

DOI: <https://doi.org/10.5281/zenodo.12569990>

ORGANIZING AN INCLUSIVE CLASSROOM THROUGH UNIVERSAL DESIGN FOR LEARNING IN HIGHER EDUCATION

Normatova Solihabonu Nodirjon qizi

2nd year student of the third English faculty, UzSWLU

normatovasolixa02@gmail.com

ABSTRACT

*The need for employing UDL principles in classes in higher education has become increasingly crucial, as many educators moved beyond traditional approaches to teaching students by using modern and more interactive methods. Universal Design for Learning acts as a powerful framework for organizing more inclusive and accessible learning environments, and benefits students of all abilities and backgrounds. The principles of UDL should be integrated into university classes, since many students with diverse learning backgrounds and needs enroll in higher education. UDL significantly impacts the quality of education for all students and creates a more vibrant and effective learning environment. The purpose of this scientific paper is to analyze how UDL can help teachers to organize effective and **comprehensive** classes in higher education. This research extends the work of previous scientific articles by reviewing several research papers investigated by researchers at the Cast for Applied Special Technology (CAST).*

Keywords: *UDL principles, inclusive learning environment, higher education, diverse learning needs.*

INTRODUCTION

Creating an inclusive and engaging class by applying Universal Design for Learning (UDL) principles in higher education involves creating a learning environment that supports the diverse needs and abilities of students. This approach is an educational framework that can assist educators in designing more flexible and inclusive learning experiences that can be customized to meet the diverse needs of individual learners in the classroom. For example, teachers are able to present course content through different accessible materials and in a variety of formats to accommodate different learning styles and preferences when they integrate UDL principles into their classes. This can lead to offering materials in audio, visual, tactile formats, providing captions and transcripts for video and audio content, and using a variety of instructional methods to support diverse learning needs. This paper includes detailed information on the potential benefits of UDL principles in higher education and provides several suggestions in terms of implementing this approach in universities.

METHODS

This research paper includes a qualitative approach and secondary data analysis. We analyzed several scientific works from reputable scientific journals. Through investigating scholarly articles, we gathered data about the role of UDL in higher education, the benefits of this approach in organizing inclusive classes, and several ways of implementing this approach at universities.

Through the research, we found that teachers can boost the active participation of students in classes by organizing more engaging and inclusive classes by employing UDL principles. Educators are asked to provide opportunities for students in UDL classes to demonstrate their understanding and knowledge regarding the topic through a variety of assessment methods. This process can include offering various options for written assignments, oral presentations, multimedia projects, and hands-on activities.

Educators of higher education should foster a classroom culture that can value diversity among students, promote respect for all students, and encourage collaboration and teamwork. This requires incorporating inclusive language and diverse perspectives into course materials and discussions to create a sense of belonging for all students. Using a variety of instructional strategies is one of the most important aspects of the UDL approach. In higher education, educators should employ a variety of teaching methods and instructional technologies to accommodate different learning needs. The particular reason for this requirement is that students in higher education have different learning styles and preferences.

LITERATURE REVIEW OF UDL

The role of UDL in higher education goes beyond just accessibility and inclusion. UDL principles are shown to lead to enhanced academic outcomes for students in universities, regardless of their learning abilities or learning styles. Many students in higher education have access to engage in various accessible materials and achieve success during their academic development by addressing their individual needs and offering flexible pathways to learning. According to many researchers, many students are able to foster curiosity, a deeper desire to learn, and an increased participation in the lessons through UDL principles, as they promote more engaging and motivating learning environments by offering students choices and control over their learning. Many researchers claim that students can cultivate a more positive learning experience and greater sense of accomplishment in UDL lessons; since they can feel empowered to learn in their own way and access the support they need in classes where educators employ UDL principles.

UDL principles play a significant role in higher education, as they serve as the following functions:

- **UDL can diminish barriers in the learning process**

- Accessibility for diverse learners:

UDL ensures that learning materials and activities are accessible to students with disabilities, learning differences, and diverse learning styles. This can include providing alternative formats for materials and flexible assessment methods.

- Addressing learning preferences:

Educators can recognize that students learn in different ways by implementing UDL principles in their classes. Because UDL offers multiple options for how students engage with the content (e.g., text, audio, visual aids), how they can express their understanding (e.g., writing, projects, presentations), and how they stay motivated and engaged (e.g., personalized learning paths, collaborative activities).

