Principle 1: Flexible, multiple ways of representing information

- Provide multiple examples
- Highlight critical information or features
- Provide multiple media or formats for information, including computers, graphic organizers, manipulatives, PowerPoints, etc.
- Support students’ understanding of background context
- Allow students to “re-interpret” information for themselves with mind maps, graphic organizers, hypothetical scenarios, labs, etc.

Principle 2: Flexible, multiple ways for students’ actions and expressions of what they know

- Provide flexible ways for students to demonstrate what they have learned
- Explicitly teach strategies for using or understanding information
- Provide modeling, time to practice with supports, and/or scaffolding
- Consider having tiered lesson plans
- Would “accommodations” for students with disabilities support all students’ learning?
- Provide ongoing, relevant feedback

Principle 3: Flexible, multiple ways to engage students’ interest and motivation

- Allow student choice whenever possible, including choices about content, resources, or tools they will use
- Offer different, adjustable levels of challenge (tiered lessons)
- Offer choices of rewards
- Offer choices of learning context when possible
- Support self-monitoring and student reflection
Examples – Ways to Incorporate UDL into a Course

<table>
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<tr>
<th>Traditional Teaching Method</th>
<th>Examples of UDL Options</th>
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| Lecture with PowerPoint slides | • Share PowerPoint slides with all students, as notes  
• Use YouTube videos, websites, clip art or other media during lecture  
• Provide a list of websites or resources for students who want to learn more about any topic  
• Provide a worksheet or a list of key ideas (e.g., study sheet) for each lecture |
| Labs | • Let students pick their lab partners  
• Allow larger groups instead of pairs for some experiments  
• Create videos to show complicated steps in experiments  
• Have students report their findings on posters or through oral presentations |
| Research papers | • Offer choice of paper or projects  
• Let students choose topics  
• Provide handouts or links to websites with tips for doing APA style, citing sources, etc.  
• Offer students choices about multiple small papers or one long paper |
| Oral presentations | • Give students a choice of oral or written presentation  
• Show models of excellent oral presentations  
• Allow students to create a PowerPoint or website that “speaks for them”  
• Give students a chance to practice or plan presentations in small groups with classmates |
| Reading assignments | • Offer the readings in PDF format  
• Allow students to choose among several readings or two textbooks on the same topic  
• Ask students to find the course readings on a topic, using checklists to help them fine “quality” readings  
• Have students critique readings regularly in lieu of reflection papers or quizzes, to provide feedback for choosing readings and evaluating what they know |
| Multiple-choice tests | Vary the types of questions to include true/false, matching, short answer, etc.  
|                       | Do not require bubble sheets; allow students to circle the answer on the test if it would help them  
|                       | Allow students to choose which questions they will answer (e.g., select “5 out of 10 questions in Part A and “10 out of 15 questions in Part B”)  
|                       | Ask students to design questions for the exam, or to create a “cheat sheet” to help the instructor design the exam |
| Quizzes               | Allow students to take quizzes in groups of 2-4  
|                       | Let students choose which questions to answer (e.g., “pick 10 out of 12”)  
|                       | Use a variety of questions: true/false, multiple choice, short answer |
| Discussion groups     | Ask students to bring a list of questions or key points for discussion, to be sure everyone is prepared and has a chance to say something  
|                       | Assign roles, so everyone can participate in different ways  
|                       | Give discussion groups concrete tasks to accomplish during their discussion  
|                       | Vary the size, seating, or composition of discussion groups |
| Journals or reflection papers | Set up blogs or chats online instead of journals or papers  
|                       | Allow drawings, poetry, photos, mind maps, or other alternatives to entries in paragraph form  
|                       | Ask students to grade each others’ reflections  
|                       | Allow entries that are typed or handwritten |