Universal Design for Learning Guidelines

These UDL Guidelines and checkpoints can assist educators in designing flexible lessons and curricula that reduce barriers to learning and provide innovative and supportive learning to meet the needs of all learners. They can also help educators evaluate existing curricula goals, materials, methods and assessments.

Principle I: Provide Multiple Means of Representation - the “WHAT” of learning - Learners differ in the ways that they perceive and comprehend information that is presented to them. *There is no one means of representation that will be optimal for all learners; but providing multiple options for representation is essential.

Principle II: Provide Multiple Means of Expression - the “HOW” of learning - Learners differ in the ways that they can navigate a learning environment and express what they know. *There is no one means of expression that will be optimal for all learners; but providing multiple options for action and expression is essential.

Principle III: Provide Multiple Means of Engagement - the “WHY” of learning - Learners differ markedly in the ways in which they can be engaged or motivated to learn. Some learners are highly engaged by spontaneity and novelty while other are disengaged, even frightened, by those aspects, preferring strict routine. *Learners have different preferences for what is engaging and motivating so providing multiple options for engagement is essential.
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DIY Template

1. Cut out figure A

2. Cut out figure B

3. Fasten figure A on top of figure B with a mini round safety pin