

Universal Design for Learning (UDL)

Examples



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Engagement

1. Provide **an outline of your lecture** so students can take notes.
2. **Arrange students in circles for group activities** so they can see one another's faces.
3. Design your **own online materials** to provide diverse students with the opportunity to engage in learning that is most meaningful and motivating to them (audio to support print text, graphics to illustrate complex information, etc.).
4. Provide **immediate assessment and feedback** (e.g. quizzes in online Canvas modules, surveys during in-class activities, after or during students' presentation of selected material, etc.)
5. Make yourself available to students in **flexible formats** (e.g., face-to-face, email, chat, WebEx, Skype, Google Hangouts, telephone).

Representation

1. Aim at delivering **engaging lectures** using Kahoot!, clickers, laser pointers, in-class group activities.
2. **Send presentations slides** and handouts to students **in advance** of the instruction session.
3. Offer students to present section of the material – use **elements of the “flipped classroom” approach** (e.g. PechaKucha format).
4. Create a glossary of terms to explain library jargon.

Action & expression

1. **Encourage students to express knowledge and skills in a variety of ways** such as online quizzes, assessment in paper format, oral presentations, in-class participation, group discussions and more.
2. Provide students the opportunity **to choose which type of assignment they would like to complete** (e.g. when teaching Zotero, some students are already familiar with it but are not familiar in searching a specific database and vice-versa. They have the option to either master the citation tool or increase their searching skills).
3. **Use of Kahoot!** or clickers will allow all students to participate without being centered out.