

Table 1: UDL for Teaching Graphic Design

Engagement (WHY)	Representation (WHAT)	Action & Expression (HOW)
Recruiting Interest	Perception	Physical Action
HOW? Allow students to choose the topic of their project.	HOW? Offer alternatives for information.	HOW? Consistent course design and content.
WHY? Optimizes individual choice and autonomy which encourages pride in accomplishment and a sense of ownership.	WHY? One single form of information isn't equally accessible by all students. Offering the same information in several mediums ensures equal access.	WHY? Allows students to access the content easily.
EXAMPLE: Students are asked to submit an original design that demonstrates what they have learned. UDL: Students are allowed to choose the theme and content for their designs.	EXAMPLE: Online courses are recorded allowing students to rewatch the videos at their own pace. UDL: Along with the recording, provide written notes and/or alternate sources for the same information.	EXAMPLE: Online courses are held on Teams. Other course information can be made available on LEA. UDL: Ensure that information is distributed equally. Use one platform or another or all platforms equally. Do not put some content in one place and some in another.
Sustaining Effort & Persistence	Language & Symbols	Expression & Communication
HOW? Provide regular feedback. Try different mediums for providing feedback other than written comments (audio or video).	HOW? Cross-linguistic understanding.	HOW? Encourage students to explore multiple ways to achieve the same result and use the one that works best for them.
WHY? Feedback is essential to motivate students.	WHY? Increasing number of students who are learning English. Accessibility is reduced if there are no linguistic alternatives.	WHY? Learning design software isn't black and white. There are often multiple ways to achieve the same result. One method may seem confusing while another that produces the same results is easier to understand and apply.
EXAMPLE: Daily in-class exercises and assignments. UDL: Provide daily feedback.	EXAMPLE: Learning the tools in a new software. UDL: Provide a document that lists all of the tools with a visual for easy identification.	EXAMPLE: Learning a new technique in a software. UDL: Show multiple ways to achieve the same result.
Self Regulation	Comprehension	Executive Functions
HOW? Allow students to self-assess.	HOW? Help guide new knowledge into practical use.	HOW? Support best practices for workflow and creative process.
WHY? Many students fail to recognize progress themselves which decreases motivation. Understanding how to self-assess and recognize progress can be highly motivating.	WHY? Encourage students to apply what they have learned to new contexts to reinforce what they have learned.	WHY? A design project can be daunting. Students often struggle to figure out how to get started.
EXAMPLE: Students are given 1-2 big projects per course that are presented to the class and then assessed by the teacher. UDL: Have students include a self-assessment as part of their presentation.	EXAMPLE: When learning a new software, students copy the teacher's example. UDL: Assign projects that allow students to apply what they have learned in their own way.	EXAMPLE: Assign one project for the duration of a 12 day course. UDL: Break the project down into daily steps from the initial research phase to completion. Have students reflect on their creative process.

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