



Workshop #3: Universal Design for Learning (UDL) in Libraries

Instructor Script

The four Project ENABLE Train-the-Trainer Instructional Workshops were designed as a guide to training, each to be used individually as ½ day (3-4 hour) workshops or grouped together to form a 3-4 day professional development course. These workshop outlines are meant as a training guide and may be used “as is,” adapted, modified or expanded by the user to meet the needs of his or her training audience.

Each train-the-trainer workshop outline was created for an audience of public library staff (e.g., administrators, librarians, library paraprofessionals, and/or volunteers), with alternative or additional content included, where appropriate, for school and academic library staff. Content presentations by trainers are represented in word-for-word script form and can be changed or modified, as desired. Workshops may be delivered in face-to-face format or adapted for online or blended training format.

Each workshop package includes any or all of the following: pre-readings or activities (recommended and/or required), assessment tools, handouts, links to videos, and PowerPoint slides (to be used as stand alone or with live presentation), introductory attention strategies, content, discussion topics, activities, wrap-up, assignments. Workshop content is presented in segments (with estimated timeframe), making them easier to re-sequence or revise.

Pre-Readings

“The UDL Guidelines”

<https://udlguidelines.cast.org/>

“Keeping Up With... Universal Design for Learning”

http://www.ala.org/acrl/publications/keeping_up_with/udl

Welcome

(Slide #1)

[Trainer Note: you can also hand out the PowerPoint and Script for those who follow better with a physical copy.]

[Trainer Note: The Project ENABLE video links on the Instructor Script lead to the resource in the PE database. In that resource, you can click on the link to the video. On the PowerPoint, the link leads directly to the video for quick access during the presentation.]

Introductions

(Slide #2)

Trainer: Let's find out who we all are. [Trainer note: Allow the attendees to introduce themselves to the group (ex: name, pronouns, position, organization).] Today, we'll look at Universal Design for Learning (aka UDL) and how you can incorporate this framework into your library's instructional programs to better meet the needs of all learners.

Learning Objectives

(Slide #3)

Trainer: By the end of this workshop, you will be able to:

1. Understand the concept of Universal Design for Learning (UDL) and its principles in the context of your library's instructional programs.
 2. Apply UDL to programs in your library.
 3. Develop a basic understanding of the ARCS Model and how it complements UDL.
 4. Identify your library programs that require UDL principles.
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Agenda

(Slide #4)

Trainer: Our agenda for today's workshop includes:

Foundations

- Universal Design (UD)
 - Universal Design for Learning (UDL)
 - Activity #1
 - History of UDL and the ADA
 - Library Programs and Learning Preferences
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[Break]

(Slide #5)

Applications of UDL

- UDL and Online Library Programs
 - Activity #2
 - Program Development and UDL
 - The ARCS Model
 - Activity #3
 - Recap
 - Wrap-Up/Evaluation
-

(Slide #6)

Trainer: While making physical changes in your library gives you a good start when accommodating people with disabilities, you also need to think about how to develop programs for people with disabilities. This workshop will help you use Universal Design for Learning in library programming to make your library more accessible and inclusive for everyone.

(Slide #7)

FOUNDATIONS

Trainer: Welcome to the first part of the workshop! The first part of the workshop will cover the foundational knowledge that you should know before you can begin to apply Universal Design for Learning at your library.

Universal Design

(Slide #8)

Trainer: To truly understand UDL, we must first have a good understanding of its basis, Universal Design.

(Slide #9)

Discussion #1: What do you think of when you hear the term Universal Design?

(Slide #10)

Trainer: Universal Design is a way of designing spaces (physical or digital) that everyone can easily access and navigate. Architect Ronald Mace created the concept of Universal Design in the 1980s to refer to physical spaces. Ron's definition of Universal Design was, "The design of products and environments to be usable by all people, to the greatest extent possible, without the need for adaptation or specialized design." He argued that designing a space that might be accessible for one patron might be a barrier for someone else.

(Slide #11)

Trainer: Some library examples of Universal Design are:

1. Tilting the bottom shelves up so that patrons don't have to kneel or crouch down to the floor to retrieve objects;
2. Providing patrons with multiple formats of the same material (audiobooks, books, graphic novels, movies, etc.);

3. Service desks should be low enough to allow a patron using a wheelchair to reach the counter.

(Slide #12)

Distribute: Handout #1

Trainer: There are seven principles of Universal Design that you can incorporate into your library space.

