Universal Design for Learning

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SOME OF THE IMPORTANT MILESTONES IN THE FIELD OF DISABILITY

- **2019 Draft New Education Policy**
- **2018 Samagra Shiksha Abhiyan**
- **2017 Draft Mental Health Act**
- **2017 Draft Rehabilitation Council of India Act**
- **2016 The Rights of Persons with Disabilities Act**
- **2015 Mental Healthcare Act**
- **2009 The Right of Children to Free and Compulsory Education Act**
- **2009 National Curriculum Framework for Teacher Education**
- **2006 National Policy for Persons with Disabilities**
- **2005 Comprehensive Action Plan for Inclusion in Education of Children**
- **2005 National Curriculum Framework**
- **2002 National Health Policy**
- **2001 Board of the Trust Regulation**
- **2000 Sarva Shiksha Abhiyan**
- **1999 The National Trust for the Welfare of Persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disabilities Act**
- **1997 Inclusion of IED in DPEP**
- **1995 Persons with Disabilities (Equal Opportunities, Protection of Rights & Full Participation) Act,**
- **1994 Formulation of Centrally Sponsored Scheme of IEDC**
- **1993 Protection of Human Rights Act**
- **1992 The Rehabilitation Council of India Act**
- **1992 Programme of Action**
- **1986 National Policy on Education**
- **1987 Mental Health Act**
- **1880 Establishment of Special Schools**

Growing Legal vacuum
Growing Legalities

✓Acts/Bills
✓Policies
✓Frameworks
✓Plan of Actions
✓Surveys
✓Mappings
✓Structural Changes

X Engagement
X Expression
X Representation

Growing Enrolment
Growing Adaptation

✓Increase in Numbers
✓Admissions
✓Accessibility
✓Accommodation
✓Transport Facilities
✓Individual Support
✓Structural Adaptation

X Inclusive Classrooms
X Inclusive Curriculum
X Meaningful Inclusion

"Curriculum without People"

- Diverse population is coming to our university spaces.

- Every Learner is unique in his/her choices, courses and programmes.

- Every Lerner is coming to Institutions of Higher Learning with ample of
  - ✓Diversities
  - ✓Interest
  - ✓Needs
  - ✓Aspirations
  - ✓Circumstances
  - ✓Knowledge
  - ✓Intelligencia
  - ✓Abilities
  - ✓Disabilities
  - ✓Learning styles and
  - ✓Learning difficulties

- Giving admission is enough in the Institutions of Higher Learning?
- If we go deeper and beyond social fabric, our education system has failed to integrate the social realities, people and rural engagement into it.
- Our curriculum is not talking or discussing about engagement of people
- How many centers, departments, schools in universities are really discussing about the components of;
  - ✓ Disability
  - ✓ Inclusivity
  - ✓ Indigenous Diversity
  - ✓ Farmers Suicides
  - ✓ Continuous Rural Engagement
  - ✓ Heinous crimes towards women
  - ✓ Politics of Development
  - ✓ Criminalization of Politics
  - ✓ Normalization of Violence in our Spaces
- Why there is a growing culture of silence in our university spaces.
- Universities are sites of knowledge and places for discussions, optimism and inclusiveness.
- University – **Universe** – It should be a place for discussions of all the aspects of Universe.

"Classrooms without a Climate of Inclusiveness"

Inbuilt Environment
- ✓ Lecture Halls
- ✓ Labs, sidewalks,
- ✓ Restrooms
- ✓ Furniture accessible and Safe to a wheelchair users
- ✓ Labs inclusive of visual clues (Lights, Blinking for instance) for deaf students
- ✓ Sound alarms for blind students
- ✓ Signage in braille

Information Environment
- ✓ Multimedia
- ✓ Internet sites, plugin sites
- ✓ Web pages

Curricular Environment
- ✓ Teaching goals
- ✓ Teaching methods
- ✓ Teaching Materials
- ✓ Supporting Instructions
- ✓ Interactions, Feedback and Assessments

