

Universal Design for Learning (UDL) Guidelines

UDL Principle #1 Multiple means of Engagement <i>Affective Networks - The 'why' of learning</i>		UDL Principle #2 Multiple means of Action Expression <i>Strategic Networks - The 'how' of learning</i>		UDL Principle #3 Multiple means of Representation <i>Recognition Networks - The 'what' of learning</i>	
Do you create a learning environment in which... learners are challenged, interested and motivated about what they are learning?		Do you create a learning environment in which... learners can express their comprehension and knowledge in multiple ways?		Do you create a learning environment in which... material and content (visual and auditory) are presented in a variety of ways?	
What you can do	Some ideas	What you can do	Some ideas	What you can do	Some ideas
Engage learners in assessment and give prompt and instructive FB on assignments.	Post grades and timely FB on Canvas using different formats. Consider using the discussion forum for general FB. For personalised FB in Canvas use recorder and Turnitin. Use quizzes in class for instant S understanding. Increase mastery-orientated FB, such as feed-forward. Use Turnitin to allow learners to submit a draft form for FB, to allow for scaffolding.	Incorporate different pedagogies, technologies and assisted technologies that facilitate class communication and participation.	Use think/pair/share, jigsaw, carousels, discussion forums and blogs that allow learners more time to reflect on topics. Use tools/apps in class to get real time voting e.g. Mentimeter, Socrative or graded quizzes in Canvas to get instant FB and allow learners to participate equally, using different platforms. Optimise access to tools and assistive technologies. Vary multi-media communication.	Start each class outlining the LOs; map the session and learner expectations. Always link with the wider programme and bigger picture.	Re-cap on previous work, e.g. quiz, rapid fire questioning or clickers. Remind learners of targets and timeframes. State expectations for the coming week i.e. readings, videos to watch, quiz or questions to focus or target specific readings.
Make yourself available during office hours in flexible formats.	Offer different types of 'availability' options for example specific drop-in times, virtual space on Canvas through graded discussion, skype, telephone or email.	Incorporate flexibility through a variety of teaching materials.	Use a range of teaching materials to accommodate diverse backgrounds and learning preferences to motivate and engage students (essays, presentations, posters, reflective journals, GW/active teaching methods).	Incorporate technologies that facilitate communication and participation.	Use Canvas for a blended approach, flipped classroom, interactive videos and discussion forums to engage learners. Illustrate and communicate through various multi-media.
Create a climate and culture where diversity and difference is celebrated and respected. Foster collaboration and community.	Negotiate and agree ground rules at the beginning of term and post in a learning space on Canvas. Use lived experiences and real work examples, respect all opinions, encourage others to get involved in discussion forums, using different formats. Set GW through group assignment. Develop self-assessment, peer-review and reflection practices.	Use a variety of evaluation methods across the course to allow learners to express what they know in multiple ways.	Give learners the opportunity throughout a module and programme to showcase knowledge and understanding through a variety of assessment methods. Some options include a: blog, presentation, pod/vodcast, peer review, essay, self-reflection, MCQs, research or lab report, case studies, research project, PBL, quizzes, model building, GW, reciprocal reading, mini viva, design projects and a final exam.	Upload electronic equivalents to paper handouts.	Use a flipped classroom approach, upload all lecture PPTs, course content, resources and readings to Canvas, 24 hours in advance of class so learners can access them prior to or well in advance to class, remotely or whenever required.
Challenge learners with meaningful real-world examples or assignments.	Create evaluations that are performance based and allow learners to demonstrate the learning outcomes. Upload module and course outlines to Canvas for easy access. Vary demands and resources to optimise learner challenge.	Give learners choice in assessment and methodologies to demonstrate their learning and mastery of the course LOs.	Providing options and choice for students is more inclusive in terms of UDL best practice. Guide learner goal setting and enhance capacity to monitor progress.	Present information in multiple forms.	Use audio, video, text, graphics, lecture, practical exercises, images, lecture capture, voice over and interactive videos. Support decoding of technical language, text/dialect, mathematical notation and symbols. Promote understanding for technical language and symbols.
Provide tasks that allow for active participation, critical engagement, exploration and experimentation.	Use a variety of active teaching and learning strategies to engage a variety of learners. Make contact with *CED or Canvas team to assist you with your course design, development and delivery: ced@qub.ac.uk	Give learners an option to be curriculum co-creators.	Allow learners to design and develop part of the curriculum content, design peer review templates or rubrics to inform assessment practices.	Summarise, review key points throughout the lecture/tutorial, and connect them to the wider course objectives.	Use active learning activities to engage learners and break up long sessions, review class LOs. Continuously review the key points of the lesson.

Feedback (FB) Learning Outcomes (LO) Multiple Choice Questions (MCQs) Group Work (GW) PowerPoint (PPT) Problem Based Learning (PBL)