1. Equitable Use
2. Flexibility in Use
3. Simple and Intuitive Use
4. Perceptible Information
5. Tolerance for Error
6. Low Physical Effort
7. Size and Space for Approach and Use

(Slide #13)

1. Equitable Use - The design is useful and marketable to people with diverse abilities.
2. Flexibility in Use - The design accommodates a wide range of individual preferences and abilities.
3. Simple and Intuitive Use - The design is easy to understand, regardless of the user's experience, knowledge, language skills, or current concentration level.

(Slide #14)

4. Perceptible Information - The design communicates necessary information effectively to the user, regardless of ambient conditions or sensory abilities.
5. Tolerance for Error - The design minimizes hazards and the adverse consequences of accidental or unintended actions.

(Slide #15)

6. Low Physical Effort - The design can be used efficiently and comfortably with a minimum of fatigue.
 7. Size and Space for Approach and Use - Appropriate size and space are provided for approach, reach, manipulation, and use regardless of the user's body size, posture, or mobility.
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(Slide #16)

Trainer: The following are several Universal Design library examples that are based on the seven principles.

1. Provide various materials such as audiobooks, articles, books, websites, and videos on a particular topic.
 2. Provide various types and arrangements of seating options.
 3. Use signage that has wording, quickly recognizable symbols, and braille. One popular example is the directional sign for stairs. Usually, there is the word 'stairs' in English underneath a simple flight of stairs.
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(Slide #17)

4. At the entrances to the library, have a space that communicates the library layout along with "you are here" locators. This is also helpful in the stacks, particularly for libraries with multiple floors and multiple sections on each floor.
 5. Consider the placement of power outlets. Avoid power outlets that stick up in the middle of the floor and power outlets behind the bottom bookshelf. Patrons require more access to power outlets and need easy and quick access.
 6. Shelving takes up a lot of space, and it is hard to navigate around for patrons in a wheelchair. Providing online content such as eBooks and audiobooks allows for more open space at your library.
 7. Allow for the patron to create their workspace. Height-adjustable desks also provide a good example of accessible furniture. Be sure to design workspaces with enough space so that patrons with mobility issues can easily navigate through the space.
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(Slide #18)

Trainer: Let's watch a Project ENABLE Challenge Video; this one features a Community Engagement Supervisor at Skokie Public Library, just north of Chicago. Holly details a challenge that involved remodeling her library.

Video: "Holly Jin - The Challenge - Physical Barriers" (3:20) https://projectenable.syr.edu/projectenable_resoruces/view/1145

(Slide #19)

Discussion #2: What would you do to solve this problem?

(Slide #20)

Trainer: Now, let's see how Holly solved her challenge.

Video: "Holly Jin - The Solution - Physical Barriers" (7:24) https://projectenable.syr.edu/projectenable_resoruces/view/1144

Universal Design for Learning

(Slide #21)

Distribute: Handout #2.

Trainer: Now let's take a look at Universal Design for Learning or UDL. UDL is an inclusive instructional method of teaching that builds on Universal Design. UDL is a method directed at anyone who provides instruction to others. According to cast.org, UDL provides librarians with a framework to "help make learning inclusive and transformative for everyone."

(Slide #22)

CAST is an organization that developed Universal Design for Learning. CAST is an acronym that stands for Center for Applied Special Technology. They created three key principles for UDL.

1. Engagement - Offer patrons different ways to interact with your content that interests and engage them.
2. Representation - Present your information in different ways throughout the library program. Don't just choose one method. Variety adds to interest and engagement, particularly the use of interactive methods of presenting the information.
3. Action and Expression - Provide different ways to allow the patrons to demonstrate what they've learned.

(Slide #23)

1. Engagement
 - a. Roleplay
 - b. Activities
 - c. Group discussions

(Slide #24)

2. Representation
 - a. Lectures
 - b. Discussions
 - c. Videos
 - d. Debates
 - e. Computer-based presentations

(Slide #25)

3. Action and Expression
 - a. Written evidence of learning
 - b. Questioning (encourage patrons to ask questions)
 - c. Media-based or technology-based evidence of learning (videos, interactive learning games like Kahoot)

(Slide #26)

Trainer: Each of the UDL principles is further specified by a number of guidelines, with checkpoints that expand upon the guidelines. For example, one way to provide multiple means of representation is to "provide options for perception." Depending on the students, this might mean that the librarian would provide captions or a transcript for videos, present text in larger font sizes, or provide tactile alternatives for visual displays.

