



## A UDL Course Inventory<sup>1</sup>

Universal Design for Learning (UDL) provides a framework for optimizing teaching and learning effectiveness based on research-based evidence about how people learn.<sup>2</sup> Thinking about the strategies and methods associated with UDL can be overwhelming at first. This checklist breaks it down into manageable chunks, giving you concrete and specific things to consider about a specific course you teach, in line with the three principles of UDL.

### PRINCIPLE I: PROVIDE MULTIPLE MEANS OF ENGAGEMENT

Learners differ in the ways they can be engaged and motivated to learn. The strategies associated with this principle help you expand your means of engaging students in your course.

Strategy	I do this regularly	I'd like to try/do more of this	Not right now
I utilize <b>multi-modal teaching techniques</b> that extend beyond lecture (e.g., large/small group discussion, think-pair-share, role-playing, case studies, games, exercises, guest speakers, panels, movies, videos, podcasts, webinars, project- or problem- based learning, etc.).			
I <b>structure class sessions</b> in a way that facilitates and <b>compels all students to engage</b> in communication and participation during the class period.			
I <b>clarify the real-world significance</b> of course content.			
I <b>share my enthusiasm</b> for the course materials with students <b>and justify my excitement</b> .			
I <b>challenge students with assignments that are meaningful to them</b> and speak to the interests of the variety of students in the classroom.			
I <b>use strategies to create a sense of belonging and community</b> among students.			
I give <b>prompt and instructive feedback</b> on assignments.			
I supplement lecture and reading assignments with <b>visual aids</b> (e.g., photographs, videos, diagrams, interactive simulations).			

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<sup>2</sup> See <https://www.cast.org/> for a wide array of resources, research, and information about UDL.

Strategy	I do this regularly	I'd like to try/do more of this	Not right now
I make myself available to students during <b>office hours in flexible formats</b> (e.g., face-to-face, email, online chat, telephone) <b>and they know how to contact me.</b>			
I <b>encourage students to develop peer learning communities</b> , study groups, and resource exchange using technology			
I make sure that <b>my course includes multiple perspectives.</b>			
I provide <b>ample quiet time for students to individually reflect</b> before group activities if necessary.			
I <b>engage students as fellow learners</b> and intentionally demonstrate that I value their ideas.			
I am <b>transparent in why I am having students engage in learning activities</b> and justify assignments in terms of student learning outcomes.			
I am <b>explicit and detailed in communicating my expectations of students</b> in all aspects of course performance and how they will be assessed.			
I use <b>rubrics and other assessment tools</b> for assignments <b>that students see</b> before completing them.			
I use <b>rubrics as a teaching opportunity</b> and spend time explaining assessment criteria and the rationale for using them to students.			

## PRINCIPLE II: PROVIDE MULTIPLE MEANS FOR REPRESENTATION

Learners differ in the ways they perceive and comprehend information that is presented to them. The strategies associated with this principle help you expand the ways in which students receive the information associated with your course content and learning outcomes.

Strategy	I do this regularly	I'd like to try/do more of this	Not right now
My <b>course syllabus</b> clearly describes the content and <b>my expectations</b> of the students.			
I <b>present information in multiple formats</b> (e.g., lecture, text, graphics, audio, video, activities).			
I <b>begin</b> each class session with an <b>outline of what will be covered</b> .			
I <b>summarize key points</b> throughout the class session and tie these points to the larger course objectives.			
I <b>employ technologies</b> (e.g., <a href="#">Perusall</a> , <a href="#">Top Hat</a> , etc.) that enhance learning.			
Students can access and download <b>course materials in multiple formats</b> .			
I maximize <a href="#">eLC tools</a> effectively to enhance learning (e.g., discussions, quizzes, links, conditional release of information/assignments).			
I utilize the work of <b>scholars that represent multiple perspectives</b> in my course to present a broad representation of the discipline.			

## PRINCIPLE III: PROVIDE MULTIPLE MEANS OF ACTION & EXPRESSION

Learners differ in the ways in which they can navigate a learning environment and express what they know. The strategies associated with this principle help you expand the options for student action and expression in your course.

Strategy	I do this regularly	I'd like to try/do more of this	Not right now
I <b>encourage</b> students to demonstrate knowledge and skills in <b>ways other than traditional tests, exams, or formal writing</b> (e.g., projects, portfolios, journals, visual or artistic representations).			
My <b>assessments measure students' achievement of the learning objectives</b> , as they are stated on the syllabus.			
I <b>provide students with opportunities to develop confidence in the content we are covering</b> (e.g., through allowing them time to work through problems, reflect on them, or collaborate with peers) before they are asked to share their responses publicly.			
I <b>offer students the option/choice</b> throughout the semester, for assignments to demonstrate their learning (e.g., choice on papers, presentations (live or recorded), PowerPoints, team assignments, poster sessions, role playing, websites, games, exercises, case studies, online discussions, individual and group projects, etc.).			
I provide <b>opportunities for students to learn from each other</b> .			
I use <b>strategies to facilitate group participation and communication outside the classroom</b> (e.g. discussion forums).			
I offer my students the ability to <b>submit assignments in a variety of ways</b> (e.g., electronically or in hard copy).			

## REFERENCES & FURTHER READING

1. CAST (2018). Universal Design for Learning Guidelines version 2.2. Retrieved from <http://udlguidelines.cast.org>.
2. Certificate for Transformative Teaching and Learning (CTTL) workshop materials by Dr. Karen Myers, Higher Education Administrations, School of Education, Saint Louis University (2016)
3. [UDL Checklist](#), Academic Support Center, Gustavus College.
4. [How do you teach?](#) The Access Project, Colorado State University.
5. [UDL Checklist](#), Centre for Teaching, Learning, and Research, Vancouver Community College.