# **UDL Checklist – How Do You Teach?**

Use this checklist to reflect upon how your current teaching practices support your learners through the principles of Universal Design for Learning (UDL).

*Do you create a learning environment in which…*

|  |
| --- |
| **1. Students have multiple opportunities for engagement?** |
| You create a class climate in which student diversity is respected.   |  |
| You give multiple practice opportunities for students to practice in class. |  |
| You challenge students with meaningful, authentic assignments. |  |
| You provide prompt and instructive feedback on assignments.   |  |
| You make yourself available to students during office hours in flexible formats (e.g., face-to-face, email, online chat, telephone).   |  |
| You provide tasks that allow for active participation, exploration, and experimentation.  |  |
| You help students set goals and develop strategies for learning.    |  |

|  |
| --- |
| **2. Ideas and information are represented in multiple ways?** |
| Your course syllabus clearly describes the content and your expectations of the students.   |  |
| You present information in multiple formats (e.g., lecture, text, graphics, audio, video, hands-on exercises).   |  |
| You supplement lecture and reading assignments with visual aids (e.g., photographs, videos, diagrams, interactive simulations).   |  |
| You begin each lecture with an outline of what will be covered.   |  |
| You summarize key points throughout the lecture, and tie these points to the larger course objectives.   |  |
| You post electronic equivalents of paper handouts and required reading assignments in alternative formats such as audio and video.   |  |
| You employ interactive technologies (e.g., PollEverywhere, Padlet, H5P, SurveyMonkey, Quizlet, etc.) that enhance learning.  |  |

|  |
| --- |
| **3**. **Students can act upon and express their comprehension in multiple ways?** |
| You encourage students to demonstrate knowledge and skills in ways other than traditional tests and exams (e.g., written essays, projects, portfolios, journals).   |  |
| Your assessments measure students’ achievement of the learning outcomes, as they are stated on the syllabus.    |  |
| You provide choice for how students demonstrate their learning.  |  |
| You incorporate technologies that facilitate class communication and participation.   |  |
| You allow assignments to be submitted electronically.   |  |

**

Source: [Universal Design for Learning](https://ecampusontario.pressbooks.pub/fanshaweudl) by Andrew Stracuzzi is licensed under a [Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License](https://creativecommons.org/licenses/by-nc-sa/4.0/). *Reproduced from* [*Universal Design for Learning: One Small Step*](https://openpress.usask.ca/universaldesignforlearning)*by Sara Dzaman; Derek Fenlon; Julie Maier; and Toni Marchione is licensed under a*[*Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License*](https://creativecommons.org/licenses/by-nc-sa/4.0/)*. This checklist originally adapted from materials by Colorado State University and the ACCESS project.*