Distribute: Handout #3.

(Slide #27)

Trainer: Applying all three key principles of UDL to your library instruction will help you better provide instruction to everyone, including patrons with disabilities. While you focus on these principles, keep in mind that each patron's needs are different. For example, patrons with mobility issues might not be able to participate in certain activities. Patrons who have a hard time sitting still need to move and get up during the program. Patrons who have learning disabilities each have different approaches to how they receive and process information.

(Slide #28)

Trainer: Some ideas for incorporating UDL principles into libraries include:

1. Providing e-books in multiple formats.
 2. Providing instructional materials in large, legible fonts.
 3. Finding alternative materials for students with disabilities before beginning instruction or a library program.
 4. Using different media and visual representations to explain a concept, including videos and infographics.
 5. Downloading apps designed for students with disabilities.
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(Slide #29)

Trainer: Now, let's watch another Project ENABLE Challenge Video. This video features Tina Dolcetti, who is a Public Librarian in Moose Jaw, Canada.

Video: "The Challenge: Tina Dolcetti - Low-Cost UDL Sources" (2:36)

https://projectenable.syr.edu/projectenable_resoruces/view/1135

(Slide #30)

Discussion #3: What would you do to solve this problem?

(Slide #31)

Trainer: Now, we will watch Tina’s solution to her challenge.

Video: “A Solution: Tina Dolcetti - Low-Cost UDL Sources” (6:02)

https://projectenable.syr.edu/projectenable_resoruces/view/1134

Activity #1

(Slide #32)

Trainer: You will be creating an introductory lesson for an Information Literacy Program. You can choose between adults, teenagers, and children as your target audience. Create a list of three to five detailed and specific examples of ways in which you will integrate UDL principles into your lesson.

Distribute: Activity Worksheet #1.

Directions:

1. Break into small (3-5 people) discussion groups. [You will be in the same groups for each activity].
2. You will be creating an introductory lesson for an Information Literacy Program using at least three examples of teaching/learning strategies based on UDL principles. You can choose between adults, teenagers, and children for the target audience. (We will build upon your work for this activity in the following activities).
3. Regroup after 20 minutes and have a presenter ready to share your work with the group.

[Note to Trainer: Trainer compiles a list of all groups' strategies to provide a handout at the end of the workshop.]

[Note to Trainer: If the participants need a helpful hint for what to focus on in the Information Literacy Program: Your program could include instruction on how to find reliable information on the internet, or how to find and evaluation information in library materials, identifying scams and misinformation, or finding accurate information for homework.]

History of UDL and The ADA

(Slide #33)

Trainer: Now that we have learned the foundational concepts, let's find out a little about the history of UDL.

(Slide #34)

Distribute: Handout #4.

A group of clinicians from North Shore Children's Hospital in Salem, Massachusetts — Anne Meyer, David Rose, Grace Meo, Skip Stahl, and Linda Mensing created the Center for Applied Technology (CAST) in 1984. They came up with the idea of applying Universal Design to education. They came up with the term Universal Design for Learning. Their original mission was to see if they could use computers to help users with learning disabilities. However, it snowballed into accessible education for all students.

(Slide #35)

Trainer: In 1985, Anne Meyer and David Rose met with Alan Brightman, chief of disability access for Apple Computer, and forged a partnership. This collaboration resulted in a built-in Text-to-Speech program on their computers. CAST developed an early version of Universal Design for Learning in the Equal Access program in 1988. The Equal Access program's goal was to "...equalize access to the curriculum through technology. This new focus on 'fixing' the curriculum rather than addressing individual student needs."

In 1993, WiggleWorks was co-developed with Scholastic and was the first early literacy software series with UDL features. CAST also joins the World Wide Web Consortium to help them define access standards for the web. This is the same group that published the Web Content Accessibility Guidelines.

In 2008, CAST finally published the Universal Design for Learning Guidelines that provided further recommendations and assistance to UDL in the classroom. UDL Guidelines 2.0 was published in 2011, which provided a new language and checkpoints.

(Slide #36)

Trainer: One of the significant laws you should be aware of regarding Universal Design and Universal Design for Learning is the Americans with Disabilities Act. In July 2020, the Americans with Disabilities Act (ADA) celebrated its 30th anniversary. The ADA prohibits discrimination against people with disabilities. People with disabilities are entitled to the same rights and opportunities as non-disabled people.

