Universal Design for Learning Today: Measuring Mohawk College's Implementation

Research Project Recommendations Brief – 2024

In 2024 Mohawk College completed the Universal Design for Learning Today: Measuring Mohawk College's Implementation (UDL Today) research project. A high-level summary of the primary recommendations is provided here. If Universal Design for Learning (UDL) is new to you, access Mohawk College's UDL webpage for an overview and resources. To learn more about the research project and see the recommendations in their entirety, access the full UDL Today research report.

Recommendations Summary

Review and Removal of Systemic Barriers

Barriers to UDL implementation exist and are often outside of the control of the educator and/or learner to remove. The UDL Today research indicated that the majority of these barriers impact assessment and interactive learning activities. It is recommended that:

1. Mohawk College academic schools, programs and course offerings review the current UDL implementation barriers within their scope and develop plans to review and lessen the identified barriers
2. CTLI explore systemic barriers when supporting curriculum design, development and delivery and inform management for review and removal

CTLI UDL Course Template

Educator participants indicated that Mohawk College's Course Master Template with UDL is one of the primary resources they access for UDL content and implementation support. Throughout the UDL Today research study, students indicated that they would benefit from consistency within their online learning environment whether its asynchronous, synchronous, hybrid or web enhanced. It is recommended that the Course Master Template with UDL be:

1. Updated to (more) prominently include all of the UDL elements indicated in Table 1 of the UDL Today research report
2. Endorsed, with program specific adaptions as needed, for all course design and redesign efforts
3. Prominently advertised and ongoing support offered to encourage use
4. Reviewed and revised, in accordance with learner and educator feedback, on a regular basis

UDL Professional Development

The educator survey data identified knowledge gaps and professional development access preferences. It is recommended that UDL professional development be:

1. More prominently advertised within Mohawk College's professional development offerings
2. Mandatory content within the College Educator Development Program
3. Delivered through a variety of modalities, but with an increased focus on high quality remote synchronous and asynchronous sessions
4. Explicitly advertised when part of another CTLI or Mohawk College professional development offering
5. Expanded to include UDL for Inclusivity, Diversity, Equity and Accessibility as a college-wide, employee credit offering

UDL Resources and Website

Educators indicated that one of the most common ways they access UDL content is through Mohawk College's UDL webpage. It is recommended that UDL resources:

1. Be updated to address the gaps in UDL knowledge noted by educators
2. Continue to be public facing on Mohawk College's website, but located in a more inclusive and accessible location for all members of the college community

Accessible Learning Services

Throughout the UDL Today research study, educators and students provided comments that indicated confusion between the application of UDL and accommodations. It is recommended that:

1. ALS make a targeted effort to inform learners with disabilities of UDL at Mohawk College, including possible impact on accommodations
2. CTLI provide ALS with current, accessible and supportive UDL content, including relocating the UDL webpage to a more neutral location for increased student access

Equity Deserving and Sovereignty Seeking Populations

It was clear from the self identification of the student respondents that there is an interest in UDL within equity deserving and sovereignty seeking learner groups. It is recommended that:

1. Further research is required to appropriately prioritize future UDL implementation for these populations
2. Update Mohawk College's EDI Action Plan to better align with UDL's capacity to support equity deserving and sovereignty seeking populations
3. Develop and situate applicable resources and learning opportunities for increased access

If you have questions, feedback, ideas for how to amplify UDL at Mohawk College or just want to get more involved, please connect. You can contact the Centre for

Teaching & Learning Innovation or Darla Benton Kearney, Teaching & Learning Consultant for UDL, at darla.benton@mohawkcollege.ca.