

Accessible by Design

Online Learning /

Universal Design for Learning

Lesson Overview:

1. Definition
2. Principles
3. Implementation
4. Case Study
5. Next Steps

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Definition

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01

Universal Design for Learning (UDL)

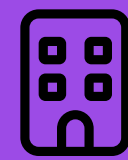
“...is a framework to improve and optimize teaching and learning for all people based on scientific insights into how humans learn.”

— CAST.org



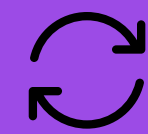
MULTIPLE MEANS OF ENGAGEMENT

Different ways to motivate learning and sustain interest



MULTIPLE MEANS OF REPRESENTATION

Different ways of acquiring information and knowledge



MULTIPLE MEANS OF ACTION/EXPRESSION

Different ways to demonstrate what learners know

Principles

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02

Universal Design for Learning Guidelines

The goal of UDL is [learner agency](#) that is purposeful & reflective, resourceful & authentic, strategic & action-oriented.

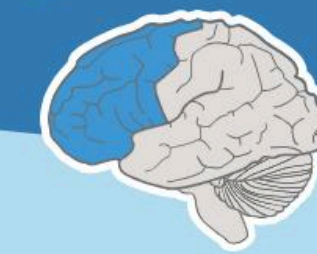
Design Multiple Means of
Engagement →



Design Multiple Means of
Representation →



Design Multiple Means of
Action & Expression →



Design Options for
Welcoming Interests & Identities (7)



- Optimize choice and autonomy (7.1) >

Design Options for
Perception (1) →

- Support opportunities to customize the display of information (1.1) >

Design Options for
Interaction (4) →

- Vary and honor the methods for response, navigation, and movement (4.1) >

cess

ENGAGEMENT

- Choice in topics and activities
- Variable challenge levels
- Real-world connections
- Collaborative opportunities
- Timely feedback loops

REPRESENTATION

- Content in multiple formats (text, audio, visual)
- Captions and transcripts
- Clear layouts and navigation
- Visual supports for key concepts
- Alternative representations of information

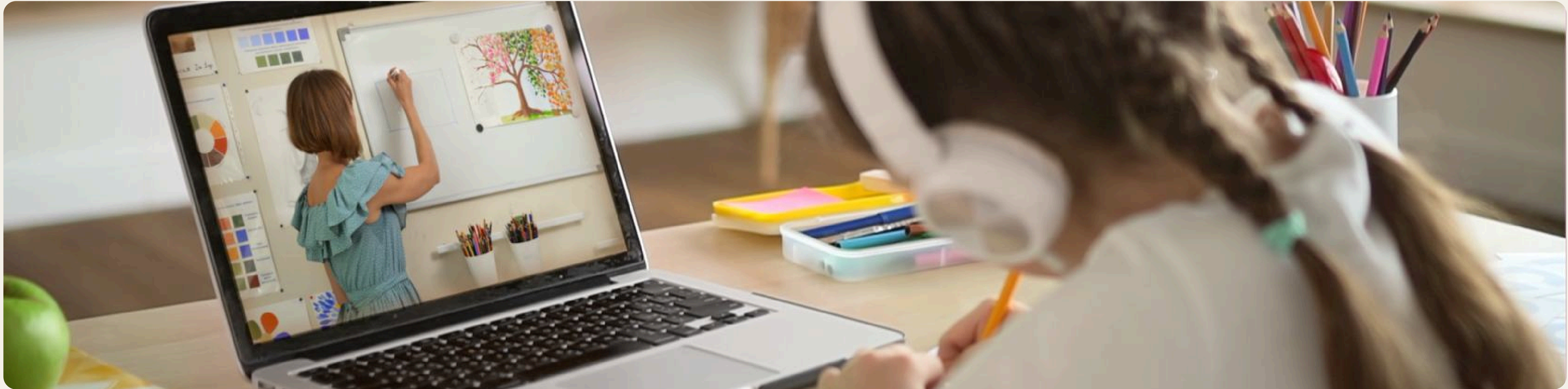
ACTION/EXPRESSION

- Multiple assessment formats
- Flexible timelines
- Progress monitoring tools
- Strategic planning supports
- Accessible technologies

Implementation

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03



HOW TO APPLY

- Provide content in multiple formats (e.g., text, video, audio, interactive)
- Offer flexible deadlines or pacing options
- Use clear navigation and consistent layouts
- Allow learners to choose how they demonstrate understanding
- Scaffold content with clear goals, previews, and check-ins

IMPACT ON LEARNERS

- Supports different learning styles and needs
- Increases motivation and autonomy
- Reduces cognitive overload and stress

