UDL

Beautiful in Theory.
Possible in Practice.

A Micro-Kit for Real Teaching Decisions

Articulate Storyline 360

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UDL Micro-Kit — Style Guide

Editorial semi-realistic direction for the storyboard deck

Color Palette

Navy	Teal	Amber	Coral
#17324D	#2A9D8F	#F4C95D	#E07A6A

Violet	Off-white	Light gray	Charcoal
#CDBCF6	#F8F6F1	#E9EEF2	#2E3A46

Typography

Headings — Manrope

28 pt
Slide title / section heading

20 pt
Subheading / callout title

Body / UI — Inter

12 pt Body text

10 pt UI labels

14 pt Button text

Buttons

Primary | Hover | Selected

Secondary | Disabled | ← Back | Next →

Navigation

Use one primary CTA per screen; keep button text action-based.

Cards & Text Entry

SCENARIO



Notice the barrier.

REFLECTION

Pause. Think. Explain why.

Type your response here

Tip/callout

Cards stay white/off-white with subtle borders and light shadow only.

Icon Style

Rounded outline icons

Idea | Reflect | Discuss

Barrier | Redesign

Character Sample



Dr. Salih



Maya

Use the approved character designs consistently.

- Same face and clothing family
- Warm, natural expressions
- Editorial semi-realistic style

Use “Others” only as supporting background learners.

Design Rules

- Contrast: normal text 4.5:1 minimum
- Alt text for meaningful images; decorative visuals marked decorative
- Captions/transcript for narration and video
- Do not rely on color alone to show meaning or correctness
- Keep layouts clean; one focal interaction per screen

Design tone

Warm | Professional | Accessible

Contemporary | Human-centered | Clean

Global Accessibility Standards — UDL Micro-Kit

Global baseline for every Storyline screen unless a screen-specific note adds or overrides a requirement.

TARGET: WCAG 2.2 AA

Use this slide as the global reference. In individual storyboard screens, write only the accessibility requirement that is unique to that screen — otherwise note: “Global accessibility standards apply.”

P

Perceivable

Text contrast: 4.5:1 minimum for normal text; 3:1 for large text.

Add alt text to meaningful visuals; mark decorative visuals as decorative.

Do not use color alone to communicate meaning, status, or correctness.

Keep essential instructional text as live text whenever possible.

O

Operable

All meaningful interactions must be keyboard operable.

Use a logical focus order and a clearly visible keyboard-focus state.

Avoid hover-only information and drag-only tasks; provide an equivalent action.

Use generously sized controls; WCAG minimum target size applies where relevant.

U

Understandable

Use concise, plain-language instructions before each interaction.

Keep navigation, button language, and feedback patterns consistent.

Chunk dense information and avoid unnecessary cognitive load.

Do not auto-advance important content before the learner is ready.

M

Media & Motion

Provide captions for narration and video; provide a transcript for multimedia.

Give learners playback controls for audio/video.

Avoid unnecessary autoplay, flashing, and distracting motion.

Where motion is instructional, keep it brief and learner-controlled when possible.

QA

Storyline QA

Check reading order and tab/focus order on every developed screen.

Remove decorative objects from the screen-reader / tab sequence.

Give buttons and controls clear, meaningful accessible names.

Test keyboard use, captions, contrast, and screen-reader behavior before publish.

SCREEN-LEVEL ACCESSIBILITY NOTE These accessibility standards apply to all screens. Add a screen-specific accessibility note only when needed.

Design baseline: WCAG 2.2 AA target. Final accessibility status depends on implementation and testing of the published Storyline output.

What to Expect

By the end of this micro-kit, you will be able to:

1. **NOTICE** where a lesson design may be creating barriers.
2. **CONNECT** a barrier to a relevant UDL principle.
3. **CHOOSE** a focused response that addresses the barrier.
4. **REDESIGN** one lesson component while preserving the learning goal.
5. **EXPLAIN** how the change could better support learner variability.

How you'll work

Follow Maya through realistic teaching scenarios, then gradually take over the reasoning.

SEE
UDL reasoning modeled

→

PRACTICE
with guided support

→

APPLY
with less guidance

→

DECIDE
independently in a final case

INTRODUCTION

PURPOSE

Orient the learner to the course goals and learning path before practice begins.

NAVIGATION + INTERACTIVITY

No scored interaction.
Learner reviews the goals and learning path.
Standard course navigation remains available.

