HANDOUT Title: UDL Quick Tips Page 1 Handout #: 13a

Content:

ACCESS

Colorado State University

From Theory to Practice: UDL "Quick Tips"

Based on *Universal Design for Learning Guidelines* by the Center for Applied Technology (CAST)

	Objectives & Benchmarks	Instructional Materials	Teaching Methods	Assessment Methods
	To provide optimal challenges	*To ensure equal access*	*To provide effective instruction*	*To accurately measure progress*
Representation	**Describe objectives in ways that are clear and specific**	**Provide options in the way information is presented**	**Provide options for building knowledge**	**Use assessments that accurately measure knowledge development**
Key Concept: Present ideas and information in multiple ways	When establishing goals and objectives, begin by making a list of the knowledge, skills, and (if applicable) attitudes you want your students to achieve.	Present information in multiple formats, including text, graphics, audio, and video.	Whenever possible, tie new concepts to prior knowledge.	Develop assessments directly from the objectives, even before designing course content.
The Neuroscience: "recognition networks"	Sort the list into two categories: need-to-know (essential) and nice-to-know (important, but not essential).	Make handouts and materials available well in advance of lecture and related class activities.	Provide structure to the material: highlight key concepts and explain how they relate to course objectives.	Consider alternatives to traditional quizzes and exams.
The Goal: Knowledge building	Differentiate between broadly-stated goals and specific learning objectives	Post lecture outlines (not necessarily complete notes) prior to class, which students can use as a framework for note taking.	Learning is more than a "spectator sport." Make it "active" and participatory.	Provide instructions for assignments both verbally and in writing.
	Objectives should be "SMART": Specific, Measurable, Achievable Relevant, and Timely.	Create a glossary of terms for your course and link to it from the content pages of your website.	Start each lecture with an outline of material to be covered and conclude each session with a summary of key points.	Monitor the effectiveness of instruction, e.g., "1-minute papers," quick surveys using clickers, mid-semester evaluations, etc.
	Consider the wide range of abilities, backgrounds, and experiences of your students when designing activities and assignments.	Develop a list of frequently asked questions for students.	Use technology to increase and enhance learning opportunities (RamCT discussion and quiz tools, clickers, SmartBoards, etc.).	Provide clear expectations and feedback.
	Develop a syllabus that clearly states policies, procedures, expectations, due dates, and learning objectives.	Design electronic materials to be accessible to a wide range of users and display technologies. Structure materials for easy information access.	Consider representing key concepts graphically as well as verbally.	Create a grading rubric and a set of examples of what constitutes quality work.

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