

# Prepare the physical and virtual environments for flexibility and personalisation

A suggestion for implementing the strategy  
'Design considerations in secondary settings'  
from the Guide: [Universal Design for Learning](#)

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**Includes:**

- Student-led design for diversity
  - Expect and plan for variability
  - Ensure furniture supports learning
  - Plan for flexibility
  - Reflection questions
  - Useful resources
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From

Guide: [Universal Design for Learning](#)

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

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

Date

21 January 2019

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[www.inclusive.tki.org.nz/guides/universal-design-for-learning/prepare-the-physical-and-virtual-environments-for-flexibility-and-personalisation](http://www.inclusive.tki.org.nz/guides/universal-design-for-learning/prepare-the-physical-and-virtual-environments-for-flexibility-and-personalisation)

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## 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>

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## Expect and plan for variability



Source: Ministry of Education | Te Tāhuhu o te Mātauranga

**Source:**

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

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Ensure all learners, staff and students can equitably access and participate in learning environments.

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## Ensure furniture supports learning



Source: Ministry of Education | Te Tāhuhu o te Mātauranga

**Source:**

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

[View full image \(1.8 MB\)](#)

Often the simplest resources will support accelerated learning if students are given the agency to personalise the environment.

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## Plan for flexibility

Create physical and virtual spaces that students can adjust to meet their needs and the demands of the task.

Inclusive environments are responsive to our varying need to “work together or alone, in silence or with noise, standing or sitting, passively or actively, with technology and without it, indoors and outdoors.

**Mark Osborne**

Source: [CORE Education](#)

**Source:**

[CORE Education](#)

<http://www.core-ed.org/assets/PDFs/Innovative-Learning-Environments.pdf>

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## 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?

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## 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 \(739 KB\)](#)

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