HANDOUT

Title: **UDL Quick Tips Page 3**

Handout #: **13c**

Content:

Engagement	Establish objectives that motivate students to learn	Provide options in the ways students can interact with instructional materials	Provide options for building motivation and engagement	Use assessments that accurately measure emotional (attitudinal) development
Key Concept: Tap into students' interests, challenge them appropriately, and motivate them to learn	Become familiar with student resources on campus, including the Office of Resources for Disabled Students, the Assistive Technology Resource Center, the Academic Advancement Center, the Learning Assistance Center, and others.	Ensure that examples and content used in class are relevant to people from diverse backgrounds and experiences.	Create a welcoming class environment. Learn students' names, if possible, and use their names when calling on them. Arrive early to class and greet students as they enter. Stay a few minutes after to take questions.	When applicable, have students explore the meaning and value of their learning experiences to themselves and to society.
The Neuroscience: "Affective networks"	Invite students (both in writing and aloud) to speak to you if they have learning challenges.	Use online discussion groups to extend "contact time" Set standards for quality.	Encourage greater cooperation among students and contact between students and faculty.	For experiential learning activities, explore growth in the "affective domain" through reflection papers.
The Goal: Attitude building	Understand what is and is not an "appropriate accommodation."	Consider recording lectures and posting them as a podcasts.	Use technology to increase class communication (clickers, RamCT discussions, etc.).	Have students relate new concepts and information to their own lives and the lives of those affected.
	Consider the professional goals, personal interests, and values of students. Consider student diversity—age, gender, culture, language, and ability—when writing objectives.	Provide captioning or transcripts for videos.	Create some "energy" during lecture (e.g., humor, anticipation, suspense) to increase attention and recall.	Give prompt, ongoing, and instructive feedback to support learning and self-assessment.
		Check for ancillary electronic materials (CD-ROM and web content) to accompany your textbook.	Illustrate abstract concepts with concrete examples. Point to real-life examples from your own experiences and those of the students.	
		Make a detailed course syllabus available in the department or on the Web *prior* to the first day of class.	Invite guest speakers to share their perspectives on the topic at hand; Use technology to connect them with students via an online discussion.	
			Share your enthusiasm for the topic by citing personal experiences, research results, related news, etc.	
			Offer office hours in flexible formats: face-to-face, email, telephone, etc.	

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