ACCESSIBILITY

Global accessibility standards apply.

NARRATION / SOUND

None required. Learner reads at their own pace.

ANIMATION

No animation required. Optional: brief sequential fade-in of the five outcomes.

DEVELOPER NOTE

Keep this screen concise; no character dialogue is needed here.

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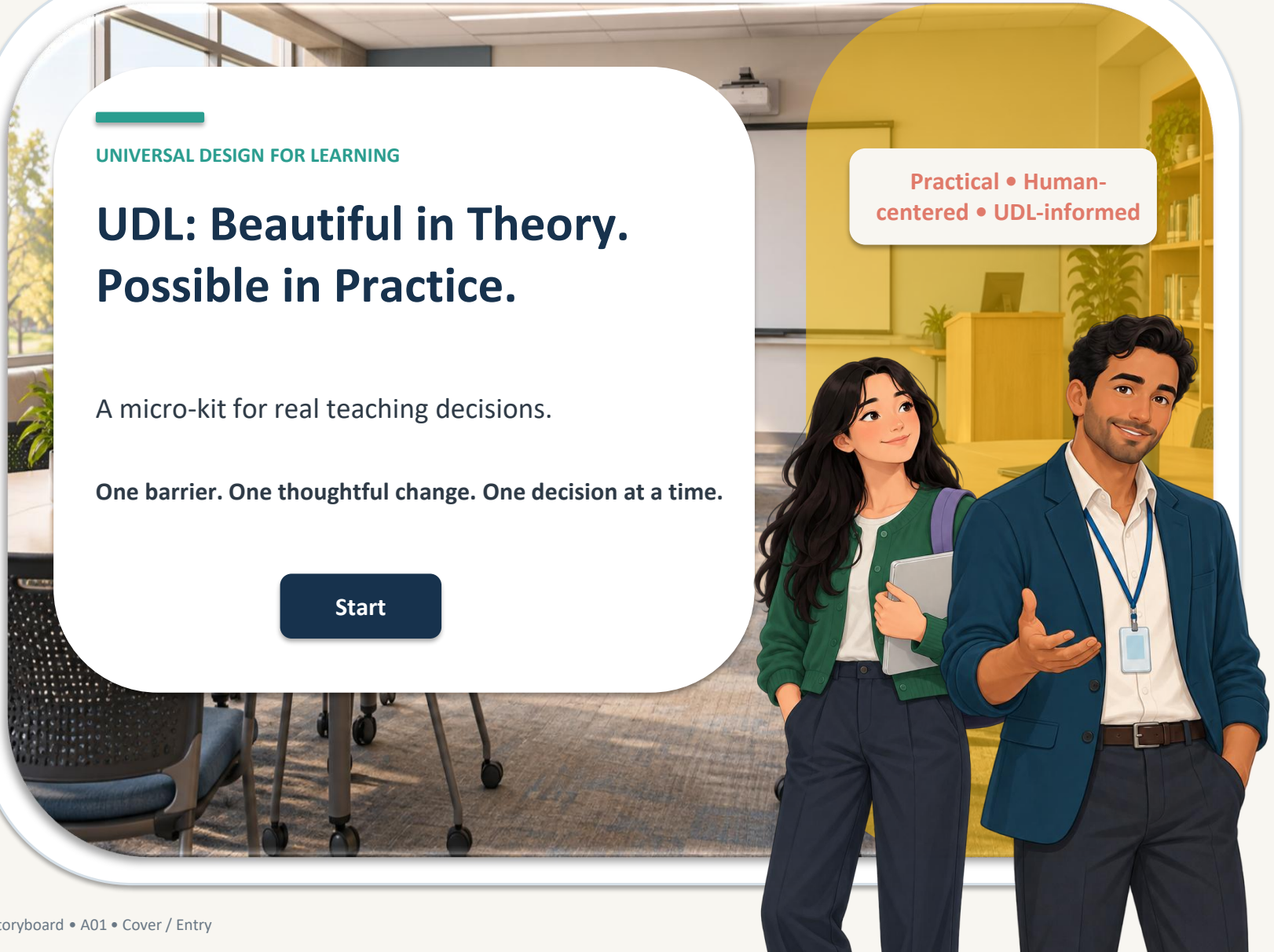
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PHASE
A — Introduction & Setting the Scene

SCREEN
A01 — Cover / Entry

TIME
~0.5 min

GRAPHICS & SLIDE TEXT



PURPOSE

Open with the practical promise of the module without front-loading definitions.