- **UDL approach can empower students**

- Increasing independence and agency:

In lessons where teachers are using UDL principles, students can take control of their learning journey, as the UDL approach can empower students. By providing multiple options and choices, students are able to find what works best for them and they become more self-directed.

- Promoting deeper understanding:

UDL promotes a deeper level of understanding by providing students with multiple pathways to engage with the material. This can involve connecting to prior knowledge, using real-world examples, and fostering collaboration.

- **UDL principles can transform the learning environment**

- Creating inclusive classrooms:

By using the three core principles of UDL, teachers in higher education are able to create a more inclusive and equitable learning environments for all students. UDL approach moves away from a one-size-fits-all approach and embraces the diversity of student needs and learning preferences.

- Enhancing faculty development:

UDL requires faculty to think differently about course design and teaching strategies. It encourages them to consider the accessibility of their materials, the inclusivity of their assessments, and the variety of ways students can learn.

- **Organizing a More Equitable and Inclusive Learning Experience**

- Challenging Traditional Assumptions:

UDL challenges traditional assumptions about how learning should occur, recognizing that a one-size-fits-all approach is not effective. It dismantles the idea that students should all learn the same way and instead embraces the diverse ways individuals learn best.

- Promoting Diversity and Inclusion:

UDL creates a more equitable and inclusive learning environment for all students, regardless of their background, abilities, or learning preferences. It can ensure that each student in the classroom has the access to accomplish their goals and contribute their unique talents.

- Building a More Just Society:

By preparing students for a diverse and inclusive world, UDL contributes to building a more just and equitable society where everyone has the opportunity to thrive.

- **Developing Future-Ready Learners**

- Preparing Students for the Real World:

UDL principles align with the skills and abilities needed for success in the 21st century. This includes adaptability, problem-solving, critical thinking, and collaboration - all skills that are essential for navigating a rapidly changing world.

- Fostering Innovation and Creativity:

UDL encourages creativity and innovation by providing students with multiple ways to express their understanding and explore different approaches to learning. This fosters a more experimental and innovative learning environment.

- Empowering Students as Active Participants:

UDL promotes active learning and student agency, encouraging students to take ownership of their learning and become active participants in their education. This prepares them to be active, engaged citizens and lifelong learners.

RESULTS

This research paper explored data about the implementation of the UDL approach in higher education focusing on the role of UDL in inclusivity, accessibility of materials, and student engagement in the lessons. To conduct our study we analyzed data from different sources and scientific studies from reputable scientific journals. The finding of this study shows that the implementation of UDL principles in higher education which includes different students with diverse learning styles leads to an increase in student engagement. According to many studies, students reported that they feel more motivated, interested, and more actively participated in classes.

DISCUSSION

Our findings suggest that UDL is a valuable framework for creating more inclusive and engaging learning environments in higher education. While UDL presents a powerful framework for higher education, it also poses challenges. According to many researchers, implementing UDL effectively requires time, resources, and ongoing professional development for faculty. UDL necessitates a change in mindset from traditional teaching practices to a more student-centered approach. UDL is an ongoing process that requires continuous evaluation and adaptation to ensure effectiveness. However, the potential benefits of UDL in higher education are immense. By embracing this framework, institutions can create more inclusive, accessible, and engaging learning environments that empower students to succeed and reach their full potential. Further research needs to be investigated to identify the long-term impact of UDL in higher education, the implementation of this approach in different disciplines, and scaling UDL across institutions.

REFERENCES:

1. Normatova, S. (2024). Improving students' language skills by applying universal design for learning (UDL) principles in language teaching (using English as an example). O'zMU xabarlari.
2. Rose, D. H., Harbour, W. S., Johnston, C. S., Daley, S. G., & Abarbanell, L. (2006). Universal design for learning in postsecondary education: Reflections on principles & and their application. *Journal of Postsecondary Education and Disability*, 19, 135–151.
3. Rose, D. H., Harbour, W. S., Johnston, C. S., Daley, S. G., & Abarbanell, L. (2008). Universal design for learning in postsecondary education: Reflections on principles & and their application. In S. Burgstahler & R. Cory (Eds.), *Universal design in higher education: From principles to practice* (pp. 45-59). Harvard Education Press.
4. Scott, L., & Temple, P. (2017). A conceptual framework for building UDL in a special education distance education course. *Journal of Educators Online*, 14(1).
5. Smith, F. G. (2012). Analyzing a college course that adheres to the universal design for learning (UDL) framework. *Journal of the Scholarship of Teaching and Learning*, 12(3), 31-61.