

Prepare the physical and virtual environments for flexibility and personalisation

A suggestion for implementing the strategy

'Design considerations in primary settings'

from the Guide: [Universal Design for Learning](#)

Includes:

Student-led design for diversity

Knowledge of students influences design decisions

Provide comfortable furnishing

Inclusive design online

Reflection questions

Useful resources

Inclusive Education

From

Guide: [Universal Design for Learning](#)

Strategy: [Design considerations in primary settings](#)

Suggestion: [Prepare the physical and virtual environments for flexibility and personalisation](#)

Date

22 January 2019

Link

www.inclusive.tki.org.nz/guides/universal-design-for-learning/prepare-the-physical-and-virtual-environments-for-flexibility-and-personalisation-2

Student-led design for diversity

Consider how you support student agency in the inclusive design of your learning space.

Source: [EDtalks \(NZ\)](#) No captions or transcript

Source:

[EDtalks \(NZ\)](#)

<http://edtalks.org/#/video/involving-students-design>



Video hosted on Vimeo <http://vimeo.com/73105645>

Inclusive Education

From

Guide: [Universal Design for Learning](#)

Strategy: [Design considerations in primary settings](#)

Suggestion: [Prepare the physical and virtual environments for flexibility and personalisation](#)

Date

22 January 2019

Link

www.inclusive.tki.org.nz/guides/universal-design-for-learning/prepare-the-physical-and-virtual-environments-for-flexibility-and-personalisation-2

Knowledge of students influences design decisions

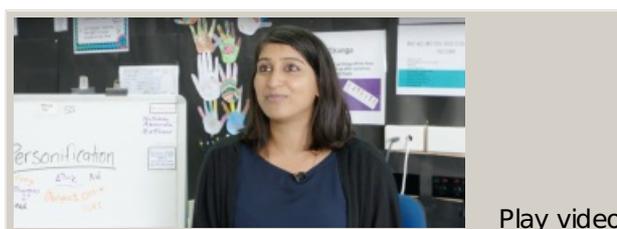
Anita Patel describes how UDL thinking has influenced her practice.

Source: [Ministry of Education, inclusive education videos \(NZ\)](#)

Closed
Captions

Source:

[Ministry of Education, inclusive education videos \(NZ\)](#)
<https://vimeo.com/album/2950799>



Video hosted on Vimeo <http://vimeo.com/220585051>

[Inclusive Education](#)

From

Guide: [Universal Design for Learning](#)

Strategy: [Design considerations in primary settings](#)

Suggestion: [Prepare the physical and virtual environments for flexibility and personalisation](#)

Date

22 January 2019

Link

www.inclusive.tki.org.nz/guides/universal-design-for-learning/prepare-the-physical-and-virtual-environments-for-flexibility-and-personalisation-2

Provide comfortable furnishing



Source: Ministry of Education | Te Tāhuhu o te Mātauranga

Source:

[Ministry of Education | Te Tāhuhu o te Mātauranga](#)

[View full image \(1.6 MB\)](#)

Physical environments don't need to be new to be flexible.

Give students the opportunity to select the options available in their learning space.

[Inclusive Education](#)

From

Guide: [Universal Design for Learning](#)

Strategy: [Design considerations in primary settings](#)

Suggestion: [Prepare the physical and virtual environments for flexibility and personalisation](#)

Date

22 January 2019

Link

www.inclusive.tki.org.nz/guides/universal-design-for-learning/prepare-the-physical-and-virtual-environments-for-flexibility-and-personalisation-2

Inclusive design online

UDL principles can be applied to the design of online environments, for example:

Engagement: reducing anxiety to promote engagement.

Example: Regularly touch base with students through Google comments or messaging.

Representation: using multiple examples to activate prior knowledge.

Example: Students post examples of what they know already in a Padlet using text, image, video, audio, and web page links.

Action and Expression: supporting understanding of content.

Example: Use narrated video to clarify steps involved in an activity or learning task.

Inclusive Education

From

Guide: [Universal Design for Learning](#)

Strategy: [Design considerations in primary settings](#)

Suggestion: [Prepare the physical and virtual environments for flexibility and personalisation](#)

Date

22 January 2019

Link

www.inclusive.tki.org.nz/guides/universal-design-for-learning/prepare-the-physical-and-virtual-environments-for-flexibility-and-personalisation-2

Reflection questions

Reflect on the following questions for your context.

How can we more effectively involve all students in the design of our flexible learning space?

How can we improve the design of online environments to remove barriers to access and engagement?

Can our learning space be changed and rearranged based on user needs and preferences at that time?

How can the layout of the environment minimise threats and distractions to learning?

How can the layout of the environment create opportunities for connection and collaboration?

What regular processes do we have to seek student and whānau feedback on the usefulness of our physical and online environments?

[Inclusive Education](#)

From

Guide: [Universal Design for Learning](#)

Strategy: [Design considerations in primary settings](#)

Suggestion: [Prepare the physical and virtual environments for flexibility and personalisation](#)

Date

22 January 2019

Link

www.inclusive.tki.org.nz/guides/universal-design-for-learning/prepare-the-physical-and-virtual-environments-for-flexibility-and-personalisation-2

Useful resources

UDL Virtual tour

Publisher: Maryland Learning Links

[Visit website](#)

5 ways to improve student voice and choice

Publisher: 4 O'Clock Faculty

[Visit website](#)



Learning environments, belonging and inclusion

Read time: 14 min

Publisher: CORE Education

[Download PDF \(739 KB\)](#)

This information was downloaded/printed from the Ministry of Education's website "Inclusive Education". Except where otherwise noted it is Crown Copyright 2018.

Information on the Inclusive Education website is regularly updated so we recommend you check the website version of this information to ensure it remains current.