NAVIGATION + INTERACTIVITY

- Static entry screen.
- Button: “Start” → A02.
- On Start, reset course variables used for selections, text entries, self-checks, and revision logic.

ACCESSIBILITY

Global accessibility standards apply.
Set screen-reader order as: intro label → title → subtitle → Start button.
Mark character and background images as decorative.

NARRATION / SOUND

None required. Learner begins at their own pace.

ANIMATION

No required animation. Optional: subtle fade-in of the title panel and characters on entry.

DEVELOPER NOTE

Preserve the clean cover composition. Do not add definitions, menu instructions, or extra copy here; A02 introduces the narrative tension.

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PHASE
A — Introduction & Setting the Scene

SCREEN
A02 — Meet Maya: The Tension

TIME
~1.5 min

GRAPHICS & SLIDE TEXT



PURPOSE

Name a realistic UDL implementation tension and reduce anxiety by framing the work as one manageable design decision at a time.

NAVIGATION + INTERACTIVITY

- No scored interaction.
- Maya speaks first; Dr. Salih responds second.
- Button: “Continue” → A03.
- Do not auto-advance.

ACCESSIBILITY

- Global accessibility standards apply.
- Captions/transcript must identify each speaker by name.
- Screen-reader order: key statement → Maya dialogue → Dr. Salih dialogue → Continue.

NARRATION / SOUND

Use the exact dialogue shown in the learner-screen mockup. Maya first, then Dr. Salih. No music or sound effects required.

ANIMATION

Maya is present first. Reveal/fade in Dr. Salih for his response. Keep movement subtle and brief.

DEVELOPER NOTE

This is a narrative setup screen, not a content lecture. Keep the characters and tension central; do not add UDL definitions here.

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PHASE: A — Introduction & Setting the Scene

SCREEN: A03 — Concern Check

TIME: ~2 min

GRAPHICS & SLIDE TEXT

Which concern feels most familiar to you right now?

Not scored

Choose the one that is closest to your current thinking.

- A — UDL is valuable, but unrealistic in real classes.
- B — UDL seems possible, but I do not know where to start.
- C — UDL seems to mean giving many choices and doing endless preparation.
- D — UDL makes me worry about losing structure or control.

After selection: “Keep that thought. We’ll return to it near the end.”

Continue

Single-select • Continue becomes active after one choice

PURPOSE

Activate the learner’s current beliefs about UDL and store one concern that can be revisited during final reflection.

NAVIGATION + INTERACTIVITY

- Single-select choice; not scored.
- Save the learner’s selected statement in the variable v_concern for use in the final reflection.
- After a choice is selected, display: “Keep that thought. We’ll return to it near the end.”
- Enable Continue only after one option is selected.
- Continue → B01.

ACCESSIBILITY

- Global accessibility standards apply.
- Options must be keyboard selectable and clearly labeled.
- Do not rely on color alone to show the selected state.
- Screen-reader order: question → instruction → options A–D → feedback → Continue.

NARRATION / SOUND

None required. Learner reads and responds at their own pace.

ANIMATION

No required animation. Feedback may fade in after selection.

DEVELOPER NOTE

Preserve the learner’s exact selected statement for later recall.

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PHASE	SCREEN	TIME
B — Activation & Whole Problem	B01 — Maya's Seminar	~2 min

GRAPHICS & SLIDE TEXT



PURPOSE

Present Maya's seminar as the module's whole problem so learners can notice difficulties in access, participation, and demonstrating learning before solutions are introduced.

NAVIGATION + INTERACTIVITY

- Static case setup; no scored interaction.
- Learner reviews both columns.
- Button: "Look closer" → B02.
- Do not reveal causes or UDL solutions yet.

ACCESSIBILITY

- Global accessibility standards apply.
- Keep all case details as live text.
- Screen-reader order: title → lesson setup → what Maya notices → Look closer.
- Maya/classroom visuals are decorative.

NARRATION / SOUND

No narration required. Maya may be present visually as the case owner; the learner should be able to read the full case at their own pace.

ANIMATION

No required animation. Optional: reveal the two case panels in sequence.

