HOW CAN INSTRUCTORS INCORPORATE UDL?

PRINCIPLE 1: PROVIDE MULTIPLE REPRESENTATIONS OF COURSE MATERIAL

1. Present information in multiple formats that can be seen, heard, and in some cases, touched, and that may be adjusted by the user.
   - Ensure accessibility of materials, consider conducting a DIY accessibility audit. Visit the Clemson Accessibility Portal to access support.
   - Provide text equivalents for podcasts and video (e.g., captions, transcripts).
   - Present material in at least two formats (e.g., visual + auditory).

2. Provide alternative ways for students to appropriately and easily express knowledge, ideas, and concepts in the classroom/course.
   - Use interactive web tools for communication in your learning environment (i.e., discussion board, forum, Twitter, blogs).
   - Give students different options for documenting their learning (i.e., video, journal, concept map).
   - Provide a multi-part assignment with feedback at each stage
   - Conduct a two-stage exam.

3. Teach students to set long-term goals, use strategies to reach their goals, monitor progress, and modify strategies as needed.
   - To outline expectations, provide rubrics, assignment guidelines, and/or exemplar and non-exemplar assignments.
   - Provide a course schedule or timelines/calendar to support organization and time management.
   - Provide self-assessment activities with automatic feedback where possible (i.e., quizzes with automatic feedback).
   - Provide templates to guide self-reflection on quality and progress (i.e., growth in writing, increase in content area vocabulary).

For more on the three principles, visit OTEI’s Clemson Teaching page