

The Universal Design for Learning Good Practices Inventory

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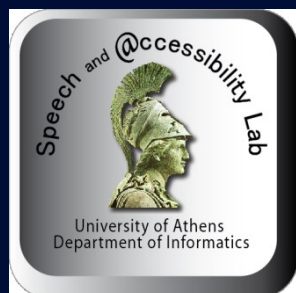
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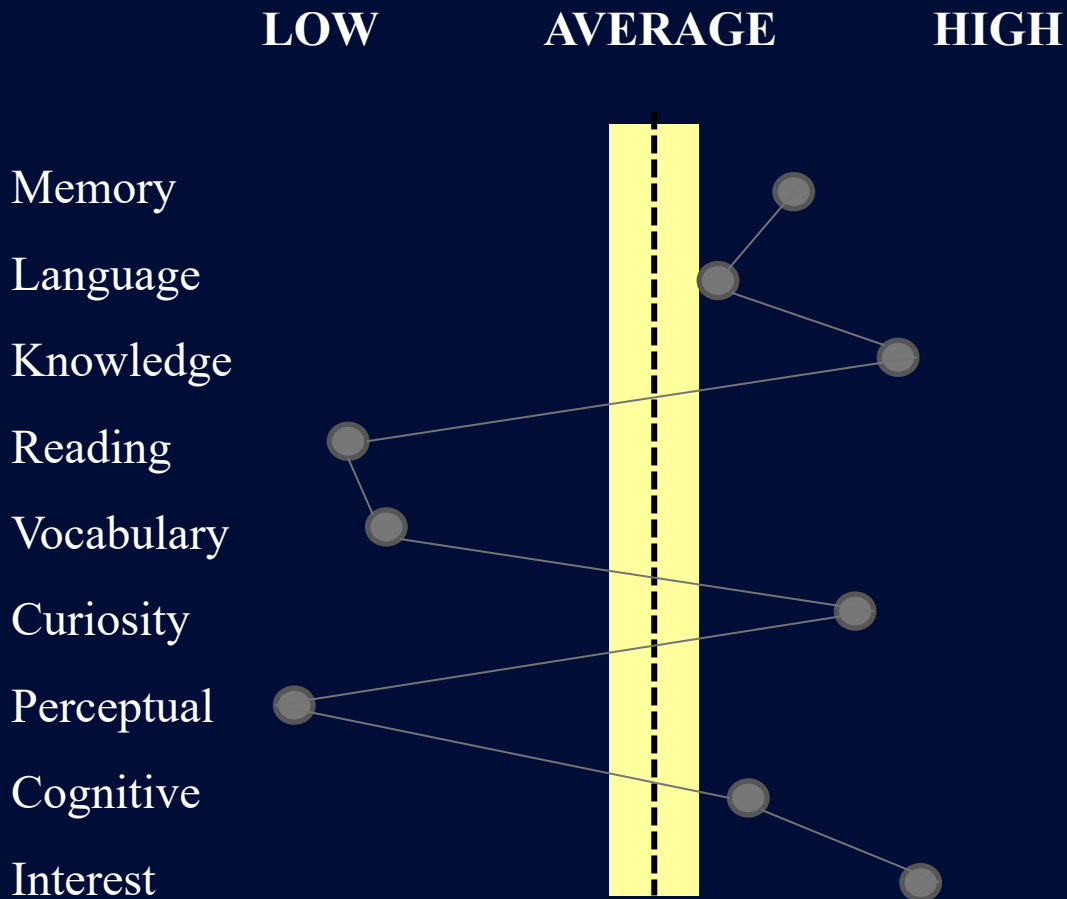
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Do you have students in your class who...

- ❑ have a variety of academic *abilities*?
- ❑ have different educational *experiences*?
- ❑ have different *backgrounds*?
- ❑ have different *learning styles*?
- ❑ have different *preferences*?
- ❑ are used to instruction at *different paces*?
- ❑ have a *disability*?



