Now that you have foundational UDL information, complete Mohawk College's UDL Course Assessment.

The UDL Course Assessment is a tool for educators that will:

- Show you what UDL elements you have already included in your curriculum.
- Give you ideas and targeted resources to implement other aspects of UDL that work well in higher education learning environments.

Next Steps | Resources

The following websites have a variety of higher education focused resources to support your UDL implementation journey:

- CAST – About Universal Design for Learning webpage
- UDL on Campus - UDL in Higher Ed
- Mohawk College - UDL webpages

You are also welcome to connect with Darla Benton Kearney, Teaching & Learning Consultant – UDL at darla.benton@mohawkcollege.ca or extension 3688.

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