Under Title II of the ADA, public entities, including public schools (regardless of whether they receive federal funding), and libraries, are prohibited from discrimination based on disability. In libraries, the ADA plays a crucial role in protecting individual rights by guaranteeing that buildings are accessible.

A vital concept is that covered entities must ensure that they use effective communication with individuals with disabilities that affect communication, such as hearing, vision, reading, learning, speech, intellectual, and sometimes mental health impairments. Ensuring effective communication may require that libraries provide large print versions of documents for students who have low vision or access a Braille printer and software that converts between text and Braille.

(Slide #37)

Trainer: These are a few library examples of ADA compliance regarding physical issues that need to be addressed to accommodate wheelchairs and other assistive devices.

1. Tables at the library should have 27-inch high clearance and 19 inches of depth.

2. Space between furniture should be 40 inches.
 3. The top row at the stacks shouldn't be higher than 48 inches.
 4. Aisles should have at least 36 inches of clearance, but 42 inches is preferred.
 5. Service desks (reference, check out, etc.) shouldn't be higher than 36 inches.
 6. The floor should be smooth and bump-free.
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(Slide 38)

Trainer: Librarians have a history of campaigning for information access in accessible formats for people with disabilities. The Library of Congress first began services for people with disabilities in 1897, well before laws such as The Rehabilitation Act of 1973 and The Americans with Disabilities Act of 1990.

American Library Association created the first set of library standards regarding equal access for people with disabilities in 1961. The current disability policy was approved in 2001. To learn more, go to <https://www.ala.org/asgcla/resources/libraryservices>.

Different Learning Preferences

(Slide #39)

Trainer: People learn differently. One person might learn better by watching a video or listening to a podcast, while another might learn better by doing, building, or manipulating to create something. These learning preferences may be largely visual, verbal, physical, or logical.

(Slide #40)

Trainer: Some people call these learning styles and identify seven types.

1. Visual - People who learn by seeing.
2. Aural - People who learn by listening.
3. Verbal - People who learn by speaking or repeating out loud.

4. Physical - People who learn by touching or doing.
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(Slide #41)

5. Logical - People who learn by using numbers.
6. Social - People who learn better in groups of people.
7. Solitary - People who learn better by themselves.

Trainer: Learning preferences may also depend on the content being presented.

(Slide #42)

Trainer: For example, if you want to learn the location of, let's say, Chicago, the best way to teach someone is to show them the location on a map. This isn't because the patron is a visual learner; it's because this is simply a good way to teach it in a way that is understandable unless the patron has a spatial or visual disability, in which case you might want to provide a more verbal description.

If you wanted to learn what salt was, the best way to understand it is to taste and hold it, rather than going through a lecture explaining what it is. However, if you want to teach the uses of salt, you would want to show images of different ways people use salt (e.g., flavoring food, melting ice on roads) and explain how these types of salt are different.

(Slide #43)

Question #4: Can you give some examples of how your learning preference changes when learning different types of content?

(Slide #44)

Trainer: The way we present information must consider a learner’s ability to understand and learn using that particular method of presentation.

For example, when presenting information in print or the text on a screen, you certainly want to consider font factors such as size, style, and color contrast in any printed material or presentation for a visually impaired patron. These patrons may rely on other senses to pick up other information. A Deaf or hard of hearing patron would benefit from the information presented visually with closed captioning or printed transcripts rather than auditorily.

We all have different styles or preferences for learning different types of content. For example, when learning math and presented with an addition problem, some children prefer manipulating the numbers mentally while others prefer manipulating objects to arrive at the answer, when meeting the needs of a member of a disability group, such as the Autism Spectrum, it is critical to remember that no one learning style fits all cases within a group either. An instructor cannot generalize about how two or more people with autism (or any other group) learn and must account for individual differences.

After the break, we’ll take a look at how UDL can be applied to online programs.

(Slide #45)

BREAK

(Slide #46)

APPLICATIONS OF UDL

Trainer: Welcome to the second part of the workshop! We will now be looking at the applications of Universal Design for Learning in the library space.

UDL and Online Library Instruction

(Slide #47)

Trainer: Online library services have steadily expanded with such programming as online reference and webinars. However, when everyone had to stay home due to the pandemic, online library programs and services increased significantly. Normal activities like storytime, arts-and-crafts, and book clubs had to meet virtually. In the beginning, one of the hardest challenges was for librarians to figure out how to interact with, instruct and encourage patrons in a totally virtual environment.

(Slide #48)

Distribute: Handout #5.