Service Environment
- ✓ Hands on materials
- ✓ Printing machines

Inclusive Curriculum – Inclusive Classrooms
(In particular, Institutions of Higher Education)

Concept of Universal Design for Learning

- It is a scientifically valid framework for guiding educational practices

Provides Flexibility

- In way information is presented
- In the way students respond
- In the way demonstrate knowledge and skills
- In the way students are engaged

Reduce Challenges and barriers

- In instructions
- Provide appropriate accommodations
- Supports Diversities and challenges

UDL view the Problems in three ways

- One way –Disability Problem
- Second way – Universities Culture Problem
- Third way – Look at "whole system" as view of learning environment

UDL Recognizes the reality of diversities and built right from the beginning.

UDL is more Aesthetics and Benefits more people regardless of age, size, ability or disability.

1.Theory to Practice

Tangible

- Legislations enforcement Provides much needed access but accessibility solutions may be last minutes additions, that are temporary or specialized design.

Real

- Universal Design incorporates accessibility into every stage of the design process so that solutions are permanent and useful for every one

Theory to Praxis

2. UDL: A FRAMEWORK FOR INCLUSIVE PEDAGOGY

UDL

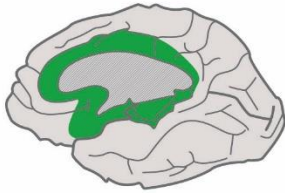| I	II	III
Multiple means of **Represent-tation**	Multiple Means of **Action and Expression**	Multiple Means of **Engagement**

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

Provide options for self-regulation
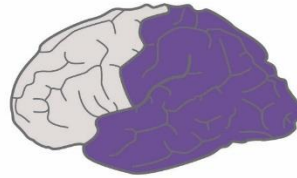+ Promote expectations and beliefs that optimize motivation
+ Facilitate personal coping skills and strategies
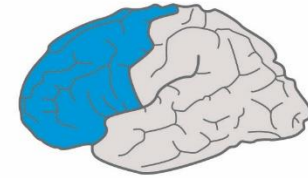+ Develop self-assessment and reflection

Provide options for comprehension
+ Activate or supply background knowledge
+ Highlight patterns, critical features, big ideas, and relationships
+ Guide information processing, visualization, and manipulation
+ Maximize transfer and generalization

Provide options for executive functions
+ Guide appropriate goal-setting
+ Support planning and strategy development
+ Enhance capacity for monitoring progress

Provide options for sustaining effort and persistence
+ Heighten salience of goals and objectives
+ Vary demands and resources to optimize challenge
+ Foster collaboration and community
+ Increase mastery-oriented feedback

Provide options for language, mathematical expressions, and symbols
+ Clarify vocabulary and symbols
+ Clarify syntax and structure
+ Support decoding of text, mathematical notation, and symbols
+ Promote understanding across languages
+ Illustrate through multiple media

Provide options for expression and communication
+ Use multiple media for communication
+ Use multiple tools for construction and composition
+ Build fluencies with graduated levels of support for practice and performance

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Provide options for recruiting interest
+ Optimize individual choice and autonomy
+ Optimize relevance, value, and authenticity
+ Minimize threats and distractions

Provide options for perception
+ Offer ways of customizing the display of information
+ Offer alternatives for auditory information
+ Offer alternatives for visual information

Provide options for physical action
+ Vary the methods for response and navigation
+ Optimize access to tools and assistive technologies

Conclusion

- UDL is a Design and composition of an environment so that it can be accessed, understood and used to the great extent possible by all people regardless of their age, size, ability, disability and diversities.

- UDL meets the needs of a firm range of divers learners.

- UDL offers ways in planning and goal setting which do not confuse at al the ends or in means.

- UDL Maximizes inclusion, access for information to learning and to understanding.

- Universal Design for learning is a paradigm for maximum inclusion.

"Privilege is invisible to those who have it"

– Michael Kimmel

Thank you