



**UNIVERSAL DESIGN FOR LEARNING AND
DISABILITY SERVICES 101**





BEFORE I START..

- Reason for this presentation – we believe in Universal Design!
- We acknowledge the expertise in the room



DISABILITY SERVICES

Disability Advisers

Web Accessibility Specialist

Support staff

WHAT HAPPENS?

Student identifies they have a disability, require support

Health Practitioner's Report

Discussion of the impact

Negotiate reasonable adjustments

Learning Access Plan

WHY?

Commonwealth Disability Discrimination Act
(DDA) 1992

Disability Standards for Education

WHAT IS UNIVERSAL DESIGN?

- Design of physical, learning and online environments, so they are inherently accessible to all.
- This accommodates all users and ensures the environments are usable to the greatest extent possible (Centre for Universal Design Australia, 2016).



TYPES OF UNIVERSAL DESIGN

PHYSICAL – Example LT1 accessible desk

ONLINE – Web Accessibility (e.g. captions, BB collaborate)

LEARNING –



UNIVERSAL DESIGN FOR LEARNING

- Approach the design of curriculum and instruction which provides equal opportunities for diverse individuals to learn
- Address barriers to learning (Rose et al., 2006)

Multiple Means of Representation

Multiple Means of Expression

Multiple Means of Engagement

EXAMPLES

Universal Design for Learning Guidelines



Provide Multiple Means of
Engagement
Purposeful, motivated learners



Provide Multiple Means of
Representation
Resourceful, knowledgeable learners



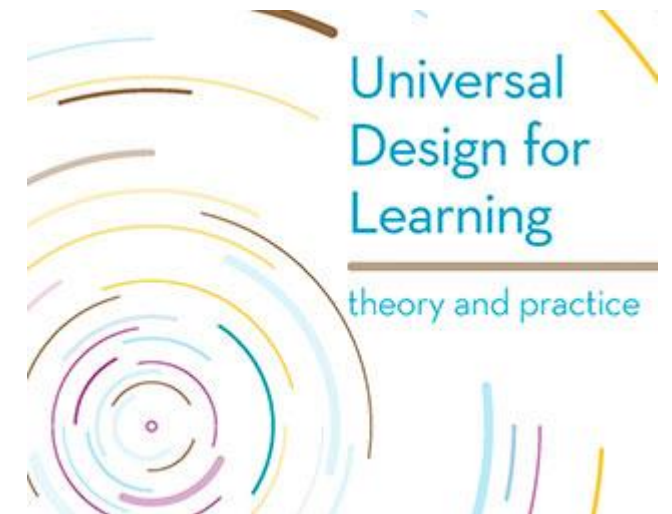
Provide Multiple Means of
Action & Expression
Strategic, goal-directed learners

Multiple Means of Engagement	Multiple Means of Representation	Multiple Means of Action & Expression
Students have the ability to engage in discussion groups via face-to-face, telephone, email, online forums etc.	Students have access to a lecture presented orally, recorded video lecture, typed Microsoft word document, Prezi, PowerPoint.	Students have the option to complete either oral, written or laboratory (demonstration) assessment.

BENEFITS OF UNIVERSAL DESIGN FOR LEARNING

- ❖ Usability and access
- ❖ Attendance rates
- ❖ Improves academic performance
- ❖ Minimises barriers
- ❖ Enhances engagement and participation in learning
- ❖ Provides flexibility responsive to student diversity
- ❖ Minimises the need for additional adjustments – Disability Support Services – Higbee (2003)
- ❖ Increases independence in learning

(Mischenko, 2013; Rose et al., 2006)



DEMONSTRATION

Bachelor of Nursing students learning what occurs during a myocardial infarction (heart attack).

- ❖ Textbook available online with embedded text to speech ability
- ❖ Educator provides multiple means of learning about myocardial infarction:
 - ❖ Oral lecture
 - ❖ Videos and visual media
 - ❖ PowerPoint and Prezi lecture
 - ❖ Recorded lecture made accessible to all students
 - ❖ Discussion groups - face-to-face/telephone/online forum
 - ❖ Hands-on tutorial activity



ACTIVITY

Current or potential Universal Design for Learning strategies in your practice

RESOURCES

Ted Talk – Jan Wilson

https://www.youtube.com/watch?v=CtRY_1mZWWg

University of Washington

<http://www.washington.edu/doi/universal-design-process-principles-and-applications>

Please contact me if you would like any further resources or information

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