DEVELOPER NOTE

This case remains the learner's recurring reference point across the module.

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PHASE	SCREEN	TIME
B — Activation & Whole Problem	B02 — Activation Reflection	~2 min

GRAPHICS & SLIDE TEXT

Who might struggle here — and why?

Write one or two possibilities in your own words.

Think about the lesson design you just reviewed — not what is "wrong" with a learner.

Your reflection

Type one or two possibilities here…

Compare my thinking

Comparison layer (after click):

Access to content • Participation in discussion • Demonstration through reflection

"These are not diagnoses of students. They are places in the lesson design worth examining."

PURPOSE

Elicit the learner's initial reasoning before introducing the UDL design lens.

NAVIGATION + INTERACTIVITY

- Text-entry reflection; private and not graded.
- Save response in variable v_activation.
- Learner may continue with a brief response.
- "Compare my thinking" opens the comparison layer.
- After review, continue → B03.

COMPARISON LAYER

Reveal three places to inspect:
1. Access to the reading/content
2. Participation in discussion
3. Demonstration through the written reflection

ACCESSIBILITY

- Global accessibility standards apply.
- Text-entry field needs a clear accessible label.
- Keyboard order: prompt → text entry → Compare my thinking → comparison layer → Continue.

NARRATION / ANIMATION

No narration required. Comparison layer may fade in after button selection.

DEVELOPER NOTE

Build the comparison content as a Storyline layer, not a separate slide. Keep the learner's typed response on the base layer and reveal the comparison layer only after selecting "Compare my thinking."

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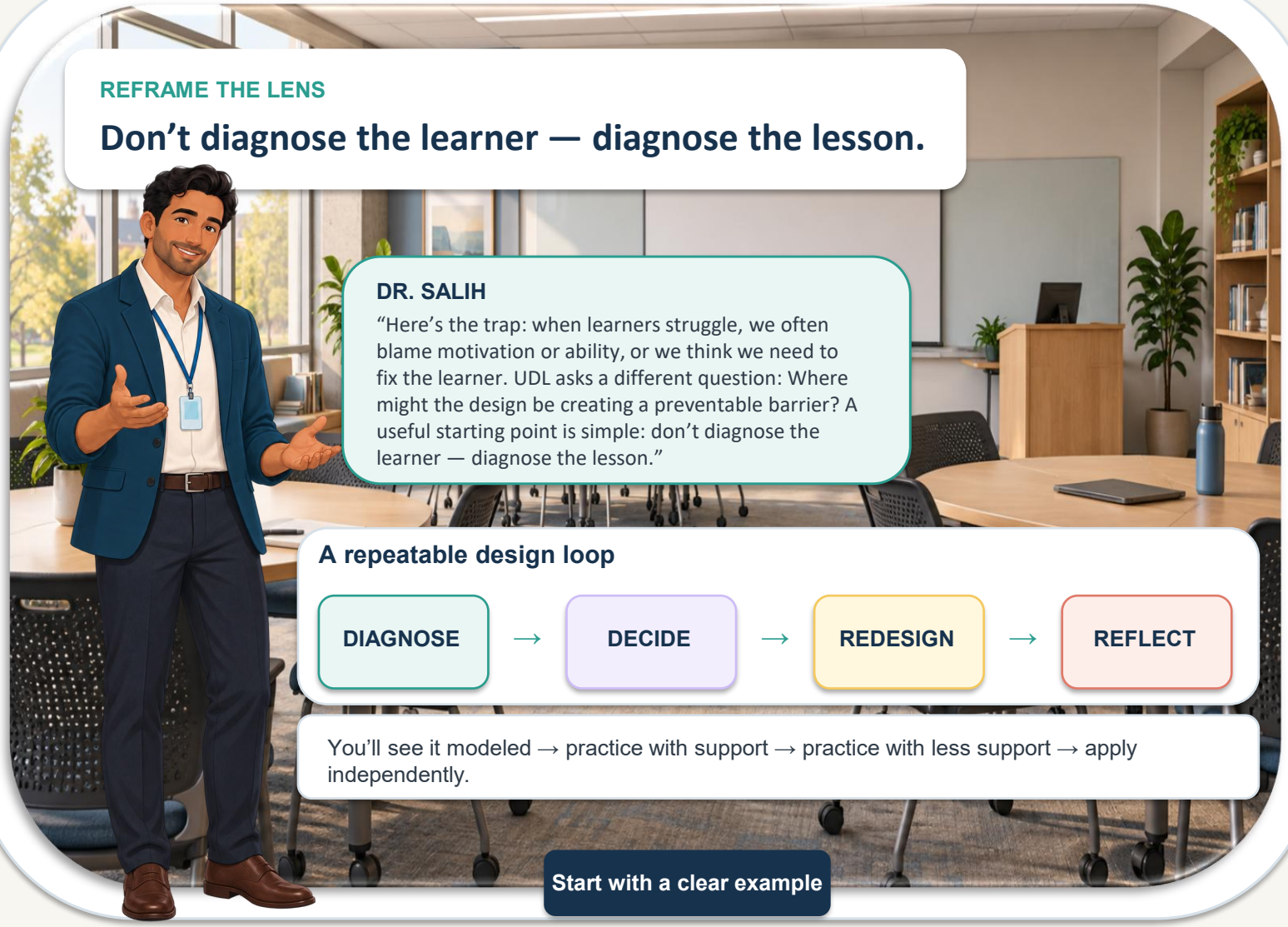
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PHASE
B — Activation & Whole Problem

