Basic Principles of UDL use Multiple:*  

- **Means of Representation**  
- **Means of Action and Expression**  
- **Means of Engagement**  

**Using the Principles of UDL, Classroom Activities Should Be:**  

- **Accessible and Fair**  
  - Design accessibility and fairness into your syllabus and assignments at the start of the semester.  

- **Flexible**  
  - Provide all students with flexibility in terms of use of materials, participation, and modes of presentation.  

- **Simple and Intuitive**  
  - Be straightforward, concise, and consistent in delivery of content.  

- **Supportive and Tolerant of Mistakes**  
  - Create scaffolded assignments and reflection opportunities that support learning through mistakes.  

- **Equitable Use of All Instructional Materials**  
  - Ensure that all materials are accessible to diverse learning needs (E.g. subtitles and links to videos, availability of PowerPoint slides, images described and captioned etc.).  

- **Positive Learning Space**  
  - Create a safe and supportive learning space that accommodates and responds to the diverse needs of all participants.

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UDL Teaching Checklist
How do you create an accessible learning environment?

Do you Use Multiple Means of Representation?
- You design-in flexibility, and inclusiveness at the start with all classroom materials
- Present lectures in a concise and clear manner, minimizing jargon, that clearly outlines learning expectations and requirements
- You summarize key points and tie points to background knowledge, larger concepts, and outside examples.
- Post lecture content (slides, handouts, charts, videos)
- Provide alternative formats for readings such as audio or video, or help students access large print or braille
- Use technology to enhance and improve access inside and outside the classroom, (PowerPoint, videos, subtitles, clickers)

Do you extend learning beyond the classroom?
- Give students URLs for videos and extra resources
- Provide students with additional activities to do independently outside the classroom
- Provide additional resources and readings
- Give students access to workshops and resources to build their academic skills (tutorials for Canvas, library skills workshops, plagiarism and writing resources)

Do you give students diverse opportunities to engage and participate?
- You create and model an inclusive and collaborative learning environment that respects diversity
- Do you teach to the margins, not just the “norm”
- Provide time in class for group projects
- You challenge students through low stakes assignments and in-class activities
- You provide choice for presentation formats: posters, power point, video

Do you use multiple means of assessment for students to demonstrate their learning?
- You provide students with ways to demonstrate their knowledge beyond traditional tests, such as using essays, individual and group projects, portfolios, journals, blogs, art, photography, etc.
- You allow assignments to be submitted electronically
- Assessment of students is tied to explicit instructions and learning objectives
- Provide flexibility in deadlines for some assignments, (term long projects, rolling deadlines, allow students to choose presentation dates)
- You provide prompt feedback tied to learning objectives
- Develop self-assessment and peer assessment strategies