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# Opening the Door to a More Inclusive and Equitable Learning Environment With UDL

Connecting UDL Guidelines and Quality  
Matters Specific Review Standards

Kimberly Tomkinson and Ryan Randall, ISU's ITRC

**ROAR**



# Session Learning Outcomes

1. Define UDL principles, guidelines, and checkpoints, and their connections to QM Rubric Standards.
2. Identify a Universal Design for Learning strategy to apply to your future practice.



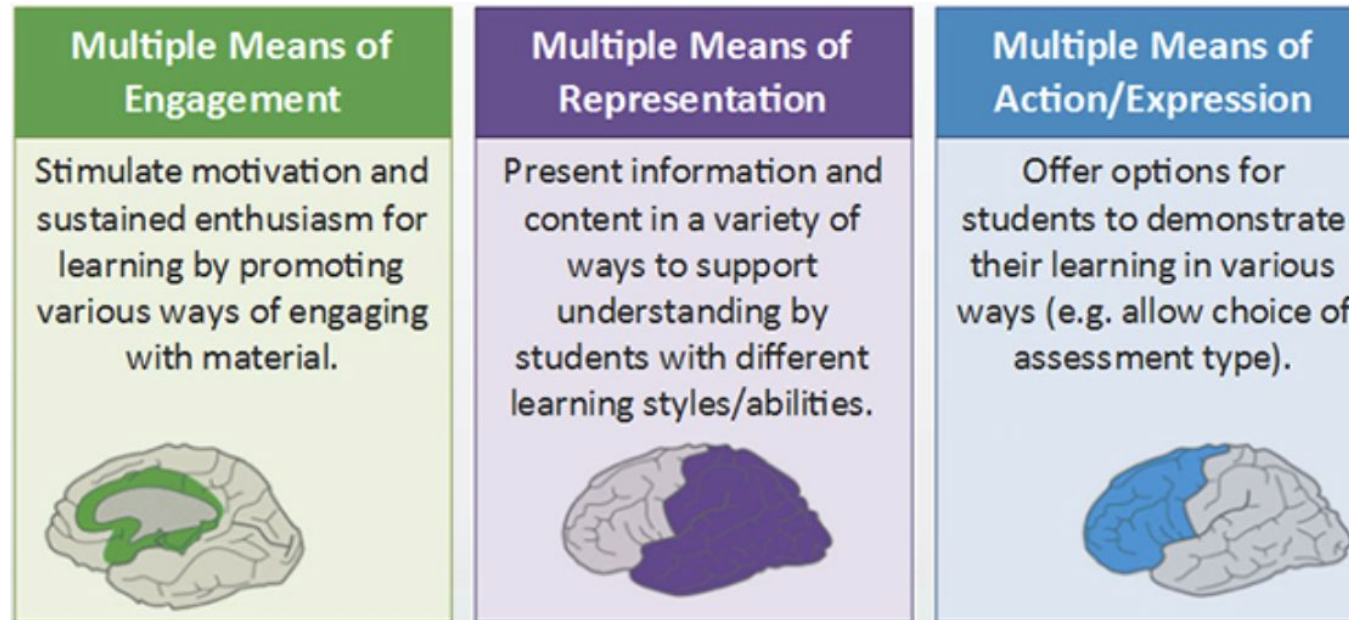
# What is UDL?

- UDL is focused on teaching and learning
- UDL gives all students an equal opportunity to succeed
- Offers flexibility in how material is accessed and how students engage with it



# UDL: Three Core Principles

- Multiple means of engagement
- Multiple means of representation
- Multiple means of action and expression





# 9 UDL Guidelines & 31 Checkpoints

- Guideline 1: Provide options for perception
- Guideline 2: Provide options for language and symbols
- Guideline 3: Provide options for comprehension
- Guideline 4: Provide options for physical action
- Guideline 5: Provide options for expression & communication
- Guideline 6: Provide options for executive function
- Guideline 7: Provide options for recruiting interest
- Guideline 8: Provide options for sustaining effort and persistence
- Guideline 9: Provide options for self-regulation



# Application - 1

Overview: A course has a series of 'boring' PPT presentations that students are expected to view weekly. Each is followed by a multiple choice quiz to check for understanding.

Your task: How would you incorporate UDL into this course and which tool(s) would you use?

# slido



**Overview:** A course has a series of slide presentations that students view weekly. Each is followed by a multiple choice quiz to check for understanding.

**Your task:** How would you incorporate UDL into this course and which tool(s) would you use?

① Click **Present with Slido** or install our [Chrome extension](#) to activate this poll while presenting.



