**Getting started with**

**Universal Design for Learning**

**UDL Principle #1**

**Multiple Means of Representation**

**Do you create a learning environment in which…**

**material and content are presented in a variety of ways?**

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| **What you can do** | **Ideas** | **Examples** |
| Ensure your course outline clearly describes the content and your expectations of the students. | Use your outline as an advance organizer or study guide to go over expectations for the following week i.e. readings, focus questions, videos to watch etc. | [Advance organizers](http://cafe.durhamcollege.ca/index.php/curriculum-development/universal-design-for-learning/organizers)  [Sample Jumpstart UDL lesson plans](http://cafe.durhamcollege.ca/index.php/curriculum-development/universal-design-for-learning/lesson-plans-and-udl) |
| Present information in multiple formats (e.g., lecture, text, graphics, audio, video, hands-on exercises). | Add an audio file explaining a major assignment (using [Jing](http://www.techsmith.com/jing.html) (free)) | [A Graphic Syllabus Can Bring Clarity to Course Structure](http://www.facultyfocus.com/articles/teaching-professor-blog/a-graphic-syllabus-can-bring-clarity-to-course-structure/?utm_source=cheetah&utm_medium=email&utm_campaign=2012.05.2%20-%20Faculty%20Focus%20Update)  [UDL Biology Model](http://www.youtube.com/watch?v=CmmDfQs_XK4) |
| Begin each lecture with an outline of what will be covered. | Start every class with an agenda so students know what to expect during class. |  |
| Summarize key points throughout the lecture, and tie these points to the larger course objectives. | Use an active learning activity such as a game or review questions to review the key points of your lesson. | [Active Learning Videos](http://enrichment.durhamchttp:/cafe.durhamcollege.ca/index.php/teaching-learning/learning-techniquesollege.ca/index.php/teaching-and-learning/learning-techniques) |
| Post electronic equivalents of paper handouts and required reading assignments in alternative formats such as audio and video. | Post all course documents on DC Connect so students can access them whenever needed. | [Caption YouTube](https://support.google.com/youtube/answer/2734796?hl=en)  [Creating Accessible Documents](http://accessibility.uoit.ca/tutorials/index.php) and [Resources](http://cafe.durhamcollege.ca/index.php/curriculum-development/universal-design-for-learning/accessible-documents) |

**Universal Design for Learning**

**UDL Principle #2**

**Multiple Means of Expression**

**Do you create a learning environment in which…**

**students can express their comprehension in multiple ways?**

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| **What you can do** | **Ideas** | **Examples** |
| Use a variety of evaluation methodologies to allow students to express what they know in multiple ways. | Example: Introductory Biology may include quizzes, case studies, model building, and an oral presentation rather than just traditional tests and a final exam. | [A Role for Choice in Student Assignments](http://www.facultyfocus.com/articles/teaching-professor-blog/a-role-for-student-choice-in-assessment/) |
| Give student’s choice in evaluation methodologies to demonstrate their learning.  Give students options to demonstrate mastery of the course learning outcomes. | Give students the opportunity to choose which type of assignment they would like to complete.  Example: Students may choose one of the following evaluation methods; a poster presentation, research report or creating a video. | [Multiple Means of Expression Assignment Samples](http://cafe.durhamcollege.ca/index.php/curriculum-development/universal-design-for-learning/assessment-and-evaluation) |
| Incorporate technologies that facilitate class communication and participation. | Use discussion boards or blogs to allow students who need more time to reflect on a topic.  Use “clickers” to allow all students to participate without feeling “centred out” | [Poll everywhere](http://www.polleverywhere.com/) |

**Universal Design for Learning**

**UDL Principle #3**

**Multiple Means of Engagement**

**Do you create a learning environment in which…**

**learners are challenged, excited and motivated about what they are learning?**

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| **What you can do** | **Ideas** | **Examples** |
| Challenge students with meaningful, “real world” assignments. | Create evaluations that are performance based and allow students to demonstrate the learning outcomes. | [UDL Assessment and Evaluation ideas](http://cafe.durhamcollege.ca/index.php/curriculum-development/universal-design-for-learning/assessment-and-evaluation) |
| Create a class climate in which student diversity is respected. | At the beginning of the semester, have students generate a list of “ground rules” for classroom conduct.  Be sure to post the agreed upon list on DC Connect and refer to it when necessary in class. | [Establishing Ground Rules](http://www.cmu.edu/teaching/solveproblem/strat-dontparticipate/groundrules.pdf) |
| Give prompt and instructive feedback on assignments. | Post grades on DC Connect on a regular basis.  Allow students to hand in a “rough draft” of a paper or assignment. | [DC connect help](http://cafe.durhamcollege.ca/index.php/learning-technology/dc-connect) |
| Supplement lecture and reading assignments with visual aids (e.g., photographs, videos, diagrams, interactive simulations). | Provide students with a list of questions to answer when reading  Have students watch a video on the topic as well as reading the chapter. | [Sample Advance Organizers](http://cafe.durhamcollege.ca/index.php/curriculum-development/universal-design-for-learning/organizers) |
| Make yourself available to students during office hours in flexible formats | Have different types of “office hours” – example: F-2-F office times, telephone, and virtual office hours.  Post office hours on DC Connect. |  |
| Provide tasks that allow for active participation, exploration and experimentation. | Use a variety of active learning strategies to engage a variety of learners in your classroom. See the CAFE website for examples or book an appointment with a Teaching and Learning Specialist. | [Active Learning Videos](http://cafe.durhamcollege.ca/index.php/teaching-learning/learning-techniques) |