Universal Design for Learning (UDL)

TIP SHEET

Principle	UDL pedagogy Tip
Provide Multiple Means of **Representation** *Present information and content in different ways*	➢ Post online material in multiple formats (i.e. PDF and MS Word). ***Assistive technologies vary in compatibility.** ➢ Pick one volunteer to take lecture notes and post them on Canvas the same day. ➢ Audio record lectures and post the recordings on Canvas. You can use Otter.ai and post the recordings with the transcript. ➢ Post the lecture Power Point slides at least 2 days before instruction. ➢ Whenever possible, choose textbooks that also provide the audio/digital version. ➢ Provide readings at least one day before in-class discussion, not on the same day. ***Most students need additional time to process new information.** ➢ Illustrate non-verbal information that compliment your lectures such as diagrams, charts, symbols…draw out the process. ➢ Provide clear cut, step-by-step instructions. Ask questions to make sure your students understand. ➢ Confirm that all online interface programs used in your classroom is accessible. ➢ Be verbally descriptive when illustrating on the board. ***Some students are audio recording**.
Provide Multiple Means of **Engagement** *Stimulate interest and motivation for learning*	➢ Allow students to volunteer in the classroom setting, instead of calling on them. ➢ Allow students to choose readings, topics that relate to them personally, culturally, and socially. ➢ Utilize in-class group work. ***If you notice one of your students to be extremely shy or nervous, make them your partner.** ➢ Provide feedback on assignments, quizzes and exams that are frequent, timely and specific. ➢ Provide examples of exemplary work of past students. ➢ Ask your students how you can facilitate their learning style. ➢ Build in flexibility in the curriculum.
Provide Multiple Means of **Action & Expression** *Differentiate the ways students can express their KNowledge*	➢ Allow students to create their own goals and benchmarks for the course. This will optimize autonomy. ➢ Provide models or examples of the process and product of goal setting. ➢ Build in plenty of low stakes grading before high stakes grading. ***Permit students at least one high stakes project/exam where they get to choose how they will express their knowledge for the material (i.e. class presentation or essay or multiple choice or a combination of expression).** ➢ Utilize student journals to allow them to reflect on their progress in the course/goals. ➢ Use multimedia to compliment course topics (i.e. videos, virtual reality). ➢ Provide differentiated models to emulate (i.e. models that demonstrate the same outcomes but use differing approaches, strategies, skills, etc.).