5 Things You Should Read About
Universal Design for Learning

2019

THE SERIES
The resources recommended in this series are intended to be eclectic and thought-provoking. They may be journal articles, blog posts, podcasts, interviews, reports, or just about anything else that we think is important to read, watch, or hear about this topic. For the general concept, this series is deeply indebted to the EDUCAUSE "7 Things You Should Know About..." reports.

THE TOPIC
A pivotal question in the ongoing evolution of library services has been: how can librarians design and deliver instruction that ensures that we are effectively supporting *all* learners? The books, article, and website that follow were chosen to help familiarize library professionals with the development of Universal Design for Learning (UDL) and its application within different teaching contexts. The framework described within these resources provides librarians with insights into accommodating individual learning differences and supporting equitable learning environments. Together these resources make a compelling case for the importance of Universal Design in librarianship.

1. **Tobin, Thomas J., and Kirsten T. Behling. 2018. *Reach Everyone, Teach Everyone: Universal Design for Learning in Higher Education*. Morgantown, WV: West Virginia University Press.**

Tobin and Behling argue that Universal Design for Learning benefits a wide variety of learners, not only those with disabilities, and should be adopted at service points and in classrooms across campus. After initial chapters that explain the UDL philosophy and its positive impact on student learning and success, the authors provide concrete ideas for diversifying course materials and assignments and suggest approaches, such as "plus one" and "20 minutes, 20 days, and 20 months," that make the work of integrating UDL simultaneously inspiring and manageable. Tapping into their own experience as campus change leaders, Tobin and Behling also outline strategies for supporting instructors, creating UDL implementation teams, and building a UDL culture across campus. **Approximate reading time: three to five hours**

2. **Meyer, Anne, David H. Rose, and David Gordon. 2014. *Universal Design for Learning: Theory and Practice*. Wakefield, MA: CAST Professional Publishing.**

This book provides a comprehensive outline of leading universal design instruction models. The book describes a shift over the last few decades from an emphasis on learners individually seeking accessible ways to learn, to a new paradigm in which those engaged in instructional design focus on building curriculum around inclusive learning strategies. This textbook draws from learning theory, educational research, and case studies and can function as a handbook for anyone in educational settings wishing to provide inclusive access to learning. It provides a variety of practical ways to incorporate Universal Design into personal and organizational instruction models. **Approximate reading time: two to four hours**

3. **Wentz, Brian, Paul T. Jaeger, and John Carlo Bertot, eds. 2015. *Accessibility for Persons with Disabilities and the Inclusive Future of Libraries*. Bingley, UK: Emerald Group Publishing Limited.**

Drawing on research and case studies from public, academic and state libraries, the chapters in this edited volume provide best practices and innovative ideas for making libraries of all types more inclusive for people with disabilities. The book begins with a section on challenges and opportunities for creating inclusive libraries, including chapters focusing on accessible maker spaces and improving services for patrons with print disabilities. A section on digital resource accessibility provides chapters on managing accessible library web content and barrier-free access from a collection development standpoint. The final chapter in the book explores the connection between libraries, technology, human rights, and social justice, and stresses the role of libraries as advocates for equitable access for people with disabilities. **Approximate reading time: two to four hours**

4. **Chodock, Ted, and Elizabeth Dolinger. 2009. "Applying Universal Design to Information Literacy: Teaching Students Who Learn Differently at Landmark College."** *Reference & User Services Quarterly,* **49 (1), 24-32.**

Chodock and Dolinger build upon the principles of Universal Design for Instruction (UDI), the literature of UDL, the ACRL *Standards for Proficiencies for Instruction Librarians and Coordinators,* and their own experiences of teaching within a college for students who learn differently to introduce a framework specific to library instruction. With an acknowledgement of the variety of situations in which librarians teach, the authors outline practical ways to implement elements of Universal Design and create inclusive instructional environments. Their Universal Design for Information Literacy (UDIL) framework is organized into nine principles, including equitable use of content, simple and intuitive instruction that builds upon existing knowledge and familiar language, tolerance for error that allocates opportunities for practice time and discussion, considerations of instructional space and climate, and the idea of a "community of learners." The authors' focus on presenting guiding principles that librarians can adopt or adapt, as well as the specific examples that they provide, provides a well-organized resource for use in a range of in-person and online instructional settings. **Approximate reading time: 30 minutes**

5. **CAST: Until Learning Has No Limits. 2019.** http://www.cast.org

CAST, formed in 1984, is a non-profit organization that pioneered the concept of Universal Design for Learning (UDL). The website serves as an introduction to UDL and describes a framework that strengthens curriculum by encouraging the adoption of pedagogy designed to meet all individuals learning needs. The UDL framework described here notes the importance of offering learners multiple means of representation, action and expression, and engagement. The CAST website provides free learning tools to design UDL projects, a list of current projects and case studies, publications by topic, and links to related research. The website also includes a timeline that provides a useful history of the organization and the evolution of UDL. The co-founders, Anne Meyer and David Rose, are well-known names in the UDL movement and are authors of one of the books found in this list. **Approximate reading time: varies**

If you have comments or questions about the "5 Things" publications, please contact the current IS Research and Scholarship Committee Chair.