

# Implementing UDL: Key Resources

Brown, V. (2016). Creating global classrooms using universal design for learning. In Handbook of research on media literacy in the digital age (pp. 186-207). IGI Global.

This chapter talks about connecting digital media with UDL to engage students with disabilities and language barriers and at the same time improve students' digital literacy skills.

Fovet, F. (2021b). Handbook of research on applying universal design for learning across disciplines: Concepts, case studies and practical implementation. IGI Global.

<https://go.exlibris.link/3GwG94g1>

This book offers practical examples of UDL having successfully been embedded in courses within various disciplines and classroom formats, as well as across the undergraduate and graduate sectors.

Keeping Up With... Universal Design for Learning. (2020). American Library Association.

Accessed June 7, 2024. [https://www.ala.org/acrl/publications/keeping\\_up\\_with/udl](https://www.ala.org/acrl/publications/keeping_up_with/udl)

This is a good starting point. It highlights the easy tasks and further work librarians can do to apply UDL in their work.

Kieran, L., & Anderson, C. (2019). Connecting Universal Design for Learning With Culturally Responsive Teaching. *Education and Urban Society*, 51(9), 1202–1216.

<https://doi.org/10.1177/0013124518785012>

The article discusses the necessity of considering aspects of culturally responsive pedagogy and comparing them with the facets of the UDL framework to provide instructors with additional considerations when planning for effective instruction.

Meyer, A., Rose, D.H., & Gordon, D. (2014). *Universal design for learning: Theory and Practice*. Wakefield, MA: CAST Professional Publishing.

In this book, the foundational experts provide a comprehensive presentation of UDL principles and practices since 2002.

OER Accessibility Toolkit. (2021). Open UBC. Retrieved May 29, 2024, from

<https://open.ubc.ca/oer-accessibility-toolkit/>

The toolkit provides needed resources for instructors to create accessible education content under the guide of UDL concept.

Peter, S. H., & Clement, K. A. (2020). One step at a time: A case study of incorporating universal design for learning in library instruction. *Scholarship of Teaching and Learning, Innovative Pedagogy*, 2(1), 3: 28-38. [https://digitalcommons.humboldt.edu/sotl\\_ip/vol2/iss1/3/](https://digitalcommons.humboldt.edu/sotl_ip/vol2/iss1/3/)

This paper is important in providing a comprehensive case study of incorporating UDL into information literacy instruction sessions for two semesters.

Quirke, M., Mc Guckin, C., & McCarthy, P. (2023). *Adopting a UDL Attitude within Academia: Understanding and Practicing Inclusion Across Higher Education* (1st ed.). Routledge. <https://doi.org/10.4324/9781003137672>

The book focuses on the application of UDL in a post-secondary learning environment. It includes historical development of the area, relevant concepts, principles, frameworks, and cases.

Shotick, K. (2016). Access and universal design for learning in LibGuides 2.0. In *Integrating LibGuides into library websites* (pp. 189–200). Rowman & Littlefield.

This paper discusses the UDL principles in LibGuides with examples in practice.

UDL Project site: <https://udl4camosun.opened.ca/>

Launched in 2018, the UDL Project (formerly Inclusion is Not a Checklist) aims to improve online course accessibility at Camosun College by raising faculty awareness of accessibility challenges. The project integrates WCAG 2.0 standards, Universal Design for Learning principles, and Universal Design guidelines to support inclusive course design.

Universal Design: Process, Principles, and Applications. (2021). DO-IT Program. University of Washington. Retrieved June 7, 2024, from <https://www.washington.edu/doit/universal-design-process-principles-and-applications>

This website concisely discusses how the principles of UD, UDL, WCAG work together in a specific application in instruction, services, technology, and so on.

Webb, K. K., & Hoover, J. (2015). Universal Design for Learning (UDL) in the Academic Library: A Methodology for Mapping Multiple Means of Representation in Library Tutorials. *College & Research Libraries*, 76(4), 537–553. <https://doi.org/10.5860/crl.76.4.537>

This article presents a case of using the UDL principles to design a biology library tutorial including an informal survey, technique mapped with the principles and a usability assessment.

Whitver, S. M. (2020). Accessible Library Instruction in Practice. *Portal (Baltimore, Md.)*, 20(2), 381–398. <https://doi.org/10.1353/pla.2020.0019>

This paper centers disabilities within the classroom and how the UDL principles can be used in library instruction to address the needs.

## **Bibliography**

Center for Applied Special Technology (CAST) (2018). Universal Design for Learning Guidelines version 2.2. <https://udlguidelines.cast.org/>