The average student is a myth



Universal Design for Learning (UDL)

- an educational framework to guide development of flexible learning environments to accommodate individual learning differences
- UDL seeks to increase access to learning by reducing physical, cognitive, intellectual and organisational barriers



The two aspects of UDL

- a conceptual model from which a set of principles and practices are derived
- a set of specific practices and guidelines by which universal design is actually accomplished



UDL Principles and Guidelines

Principle I. Multiple Means of Representation

- Guideline 1: Provide options for perception
- Guideline 2: Provide options for language, mathematical expressions, and symbols
- Guideline 3: Provide options for comprehension



CAST: Center for Applied Special Technology, 2011

UDL Principles and Guidelines

Principle II. Multiple Means of Action and Expression

- Guideline 4: Provide options for physical action
- Guideline 5: Provide options for expression and communication
- Guideline 6: Provide options for executive functions



CAST: Center for Applied Special Technology, 2011

UDL Principles and Guidelines

Principle III: Multiple Means of Engagement

- Guideline 7: Provide options for recruiting interest
- Guideline 8: Provide options for sustaining effort and persistence
- Guideline 9: Provide options for self-regulation



CAST: Center for Applied Special Technology, 2011

UDL, but:

- New developments on the theory and practice of UDL that have emerged underline the importance of instructional pedagogies that facilitate accessibility for diverse learners
- Few studies have provided a comprehensive framework to put the UDL pieces together, in a practical, research grounded and efficient way [1]
- UDL is much more complex than we originally thought [2]

[1] Katz, J. (2013), *Canadian Journal of Education*, 36, 153-194

[2] Edyburn D. (2010) *Learning Disability Quarterly*, 33, 33-41



The UDLnet project

Aims:

- to bridge the gap between policy and practice in applying UDL
- to address the necessity of collecting and creating UDL good practices from a wide range (educational, cultural, language, etc.)

UDLnet targets 2,000 users all around Europe and internationally



<http://www.udlnet-project.eu/>

Inventory of UDL Good practices

- Developed under the UDLnet project
- Includes a collection and categorization of UDL Good Practices, Media Resources and Collections
- aims to support any learning community in order to find, exchange and adapt teaching and learning practices, ideas and feedback from actual UDL implementation in classrooms.
- allows for browsing, searching with the use of selected criteria, as well as creating practices, media resources, collections, as well as lesson plans and UDL educational scenarios
- Targeting users: teachers, teacher educators, educationalists, professors, practitioners, policy makers, etc.



http://udlnet.di.uoa.gr/

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Universal Design for Learning (UDL) is an educational framework to guide development of flexible learning environments to accommodate individual learning differences. UDL seeks to increase access to learning by reducing physical, cognitive, intellectual and organisational barriers.

This site (developed under the [UDLnet project](#)) aims to provide a comprehensive inventory of UDL Good Practices to benefit the interesting users in the field (educationalists, teachers, professors, practitioners, etc.). We point out that UDL is not something completely new for the learning providers, as in many cases they apply UDL unconsciously.

Contributors are invited to record their Good Practices here based on their UDL experience and practice.

[UDLnet Inventory Facilities](#)[Benefits of using the UDLnet Inventory](#)[Suggestions for the UDL newcomer](#)

You are here: [Home](#)



UDLnet has been funded with support from the European Commission under the Lifelong Learning Programme project No: 540659-LLP-1-2013-1-GR-COMENIUS-CNW.
This site reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Filter Good Practices

Search Title, Short Intro and Keywords for:

Main Topic:

- ☒ Applied
- ☒ Arts
- ☒ Business Studies
- ☒ ICT
- ☒ Languages
- ☒ Mathematics
- ☒ Physical Science
- ☒ Social Studies
- ☒ Other

[check all](#)

Educational Level:

- ☒ Primary
- ☒ Secondary
- ☒ Vocational
- ☒ All
- ☒ Other

[check all](#)

Language:

- ☒ English
- ☒ Dutch
- ☒ Finnish
- ☒ French
- ☒ German
- ☒ Greek
- ☒ Italian
- ☒ Spanish

[check all](#)

