

UDL Guidelines – Educator Worksheet - v. 2

I. Provide Multiple Means of Representation:

My notes

Already doing

Implementing this semester

Implementing in the future

1. Provide options for perception	
1.1 Offer ways of customizing the display of information	All readings are given as a hard copy and a Word document on Léa. All notes for quizzes and assignments are given as a Word document on Léa. All class work is shared on Léa. Students are given ways to view Notebook files from outside of class. MindTap for textbook
1.2 Offer alternatives for auditory information	Main points discussed in class are given on the Smart Board by both me and the students All notes for quizzes and assignments are given as a Word document on Léa. Textbook in print and online (MindTap)
1.3 Offer alternatives for visual information	Lectures, discussion with teacher Discussion with other students. MindTap text to speech
2. Provide options for language, mathematical expressions, and symbols	
2.1 Clarify vocabulary and symbols	Students brainstorm/look up new vocabulary. Teacher provides and explains content-specific version.
2.2 Clarify syntax and structure	Very explicit when doing argumentation
2.3 Support decoding of text, mathematical notation, and symbols	Very explicit when reading, analysing and evaluating texts Guide sheet: "Hints for Successful Learning"
2.4 Promote understanding across language	Explanations to francophone students in French, if necessary.
2.5 Illustrate through multiple media	Images, videos, illustrations (but could use more.)
3. Provide options for comprehension	
3.1 Activate or supply background knowledge	Brainstorming Flipped classroom (read and attempt before class – mastery in class) MindTap exercises – instant feedback Reflective writing before class (on WordPress)
3.2 Highlight patterns, critical features, big ideas, and relationships	Show how to use organization of text to identify key concepts Show how different parts of the course are related
3.3 Guide information processing, visualization, and manipulation	Group work on Smart Boards: intuitive organization of ideas with diagrams and colours More emphasis on diagrams
3.4 Maximize transfer and generalization	Students apply concepts in their own examples or real-world situations (shared on WordPress) More sophisticated examples in class Journal: how have you used course concepts outside of class? (50 words, 2/week?, 1 per table per class?– beginning in week 5?)

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II. Provide Multiple Means for Action and Expression:

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4. Provide options for physical action	
4.1 Vary the methods for response and navigation	Work in class, sitting or standing; working at different tables
4.2 Optimize access to tools and assistive technologies	N/A
5. Provide options for expression and communication	
5.1 Use multiple media for communication	Group work on SmartBoards: spoken word, written word, diagrams, illustrations Individual work submitted on-line, through WordPress and Turnitin Individual work in class: spoken, on paper MindTap exercises : click to answer, instead of writing
5.2 Use multiple tools for construction and composition	Guide sheets, textbook, explicit guidelines and models Scaffolding, feedback on drafts, essay workshops
5.3 Build fluencies with graduated levels of support for practice and performance	Scaffolding Using new skills on old problems Increasing levels of difficulty Students create their own examples
6. Provide options for executive functions	
6.1 Guide appropriate goal setting	Deadlines clearly established ahead of time
6.2 Support planning and strategy development	Appropriate reminders
6.3 Facilitate managing information and resources	All documents, notes, readings, study guides shared on Léa All assignments posted on Léa All communication through MIO Encourage student binders for hard copies of notes, readings, completed work
6.4 Enhance capacity for monitoring progress	Grade goals set ahead of time Grades posted on Léa

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III. Provide Multiple Means for Engagement:

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7. provide options for recruiting interest	
7.1 Optimize individual choice and autonomy	Options for exercises and homework (Do more) Textbook: hard copy, online, text-to-speech Allow choice of group members
7.2 Optimize relevance, value, and authenticity	Use student examples for quizzes (Do more) Make connections with academic and world topics (Do more) Invite questions and topics (Do more)
7.3 Minimize threats and distractions	Emphasise what students can do to increase mastery, rather than avoid failure Require focus (prohibit cell phones, limit off-topic conversations) Be mindful in assigning groups
8. Provide options for sustaining effort and persistence	
8.1 Heighten salience of goals and objectives	Emphasise relevance of the competencies for the final essay, which is a typical academic response essay
8.2 Vary demands and resources to optimize challenge	Alternate between lectures, solo work, and group work. Alternate between textbook (more technical) and other readings (less technical). Use textbook earlier in the semester
8.3 Foster collaboration and community	Active learning in groups Vary the groups throughout the semester
8.4 Increase mastery-oriented feedback	Give feedback in question form Give feedback on general writing problems, rather than on specific writing errors Give feedback to encourage mastery of competencies
9. Provide options for self-regulation	
9.1 Promote expectations and beliefs that optimize motivation	Point out current mastery of previously difficult material Extrapolate with respect to currently difficult material Emphasise that struggle is normal when the human brain is faced with certain types of question
9.2 Facilitate personal coping skills and strategies	Allow idiosyncratic methods as long as they do not inhibit or distract others
9.3 Develop self-assessment and reflection	Post study guides ahead of quizzes and tests Post practice exercises online and follow up with answers several days later Reflective writing before class (shared on WordPress) Ask how students have used course concepts outside of class