Universal Design: Principles and Examples from Centers

Universal Design (UD) Principles with Examples from Universal Design for Instruction (UDI):

1. *Equitable use.* The design is useful and marketable to people with diverse abilities.
   
   Example: A professor's website is designed so that it is accessible to everyone, including students who are blind and using text-to-speech software.

2. *Flexibility in use.* The design accommodates a wide range of individual preferences and abilities. Example: A museum, visited as a field trip for a course, allows each student to choose to read or listen to a description of the contents of display cases.

3. *Simple and intuitive use.* Use of the design is easy to understand, regardless of the user's experience, knowledge, language skills, or current concentration level. Example: Control buttons on science equipment are labeled with text and symbols that are simple and intuitive to understand.

4. *Perceptible information.* The design communicates necessary information effectively to the user, regardless of ambient conditions or the user's sensory abilities. Example: A video presentation projected in a course includes captions.

5. *Tolerance for error.* The design minimizes hazards and the adverse consequences of accidental or unintended actions. Example: Educational software provides guidance and background information when the student makes an inappropriate response.

6. *Low physical effort.* The design can be used efficiently, comfortably, and with a minimum of fatigue. Example: Doors to a lecture hall open automatically for people with a wide variety of physical characteristics.
7. *Size and space for approach and use.* Appropriate size and space is provided for approach, reach, manipulation, and use regardless of the user's body size, posture, or mobility. Example: A flexible science lab work area has adequate workspace for students who are left- or right-handed and for those who need to work from a standing or seated position.

**Universal Design for Learning (UDL)**

- *Multiple means of representation,* to give learners various ways of acquiring information and knowledge,

- *Multiple means of action and expression,* to provide learners alternatives for demonstrating what they know,

- *Multiple means of engagement,* to tap into learners' interests, offer appropriate challenges, and increase motivation.