When thinking about Universal Design for Learning, I think about how it is in place to help to create a learning environment that is accessible for all. UDL invites us to consider how we design our teaching based on the way that students learn, process, and relay information. UDL emphasizes the importance of multiple means of engagement, representation, and expression to ensure students can connect with the content in a way that makes sense to them. By thinking of the Why, What, and How in varied ways we can provide multiple opportunities for students to learn and understand the material also eliminating bias around what is perceived to be the "correct" way to teach or learn content often from a colonial lens.

As a dance teacher, I have seen many barriers that hinder some of my students. Physical abilities may prevent a student from being able to perform the movement I am showing in the context I am showing it. They may not have the confidence to try a movement or may feel overwhelmed by the pace at which the class is moving. Some want counts because that is the way they learned other dance styles, while some are new to dance and lyrics provide a better structure to when they move. Some of my adult learners may have family or work obligations that prohibit them from fully committing to the class. It is important for me to be aware of these barriers and to incorporate strategies that allow for all students to engage in the content of the class.

I see UDL as a great way to eliminate these barriers and is not often recognized by other dance instructors when I have mentioned it. I try to incorporate different ways to show students the movement and the intention behind it. I let them know it will look different on all of us and often plan ways to incorporate or explain options. Creating games, drawing a movement, or using our bodies to "draw" the movement can be fun sometimes. I can also provide different means on how to put the movement to the music. We can use counts, lyrics, specific sounds, sound patterns, and a narrative intention to draw the movement to the music. I can also provide different avenues for students to demonstrate their understanding of the content. For example, students may be able to perform the movement, choreograph a movement, or write a description of the movement. UDL allows students to own the material. It also allows them to learn and show what they learned in a way that is comfortable for them. This, in turn, will encourage them and enable them to express their authentic self and is the type of dance I want them to perform.

On the instructional Design front, I see this as a way to partner with content experts to create courses that are accessible to a diverse population of students. I could look for a range of materials that include videos, articles, and modules to show the content from different viewpoints. I could also advocate for varied assessment methods that allow students to show what they know in a way that makes sense and is comfortable for them within the classroom. We use an Active Learning curriculum at Larner and the pre-work is a place were content can be reviewed and included. If there is a video, offer a transcript. If there is important jargon to learn, create a guide. Then take the information and tie it to the learning objectives in the classroom. Here students can interact with it in different learning modalities and work together

with their varied backgrounds and interpretations to discover real world solutions to the cases and problems they are encountering.

Outside of the medical curriculum, which is very specific, I would love to integrate more into my online teaching practices. Learning strategies that fit well into UDL like choice boards are a favorite tool of mine as they allow students to learn the content in the way they feel is best for them, motivating them to learn. I also like Personal Learning Plans as they allow students to locate their interests relating to the learning objectives and often have a varied assessment component that allows the students to create a final project from a number of varied measurements, much like choice boards allow them to choose the how of leaning, the project allows them to choose the way to relay that information.