UNIVERSAL DESIGN FOR LEARNING MENU

PROVIDE MULTIPLE MEANS OF REPRESENTATION

Provide information in different ways.

- ➻ Vary content formats among text, video, audio, and images.
- ➻ Try out different types of media and activities! Provide text equivalents in case learners can't access them.
- ➻ Upload videos to Kaltura for automatic captioning or request captioning service.
- ➻ Provide transcripts for any media use (podcasts, lectures, etc.).
- ➻ Give images alt text descriptions.

Clarify language, symbols, and structures.

- ➻ Begin your course by discussing key terms.
- ➻ Provide vocabulary lists, explanations of symbols, and legends for maps or diagrams.
- ➻ Provide audio pronunciation guides.
- ➻ Highlight key concepts when they are used in primary sources or in assignments.
- ➻ Create accessible math equations
- ➻ Show a lengthy equation, then describe each part and how it affects the rest of the equation.
- ➻ Provide reading materials in an accessible digital format.
  - ○ *General guidelines for accessible documents*
  - ○ *Accessibility in Canvas*
  - ○ *Accessibility in PPT*
  - ○ *Accessibility in Microsoft Word*
  - ○ *Accessibility in Adobe PDF*
- ➻ Provide a link to a translation tool.
- ➻ Describe a process in text, then direct learners to watch a video demonstration.
- ➻ Provide a diagram of complex processes, and cite the diagram as you discuss each step in text.

Design and present information in order to build knowledge.

- ➻ Begin a course by asking students what they know about the subject.
- ➻ Provide a review lesson about a frequently misunderstood subject. Participation can be optional.
- ➻ Use graphic organizers to show connections. Have students create their own concept maps.
- ➻ Provide example pairs of what is correct vs. incorrect, or important vs. unimportant.
- ➻ Organize content with headings, lists, and tables.
- ➻ List every step in assignment instructions, no matter how small.
- ➻ Provide ways for learners to check their understanding and receive real-time feedback.
  - ○ *Quick Checks*
  - ○ *Practice quizzes in Canvas*
- ➻ Give hints as to what information or skills should be applied to novel problems.
- ➻ Apply course concepts to other topics, like historical events, modern issues, scientific discoveries, music, or film. This is a great opportunity for choice in assignments!

PROVIDE MULTIPLE MEANS OF ACTION & EXPRESSION

Provide materials with which all learners can interact.

- ➻ Allow students to type, write, or record their responses.
- ➻ Provide resources for assistive learning.
- ➻ Let learners use tools that are an optimal match between their abilities and the demands of the task (provide spell checkers, recording tools, concept mapping tools, web apps, etc.)

Provide alternative modalities for expression of knowledge, ideas, and concepts.

- ➻ Compose in multiple media (text, speech, illustration, music, video, etc.)

➽ Provide varying levels of scaffolded alternatives, some with lots of support and others with more freedom.
➽ Provide differentiated feedback using audio, video; comments etc.
➽ Provide multiple examples of solutions to problems.

Support learners' executive function.

➽ Recognize the limitations of working memory and offer graphic organizers or prompts for categorizing notes.
➽ Guide goal-setting by providing prompts, examples, and schedules.
➽ Support strategy development by coordinating coaches/mentors.
➽ Explain the steps of any process students will do.
➽ Provide templates.
➽ Help learners track their progress: ask learners what type of feedback/advice they want, show representations of progress, use assessment checklists, etc.

PROVIDE MULTIPLE MEANS OF ENGAGEMENT

Recruit the interest of learners in different ways.

➽ Provide options for readings, assignments, and projects. Allow students to select the one that is interesting to them and allows interaction at their own pace..
➽ Design activities so that learning outcomes are authentic, communicate to real audiences, and reflect a purpose that is clear to the participants.
  ○ Service learning
  ○ Hypothetical experience
➽ Present Canvas modules and their respective content in a clean, consistent fashion.
➽ Identify a clear purpose for each Canvas page before it is constructed. Purposes may include: organize and present resources (i.e. a reference), functioning as a lesson (may include lecture, activity, etc.)...

Build activities that support learner persistence.

➽ Provide model work samples that exemplify learning goals.
➽ Offer scaffolded challenges that vary in degree of difficulty.
➽ Use hyperlinks and/or text boxes as ways to offer additional information that may be used to either remediate or extend student knowledge related to the focal content. This strategy may also be used for clarifying key terms and jargon.
➽ Offer a range of activities (e.g. individual, paired, group) for learning tasks.
➽ Consider making cooperative learning groups for group projects in which different members have clear goals, roles, and responsibilities.
➽ Provide feedback that encourages perseverance, focuses on developing efficacy & self-awareness, and encourages the use of specific supports and strategies in the face of challenge.

Address and support learners' self-regulation.

➽ Provide options for self-regulation. This may mean using reminders on the Canvas calendar, guidelines for time-management across long-range projects, providing self-checks for assignments before submission (e.g. rubrics, checklists). This will help make large projects seem (and be) more manageable and clear.
➽ Consider unpublishing all modules that have not yet begun or for which students are otherwise not yet ready. This will help reduce anxiety for students at the beginning of the term, as they look over all that must be done.
➽ Have students relate new concepts and information to their own lives and the lives of those affected.

RESOURCES

Universal Design for Learning: External Resources

- [National Center on Universal Design for Learning](#)
- [Best Practices for Building Universal Design Principles into your Canvas Courses](#)

Universal Design for Learning: Canvas Community Resources

- [Commons Course: Universal Design of an Online Course](#)
- [Share UDL Course Design Tips, Tricks, and Techniques](#), Kelley L. Meeusen, Clover Park Technical College
- [Universal Design for Learning Principles in Canvas](#), John Martin, UW-Madison
- [Implementing Universal Design for Learning on Canvas](#), Eric Moore, University of Tennessee

This menu was compiled by members of eLearning Design Services at Indiana University.