UNIVERSAL DESIGN FOR LEARNING
OVERVIEW: WHAT IS UDL?

A blueprint for designing goals, materials, and assessments from the beginning to meet the needs of all students, including students with diverse needs. It includes three principles for curriculum design:

| Multiple means of engagement (e.g., enhancing student engagement by providing choices) | Multiple means of expression (e.g., providing students with alternate ways to demonstrate their knowledge) | Multiple means of representation (e.g., using a variety of methods to present course content) |

Why is UDL important?

- Students enter college with a range of strengths and weaknesses that can be addressed through UDL strategies.

- The Higher Education Opportunity Act of 2008 recognizes UDL as a practice to help students succeed.

- Postsecondary institutions must provide accessible materials, and accessibility is included in UDL.

How can I get more information?

- Clemson Accessibility Portal
- OTEI Clemson Teaching: UDL handout series with practical suggestions on each principle
- UDL on Campus
- Videos from Center for Excellence in Teaching and Learning Oakland University
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.
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PRINCIPLE 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.

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PRINCIPLE 3: PROVIDE OPTIONS FOR STUDENTS TO EXPRESS THEIR KNOWLEDGE.

1. Vary the methods for navigation, interaction, and response.
   - Provide guided notes
   - allow flexibility (within reason) for students who may take longer to interact with materials physically
   - allow students to use a variety of technology to interact with classroom materials (e.g., laptops, software, virtual models/reality)

2. Provide alternative ways for students to appropriately and easily express knowledge, ideas, and concepts in the classroom/course.
   - Introduce and 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. wiki, 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.
   - Provide rubrics, assignment guidelines, and/or assignments that have been done well and not so well by past students to outline expectations.
   - Provide a course schedule or timelines/calendar to support organization and time management
   - Provide self-assessment activities with automatic feedback where possible (i.e., interactive quizzes with automatic feedback)
   - Provide templates to guide self-reflection on quality and progress (i.e., growth in writing, increase in content area vocabulary)

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