Accessibility in libraries – an information literacy approach

Universal Design for Learning as a conceptual framework

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What I’ll be covering

• Brief overview of Universal Design for Learning (UDL)
• Institutional context at DMU
• Focus on the three key principles of UDL and their application in information literacy teaching
UDL at DMU

UDL is an innovative framework for teaching, learning and assessment at DMU which aims to provide an inclusive learning experience for every DMU student.

DMU is taking an institution-wide approach to delivering enhanced services that will benefit all students, providing an even better student experience for all.

UDL began as a strand in the university-wide Disability Enhancement Programme (DEP) in 2015.

It is also a central element of our Teaching and Learning Strategy for the next five years.
Inclusivity at DMU

• Traditionally a high percentage of students with declared disability
• International students – Leicester International Pathway College on campus
• Widening participation
• Range of delivery modes
• Strategic priority of institution
UDL at De Montfort University

De Montfort University (2016) Universal Design for Learning
http://www.dmu.ac.uk/dmu-staff/udl/universal-design-for-learning.aspx
[Accessed 22/11/16]
Library and Learning Services UDL Champion

• Participates in the university-wide project group and works with other champions in the faculties – recognises and aligns our teaching practice

• Work with LLS colleagues to identify inclusive teaching and support practices that are effective in achieving the aims of the UDL project.

• Disseminating our ideas within the university and more widely through workshops and presentations at conferences and other events

• Role continuing during 2016/17 academic year
Library-wide application of UDL

• Relevant and effective conceptual framework to use in the wider context of library services and facilities, not just teaching

• Applicable to all our channels of communication with students
The three principles of UDL:

- **Engagement**
  - interacting with core material

- **Expression**
  - alternative ways to acknowledge understanding

- **Representation**
  - alternative methods of delivery

**www.cast.org**
**www.udlcenter.org**
http://www.udlcenter.org/sites/udlcenter.org/files/updateguidelines2_0.pdf
[Accessed 21/11/16]
Representation:

• Alternative methods of delivery
• Flexible ways of presenting

For example:
- Range of activities and interactions during sessions
- Providing supporting materials before, during and after session
- Handouts provided in modifiable formats; paper versions optimum accessibility
- Providing library guides in printed and online format; text and video
- Lecture capture
Engagement:

- Interacting with core materials
- Motivating students to learn

For example:
- Online resource lists
- Displays in libraries highlighting areas of collection
- Guides facilitating access to online resources – publishers’ apps, optimising use on mobile devices
- Assistive technology such as mindmapping software
- Highlighting information in a range of formats
Alternative ways of acknowledging learning and understanding
Build in ways of assessing learning

For example:
- Allowing students to learn with peers or individually
- Diagnostic questions at beginning to gauge prior learning, enabling tailoring of the session
- Quizzes within sessions, using online voting software
- Visual learning techniques