Best Practices

[3d printing of a minoic vase](#)
[Adventure in India](#)
[Application of personalization to learning and teaching](#)
[Building Vocabulary: "The Monkey's Paw"](#)
[Ceramics / 3D Project – Multi sensory experience using textures, construction methods and visual appreciation](#)
[Designing and delivering course to develop awareness and practical application of 21st century skills, based on Universal Design Principles](#)
[Exploring Rainforests](#)
[Grammar through flipping the classroom](#)
[Intermediation of life-forming and decision-making skills Part: Future studies and career fields management](#)
[Inventions Through the Ages - 2 week Project](#)
[Little Red Riding Hood – Multi-sensory and Participatory Storytelling](#)
[Meet the Gods and Emperors via social media](#)
[Multiplication Table](#)
[Music for all! Instrument and band lessons for people with special needs](#)
[Planen, Aufbau und Konfiguration eines Netzwerkes entsprechend der Norm EN50173 \(Strukturierte Verkabelung\).](#)
[Posters as Educational Material for Science at Secondary Education \(special & mainstream\)](#)
[Problem Solving](#)
[Proficiency through the challenge \(gamification\)](#)
[Punahilkka – moniaistillinen ja toiminnallinen tarinatuokio](#)
[Spelling](#)
[Tikas ICT education / Design Your Own Room](#)

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Best Practices

[3d printing of a minoic vase](#)

[Adventure in India](#)

Application of personalization to learning and teaching

Author: Barbara Schwartz-Bechet, Northern Illinois University, United States

[open](#)
[Overview](#)
[School Context](#)
[UDL in Action](#)
[Media Resources](#)
[Skills and Competencies](#)
[Assessment](#)
[Evaluation / Comments from Users](#)

Date Modified: 2015-03-12

Short Intro: The following will describe how to personalize instruction and teaching to meet the needs of any learner who may enter your course. Understanding the difference between how one provides instruction to differing abilities in the classroom and how to enable students to demonstrate understanding and mastery of concepts through allowing choice in output and and application.

Intended Objectives/Outcomes: All students will be able to choose how to best learn content.
All teachers will be able to allow students to demonstrate understanding through choice of multiple modalities.

Main Topic: other

Secondary Topic:

Target Groups: All students and teachers

Keywords: Personalization, udl, differentiation,

Educational Level: Other

Language: English

References:

[Building Vocabulary: "The Monkey's Paw"](#)

[Ceramics / 3D Project – Multi sensory experience using textures, construction methods and visual appreciation](#)

[Designing and delivering course to develop awareness and practical application of 21st century skills, based on Universal Design Principles](#)

[Exploring Rainforests](#)

Author: Suvi Törrönen, Finnish Association on Intellectual and Developmental Disabilities (FAIDD), Finland

[open](#)

Overview | School Context | UDL in Action | Media Resources | Skills and Competencies | Assessment | Evaluation / Comments from Users

Date Modified: 2015-03-02

Short Intro: Resonaari music school offers instrument and band lessons for people with special needs and has over 180 pupils. All of them have one or two music lessons per week. Resonaari is following the Finnish National Curriculum for music schools and has an official music school status in Finland. In addition, Resonaari offers possibilities for students with SEN to build professional musicianship.

Resonaari arranges training and provides music therapy using the Figurenotes. Figurenotes© is a (therapy-oriented) method of teaching almost anyone to play melodies even if they cannot read a single note in conventional notation.

In the Figurenotes each note has a symbol. The player has to only match two identical symbols. Even players who find it difficult or impossible to assimilate abstract sound representations will be able to proceed from Figurenotes to conventional notation and thus experience the fun of making music. Because Figurenotes gives the same musical information as conventional notation, it is easy to switch to conventional notation if and when the player is ready for it. The focus on pedagogical interaction is based on each student's abilities, interests and needs. The teacher operates in the role of a facilitator of learning.

Intended Objectives/Outcomes: The curriculum for the Resonaari Music School is according to the Finnish National Curriculum for the Arts and the school thus has official music school status in Finland. Despite their diverseness and their individual learning objectives, all the students therefore receive goal-oriented tuition in an instrument.

Goals are the following: greater self-esteem, committing to working and practicing, practicing social and team work skills, practicing the control needed to play an instrument, active agency and active membership in the community.