SCREEN
B03 — Reframe the Lens

TIME
~2 min

GRAPHICS & SLIDE TEXT



PURPOSE

Shift the learner from deficit-based explanations toward examining preventable barriers in lesson design.

NAVIGATION + INTERACTIVITY

- Character explanation; no scored interaction.
- Learner reviews the design loop.
- Button: “Start with a clear example” → C01.

ACCESSIBILITY

- Global accessibility standards apply.
- Keep the design loop as live text, not image-only content.
- Reading order: reframe → Dr. Salih dialogue → design loop → guidance note → button.

NARRATION / SOUND

Dr. Salih: “Here’s the trap: when learners struggle, we often blame motivation or ability, or we think we need to fix the learner. UDL asks a different question: Where might the design be creating a preventable barrier? A useful starting point is simple: don’t diagnose the learner — diagnose the lesson.”

ANIMATION

Reveal the four loop steps in sequence. Keep character movement subtle.

DEVELOPER NOTE

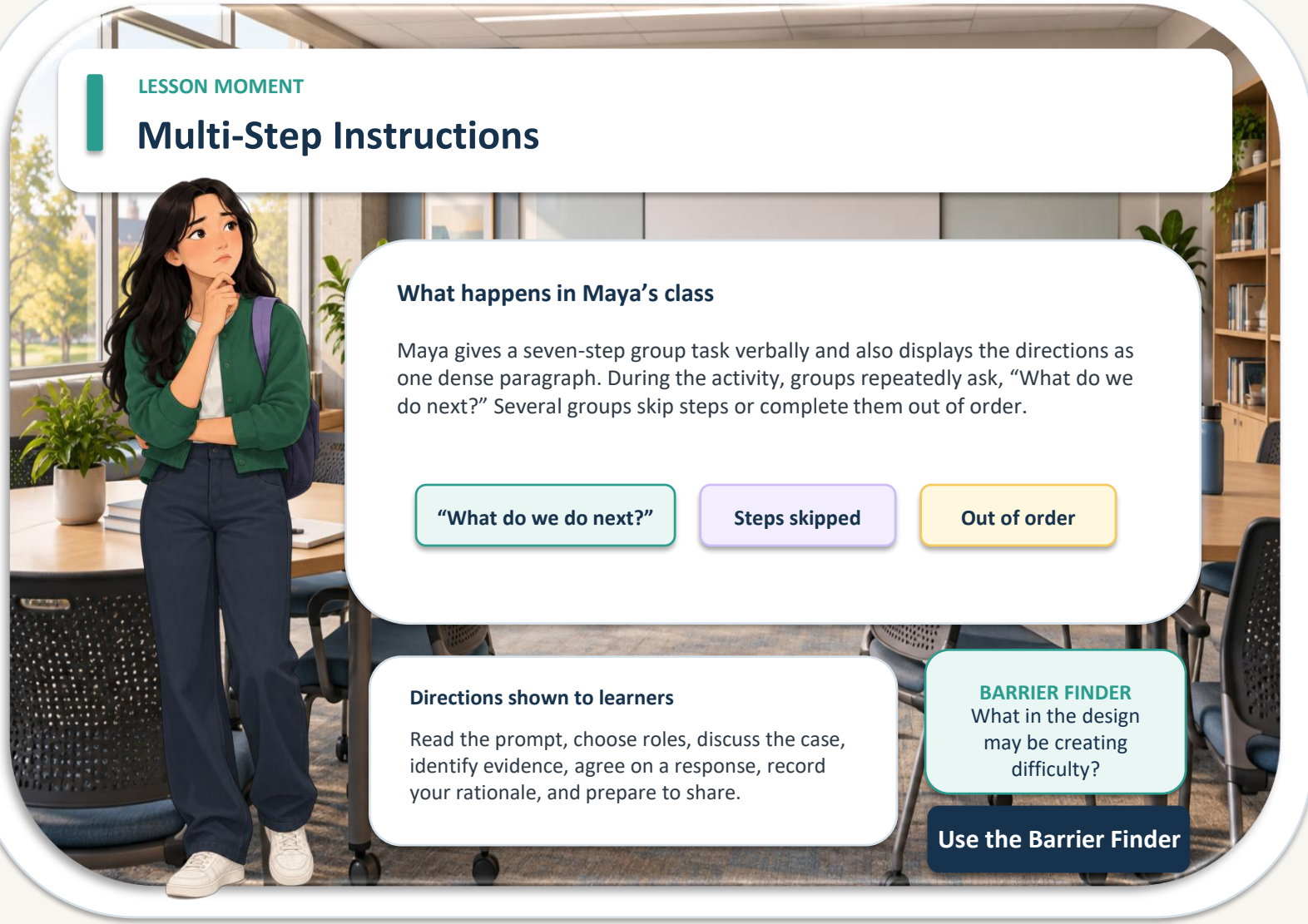
Do not turn the loop into a scored interaction; it is an orientation tool for the scenario sequence.

