



HOW CAN INSTRUCTORS INCORPORATE UDL?

PRINCIPLE 1: PROVIDE MULTIPLE REPRESENTATIONS OF COURSE MATERIAL

- 1. Present information in multiple formats that can be seen, heard, and in some cases, touched, and that may be adjusted by the user.**
 - [Ensure accessibility](#) of materials, consider conducting a [DIY accessibility audit](#). Visit the [Clemson Accessibility Portal](#) to access support.
 - [Provide text equivalents](#) for podcasts and video (e.g., captions, transcripts).
 - Present material in at least two formats (e.g., visual + auditory).
- 2. Provide alternative ways for students to appropriately and easily express knowledge, ideas, and concepts in the classroom/course.**
 - Use interactive web tools for communication in your learning environment (i.e., discussion board, forum, Twitter, blogs).
 - Give students different options for documenting their learning (i.e., video, [journal](#), [concept map](#)).
 - Provide a multi-part assignment with feedback at each stage
 - Conduct a [two-stage exam](#).
- 3. Teach students to set long-term goals, use strategies to reach their goals, monitor progress, and modify strategies as needed.**
 - To outline expectations, provide [rubrics](#), assignment guidelines, and/or exemplar and non-exemplar assignments.
 - Provide a course schedule or timelines/[calendar](#) to support [organization and time management](#).
 - Provide self-assessment activities with automatic feedback where possible (i.e., quizzes with automatic feedback).
 - Provide templates [to guide self-reflection on quality and progress](#) (i.e., growth in writing, increase in content area vocabulary).

For more on the three principles, visit OTEI's [Clemson Teaching page](#)