# Representation

- UDL Guideline 1: Provide options for perception
  - Checkpoint 1.2: Offer alternatives for auditory information
  - Aligns with QM SRS 8.5
- Allows all learners access and choice
- Provide captions and transcripts
- Provide written descriptions for nonverbal audio





# Representation

- UDL Guideline 1: Provide options for perception
  - Checkpoint 1.3: Offer alternatives for visual information
  - Aligns with QM SRS 8.4
- Allows all learners access and choice
- Provide alt text or longer descriptions where needed



# Representation

- UDL Guideline 2: Provide options for language & symbols
  - Checkpoint 2.4: Promote understanding across languages
  - Aligns with QM SRS 2.3
- Use clear, learner-centered language
- Define key terms with domain-specific and common terms



# Representation

- UDL Guideline 2: Provide options for language & symbols
  - Checkpoint 2.5: Illustrate through multiple media
  - Aligns with QM SRS 4.5
- Reinforce meaning with multiple media
- Represent with a variety of examples, including diverse cultures and perspectives



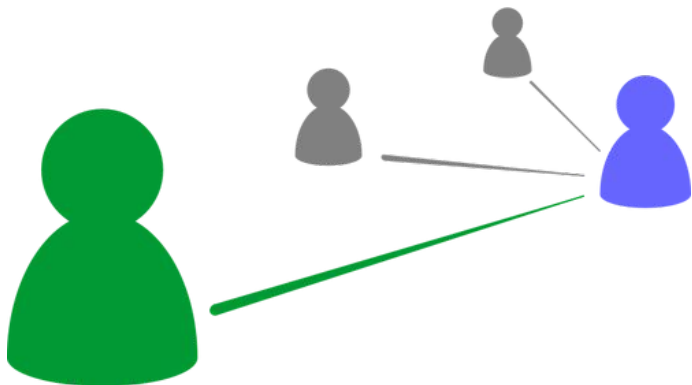
# Representation

- UDL Guideline 3: Provide options for comprehension
  - Checkpoint 3.2: Highlight patterns, critical features, big ideas, and relationships
  - Aligns with QM SRS 4.5
    - Provide multiple mental “hooks” for learners
    - Use multiple examples and non-examples for emphasis
    - Emphasize critical features across cultures and perspectives



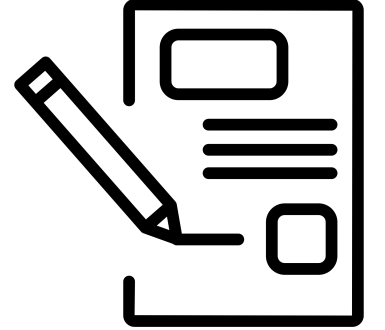
# Action & Expression

- UDL Checkpoint 5.1- Use multiple media for communication.
  - Aligns with SRS 4.5, 5.3, 8.4, & 8.5
  - Use a variety of media types
  - Provide alternatives for assignments
  - Incorporate social media





# Action & Expression

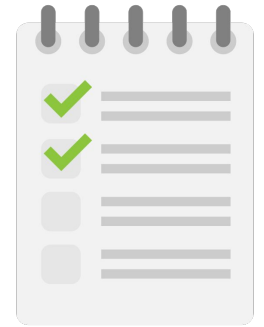


- UDL Checkpoint 5.3- Graduated levels of support
  - Aligns with SRS 3.4 & 3.5
    - Scaffolding
    - Opportunities for performance
    - Models, mentors, real-life examples and situations
    - Templates, examples, note guides
    - Quiz types & feedback



# Action & Expression

- UDL Checkpoint 6.2- Support planning and strategy development
  - Aligns with SRS 2.1, 2.2, & 5.4
  - Prompts & reflective activities, journaling
  - Opportunities to show & explain work
  - Checklists & project planning templates
  - Break down long-term goals into short-term objectives





# UDL Checkpoint 6.2 Examples

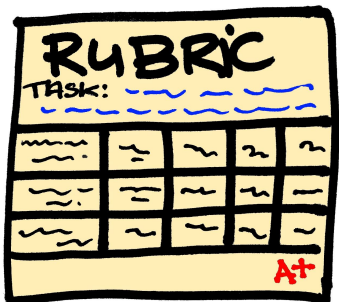
- Moodle workshop
- Putting together a course alignment map in PD course
- Weekly private journal to note progress and reflect on learning