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LESSON	SCREEN	TIME
Complete Lesson • 1 of 6	C01 — Scenario Setup	~1 min

GRAPHICS & SLIDE TEXT



PURPOSE

Open the complete lesson with a concrete instructional-design problem that learners will analyze through the Barrier Finder.

LEARNING OBJECTIVE

Practice identifying a design barrier, linking it to UDL, and selecting a focused response.

NAVIGATION + INTERACTIVITY

- Scenario setup; no scored response yet.
- Barrier Finder is already available from the prior lesson.
- Button: "Use the Barrier Finder" → C02.
- Do not reveal the likely barrier on this screen.

ACCESSIBILITY

- Global accessibility standards apply.
- Keep the scenario and evidence as live text.
- Reading order: lesson moment → scenario → evidence → Barrier Finder cue → button.
- Maya/classroom image is decorative.

NARRATION / ANIMATION

No narration required. Optional: reveal the evidence chips after the scenario text. Avoid auto-advance.

DEVELOPER NOTE

Keep the problem visible but unresolved. The learner should notice the evidence in the scenario before receiving any interpretation or feedback.

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LESSON	SCREEN	TIME
Complete Lesson • 2 of 6	C02 — Design Barrier	~1.5 min

GRAPHICS & SLIDE TEXT

Which explanation focuses most directly on the lesson design?

Formative check

Use the Barrier Finder lens: describe the design demand, not the learner.

BARRIER FINDER What in the design creates difficulty — and what evidence supports that?

- A — The learners are not motivated enough.
- B — The instructions place many steps in one sequence without clear chunking or visible cues.
- C — Group work is not appropriate for these learners.
- D — The learners simply need more time.

If B: Strong match — names the design demand and fits the evidence.

If A/C/D: Redirect + Retry — inspect how the instructions are designed.

Continue

PURPOSE

Guide the learner to identify the most defensible design barrier using evidence from the scenario.

ASSESSMENT + INTERACTIVITY

- Formative single-select knowledge check.
- Immediate feedback after each choice.
- A/C/D: redirect feedback + Retry.
- B: strong-match feedback + enable Continue.
- Continue → C03.

FEEDBACK

B: “This names a design demand and is supported by the scenario evidence.”
A/C/D: “That may be possible, but the scenario gives us clearer evidence about how the instructions are designed. Try again using the Barrier Finder.”

ACCESSIBILITY

- Global accessibility standards apply.
- Options must be keyboard selectable with a visible selected state.
- Feedback must be announced/read after selection.
- Do not rely on color alone for correct/incorrect states.

