

CTEL Course Resource Guide

Universal Design for Learning (UDL)

Key Concepts & Highlights

Universal Design for Learning (UDL) is a framework that helps faculty design learning experiences that are accessible, flexible, and engaging for all students. Rather than retrofitting accommodations after barriers arise, UDL encourages instructors to proactively provide multiple ways for students to access information, demonstrate learning, and engage with course content.

Recommended Strategies & Practices for Implementation

1. Strategy: Provide Multiple Means of Representation

Why it matters:

Students learn in different ways. Presenting content through multiple formats can improve access, comprehension, and engagement.

How to implement:

- Provide information through text, visuals, audio, video, and demonstrations when appropriate.
- Use captions, alternative text, and accessible documents to support diverse learners.
- Offer examples and explanations that connect concepts to real-world applications.

2. Strategy: Offer Multiple Ways for Students to Demonstrate Learning

Why it matters:

Flexible assessment options help students showcase their knowledge and skills while maintaining learning standards.

How to implement:

- Allow students to choose from formats such as presentations, papers, infographics, videos, or projects when appropriate.
- Use rubrics that focus on learning outcomes rather than the format of submission.
- Provide opportunities for drafts, reflection, and revision.

3. Strategy: Increase Student Engagement Through Choice and Relevance

Why it matters:

Students are more likely to persist when learning activities feel meaningful and allow for autonomy.

How to implement:

- Incorporate relevant examples and authentic problems.
- Provide opportunities for student choice in topics, formats, or activities.
- Use active-learning strategies that encourage collaboration and participation.

Quick Tips

- Start by removing one barrier in an existing course module.
- Check documents, videos, and presentations for accessibility.
- Focus on flexibility without lowering academic expectations.
- Use clear navigation and consistent course organization.
- Gather student feedback to identify additional barriers and opportunities for improvement.

Additional Resources

[CAST Universal Design for Learning Guidelines](#): The official UDL framework and implementation guidance.

[Professor Eileen Santiago - Universal Design of Learning](#): CTEL teaching tip introducing UDL and practical classroom applications.

[Accessibility Resources at Broward College](#): Resources and services that support accessibility and accommodations.

[CTEL Faculty Resources](#): Faculty-development resources, job aids, and professional learning opportunities.