

## UDL Quick Tips

The following is a list of tips and suggestions to help you implement the principles of UDL into your course(s) according to JHU's four areas of focus. It's important to note that some strategies overlap. For example, many active learning strategies are also considered formative assessments.

### Include course and module learning objectives aligned to assessments

- Objectives should be SMART: Specific, Measurable, Achievable, Relevant, and Time-bound
- Course level learning objectives should align with module level learning objectives, as well as program outcomes/standards
- Course and module level learning objectives should be aligned with assessments, when they are created
- Consider the diversity of student backgrounds, abilities, and experiences when writing objectives
- Maintain high expectations while allowing for any necessary accommodations
- Clearly communicate objectives to students (i.e., include them in the syllabus and/or place them prominently within a course)

### Represent content in a variety of formats

- Vary the use of text, images, video, audio, multimedia, and other types of content
- Provide captions and/or transcripts for all videos
- Provide digital versions of all printed hardcopies
- Include content and examples that are relevant to a diverse audience
- Follow best practices in terms of making your content accessible (i.e., text size, color, layout, alternate text, etc.)
- Use techniques such as modeling, scaffolding, and chunking to support information processing
- Consider creating handouts, outlines, glossaries, infographics, FAQs, or other devices to support student learning

### Provide diverse assessment strategies including both formative and summative assessments

- Align assessments with learning objectives, both course and program level
- Create grading rubrics for assessments
- Use a variety of formative assessments to provide continuous feedback to students throughout the term, as well as assist you in determining the effectiveness of your teaching. Examples include:

- Minute papers
- Surveys
- Case studies/simulations
- Muddiest point exercise
- Polling
- Exit tickets
- Think-pair-share
- Student self-evaluation/reflection
- Ungraded quizzes
- Use a variety of summative assessments to evaluate students according to how well they've met the learning objectives. Examples include:
  - Tests/exams (written, oral)
  - Term papers
  - Individual and group projects
  - Presentations
  - Multimedia projects (create a video, podcast, etc.)
- Consider allowing students to choose what type/format of assessment they would like to complete (i.e. paper exam v. oral exam, presentation v. paper, video v. podcast, etc.)
- Consider scaffolding larger assessments (e.g., larger papers/projects) into smaller parts submitted throughout the course in which you and/or peers provide formative feedback along the way, before grading the complete summative assessment later in the course

### Incorporate active learning strategies

- Use various active learning strategies to engage students with content in different ways. Examples include:
  - Think-pair-share
  - Group activities
  - Whole class or small group discussion
  - Concept maps
  - Case studies/simulations
  - Peer reviews
  - Debates
  - Role play
  - Flipped classroom environment
  - Guest speakers
  - Field trips, including virtual field trips
- Provide opportunities for students to collaborate with their peers
- Provide opportunities for students to reflect on and evaluate their experiences and work
- Provide opportunities for students to select appropriate supports and resources if/as needed
- Consider using various instructional technology tools when appropriate (i.e., clickers,

online communication and collaboration tools, quizzing software, etc.)