

How do we employ UDL in our own practice?

Adapted from CAST, 2011.

The following ideas were contributed by participants at the Social Inclusion conference in September, 2012. The ideas provided are a starter to an ongoing discussion – and were provided in a brief opportunity at the conclusion of the workshop – thank you to all who participated.

Key principle	Ideas for good practice
1. Representation	
In what different ways do I provide information to students?	Verbal; Written; Diagrammatic; On-line; Virtual drop-in support; social media; audio recordings (pod casts etc.); use of diagrams; mind maps
How do I provide information that is in a format that can be adjusted by the student	Audio lectures; electronic copies in work (for adjusting font size or sue of assistive technologies such as Dragon speaking);
How do I provide support for language development (including mathematical expressions/symbols)?	Explicit unpacking of terminology; software to support explanations; games/activities
How to I provide or revise background prior knowledge?	Quizzes; use of peer teaching
How do I highlight critical points, big ideas and help students see relationships?	Charts; diagrams; provide context; use of real life examples

CAST (2011). *Universal Design for Learning Guidelines version 2.0*. Wakefield, MA: Author. Retrieved from http://www.udcenter.org/aboutudl/udlguidelines/principle1#principle1_g1.

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Key principle 2	Ideas for good practice
Actions & Expressions	
How do I ensure that students can access and use course materials in different ways and through different technologies?	Provide access to computers and internet (eg learning hubs); support students in developing the mindset that encourages learning new skills in technology; make references to resources that are available
How do I use multiple modes of communication?	CD rom; audio; hard copy; face to face; online; social media
How do I utilise different tools, technologies and strategies in class activities?	Varying sizes of discussion groups; be aware of use of technologies eg ipads; smartphones in classroom teaching; encourage student use of technology; student photographs
How do I encourage students to present their understanding in different ways or using different modes?	
How do I help my students manage information and resources?	
How do I help my students monitor their progress?	Design small steps towards achievements so students can monitor progress

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Key principle 3 Engagement	Ideas for good practice
<i>What options do I use to recruit student interest?</i>	
Do I optimise student choice?	Choice of topic for tutorial discussion, elective units, flexible delivery of courses; giving feedback to students; making suggestions about who to work with, topics to choose
How do I optimise relevance and authenticity of my unit?	Making connections with industry/world of work; guest presenters; case studies; bring in students own experiences – past strengths; field trips; reflective writing/practices
How do I minimise distractions?	Effective timetabling where possible; housekeeping at the beginning; break things up; initiate conversations; provide opportunities for feedback/dialog; ask questions/engage students; initiate discussions
<i>What options do I use to sustain student effort and persistence?</i>	
How do I ensure Goals/objectives are explicit?	Write in unit outlines; break up goals into different levels (eg in lectures); revisit goals and evaluate; seek feedback; make goals and objective relevant.
How do I challenge my students?	Set a standard and coach to it; extend answers, push to develop and extend responses.
How do I foster collaboration and community?	Social events eg lunch, sharing food; invite community leaders /employers to talk to students
<i>What options do I provide for student self-regulation?</i>	
How do I optimise motivation?	Invite successful past students to talk to current students/ invite community leaders /employers to talk to students
How do I assist students in developing personal coping skills and strategies	Encourage reflection and sharing of experiences
Do I use self and peer assessment?	

How do we support low SES students in our own practice?

Adapted from Devlin & O'Shea, 2011.

Key principle	<i>Ideas for good practice</i>
1. Teachers who are approachable and available to guide student learning.	Be authentic; Have advertised consultation time; Dedication; Empathy
2. Teachers who are enthusiastic, dedicated and have rapport with students.	
3. Teachers who use language and examples that students can understand.	Use concrete examples; Draw on student experience
4. Teachers who provide clear expectations in relation to assessment.	Use clear examples; be explicit on expectations; have an early assessment task in first semester ;