HANDOUT Title: **UDL Quick Tips Page 2** Handout #: **13b**

Content:

		Create an electronic archive of course materials for student reference. Adopt instructional technologies that help achieve learning opportunities. Provide digital equivalents of all hardcopy handouts.	Consider adopting a "learner-centered" approach to teaching. Structure classes so that students take on multiple roles: facilitator, recorder, presenter, etc. Make learning relevant. Draw on real-life examples whenever possible.	For writing assignments, allow for drafts and revisions; consider using peer review.
Expression	**Describe objectives in ways that are measurable and achievable**	**Provide options for students to express what they know**	**Provide options for building skills**	**Use assessments that measure skill development**
	Set goals and objectives that guide instruction and assessment.	Consider accepting alternative project formats: oral presentations, videos, newspaper articles, photo essays, radio documentaries, community research, web publications, etc.	Emphasize time on task. Create assignments that require students to practice recalling and utilizing information. Brain research confirms the adage "Practice makes perfect."	Allow students to submit assignments electronically, as appropriate.
	Define expectations at the beginning of the course so that support services can be arranged if needed.	Adopt instructional technologies that increase communication and allow for alternate modes of expression.	Allow students to grasp material in their preferred learning style and at their own pace.	Give prompt, ongoing, and instructive feedback to support learning and self-assessment.
Key Concept: Provide students with multiple ways to express their comprehension and mastery of a topic.	Communicate high expectations for all students, while expressing your willingness to make "appropriate accommodations" for students with disabilities.	Provide ample time for online assignments to allow for technical malfunction.	Help students in determine how they learn. Learning styles include visual-linguistic (reading and writing), visual-spatial (graphs and pictures), auditory (listening), or kinesthetic (touching and moving).	
The Neuroscience: "Strategic networks		Require students to find and rate web resources using criteria you've established.	Begin each class with an essential question that you will address throughout the class. Have students answer the question at the end of class.	
The Goal: Skill building			Capture students' attention to pique their interest in the topic.	
			Allow students to work in pairs in labs where physical effort may disadvantage someone with a disability.	

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