

Design options for interaction

A suggestion for implementing the strategy 'Design multiple means of Action and Expression' from the Guide: [Universal Design for Learning](#)

Includes:

Why this matters

Vary and honour the methods for response, navigation, and movement

Optimise access to accessible materials and assistive and accessible technologies and tools

Useful resources

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Guide: [Universal Design for Learning](#)

Strategy: [Design multiple means of Action and Expression](#)

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Why this matters

Learners may use a range of tools and technologies to access and interact with learning activities.

Select and create materials and design environments to enable all learners to navigate, participate, and express their understanding ([CAST, 2024](#)).

Design options for interaction prompts us to plan for learner variability at the outset and consider how to:

- [vary and honour the methods for response, navigation, and movement](#)
- [optimise access to accessible materials and assistive and accessible technologies and tools](#).

This guideline also reminds us to consider:

- How will these options support learners in reaching their goals?
- Could any of these options create barriers or unnecessary challenges?
- Will all learners have fair and equal access to high-quality choices?
- How do these options reflect and respond to learner variability?

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Vary and honour the methods for response, navigation, and movement

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Action & Expression

-  Allow flexibility in the pace, timing, and type of motor actions needed to interact with materials, tools, and technology.
-  Offer options for responding or indicating selections (e.g., alternatives to only pen and paper or only mouse use).
-  Offer multiple ways to interact with materials—by hand, voice, switch, joystick, keyboard, or adapted devices.
-  Build flexibility into physical environments, e.g., adjustable seating, positioning, lighting, collaborative spaces, quiet spaces.

Adapted with permission: UDL Guidelines 3.0, CAST (2024)

Source:

UDL Guidelines 3.0, CAST (2024)

<https://udlguidelines.cast.org/action-expression/interaction/response-navigation-movement/>

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Optimise access to accessible materials and assistive and accessible technologies and tools

The use of accessible materials, tools, and technologies supports all learners ([CAST, 2024](#)).

Accessible options increase opportunities for access, participation, and progress in the learning process:

- Learn how to make [accessible documents](#) and presentations.
- Check that curriculum materials are accessible and can be easily navigated by learners. **Remember, digital does not necessarily mean accessible.**
- Ensure navigation and interaction can be performed with a variety of tools, including keyboard, mouse, switch devices, and voice commands.
- If learners are using assistive technologies, select materials and software that are compatible to ensure equity of access to learning materials.
- Model and encourage the use of digital tools such as Text-to-Speech.
- Demonstrate the [assistive tools](#) that are built into their devices.
- Ensure that increasing the accessibility of the activity and materials does not reduce the level of challenge and extension.

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Useful resources



Design options for interaction (UDL Guideline)

This UDL guideline supports the design and selection of accessible materials and environments that enable every learner to navigate, participate, and express their understanding.

This guideline supports the UDL Action and Expression principle.

Publisher: CAST (2024)

[Visit website](#)



Creating accessible documents

Succinct guide on how to create accessible content with tools such as Microsoft Office and Google Docs.

Publisher: CAST (2024)

[Visit website](#)



Ninja way to speed up accurate captions on YouTube

Succinct video on how to add accurate captions to your YouTube videos by UDL specialist, Dr Eric Moore.

Publisher: Dr Eric Moore

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