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Universal Design for Learning (UDL) in Higher Education: A Case Study in LTH

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Universal Design for Learning (UDL) in Higher Education: A Case Study in LTH

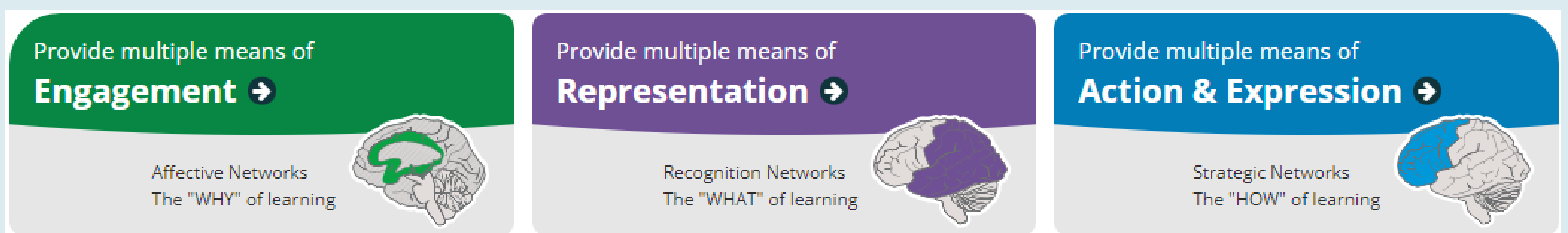
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UDL is for everyone

UDL is an approach to include all students in the university. We interviewed an expert and analysed three different teaching situations and linked them to the UDL guidelines in order to suggest the best options for improving these situations, aiming to make these teaching and learning experiences much better for both teachers and students. We concluded that the UDL is a vital tool to improve teaching in the higher education sector, in Sweden and worldwide.

What is UDL?



Captured from <https://udlguidelines.cast.org/>

UDL focuses on including all students. The basic idea is more flexibility for students to get the required information, express their thoughts and knowledge and to enhance their motivation to learn. You do this by providing multiple means of Engagement, Representation and Action & Expression. A framework with UDL guidelines is to be found at the CAST website and is a tool to improve and optimize teaching and learning.

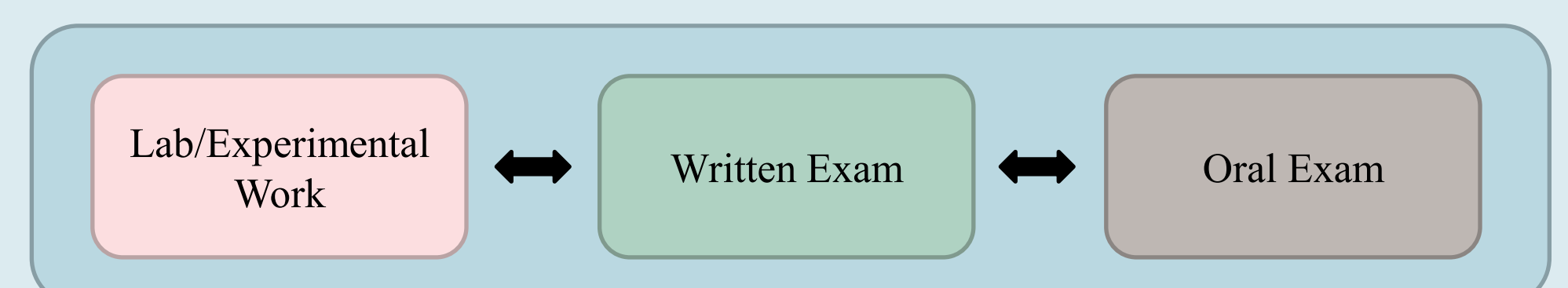
UDL at LTH

EXPERTS OPINIONS OBTAINED FROM INTERVIEW:

- By providing the same information through different modalities as well as in a format that the user may be able to adjust you make it accessible to students with specific disabilities, but it will also be easier to access and comprehend for most of the students.
- The overall pedagogical planning of the course is just as important as various technical solutions. You can use digital tools to improve your pedagogy.
- If you have UDL on your mind and discuss it with your colleagues, then you can improve the flexibility in your course one step at a time.



Using Mentimeter to offer the students options for perception and physical action. In this case as they were working with subject terms, when searching for information in scientific databases during a workshop.



Using different types of examination to offer the students multiple means of presentation and expression, maximizing the possibility of all different types of students to demonstrate their knowledge and skills.

INSIGHTS OBTAINED BY ANALYSING TEACHING SITUATIONS:

- Focus on students' strengths.
- Engaged and active learning: encourage discussions in small/larger groups to develop deep, purposeful, and reflective learning, through classroom, campus, and community experiences in the pursuit, creation, application and dissemination of knowledge.
- Establish a productive learning environment by incorporating fun into teaching methods, listening to students and being open to feedback and encouraging collaboration among students.
- Behavior management: give students multiple opportunities to practice, provide support for routines and behaviors, reinforce expected behaviors and explain the consequences if the expectations are not met.
- Emphasize the importance of the knowledge.