

Options for Applying Universal Design to Courses
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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

Traditional Teaching Method	Examples of UDL Options
Lecture with PowerPoint slides	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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