**UDL Checklist – *How Do I Teach?***

Use this checklist to reflect upon how your current teaching practices support your learners through the principles of Universal Design for Learning (UDL).

*Do I design a learning environment in which…*

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| **1. Students have multiple opportunities for engagement?** |
| I create a class climate in which student diversity is respected.   |  |
| I give multiple practice opportunities for students to practice in class. |  |
| I challenge students with meaningful, authentic assignments. |  |
| I provide prompt and instructive feedback on assignments.   |  |
| I make myself available to students during office hours in flexible formats (e.g., face-to-face, email, online chat, telephone).   |  |
| I integrate activities that promote peer interaction and collaboration, recognizing the value of social learning. |  |
| I provide tasks that allow for active participation, exploration, and experimentation.  |  |
| I help students set goals and develop strategies for learning.    |  |
| I foster a growth mindset by encouraging resilience and adaptation in the learning process. |  |

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| **2. Ideas and information are represented in multiple ways?** |
| My course syllabus clearly describes the content and my expectations of the students.   |  |
| I present information in multiple formats (e.g., lecture, text, graphics, audio, video, hands-on exercises).   |  |
| I supplement lecture and reading assignments with visual aids (e.g., photographs, videos, diagrams, interactive simulations).   |  |
| I begin each lecture with an outline of what will be covered.   |  |
| I summarize key points throughout the lecture and tie these points to the larger course objectives.   |  |
| I post electronic equivalents of paper handouts and required reading assignments in alternative formats such as audio and video.   |  |
| I employ interactive technologies (e.g., Poll Everywhere, Padlet, H5P, SurveyMonkey, Quizlet, etc.) that enhance learning.  |  |
| I provide diverse perspectives, contexts, and voices in learning materials, including culturally relevant content and lived experiences. |  |

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| **3**. **Students can act upon and express their comprehension in multiple ways?** |
| I encourage students to demonstrate knowledge and skills in ways other than traditional tests and exams (e.g., written essays, projects, portfolios, journals).   |  |
| My assessments measure students’ achievement of the learning outcomes, as they are stated on the syllabus.    |  |
| I provide choice for how students demonstrate their learning.  |  |
| I incorporate technologies that facilitate class communication and participation.   |  |
| I allow assignments to be submitted electronically.   |  |
| I incorporate formative assessments that provide ongoing feedback and support for students to refine their understanding. |  |
| I allow for varied formats and media for students to express their comprehension, catering to different strengths and preferences. |  |