APPLICATION OF UDL

<table>
<thead>
<tr>
<th>Affective Networks: Multiple Means of Engagement</th>
<th>Recognition Networks: Multiple Means of Representation</th>
<th>Strategic Networks: Multiple Means of Action and Expression</th>
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</thead>
<tbody>
<tr>
<td>Assignment Completion and Assessment Options</td>
<td>Supportive Materials – before, during, and after class</td>
<td>Instructional Delivery</td>
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<tr>
<td>• Combination of tests, papers, projects (e.g., video, oral presentation, paper)</td>
<td>• Detailed syllabus</td>
<td>• Lecture, discussion, and small groups</td>
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<td>• Minimize time constraints</td>
<td>• Electronic course materials</td>
<td>• Cooperative learning</td>
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<tr>
<td>• Choice of assignments to demonstrate learning</td>
<td>• Grading rubrics</td>
<td>• Multiple modes to deliver content</td>
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“UDL MAY ENCOURAGE MORE INTENTIONAL, INCLUSIVE TEACHING PRACTICES”

(MASON, ORKWIS, & SCOTT, 2005)

Discussion:


1. What UDL practices do I already use in my classroom?
2. Which UDL supports do my students perceive as most beneficial?
3. Which practices and/or supports are realistic to implement given time constraints of planning and class time?
4. How do UDL practices pair with evidence-based teaching practices I already use?

UDL: BENEFITS AND BARRIERS

1. What are benefits of implementing UDL practices for faculty?
2. What are barriers for faculty to implementation of UDL practices in higher education?
3. What supports are needed for faculty to overcome these barriers?
4. Do faculty have an obligation/responsibility to incorporate principles of UDL into courses to create an inclusive and accessible environment for students?

RESOURCES AND REFERENCES

UDL and UDL in Higher Education:
- Access College: The Faculty Room
- Accessible Syllabus
- CAST: About Universal Design for Learning
- Fast Facts for Faculty
- UDL: The Center for Universal Design in Education

Suggested Texts: