How do **YOU** teach?

Do you create a learning environment in which...

1. ideas and information are represented in multiple ways?

- □ Your course syllabus clearly describes the content and your expectations of the students.
- □ You present information in multiple formats (e.g., lecture, text, graphics, audio, video, hands-on exercises).
- \Box You begin each lecture with an outline of what will be covered.
- □ You summarize key points throughout the lecture, and tie these points to the larger course objectives.
- □ You post electronic equivalents of paper handouts and required reading assignments in alternative formats such as audio and video.
- □ You employ technologies (e.g., Moodle, 'Clickers', Google Docs) that enhance learning.

2. students can express their comprehension in multiple ways?

- □ You encourage students to demonstrate knowledge and skills in ways other than traditional tests and exams (e.g., written essays, projects, portfolios, journals).
- □ Your assessments measure students' achievement of the learning objectives, as they are stated on the syllabus.
- □ You incorporate technologies that facilitate class communication and participation.
- □ You allow assignments to be submitted electronically.

3. students have multiple opportunities for engagement?

- □ You express enthusiasm for each topic you teach, and explain its real-world significance.
- □ You challenge students with meaningful assignments.
- □ You create a class climate in which student diversity is respected.
- □ You give prompt and instructive feedback on assignments.
- □ You supplement lecture and reading assignments with visual aids (e.g., photographs, videos, diagrams, interactive simulations).
- ☐ You make yourself available to students during office hours in flexible formats (e.g., face-to-face, email, online chat, telephone).

If you answered YES to most or all of these questions, congratulations! You are reaching more students through the principles of **Universal Design for Learning**.

Universal Design for Learning Guidelines

I. Provide Multiple Means of **Representation**

1: Provide options for perception

- 1.1 Offer ways of customizing the display of information
- 1.2 Offer alternatives for auditory information
- 1.3 Offer alternatives for visual information

II. Provide Multiple Means of Action and Expression

4: Provide options for physical action

- 4.1 Vary the methods for response and navigation
- 4.2 Optimize access to tools and assistive technologies

5: Provide options for expression and communication

- 5.1 Use multiple media for communication
- 5.2 Use multiple tools for construction and composition

5.3 Build fluencies with graduated levels of support for practice and performance

6: Provide options for executive functions

- 6.1 Guide appropriate goal-setting
- 6.2 Support planning and strategy development
- 6.3 Facilitate managing information and resources
- 6.4 Enhance capacity for monitoring progress

9: Provide options for self-regulation

9.1 Promote expectations and beliefs that optimize motivation

III. Provide Multiple Means of

Engagement

7: Provide options for recruiting interest

7.3 Minimize threats and distractions

7.1 Optimize individual choice and autonomy

7.2 Optimize relevance, value, and authenticity

8.1 Heighten salience of goals and objectives

8.3 Foster collaboration and community

8.4 Increase mastery-oriented feedback

8: Provide options for sustaining effort and persistence

8.2 Vary demands and resources to optimize challenge

- 9.2 Facilitate personal coping skills and strategies
- 9.3 Develop self-assessment and reflection

Strategic, goal-directed learners

Purposeful, motivated learners



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2: Provide options for language, mathematical expressions, and symbols

- 2.1 Clarify vocabulary and symbols
- 2.2 Clarify syntax and structure
- 2.3 Support decoding of text, mathematical notation, and symbols
- 2.4 Promote understanding across languages
- 2.5 Illustrate through multiple media

3: Provide options for comprehension

- 3.1 Activate or supply background knowledge
- 3.2. Highlight patterns, critical features, big ideas, and relationships
- 3.3 Guide information processing, visualization, and manipulation
- 3.4 Maximize transfer and generalization

Resourceful, knowledgeable learners