Main Topic: Arts

Secondary Topic: Music. The joy of learning to play an instrument. Anyone can play. Students get an experience of success.

Target Groups: people with special needs, diverse learners, old people who want to start an instrument

Keywords: special music education, figurenotes, pedagogical sensitivity, pedagogical interaction

Educational Level: Other

Language: Finnish

References: International information:

[link](#)

Some links to articles and news written about Resonaari and/or Figurenotes in English:

[link](#)

The MUSIC FOR ALL! Teacher's Manual ([link](#)) is part of the project Music for All. Improving Access to Music Education for People with Special Needs funded by the European Union Central Baltic INTERREG IV A Programme 2007–2013. Priority 3. Attractive and dynamic societies; Direction of Support: Improving living conditions and social inclusion.

Cooperation partners at this moment: Drake Music Scotland, UK; Tolaram Foundation, Estonia; Pavuls Jurjans Music School, Latvia; Figurenotes Ireland; Asunaro Institut, Japan.

Kaikkonen, M. (2009). Special music education creates learning equality. Orff-Schulwerk Informationen, 81, 32–35.

Kaikkonen, M. (2011). Special Music Education as a Positive Cultural Revolution. In H. Ruismäki & I. Ruokonen (Eds.), Design Learning and Well-being. Research Report 331. Department of Teacher Education. Faculty of Behavioural Sciences. University of Helsinki (pp.125-133). Helsinki: Unigrafia.

UDL Principle I: Information/Instruction offered in different ways

1st Guideline: Relevant information is available on the learning objectives and outcomes

Please check appropriate options:

- ☒ in advance
- ☒ at any time
- ☐ temporarily
- ☒ on demand

Please add more:

Others...

2nd Guideline: Information can be assimilated in various ways

Please check appropriate options:

- ☒ audio
- ☒ visual
- ☐ textual media (hypertexts, multimedia, digital art, email, instant messaging, web content, etc.)
- ☐ printed media (books, hand-outs, newspaper articles, etc.)

Please add more:

Others...

3rd Guideline: The understanding/comprehending of information is supported by providing various options

Please check appropriate options:

- ☐ mind mapping
- ☐ illustrations
- ☐ gamification
- ☒ practical demonstration

Please add more:

Others...

UDL Principle II: Allow the learners to express what they know in different ways

4th Guideline: Learner can actively work with the learning materials in different ways

Please check appropriate options:

- ☒ individual work
- ☐ group work
- ☐ discussion
- ☐ games

Please add more:

Others...

5th Guideline: Learners can show the results of work as ...

Please check appropriate options:

- ☒ textual description
- ☐ individual oral report
- ☐ group presentation
- ☐ practical demonstration

Please add more:

Others...

6th Guideline: There are different forms of support provided such as ...

Please check appropriate options:

- ☒ face-to-face mentoring
- ☐ online mentoring
- ☐ feedback on demand
- ☐ formative (self) assessment

Please add more:

Others...

UDL Principle III: Learners are engaged and motivated in different ways

7th Guideline: Different known interests and motivators are addressed such as ...

Please check appropriate options:

- ☒ personal interests
- ☐ authentic tasks
- ☐ choice in context

basic selection criteria for an UDLnet Good Practice

- transferable,
- adaptable,
- flexible
- effective



Media Resources: complement the UDL Good Practices and relate to the pedagogical approach applied by the educationalist and the instructional material used

Collections provide UDLnet users with the facility to gather, link, and organise different Good Practices and Media Resources together to meet their specific needs around a particular topic, theme, or class



Other UDLnet Inventory facilities

- My Good Practices
- My favorites Good Practices
- My UDL Media Resources
- My favorites UDL Media Resources
- My Collections of UDL Good Practices
- My favorites collections of UDL Good Practices
- UDL community



UDLnet Community building

[English](#)[Login](#)[Register >](#)

linkup, create, share, grow

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[Home](#) | [UDLnet: Universal Design for Learning: A Framework for Addressing Learner Variability](#)



UDLnet: Universal Design for Learning: A Framework for Addressing Learner Variability

Article 24 of the UN Convention on the Rights of Persons with Disabilities states that persons with disabilities should be guaranteed the right to inclusive education at all levels, regardless of age, without discrimination and on the basis of equal opportunity. State Parties should ensure that children with disabilities are not excluded from free and compulsory primary education, or from secondary education. Still, there is a long way ahead before reaching a society where equal opportunities are guaranteed for all.