ROI / BUSINESS CASE

- Broadens audience reach (e.g., neurodivergent, ESL learners)
- Improves engagement and course completion rates
- Reduces requests for accommodations or extensions

Case Study

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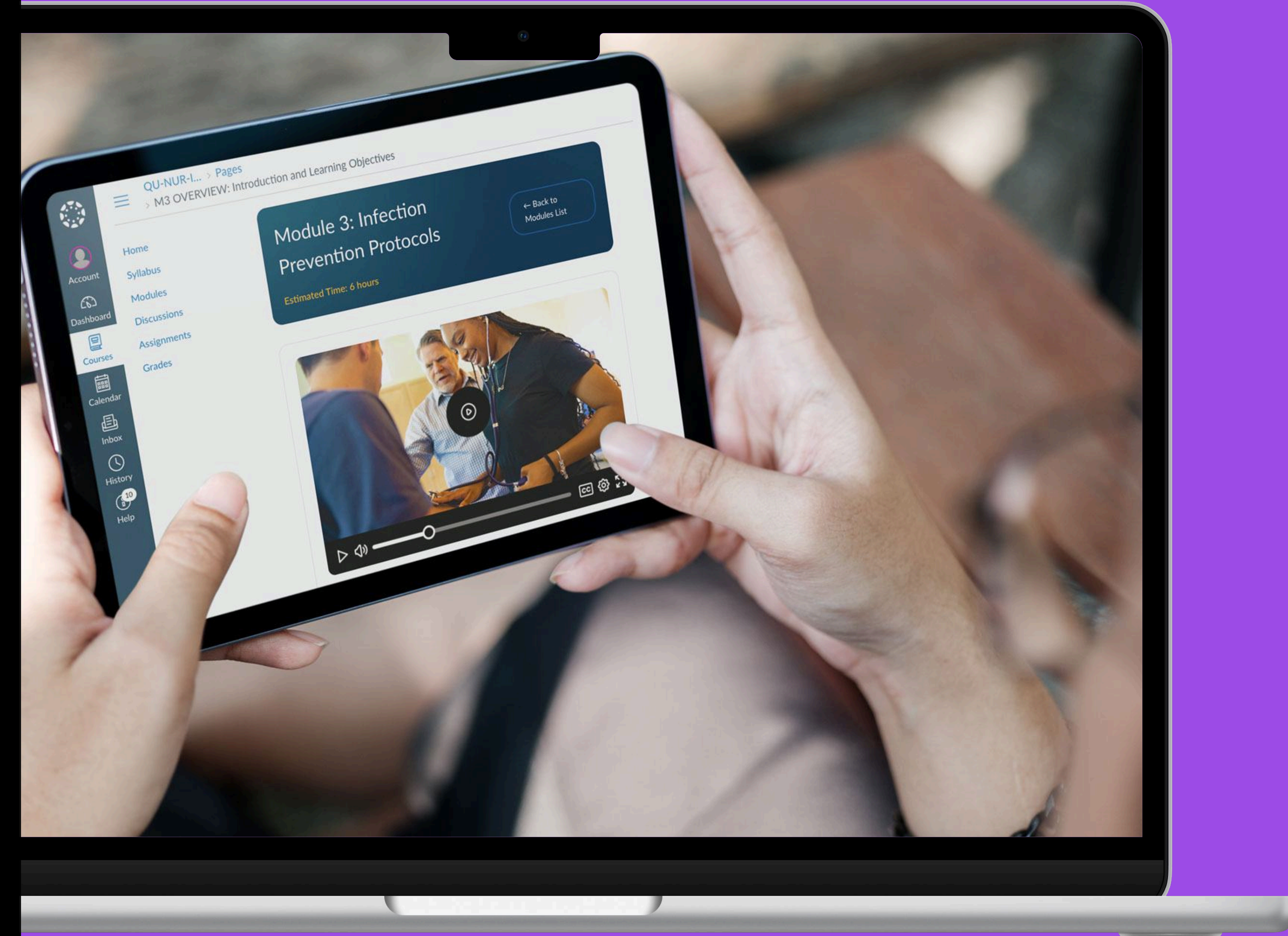
04

Accessible Canvas Templates for Nursing

[VIEW CASE STUDY](#) →

CONTENT STRUCTURE

- Broke content into clear, manageable chunks
- Used consistent headings and layouts to reduce overwhelm
- Offered flexible assessment options (e.g., video or written responses)
- Added weekly module checklists and reflection prompts
- Used consistent design across modules for easier navigation



Next Steps

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05



Which UDL principle seems most relevant to your learners' needs?

What's one specific strategy you could implement to address this principle in your course?