Is Your Curriculum Universally Developed?

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| **UDL INCLUSION CHECKLIST** | **ACCOMPLISHED** | |
| 1. Creating a welcoming, respectful learning environment | **Now** | **Future** |
| Send welcome email to students prior to start of class |  |  |
| Create introductory exercises that are personable, friendly and encourage humor |  |  |
| Include a syllabus statement that fosters an inclusive learning environment. (Refer to attached examples.) |  |  |
| Learn students’ names |  |  |
| Be open to meeting with students |  |  |
| During the first week of class lay the foundation to establish learning communities |  |  |
| Let students know from the outset that the environment is inclusive and that all “voices” are heard |  |  |
| Encourage questions |  |  |
| Compliment student participation |  |  |
| Develop course objectives with student input |  |  |
| Collect information on “Student Information Sheet” (attached) |  |  |
| 2. Addressing essential course components | **Now** | **Future** |
| Provide class sessions and assignments that meet intended learning outcomes |  |  |
| Discuss with students the components of the course that build toward subsequent courses |  |  |
| 3. Communicating clear expectations & providing constructive feedback |  |  |
| Post comprehensive user-friendly syllabus online prior to beginning of course |  |  |
| Post online video of instructor explaining teaching style and philosophy |  |  |
| Provide clear written and audio explanations of course assignments online |  |  |
| Post grading rubrics of all assignments online at the beginning of class |  |  |
| Start each day with an overview of the day’s objectives |  |  |
| Ask students to match course objectives with course content, lectures, and assignments |  |  |
| Provide students with completed grading rubrics including written comments in a timely manner (i.e., preferably at least one week prior to due date of next assignment) |  |  |
| Discuss in class general overall strengths and weaknesses of completed assignments |  |  |

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| 3. Communicating clear expectations & providing constructive feedback | **Now** |  | **Future** |
| Ask students to complete peer evaluations for team members |  |  |  |
| Encourage students to submit assignments at least one week prior to due date for teacher and peer review before resubmitting revised assignment |  |  |  |
| Provide students with information regarding how to access support structures such as tutoring, writing center, and other out-of-class assistance |  |  |  |
| Ask students to do a one-minute paper at the end of class to outline what they learned, indicate when they were the most/least engaged, and provide comments about the day’s class |  |  |  |
| Request feedback from students on the course/instruction throughout the semester rather than only at the end of the semester |  |  |  |
| 4. Providing natural supports (including technology) for learning to enhance opportunities for all learners | Now |  | Future |
| Post all reading materials (except text books) and website links online |  |  |  |
| Post some student assignments (e.g., book reviews, movie reviews, etc.) on course site so that other students may review |  |  |  |
| Provide all handouts and evaluations in 12-14 pt. san serif font |  |  |  |
| Provide all PowerPoint slides & handouts in UDL format (i.e., few words per slide, san serif font, large bold print) with no more than two slides per page for handouts |  |  |  |
| Be available to students via email, phone, online course site, and in person for assistance |  |  |  |
| Consider the cost of textbooks; if possible, use original sources that can be bought at second-hand book stores, create your own packet of readings, or mention if books are available in library |  |  |  |
| Establish learning communities in the course to provide students with classmate resources |  |  |  |
| Ensure that all field trips, labs, and educational opportunities outside of the classroom are accessible to all students |  |  |  |
| Allow for ample time for exams and assignments |  |  |  |
| 5. Using teaching methods that consider diverse learning styles, abilities, ways of knowing, and previous experience and background knowledge | Now |  | Future |
| Utilize a constructivist approach to teaching by providing information and having students construct meaning from new information based on prior knowledge and experiences |  |  |  |

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| Utilize multi-modal teaching techniques including, lecture, large group discussion, small group discussion, pair and share, role playing, case studies, games, exercises, guest speakers, panels, movies, videos, podcasts, vodcasts |  |  |  |
| Use open captioned videos, DVDs, and video streams |  |  |  |
| Consider the learning styles of your current students and use appropriate teaching strategies |  |  |  |
| 6. Offering multiple ways for students to demonstrate their knowledge | Now |  | Future |
| Offer students the option of papers, presentations, PowerPoint’s, online presentations, team assignments, poster sessions, role playing, websites, games, exercises, case studies, online discussions, individual and group projects |  |  |  |
| 7. Promoting interaction among students and between you and the students | Now |  | Future |
| Be available and encourage conversation and assistance via email, phone, discussion board, chatrooms, and in person |  |  |  |
| Encourage students to develop peer learning communities |  |  |  |

Adapted from Pedagogy and Student Services for Institutional Transformation: Implementation Guidebook for Student Development Programs and Services; Emily Goff & Jeanne L. Higbee, Editors

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