

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.

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