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Universal Design for Learning in Library Instruction

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# Universal Design for Learning

## Common Challenges for Students with Different Abilities in Classroom Settings

<table>
<thead>
<tr>
<th>Common Barriers: Deaf/Hard-of-Hearing Students</th>
<th>Common Barriers: Low-Vision/Blind Students</th>
<th>Common Barriers: Mobility-Impaired Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Lack of Closed Captioning</td>
<td>• Computer Screen Visibility</td>
<td>• Desk Height &amp; Space</td>
</tr>
<tr>
<td>• Telecommunications</td>
<td>• Instruction Tutorials (Visual Access)</td>
<td>• Interior Routes</td>
</tr>
<tr>
<td></td>
<td>• Inaccessible PDFs</td>
<td></td>
</tr>
</tbody>
</table>
In Library Instruction

UDL Principles + Library Instruction = Equitable Access to Information

Affective: How to Engage Students
Challenge: Personalized Learning Environment for High Engagement
Example: Select Accessible Physical Space for Mobility-Impaired

Strategic: How Learners Display Knowledge
Challenge: Allow Multiple Options for Student Expression of Knowledge
Example: Using Text-to-Speech Technology for Visually-Impaired

Recognition: How Learners Receive Information
Challenge: Present Information in Different Ways
Example: Captioned Videos for Deaf/HoH Students

Employing UDL in Library Instruction

“How to Navigate a Database” One-Shot Session
Affective – Allow Students to Select a Database (Individual Engagement)
Recognition – Present Video Help Tutorial with Closed Captions or Transcripts (Content Delivery)
Strategic – Have Students Create Visual Outlines of Search Process, with Keywords, Filters, and More (Alternative Organization & Display of Knowledge)