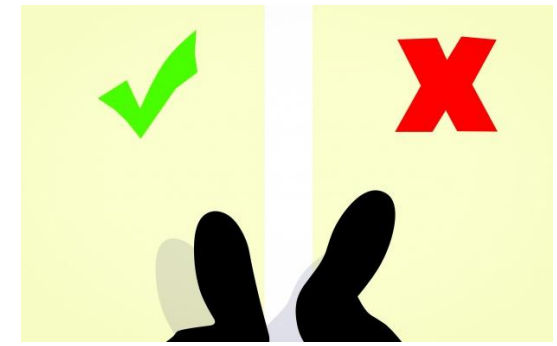




# Action & Expression

- UDL Checkpoint 6.3- Enhance capacity for monitoring progress
  - Aligns with SRS 3.3 & 3.5
  - Assessment rubrics
  - Annotated student work/performance samples
  - Opportunities to pause and assess their own understanding and performance





# Engagement

- UDL Checkpoint 7.1- Optimize individual choice and autonomy
  - Aligns with SRS 4.5 & 6.3
  - Choice of submission types
  - Right kind of choice and level of independence is optimized to ensure engagement
  - Open-ended assignments/choice of themes to focus on
  - Assessment flexibility



# Engagement

- UDL Checkpoint 7.2- Optimize relevance, value, and authenticity
  - Aligns with SRS 2.3, 2.4, 5.2, & 6.2
- Define clear learning outcomes
- Select authentic tasks
- Emphasize purpose and relevance
- Gamification Elements





# Engagement

- UDL Checkpoint 7.3- Minimize threats and distractions
  - Aligns with SRS 8.2
- Create an accepting and supportive classroom climate
- Well-organized and predictable design
- Encourage multiple perspectives
- Use digital tools effectively



# Application - 2

Overview: An instructor assigns articles each week for students to read. The articles are PDFs in the course that students have to download. To check to make sure students have completed the reading, students submit a weekly summary of the articles using the Assignment tool.

Your task: How would you incorporate UDL into this course and which tool(s) would you use? (You may still use the Assignment tool, but what would you do differently?)

# slido



**Students read PDF articles each week and submit weekly summaries using the assignment tool to provide evidence of engagement.**

**Your task: How would you incorporate UDL into these assignments and what tool would you use?**

① Click **Present with Slido** or install our [Chrome extension](#) to activate this poll while presenting.



# Engagement

- UDL Guideline 8: Provide options for Sustaining Effort & Persistence
  - Checkpoint 8.2: Vary demands and resources to optimize challenge
  - Aligns with QM SRS 6.3
- Allow each learner flexibility to find optimal challenge level
- Provide range of demands
- Supply range of resources, tools, and scaffolds
- Emphasize process and improvement



# Engagement

- UDL Guideline 8: Provide options for Sustaining Effort & Persistence
  - Checkpoint 8.4: Increase mastery-oriented feedback
  - Aligns with QM SRS 3.5 & 5.3
- Guide learners toward mastery
- Emphasize effort and strategies, not performance or ability
- Provide frequent, timely, specific feedback





# Engagement

- UDL Guideline 9: Provide options for Self Regulation
  - Checkpoint 9.3: Develop self-assessment and reflection
  - Aligns with QM SRS 3.5
    - Assist learners in recognizing their own progress
    - Offer charts or other aids to help learners monitor actions
    - Use activities where learners get timely feedback
    - Align activities to provide feedback before higher-stakes assessments



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# Summary of UDL & QM Connections

Connections as a [table](#) or [bit.ly/udl-qm-table](https://bit.ly/udl-qm-table).



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# Pair or Small Group Activity

Let's do this on a Google Jamboard: [bit.ly/udl-qm-jam](https://bit.ly/udl-qm-jam).



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# Pair or Small Group Activity

1. Think of an activity/assessment in a course you have taught, have designed, or have participated in (i.e. a course you have taken as a student)
2. Choose a UDL checkpoint to focus on that you could incorporate into your teaching/design practices with relation to the activity/assessment
3. Decide what LMS tool is best suited to redesign the activity/assessment
4. Discuss how UDL principles would be reflected in the use of the tool chosen

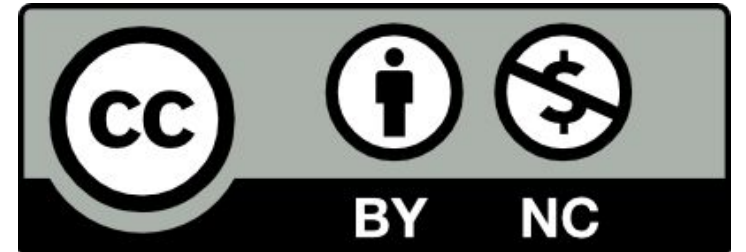


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# Thank You!

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