

UDL Case Study Worksheet

STEM

Professor Smith teaches a first-year Calculus class, which is a required course for various degrees in science. He usually delivers a lecture from the front of the lecture theatre. As the class is often over 200 students, Professor Smith has minimal contact with the students. There are teaching assistants (TAs) available who can help students individually or in small groups. The TAs are graduate students with a strong interest in mathematics.

Mathematics has some unique symbols so much of the lecture includes PowerPoints with shorthand symbols. There is a midterm and a final exam.

Course evaluations have indicated the material is presented without a clear connection to the textbook. Students also have shared that they are not clear about the objectives for the course and are unsure if they are learning the material.

Engagement	Representation	Action & Expression
What activities or topics about this course capture the learners' interest?	In what ways is information for this course provided?	In what ways do learners express what they know?
What change could foster interest?	What change could enhance how information is provided?	What could allow other ways of action and expression?



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