



## **The effectiveness of universal design for learning: a meta-analysis of literature between 2013 and 2016**

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Universal Design for Learning (UDL) is often promoted as an inclusive teaching methodology for supporting all students within diverse contemporary classrooms. This is achieved by proactively planning to the edges of a classroom by thinking of all the potential needs of students. To examine its effectiveness, a meta-analysis was conducted on empirical research, containing pre- and post-testing, published in peer-reviewed journals between 2013 and 2016 (N = 18). Results from this analysis suggest that UDL is an effective teaching methodology for improving the learning process for all students. The impact on educational outcomes has not been demonstrated. The implications of this study will be discussed.