

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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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

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HOW CAN INSTRUCTORS INCORPORATE UDL?

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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