# 5 Examples of Universal Design for Learning in the Classroom

By [CAST, Understood Founding Partner](https://www.understood.org/en/about/authors/CAST-Understood-Founding-Partner)

[Universal Design for Learning](https://www.understood.org/en/learning-thinking-differences/treatments-approaches/educational-strategies/universal-design-for-learning-what-it-is-and-how-it-works) (UDL) is an approach to teaching aimed at meeting the needs of every student in a classroom. It can be helpful for all students, including students with learning and attention issues. But UDL takes careful planning by teachers. Here are just a few examples of how UDL can work in a classroom.

1. Posted Lesson Goals

Having goals helps students know what they are working to achieve. That is why goals are always made apparent in a UDL classroom. One example of this is posting goals for specific lessons in the classroom. Students might also write down or insert lesson goals in their notebooks. The teacher refers to lesson goals during the lesson itself.

1. Assignment Options

In a traditional classroom, there may be only one way for a student to complete an assignment. This might be an essay or a worksheet. With UDL, there are multiple options. For instance, students may be able to create a podcast or a video to show what they know. They may even be allowed to draw a comic strip. There are tons of possibilities for completing assignments, as long as students meet the lesson goals.

1. Flexible Work Spaces

UDL promotes flexibility in the learning environment. That is why in a UDL classroom, there are flexible work spaces for students. This includes spaces for quiet individual work, small and large group work, and group instruction. If students need to tune out noise, they can choose to wear earbuds or headphones during independent work.

1. Regular Feedback

With UDL, students get feedback—often every day—on how they are doing. At the end of a lesson, teachers may talk with individual students about lesson goals. Students are encouraged to reflect on the choices they made in class and whether they met the goals. If they did not meet the goals, they are encouraged to think about what might have helped them do so.

1. Digital and Audio Text

UDL recognizes that if students cannot access information, they can’t learn it. So in a UDL classroom, materials are accessible for all types of learners. Students have many options for reading, including print, digital, [text-to-speech and audiobooks](https://www.understood.org/en/school-learning/assistive-technology/assistive-technologies-basics/the-difference-between-audiobooks-and-text-to-speech). For digital text, there are also options for text enlargement, along with choices for screen color and contrast. Videos have captions, and there are transcripts for audio.

## **About the Author**



[CAST, Understood Founding Partner](https://www.understood.org/en/about/authors/CAST-Understood-Founding-Partner) develops innovative approaches to education based on the principles of Universal Design for Learning (UDL).

The original article can be accessed through the link below:

[5 Examples of Universal Design for Learning in the Classroom](https://www.understood.org/en/learning-attention-issues/treatments-approaches/educational-strategies/~/link.aspx?_id=A05D6524354A4CB5AEBA2C96F2F4D071&_z=z#slide-5)