

## HOW CAN INSTRUCTORS INCORPORATE UDL?

### PINCIPLE 2: PROVIDE OPTIONS FOR STUDENTS TO BE ENGAGED IN CLASS AND COURSE CONTENT

#### 1. Offer students choices, design learning opportunities that are relevant.

- Provide options of project topics and/or presentation of work (e.g., essay, presentation, blog post, etc.).
- Allow students to use a variety of tools including multimedia, print, technology, and relevant software for information gathering and production.
- Allow students to choose a portion of potential problems or questions to answer.

#### 2. Design learning opportunities that are relevant, valuable, and authentic.

- Use images, references, and resources that reflect diverse community and perspectives.
- Create activities that are similar to the work of professionals.
- Design [authentic assessments](#).
- Incorporate [active learning activities](#).
- Consider [diversity, equity and inclusion](#) in course design and delivery.

#### 3. Minimize distractions

- Include a course schedule in the syllabus that with what students are responsible for before each class and due dates for assignments.
- Allow students to [complete longer assignments in smaller chunks](#) .
- Provide low-stakes assignments (e.g., practice quizzes or homework) or supported practice (e.g., with instructor or peer review) before a higher stake assessment

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