UDL "Quick Tips"

Based on *Universal Design for Learning Guidelines* by the Center for Applied Technology (CAST)

	Objectives & Benchmarks	Instructional Materials	Teaching Methods	Assessment Methods
	To provide optimal challenges	*To ensure equal access*	*To provide effective instruction*	*To accurately measure progress*
Representation	**Describe objectives in ways that are clear and specific**	**Provide options in the way information is presented**	**Provide options for building knowledge**	**Use assessments that accurately measure knowledge development**
Key Concept: Present ideas and information in multiple ways	Establish goals and objectives: make a list of the knowledge, skills, and attitudes you want your students to achieve.	Present information in multiple formats, including text, graphics, audio, and video.	Tie new concepts to prior knowledge.	Develop assessments directly from the objectives, even before designing course content.
The Goal: Knowledge building	Determine what is essential vs. important, but not essential.	Make handouts and lecture notes available preferably before or soon after class. Provide digital equivalents of all hardcopy handouts.	Highlight key concepts and explain how they relate to course objectives.	Consider alternatives to traditional quizzes and exams.
	Differentiate between broadly-stated goals and specific learning objectives	Post lecture objective/outline prior to class, creating a framework for note taking.	Learner-Centered learning involves the student and encourages a community of learners. Structure classes so that students take on multiple roles: facilitator, recorder, presenter, etc.	Provide instructions for assignments both verbally and in writing. For writing assignments, allow for drafts and revisions; consider using peer review.
	Objectives should be "SMART": Specific, Measurable, Achievable Relevant, and Timely.	Create a glossary of terms for your course and link to it from the content pages of your website.	Start each lecture with an outline of material to be covered and conclude each session with a summary of key points.	Monitor the effectiveness of instruction, e.g., "1-minute papers," quick surveys using clickers, mid-semester evaluations, etc.
	Consider the wide range of abilities, backgrounds, and experiences of your students when designing activities and assignments.	Develop a list of frequently asked questions for students.	Use technology to increase and enhance learning opportunities (learning management systems, quiz tools, clickers, etc.).	Provide clear expectations and feedback.
	Develop a syllabus that clearly states policies, procedures, expectations, due dates, and learning objectives.	Design electronic materials to be accessible for all users and technologies.	Consider representing key concepts graphically as well as verbally.	Create a grading rubric and a set of examples of what constitutes quality work.

	Objectives & Benchmarks	Instructional Materials	Teaching Methods	Assessment Methods
	To provide optimal challenges	*To ensure equal access*	*To provide effective instruction*	*To accurately measure progress*
Expression	**Describe objectives in ways that are measurable and achievable**	**Provide options for students to express what they know**	**Provide options for building skills**	**Use assessments that measure skill development**
Key Concept: Provide students with multiple ways to express their comprehension and mastery of a topic.	Set goals and objectives that guide instruction and assessment.	Create a variety of project formats: oral presentations, group work, videos, newspaper articles, photo essays, community research, web publications, etc.	Create assignments that allow students to practice recalling and utilizing information.	Consider accepting assignments electronically.
The Goal: Skill building	Discuss course expectations at the beginning of the semester	Use instructional technologies to increase communication and discussion.	Present materials in multiple formats so students can choose their preferred learning style.	Provide prompt, ongoing, and instructive feedback to support learning and self-assessment.
Engagement	**Establish objectives that motivate students to learn**	**Provide options in the ways students can interact with instructional materials**	**Provide options for building motivation and engagement**	**Use assessments that accurately measure emotional (attitudinal) development**
Key Concept: Tap into students' interests, challenge them appropriately, and motivate them to learn	Ensure the DRC's Syllabus Statement for Access and Accommodation is included in the syllabus	Provide course information or on the Web *prior* to the first day of class.	Offer office hours in flexible formats: face-to-face, email, telephone, etc.	Provide prompt, ongoing, and instructive feedback to support learning and self-assessment.
The Goal: Attitude building	Become familiar with student and faculty resources on campus: Disability Resource Center, OIA, Think Tank , Writing Center and others.	Use online discussion groups to encourage a community of learners. Set standards for quality.	Encourage greater cooperation among students and contact between students and faculty.	Provide clear expectations and feedback.
		Consider recording lectures and posting them as a podcasts. Provide captioning or transcripts for videos.	Use technology to increase class communication (clickers, discussions, etc.).	