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
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

Play video
Video hosted on Vimeo http://vimeo.com/73105645
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
Provide comfortable furnishing

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 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.
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?
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)