

UDL Guidelines 3.0

The [UDL Guidelines](#) are a living, dynamic tool that is continuously developed based on new research and feedback from practitioners. There has been a strong call from the field—both practitioners and researchers alike—to more fully develop the Guidelines to address critical barriers rooted in biases and systems of oppression. This update aims to respond to this call and to work toward fulfilling the promise of the Guidelines as a tool to guide the design of learning environments that more fully honor and value every learner. To date we have:

- Established an [Advisory Board](#), a [UDL Guidelines Collaborative](#), and a [Young Adult Advisory Board](#) to guide our work
- Conducted more than 40 focus groups to learn from diverse perspectives, lived experiences, and feedback (180 participants including teachers, instructional coaches, professional development leaders, faculty members, researchers, etc.)
- Reviewed the research on the [UDL Guidelines research pages](#) to understand the balance of different research fields, methodological and epistemological approaches, and author positionalities
- Conducted literature reviews of equity-oriented research that connect to and extend the Guidelines, such as disability studies and critical pedagogy studies

Highlights from the Literature

- González, N., Moll, L. C., & Amanti, C. (Eds.). (2006). *Funds of knowledge: Theorizing practices in households, communities, and classrooms*. Routledge.
- Ladson-Billings, G. (1995). Toward a theory of culturally relevant pedagogy. *American Educational Research Journal*, 32(3), 465–491.
- Muhammad, G. (2020). *Cultivating genius: An equity framework for culturally and historically responsive literacy*. Scholastic.
- Nasir, N. I. S., Rosebery, A. S., Warren, B., & Lee, C. D. (2006). Learning as a cultural process: Achieving equity through diversity. In R. K. Sawyer (Ed.), *The Cambridge handbook of the learning sciences* (pp. 489–504). Cambridge University Press
- Paris, D., & Alim, H. S. (Eds.). (2017). *Culturally sustaining pedagogies: Teaching and learning for justice in a changing world*. Teachers College Press.
- Waitoller, F. R., & King Thorius, K. A. (2016). Cross-pollinating culturally sustaining pedagogy and universal design for learning: Toward an inclusive pedagogy that accounts for dis/ability. *Harvard Educational Review*, 86(3), 366–389.

Feedback from the Field



“Sometimes we treat students as if they have to earn the learning environment...You have to come a specific way...in a very compliant, buttoned up kind of way. I wonder if the **Engagement Guidelines can be broadened to allow for more than one way of being...?**”

“Our society values worth [based] on production... **Joy and play is huge — should be part of the paradigm shift** — it’s not just about being productive.”

“I want to make sure we capture this notion of **‘multiple ways of knowing.’** Really thinking about **heritage and culture** in terms of what students bring to the classroom...”

“**Are we favoring one way** of students demonstrating understanding over others?”

“[Emphasize that] **one modality is not better than the other**”

“Include probing questions that could help **anticipate bias** and to acknowledge our own bias as teachers, and how that could impact our teaching and the options we provide.”

“Explicitly call it out...**honor student voice** and students’ ways of showing understanding”

Summary of Proposed Updates

Aligned with the UDL Guidelines Graphic Organizer

Overarching themes:

- Emphasize identity as part of variability, including the “who” along with the “why” (Multiple Means of Engagement), the “what” (Multiple Means of Representation), and the “how” (Multiple Means of Action and Expression)
- Acknowledge individual, institutional, and systemic biases as barriers to learning without limits
- Emphasize the value of interdependence and collective learning
- Shift from teacher-centered to learner-centered language

Engagement

We're considering **how do we...**

- Center, affirm, and sustain learners' strengths and identities?
- Emphasize the role of belonging in teaching and learning?
- Emphasize the role of joy and play in teaching and learning?

Representation

We're considering **how do we...**

- Consider the notion of “multiple means of representation” through the lens of identity?
- Consider perceptions of people and cultures?
- Value multiple ways of knowing including and extending beyond Western approaches to knowledge?

Action & Expression

We're considering **how do we...**

- Center and value forms of expression that have been historically silenced or ignored?
- Emphasize the role that bias plays in offering/selecting modes of expression?

Concerns around expert learners that we are working to address:

- The term “expert” implies ideas of exclusivity and elitism
- The notion of “expert learners” ignores the importance of collectively generating knowledge
- The notion of “expert learners” fails to recognize the brilliance inherent in every learner
- The term “expert learners” is confusing across cultures and languages



For our complete summary and references, visit bit.ly/UDL3-Summary or scan the QR code.

We are excited to share this summary of proposed updates with you, and we are eager for your feedback!

Please share your reactions via this brief survey. bit.ly/UDL3-Survey