Inclusive and quality education is a key means to achieve this goal. In many special as well as mainstream schools, however, there is still much uncertainty and a lack of knowledge. Though the policy context supports a shift to inclusion, professionals need more support to develop their practice. In order to bridge the gap between policy and practice the UDLnet network aspires to address this necessity collecting and creating best practices under the framework of Universal Design for Learning (UDL) on the following envisaged themes: inclusive learning environments, accessible resources, teachers' and school leaders' competences, examination of barriers and identification of opportunities. Moreover, current needs related with the use of mobile devices will be investigated, and the proposed network will cater for the delivery of

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UDLnet Community building

education for students with disabilities, and not only, across Europe, in order to cater for their wholesome development, smooth transition in the next grades and consequently for employability, working inclusion and for active European citizenship.



A few words about this space for sharing, commenting, informing:

DISCUSSIONS: Wider discussions, which go across the boundaries of the Community's activities, can be developed here. For example, here we can discuss central concepts of our work, such as 'creativity', 'competences', 'learning'... Again, feel free to initiate, discuss, share!

POLLS: Here you can assess the opinion and the reaction of the Community's members by creating special Polls.

GROUPS: We are starting as a whole group, but it may turn out that some sub-groups will start forming as we work. In the 'Groups', box we will be creating and visiting our sub-groups. In these Groups, you can create new Discussions, post Events and organize Polls based on your specific interests.

ACTIVITIES: Activities that are organized by the members of the Community within the Community and the Portal are presented here. Please check for information, guidelines, readings, or visit to discuss and make comments.

EVENTS: The events that are organized related with the activities and/or the thematic area of the Community and might be of its member's interest. Feel free to initiate, discuss, share!

BLOGS: Why not share your thoughts and feelings with the rest of the community? Just create your blog and post your comments!

Overall, let's be active in this community. There are so many places in here where you can create your own postings, leave a thoughtful comment, show you 'Like' something, make and follow 'Friends', share on the popular social media.

More information about UDLnet Network is available here: <http://www.udlnet-project.eu/>

Best Practices and Media Resources Inventory is available here: <http://udlnet.di.uoa.gr/index.php/ods-sso>

Want to find more about UDL? Visit the [UDL Academy](#) & the [ODS Toolbox](#)

Tags: universal design, Variability, learning styles, inclusion, design for all

Benefits of using the UDLnet Inventory

- Diverse UDL techniques, methods and resources available as a comprehensive and growing repository
- Users can access and modify concrete examples of UDL Good Practices on a range of topics
- Support and supply enough scaffolding to newbies in the field of UDL and inspire more advanced users
- Users can be connected and collaborate with peers on UDL, even for a specific Good Practice or at a national level
- Decreasing preparation time for UDL based lessons, while keeping high quality



Bottom-up Continuing Professional Development.

Inventory of UDL Good Practices

- The UDLnet Inventory has not been designed as a destination but as a forum for self-reflection and critical thinking
- It is rather an evolving space where practices mutate, shaped and altered and results from increased participation and successes are fed back into the qualitative learning loop



Inventory of UDL Good Practices

- The UDLnet Inventory is not static
- It is a growing and dynamic space whose main purpose is to stimulate new reasoning and practices and challenge existing ones
- UDL works and evolves best when located in a community



UDLnet project partners



Ellinogermaniki Agogi (Greece)



Universal Learning Systems (Ireland)



National and Kapodistrian University of Athens (Greece)



Agalia Elpidas (Cyprus)



NHL University of Applied Sciences (The Netherlands)



ceFAS e.V. (Germany)



Spanish Confederation of Education and Training Centres (Spain)

Action on Disability

Enable Ireland

Enable Ireland (Ireland)



Finnish Association on Intellectual and Developmental Disabilities (Finland)

Thank you



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