Trainer: Teaching a patron in person is very different than teaching them online, requiring different strategies and methods. The following are some UDL strategies that you can incorporate into your online library instruction.

1. Allow the patron to choose whether they have their camera on or off. This will allow a patron who might not be comfortable showing themselves on camera to participate.
 2. Create time for break-out rooms. Sometimes patrons feel more comfortable speaking in smaller groups. Talking in a group of 50 people on a platform like Zoom or Microsoft Teams is very different than the in-person experience or in a small online group.
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(Slide #49)

3. Allow the patrons to chat or talk to each other before and after the program. This will allow for a more personal connection with the other participants of the library program.
 4. Send out a schedule and any resources via email ahead of time. This will allow the patron to prepare, understand the flow of the session, and sort out any potential or actual technology issues ahead of time.
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(Slide #50)

Question #5: What library programs have you had to change or tweak to be able to transfer them online during the pandemic? Let's share experiences, what went well and what didn't and why.

(Slide #51)

Trainer: You need to keep in mind your audience when you create a plan for your online library program. Some issues you should address before implementing your program are:

1. How are you going to display information to patrons?
 2. How are you going to keep track of time?
 3. Do you need to use automatic captioning systems?
 4. What technology are you using in the lesson?
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(Slide #52)

5. Is the technology that you are using accessible to different types of abilities?
 6. If you are going to be using additional technology besides the video software (e.g. Kahoot) set aside time to show your patrons how to use it.
 7. Schedule breaks if the program is over an hour (or as needed).
 8. Anticipate questions someone might have about what you are doing ahead of time and address them before.
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Activity #2

(Slide #53)

Trainer: This is the continuation of the first activity. In the first activity, you had to create an introductory lesson for an Information Literacy Program, applying UDL examples. Now, let's imagine you have to transform your lesson into an online program. Get back into your original groups and see if you can now come up with three to five UDL examples for an online version of your earlier program.

Distribute: Activity Worksheet #2.

Directions:

1. Break into the same groups from the first activity.
 2. Expand your lesson as an online program, using at least three UDL examples related to online instruction.
 3. Regroup after 20 minutes and have a presenter ready to share your work with the group.
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Program Development and UDL

(Slide #54)

Trainer: Now that you have an understanding of Universal Design for Learning, let's look into examples of libraries incorporating UDL into their programs.

Our first example is from a Project ENABLE Challenge Video. Renee Grassi talks about incorporating Universal Design for Learning examples into different aspects of the library. She is a Youth Services Manager at Dakota County Library in Minnesota.

(Slide #55)

Video: "The Challenge: Renee Grassi - Creative Budgeting" (3:00)

https://projectenable.syr.edu/projectenable_resoruces/view/1239

(Slide #56)

Discussion #6: What would you do to solve this problem?

(Slide #57)

Trainer: Now, let's watch Renee solve her challenge.

Video: “A Solution: Renee Grassi - Creative Budgeting” (14:23)

https://projectenable.syr.edu/projectenable_resoruces/view/1238

(Slide #58)

Trainer: Our next example incorporates UDL into online instruction. Due to the pandemic, there has been an increased popularity in libraries for “Take & Make” kits for kids. The general idea is that the librarian chooses a craft and prepares a set of instructions and puts all the craft supplies needed in a zippered bag for the patron to pick up.

At the end of the week, usually on a Saturday or Sunday, the librarian will have a virtual program where those who have taken out the kit will make the craft together. Often, the craft is a specific theme that aligns with a book. The librarian reads the book first, and then the kids make the craft.

Libraries across the U.S. have created Take & Make Kits for their patrons. Some examples are LaGrange Association Library, New York; Cincinnati Public Library, Ohio; Sonoma County Library, California; Eustis Memorial Library, Florida; and Allen Public Library, Texas.

(Slide #59)

Trainer: Our third example is from a Project ENABLE Challenge Video. Caroline Smith, an Inclusive Services Consultant at the South Carolina State Library.

Video: “The Challenge: Caroline Smith - Inclusive Outreach” (2:48)

https://projectenable.syr.edu/projectenable_resoruces/view/1233

(Slide #60)

Question #7: What would you do to solve this problem?

(Slide #61)

Trainer: Now, let's watch Caroline's solution to her challenge.

Video: "A Solution: Caroline Smith - Inclusive Outreach" (9:54)

https://projectenable.syr.edu/projectenable_resoruces/view/1232

Trainer: I'd like to share one more way to engage and motivate your patrons through your instructional programs.

