

Engaging Instruction for Pre-Service General Educators: Modeling UDL at a College Level

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Abstract

The Universal Design for Learning (UDL) framework enables access to learning for all students (Rose, 2001). The purpose of this mixed-method project was to model the UDL principles to pre-service general education teachers (n=42). Data show benefits of utilizing multiple means of expression, representation, and engagement in a college classroom.

Keywords

Pre-service teachers, multiple means of expression,

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