

How can you incorporate UDL in a course?

- If you have already designed a course, reflect on how it is going. What current course activities, methods of instruction, and assessments are working well? What is your teaching style and what are your students' learning styles? Ask yourself which students would likely do well in your class and which students might struggle. For example, students who learn by listening would do well in my lecture course, but students who need to interact with concepts in a hands-on manner might not.
- Reflect upon whether or not you could offer more flexibility or choices in the way you present content, the way students engage in learning in your course, and the way they are assessed.
- Have students choose from a selected bank of assignment topics, or allow students (at the beginning of the semester) to determine what percentage of their grade can be dependent on certain assessment options.
- Check in with your students to see how things are going. Conduct a mid-semester evaluation, and/or evaluate how productive your classroom climate is.
- As with any teaching strategy, reflect on how it went. Did it work for you? For your students? Were students able to attain the course learning outcomes? Make necessary adjustments for your next semester.

Considerations for creating a more inclusive learning environment

- Familiarise yourself with Bloom's Taxonomy of Higher Order of Thinking stages. Be able to identify which stage each of your students is at in the taxonomy. (Ideally the aim is to bring the student to the level of synthesis.)
- Identify if necessary (RTI) Response to Intervention (support services) by utilizing a mid-semester evaluation.
- Consider student learning styles and provide multiple forms of instruction, i.e., auditory, visual and kinaesthetic learners.
- Offer alternative forms of assessment: project based, group based, presentations, continuous assessment.
- Have an understanding of the learning outcomes for the module and be able to address the outcome objectives through various assignments.
- Create a rubric to address objectives, i.e., students wishing to attain 80-100% on a given assignment must demonstrate having reached A-D of the learning outcomes/ objectives for that particular assignment, whereas a student aiming to pass the objective may need to attain 40% by having reached A-B of learning outcomes for the assignment.
- Address multiple intelligences. (Gardener)
- Scaffolding to build independence