

# UDL Standard and Course Assessment

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# Agenda



Research Study  
Quick Recap

UDL Standard

UDL Course  
Assessment

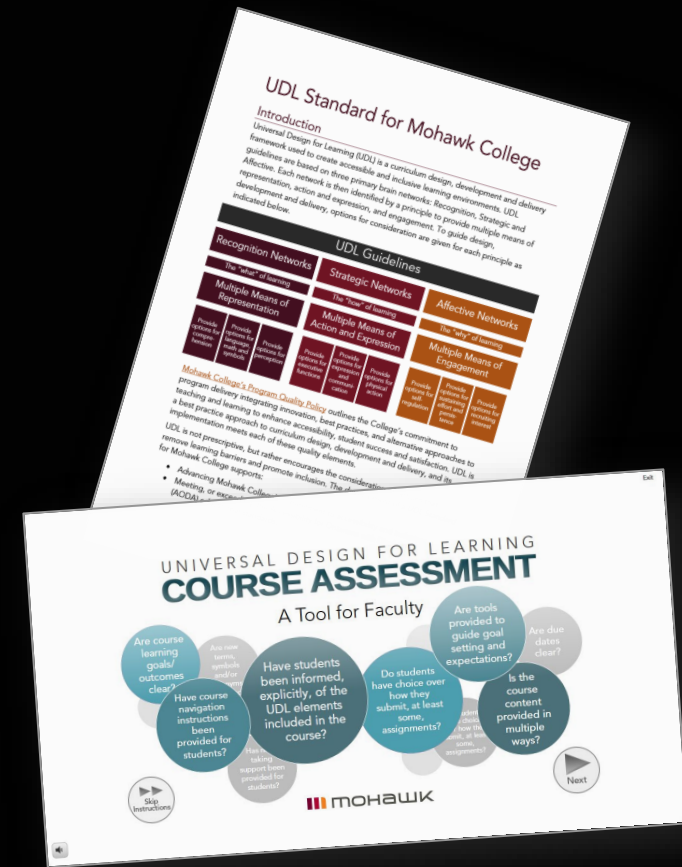
# Research Study Quick Recap

*Universal design for learning for technology-enabled post-secondary courses at Mohawk College research project*

- eCampusOntario Grant - \$100000
- Completed March 2018
- Provided data to support our strategic direction for UDL implementation

Project deliverables included:

- UDL Standard for Mohawk College
- UDL Course Assessment



# UDL Standard

The UDL Standard is meant to:

- Promote the advancement of Mohawk College's commitment to accessibility and inclusion in all learning environments
- Provide consideration options to support the design, development, and delivery of our educational opportunities

The application of UDL is not prescriptive and neither is the intention of the UDL Standard.



# UDL Course Assessment

In order to determine if the UDL Standard has been met a measurement tool for faculty has been developed.

The UDL Course Assessment is:

- Meant to provide implementation ideas and resources
- A way for faculty to measure their UDL implementation



# UDL Standard and Course Assessment

For more information regarding the UDL Standard or Course Assessment please:

- Access the [UDL webpages](#)
- Connect with Darla Benton Kearney
  - [darla.benton@mohawkcollege.ca](mailto:darla.benton@mohawkcollege.ca)
  - Ext. 3688

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## Universal Design for Learning

UNIVERSAL DESIGN FOR LEARNING

UDL with CTL

### What is Universal Design for Learning?

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

UDL guidelines are based on three primary brain networks:

- Recognition
- Strategic
- Affective

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

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

Each network contains three checkpoints (nine in total) that emphasize learner diversity that could either present barriers to learning or opportunities for greater engagement. The checkpoints are as follows:

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