The ARCS Model of Motivational Design

(Slide #62)

Trainer: While librarians need to incorporate UDL into their instruction, helping patrons stay motivated is crucial. Keeping a patron engaged, involved, and participating means they are more likely to remember the information and use what they learn. Dr. John Keller of Florida State University developed the ARCS Model of Motivational Design in the 1980s.

(Slide #63)

Trainer: There are four critical factors of the ARCS Model.

1. Attention: Gain and maintain the patron's attention throughout the library program.
 2. Relevance: Make the program personally meaningful and important to the patron.
 3. Confidence: Create a program in which the patron can feel they can succeed. (Neither too hard nor too easy).
 4. Satisfaction: Learners feel they accomplished learning goals.
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(Slide #64)

Discussion #8: What are some memorable things a trainer has done to get your class's attention?

(Slide #65)

Distribute: Handout #6.

Trainer: The following are a few examples of motivational strategies for each of the four ARCS factors that will help motivate all learners.

1. Attention

- a. Be enthusiastic about what you present.
 - b. Provide interaction.
 - c. Vary presentation methods and types of media (e.g., lecture, discussion, role play videos, books, augmented reality, posters).
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(Slide #66)

2. Relevance

- a. Use real-world examples.
 - b. Demonstrate how the information will be useful in the future.
 - c. Allow learners to choose the method of instruction that best serves their needs.
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(Slide #67)

3. Confidence

- a. Show patron's progress by creating attainable steps.
 - b. Provide learning objectives to patrons at the beginning of the lesson.
 - c. Provide informational feedback on learning progress.
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(Slide #68)

4. Satisfaction

- a. Use praise throughout the instruction for learning progress.
- b. Provide opportunities for learners to apply their new learning.
- c. Provide unexpected rewards for learning accomplishments.

Trainer: By incorporating all four factors of the ARCS Model into your instruction, you will keep patrons motivated and engaged in library programs and activities.

(Slide #69)

Trainer: Here are some examples of how you can incorporate the ARCS model into online library instruction. As I go through them, think about ways in which you could incorporate ARCS into your group's UDL-based online program.

1. Have pre-printed packets available for pick up in the library for use at the online library program.
2. Have grab-and-go bags with prepared or unassembled craft materials available for pickup in the library for use at the online library program.
3. Provide closed captioning and/or an ASL interpreter for an online library program.

(Slide #70)

4. Include a progress chart with the materials sent before that will allow the patron to track their progress and act as a motivator.
5. Build in breaks if the library program is longer than one hour or sooner.
6. Use online games (e.g., Kahoot) to assess and give feedback to patrons in a rewarding and fun way.

Activity #3

(Slide #71)

Distribute: Activity Workshop #3.

Trainer: This activity will culminate in the first two in this workshop. In the first activity, you had to create an outline of a single lesson for an Information Literacy Program using three to five UDL examples. In the second activity, you transformed your in-person lesson to an online lesson, using at least three examples of online UDL-based techniques. Now, take either your in-person or online lesson and add at least three ARCS strategies at the point where they should be implemented.

Directions:

1. Break into the same groups from the first two activities.
 2. Choose either your in-person or online Information Literacy lesson and add at least three ARCS examples.
 3. Regroup after 20 minutes and have a presenter ready to share your work with the group.
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Recap

(Slide #72)

1. Universal Design is a space (physical or digital) that everyone can easily access and navigate.
 2. There are seven principles of Universal Design that you can incorporate into your library space.
 3. Universal Design for Learning is an inclusive instructional method of teaching based on Universal Design. Although UDL is a method directed at teachers, librarians can benefit from applying this model to their instruction/programs.
 4. Federal law and ALA policy prohibits discrimination against people with disabilities and require agencies to apply ADA standards.
 5. Everyone learns differently and that people have different learning preferences.
 6. In-person instruction is different from online instructions, and different needs must be met.
 7. Keeping patrons engaged and motivated with the library program is crucial. The ARCS Model is an important tool that you can use.
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(Slide #73)

Discussion #9: What's one way you can apply UDL to your own programs in the library?

Closing

(Slide #74)

Trainer: Thank you for attending this workshop. I hope you have learned some new things that you can use or do right away when you return to your library. Your last task before you leave is to please complete the workshop evaluation form.

Distribute: Workshop Evaluation Form and Takeaways # 1-2. [Trainer Note: you can also hand out the Resources if you want to.]

Thank You

(Slide #75)

Trainer: Thank you and have a good rest of your day.