Implementing the Universal Design for Learning framework at De Montfort University

LEARNING RESEARCH GUIDANCE RESOURCES SPACE

LIBRARIES AND LEARNING

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What we'll be doing…

- Overview of Universal Design for Learning (UDL)
- Institutional context at DMU
- Focus on the three key principles
- Exploring their application in Library and Learning Services

UDL at DMU

UDL is an innovative framework for teaching, learning and assessment at DMU which aims to provide an inclusive learning experience for every DMU student.

DMU is taking an institution-wide approach to delivering enhanced services that will benefit all students, providing an even better student experience for all

UDL began as a strand in the university-wide Disability Enhancement Programme (DEP) in 2015

It is also a central element of our Teaching and Learning Strategy for the next five years

Inclusivity at DMU

- **Traditionally a high percentage of students with declared disability**

- **International students – Leicester International Pathway College on campus**

- **Widening participation**

- **Range of delivery modes**

- **Strategic priority of institution**

DMUfreedom Equality and Diversity Charter 2016-2020

De Montfort University (2016) DMUfreedom
http://www.dmu.ac.uk/about-dmu/professional-services/equality-and-diversity/dmufreedom-equality-and-diversity-charter/dmufreedom.aspx
[Accessed 11/01/17]

De Montfort University Student Experience Strategy

De Montfort University (2016) Student Experience
Strategy 2016-2020
http://www.dmu.ac.uk/documents/dmu-students/your-
dmu-experience/student-experience-strategy.pdf
[Accessed 22/11/16]

Universal Design for Learning at De Montfort University

De Montfort University (2016) Universal Design for Learning
http://www.dmu.ac.uk/dmu-staff/udl/universal-design-for-learning.aspx
[Accessed 22/11/16]

Library and Learning Services UDL Champion

- **Participates in the university-wide project group and works with other champions in the faculties – recognises and aligns our teaching practice**

- **Work with LLS colleagues to identify inclusive teaching and support practices that are effective in achieving the aims of the UDL project.**

- **Disseminating our ideas within the university and more widely through workshops and presentations at conferences and other events**

- **Role continuing during 2016/17 academic year**

Library-wide application of UDL

- **Relevant and effective conceptual framework to use in the wider context of library services and facilities, not just teaching**
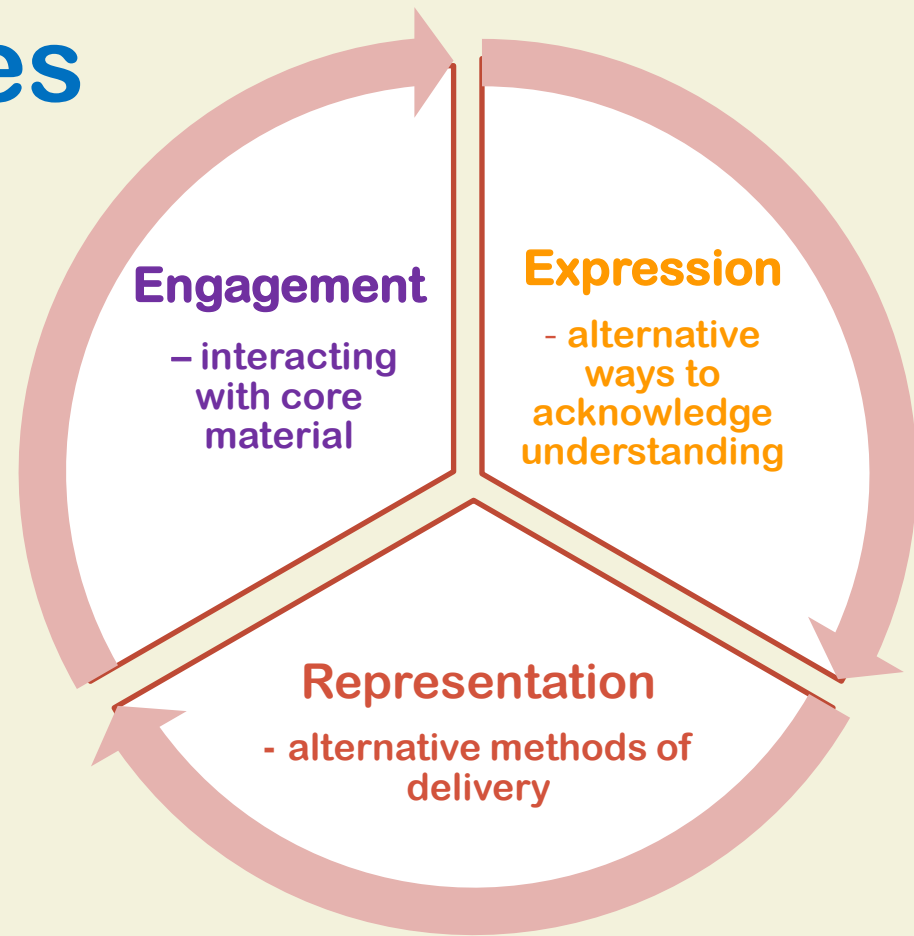- **Applicable to all our channels of communication with students**

Engaging all library staff with UDL

- **Way in which the framework has been communicated to staff:**
  - Staff training sessions in May, part of themed staff development week on equality and diversity
  - Update sessions for all staff in September
  - Term-time only staff training day

UDL endorsed by DMU library staff

- "Why should we create "exceptions" for people when those exceptions could help many others who would not be able to access them or even know that there are other ways of learning. It makes perfect sense to me to broaden our approaches to helping everyone get the most out of their time at DMU by producing as much variation to learning as possible." (**Manager of the shelving team)**

- "Although I'd previously heard about UDL in various guises across the university this training session was the first time that I'd been able to understand that relationship and where I as an individual fit in to that equation. I definitely feel more confident with my understanding of UDL and look forward to carrying the message forward into the next academic year." (**Information assistant)**

- "I was very happy to learn how the university is striving to put in place an all encompassing teaching/assesment strategy as it feels our work with the disability team fits in with it/compliments it. It truly feels like DMU is a sector leader in this crucial re-assesment of how higher education is delivered - it's great to be a part of that."
    (**Senior information assistant**)

- "What struck me most of all was how much of UDL we're already doing – although there's still much to be done of course. Overall, a great opportunity to think about the services we deliver and ask what we can improve, innovate or change in order to engage with, and provide services to, every DMU student." (**Project manager**)

The three principles of UDL:

using multiple means of…

www.cast.org
www.udlcenter.org
CAST (2011) *Universal design for learning guidelines version 2.0.* Wakefield, MA: Author.
http://www.udlcenter.org/sites/udlcenter.org/files/updateguidelines2_0.pdf
[Accessed 21/11/16]

Engagement – interacting with core material

Expression - alternative ways to acknowledge understanding

Representation - alternative methods of delivery

Over to you…

- **Working in groups:**

  ➢ **Reflect on the ways in which you may already be incorporating aspects of the UDL framework in your service**

  ➢**Think about how the framework might be used to enhance and develop services and resources**

Representation:

- Alternative methods of delivery

- Flexible ways of presenting

For example:

  Providing library guides in printed and online format

  Providing multiple channels for enquiries including face-to-face, telephone, email

  Providing textual and visual signage

Engagement:

- **Interacting with core materials**
- **Motivating students to learn**

For example:
- online reading lists
- displays in libraries highlighting areas of collection
- Guides facilitating access to online resources

Expression:

- **Alternative ways of acknowledging learning and understanding**
- **Build in ways of assessing learning**

For example:
Providing a range of study spaces
Checking understanding when responding to enquiries