HOW CAN INSTRUCTORS INCORPORATE UDL?

**PINCIPLE 2: PROVIDE OPTIONS FOR STUDENTS TO BE ENGAGED IN CLASS AND COURSE CONTENT**

1. **Offer students choices, design learning opportunities that are relevant.**
   - Provide options of project topics and/or presentation of work (e.g., essay, presentation, blog post, etc.).
   - Allow students to use a variety of tools including multimedia, print, technology, and relevant software for information gathering and production.
   - Allow students to choose a portion of potential problems or questions to answer.

2. **Design learning opportunities that are relevant, valuable, and authentic.**
   - Use images, references, and resources that reflect diverse community and perspectives.
   - Create activities that are similar to the work of professionals.
   - Design [authentic assessments](#).
   - Incorporate [active learning activities](#).
   - Consider [diversity, equity and inclusion](#) in course design and delivery.

3. **Minimize distractions**
   - Include a course schedule in the syllabus that with what students are responsible for before each class and due dates for assignments.
   - Allow students to [complete longer assignments in smaller chunks](#).
   - Provide low-stakes assignments (e.g., practice quizzes or homework) or supported practice (e.g., with instructor or peer review) before a higher stake assessment.

For more on the three principles, visit OTEI's [Clemson Teaching page](#)