Universal Design for Learning – From Theory to Practice

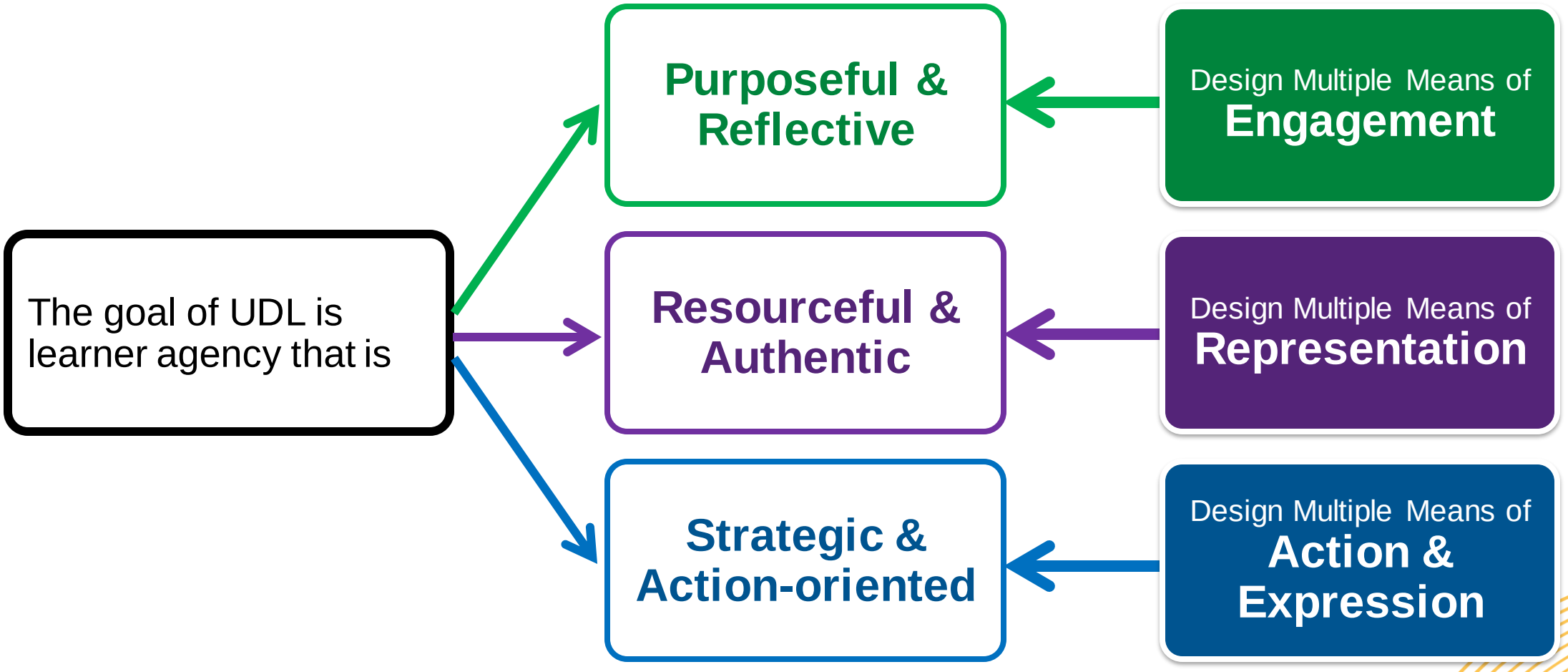
Facilitator: Jamie Niman, Instructional Designer, Center for Excellence in Learning and Teaching

Panelists:

- Lori Biederman, Adjunct Assistant Professor, Department of Ecology, Evolution, and Organismal Biology
- Alyssa Emery, Assistant Professor, School of Education
- Julie Irish, Associate Professor, College of Design

Beyond Accessibility

Universal Design for Learning (UDL)



Personal Journey

- Introduction
- Please share an experience that inspired you to integrate Universal Design into your teaching practice.

	Design multiple means of Engagement	Design multiple means of Representation	Design multiple means of Action & Expression
	The WHY of learning	The WHAT of learning	The HOW of learning
Access	**Welcoming Interests & Identities**	**Perception**	**Interaction**
Support	**Sustaining Effort & Persistence**	**Language & Symbols**	**Expression & Communication**
Executive Function	**Emotional Capacity**	**Building Knowledge**	**Strategy Development**

What are some examples of how you've applied UDL principles in your courses?

Are there unique considerations or adaptations needed for your specific fields?

What advice would you give to instructors who are new to UDL or looking to deepen their practice?

Or what guidance can accessibility and instructional design staff offer instructors on implementing UDL?

What impacts (short-term or long-term) have you observed from implementing UDL in your courses?

How will artificial intelligence (AI) play a role in UDL and accessibility for students and others?

How can faculty/staff meet F2F learning needs without relying on technology, specifically in discussion- and workshop-rich environments?