DEVELOPER NOTE

Keep incorrect choices on the same screen with Retry. Do not reveal B until the learner selects it.

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LESSON	SCREEN	TIME
Complete Lesson • 3 of 6	C03 — UDL Principle	~1 min

GRAPHICS & SLIDE TEXT

BARRIER IDENTIFIED Many steps are presented in one sequence without clear chunking or visible cues.

Which UDL principle is the strongest first lens for this barrier?

Choose the principle that most directly explains the difficulty described.

ENGAGEMENT

Why learners participate and persist

REPRESENTATION

How information is presented, accessed, and interpreted

ACTION & EXPRESSION

How learners act, practice, and demonstrate learning

FEEDBACK Representation = strongest fit: the immediate barrier is how the directions are represented and made available for learners to interpret and revisit.

Continue

PURPOSE

Help learners connect the identified design barrier to the most relevant UDL principle before choosing a redesign method.

ASSESSMENT + INTERACTIVITY

- Guided single-select concept decision.
- Three options: Engagement, Representation, Action & Expression.
- Show tailored feedback after selection.
- Continue → C04.

FEEDBACK

Representation: strongest fit because the directions are not represented in a way learners can easily interpret and revisit.

Action & Expression: relevant only if planning/strategy use becomes the main issue.

Engagement: may be affected, but is not the most direct explanation here.

ACCESSIBILITY

- Global accessibility standards apply.
- Principle cards must be keyboard selectable.
- Selected state must use more than color alone.
- Feedback must be available to screen-reader users.

DEVELOPER NOTE

Use explanatory feedback for all three choices; avoid framing the two less-aligned principles as simply “wrong.”

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LESSON	SCREEN	TIME
Complete Lesson • 4 of 6	C04 — Method Matcher	~1.5 min

GRAPHICS & SLIDE TEXT

Method Matcher

MICRO-TOOL 2

Which change most directly reduces the barrier you identified?

BARRIER Too many steps presented at once, without clear chunking or visible cues.

A Break the directions into a visible step-by-step sequence that learners can revisit.

B Repeat the same directions more loudly when learners ask.

C Add a motivational message before the activity.

D Remove the group task completely.

A = Strong match: directly reduces the sequencing and information demand.

Unlock Method Matcher

PURPOSE

Teach that a method is chosen because it reduces a specific barrier — not because the method is popular or engaging by itself.

ASSESSMENT + INTERACTIVITY

- Guided single-select method choice.
- Show tailored feedback after each selection.
- A = strong match; enable Continue.
- B/C/D = explain why the choice is reactive, indirect, or unnecessarily changes the task.
- Continue → C05.

RESOURCE + VARIABLE

After completion, unlock Method Matcher as a persistent course resource.
Set variable: v_methodToolUnlocked = True.

ACCESSIBILITY

- Global accessibility standards apply.
- Method cards must be keyboard selectable.
- Selected/correct states need text or icon cues, not color alone.
- Feedback must be available to screen-reader users.

DEVELOPER NOTE

Keep the original task intact. The feedback should reinforce that the best redesign reduces the barrier without lowering the learning goal.

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LESSON
Complete Lesson • 5 of 6

SCREEN
C05 — Justification

TIME
~1 min

GRAPHICS & SLIDE TEXT

GUIDED REFLECTION

Explain why the match makes sense

Complete the sentence in your own words:

“This change addresses the barrier because…”

Your response

Type a brief explanation that connects the barrier to the design change.

Not graded

Self-comparison

Compare with an example

EXEMPLAR “Making the steps visible and revisitable reduces the memory and sequencing demand. Learners can focus on the task instead of trying to remember the directions.”

PURPOSE

Move beyond choosing a method: require the learner to explain why the redesign is appropriate for the specific barrier.

INTERACTIVITY

- Short text-entry response; not machine-scored.
- Store response in variable: v_d2_justification.
- “Compare with an example” opens an exemplar layer over the same slide.
- After reviewing the layer, Continue → C06.

FEEDBACK / EXEMPLAR

Exemplar: “Making the steps visible and revisitable reduces the memory and sequencing demand. Learners can focus on the task instead of trying to remember the directions.”

Reminder: multiple explanations may be valid if they clearly connect the barrier to the design change.

