

# How are the UDL Guidelines, Framework, and Knowledge Statements Connected?

Universal Design for Learning (UDL) is a research-based framework that can be used to optimize the design of any learning experience to anticipate human variability. The [UDL Guidelines](#) are a tool for applying the Framework to practice. The Guidelines help educators, designers, curriculum developers, and more to anticipate variability and reduce barriers in the design of any learning experience.

However, UDL is not just about the UDL Guidelines.

Wait a minute! There is more to UDL than the UDL guidelines? What else is there? What do I need to know?

As discussed in Meyer, Rose, and Gordon (2014) the UDL Framework offers an overarching approach to design instructional goals, assessments, methods, and materials of a learning experience. These can be proactively designed to anticipate variability and reduce barriers using the UDL Guidelines. The Guidelines are organized so that there is consideration of multiple means of Engagement, Representation, and Action and Expression to ensure all learners can access and gain opportunities for meaningful, challenging learning.

The UDL Knowledge Statements are intended to prompt reflection on how to intentionally infuse the UDL Guidelines into the design of a learning experience.

To get started, apply:

- the UDL Framework to identify the goals, assessments, methods, and materials.
- the UDL Knowledge Statements to reflect on the variability of your learners and the potential barriers they may encounter in that learning experience.
- the UDL Guidelines to proactively design the learning experience to support that variability and reduce barriers for each UDL Knowledge Statement.



## **UDL Knowledge Statements:**

### **Goals:**

- The goal is presented so that learners can perceive and understand the goal.
- Goals are separate from means, where possible.
- The goal is presented to highlight their relevance.
- The goal promotes expert learning by encouraging challenging ways of thinking and doing.

### **Assessments:**

- There are opportunities for flexible assessment option(s).

### **Methods & Materials:**

- Flexible methods are available for learners.
- Flexible materials are available for learners.

## **Want to Learn More?**

Meyer, A., Rose, D. H., & Gordon, D. T. (2014). Universal design for learning: Theory and practice. CAST Professional Publishing.

UDL-IRN (2011) Critical Elements of UDL in Instruction (Version 1.2). Lawrence, KS: Author.

