

## The 3 Principles of Universal Design for Learning (UDL)

|    | 1. Principle of Representation   | 2. Principle of Engagement  | 3. Principle of Action and Expression  |
|----|--|---|--|
| 1  | Integrate student participation, feedback, guest lectures and various classroom media                          | Allow student choice and autonomy   | Allow students to demonstrate their learning/knowledge through a medium of their own choice        |
| 2  | Set clear learning objectives for each module or lecture   | Provide reflective and self-evaluation opportunities for students to encourage learning reflection  | Show expected quality through sample work from past students                                       |
| 3  | Allow student access to all materials for the particular lecture or online module ahead of the lecture or week | Decrease learning distractions  | Provide examples of low-tech/high-tech as a supporting tool  |
| 4  | Vary teaching strategies and student activities  | Post lecture online discussions that allow students to continue discussions organically if possible | Encourage open sharing among students  |
| 5  | Create a vocabulary list for new or possibly confusing terms   | Break up lectures with more frequent breaks in between  | Provide opportunities for students to share their knowledge through live or recorded presentations |
| 6  | Use alternative methods to present content   | Encourage a collaborative environment through group projects, study groups and peer support         | Allow students the choice of tools for course activities and requirements                          |
| 7  | Chunk long text, heavy content into smaller parts to avoid long text blocks of content                         | Split up large projects into small parts and multiple deliverables                                  | Use formative assessments throughout the course  |
| 8  | Use recording technology such as MediaSite to make lectures/online meetings available afterwards               | Provide timely and frequent feedback to students throughout the course                              | Design authentic assessments and activities  |
| 9  | Create online content with the mobile student in mind  | Set clear learning objectives for each module or lecture  | Provide easy access to content and course materials  |
| 10 | Use plain language with content in lectures, online content and materials                                      | Design authentic learning activities  | Post goals and objectives that are easily accessible   |

## UDL Tips for LMSs\*

|  |   |
|--|---|
| <b>Front Page</b>                      | Use visual links, icons, banners or modules                       |
| <b>Navigational Links</b>              | Hide links that are not used or needed                            |
| <b>File Format</b>                     | Post files in PDF when possible                                   |
| <b>Modules</b>                         | Use modular presentation by week or theme                         |
| <b>Small Bits</b>                      | Keep content short and concise (micro-learning)                   |
| <b>Mobile First</b>                    | Think of the mobile user<br>Avoid data intensive content          |
| <b>Text Transcript</b>                 | Use text transcripts for multi-media                              |
| <b>Rubrics</b>                         | Use the built in rubrics tool for clarity and for ease of grading |
| <b>Grading</b>                         | Use built-in grading tools  |
| <b>Announcements and Notifications</b> | Post announcements<br>Encourage notifications set to ASAP         |

\*Learning Management System (e.g. Canvas, Moodle, or Desire2Learn)

## Summary of UDL Implementation

| UDL Principle                | Topic                                  | Face to Face  | Blended Classroom  | Online Classroom   |
|------------------------------|--|---|--|--|
| <b>Representation</b>        | <b>Access to lecture notes</b>         | Students have access to lecture notes before the lecture  | Post lecture notes on LMS prior to lecture   | Release content in a reasonable time frame   |
| <b>Representation</b>        | <b>Plain language</b>                  | Use plain language  |  |  |
| <b>Representation</b>        | <b>Simple and accessible</b>           | Simple and accessible   |  |  |
| <b>Representation</b>        | <b>Introduce and reinforce content</b> | Introduce and reinforce concepts and content using various methods that may or may not include the use of learning technologies | Reinforce concepts and content using various resources   | Introduce and reinforce concepts and content using various representations such as multi-media including alternative visual aids |
| <b>Representation</b>        | <b>Text Transcript</b>                 | Provide transcripts and alternatives for multimedia choices   |  |  |
| <b>Engagement</b>            | <b>Goals and expectations</b>          | Set clear expectations and goals  |  |  |
| <b>Engagement</b>            | <b>Class discussions</b>               | In-class discussions/participation that challenge students and encourage organic participation                                  | Online discussions that challenge students and encourage organic participation and reflective learning |  |
| <b>Engagement</b>            | <b>Student choice</b>                  | Allow for student choice and interest in assignment topics and methods of demonstrating skill                                   |  |  |
| <b>Action and Expression</b> | <b>Meaningful feedback</b>             | Provide meaningful and prompt feedback  | Provide meaningful and prompt feedback using LMS tools   |  |
| <b>Action and Expression</b> | <b>Engage students</b>                 | Authentic learning activities   |  |  |