ACCESSIBILITY

- Global accessibility standards apply.
- Text-entry field must have a clear label.
- Exemplar layer receives focus when opened.
- Learner’s own response remains available for comparison.

DEVELOPER NOTE

Do not evaluate the learner’s wording. The purpose is self-explanation and comparison, not automated scoring.

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LESSON	SCREEN	TIME
Complete Lesson • 6 of 6	C06 — Debrief / Results	~1 min

GRAPHICS & SLIDE TEXT

LESSON DEBRIEF

A defensible UDL design decision

A strong UDL decision can be explained:

BARRIER → PRINCIPLE → RESPONSE → EXPECTED IMPACT

YOUR REASONING CHAIN

Barrier	Many steps are presented in one sequence without clear chunking or visible cues.
UDL principle	Representation
Focused response	Break the directions into a visible step-by-step sequence learners can revisit.
YOUR EXPLANATION	[Display learner's saved justification here using a Storyline variable reference.]

Revise my reasoning | Continue

PURPOSE

Consolidate the complete lesson by showing how the learner's decisions form one defensible reasoning chain.

ASSESSMENT RESULTS / DEBRIEF

Display the learner's selected barrier, UDL principle, chosen method, and saved justification using Storyline variable references. No score is assigned.

NAVIGATION + REVISION

- Revise my reasoning → return to C02 or C05 as appropriate.
- Preserve existing responses and variables.
- Continue → next course scenario.

ACCESSIBILITY

- Global accessibility standards apply.
- Dynamic variable text must remain screen-reader accessible.
- Reading order follows Barrier → Principle → Response → Expected Impact.
- Buttons require visible focus states.

DEVELOPER NOTE

This is a consolidation screen, not a scored results screen. Use variable references only and preserve learner input during revision.

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TYPE	SCREEN	TIME
Course Summary	H04 — Key Takeaways	~0.5 min

GRAPHICS & SLIDE TEXT

COURSE SUMMARY

Key Takeaways

Carry these ideas into your next lesson-design decision.

1. Start with the barrier, not with a favorite strategy.
2. Learner variability is a design input, not a learner deficit.
3. UDL does not mean offering as many options as possible.
4. A small redesign matters when it directly addresses a barrier and preserves the learning goal.
5. Strong UDL decisions can be explained: barrier → principle → response → expected impact.
6. The goal is not perfect UDL in one step; it is more intentional, testable lesson design.

Design deliberately. Test one change. Learn from what happens.

Continue

PURPOSE

Provide an explicit course-level consolidation so learners leave with the core UDL reasoning principles, not isolated techniques.

SLIDE BEHAVIOR

- Static consolidation screen.
- No scoring or required interaction.
- Continue → final completion screen (H06).
- Keep all six takeaways visible on one screen if readability is preserved.

ACCESSIBILITY

- Global accessibility standards apply.
- Present takeaways as live text in a logical 1–6 reading order.
- Do not rely on card colors or numbers alone to communicate meaning.
- Continue button requires a visible focus state.

ANIMATION

Optional subtle staggered reveal of takeaway cards. Learners must not need animation to understand the content.

DEVELOPER NOTE

Treat this as the formal Course Summary/Conclusion screen for the IDOL storyboard. Preserve the concise wording and avoid adding new concepts here.

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TYPE	SCREEN	TIME
Closing	H02 — Completion	~0.5 min

GRAPHICS & SLIDE TEXT

MODULE COMPLETE

You've completed the UDL Micro-Kit.

Your next practical step: choose one lesson moment this week and test one micro-change.

NEXT STEP

Pick one barrier. Make one focused change. Notice what happens.

Always remember: UDL begins with one thoughtful micro-change.

Happy UDL designing!

Finish module



PURPOSE

Close the learning experience with a clear sense of completion and a realistic transfer step the learner can apply immediately.

NAVIGATION

- Final learner-facing screen.
- Finish module ends the experience.
- No further instructional content is introduced.

ACCESSIBILITY

- Global accessibility standards apply.
- Keep all closing statements as live text.
- Character visuals may be marked decorative.
- Finish button requires a visible focus state and clear accessible name.

LMS / COMPLETION

Set course completion status on this screen only if required by the final LMS/publishing specification. Completion rule remains deployment-dependent.

DEVELOPER NOTE

This storyboard screen is H02 for the IDOL extract; it corresponds to H06 in the full Storyline master.