

Universal Design for Learning Self-Assessment

Universal Design for Learning (UDL) helps educators improve outcomes for all learners by acknowledging the mana of all students, reducing barriers to learning and increasing engagement.

The University of Waikato is developing tools and resources that support inclusion for all our students, according to the UNESCO concept of inclusion as 'presence, participation and achievement', and our university's core value, Ko Te Tangata.

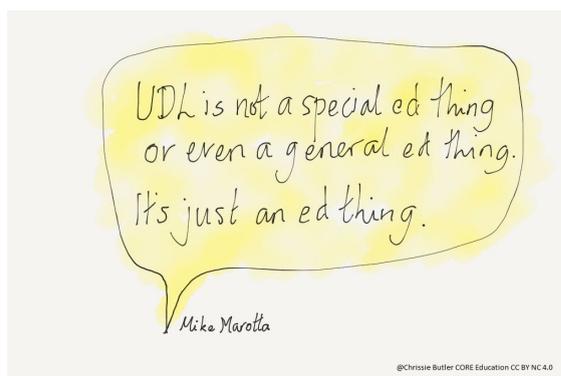
The UDL framework enables teachers to anticipate, reduce or eliminate barriers to learning by making the curriculum flexible, ensuring it is designed to account for student diversity without lowering expectations.

UDL has three principles: 1) multiple means of representation, 2) multiple means of expression and action, and 3) multiple means of engagement. These principles provide all individuals with increased opportunities to learn.

Your answers are confidential. You may prefer to make notes rather than answering some or all questions. Each question and section includes space to reflect on your next steps, for example: things to try; CeTTL, appointment or request resources; current/previous experience, good and bad; request feedback from students or colleagues. This is a tool for reflecting on your teaching. You will probably find that you are already applying UDL principles in many areas.

We recommend that you reflect on a specific paper: One useful general question is: where do I tend to make one-off changes for individual learners that could be offered to everyone from the start?

This tool is modelled on: alludl.ca/udl-self-evaluation It is published under Creative Commons (CC) as required by the original piece of work. CC licence aligns with UDL concepts.



Part 1 – Students have various ways of learning. (UDL: 'Multiple Means of Representation')

1. I provide digital versions of my paper outline and teaching materials.

Not Yet Sometimes Consistently

Action plan/ notes.

2. I use multiple methods to teach important concepts (e.g. lecture presentation, concept maps, lecture notes, videos, audio).

Not Yet Sometimes Consistently

Action plan/ notes.

3. I consider multiple options for teaching materials (e.g. videos have captions; videos and audio have transcripts; images have descriptions (alt text); lectures have text outlines; digital content can use text-to-speech; New Zealand Sign Language (NZSL)).

Not Yet Sometimes Consistently

Action plan/ notes.

4. I incorporate interactive media to support understanding (e.g. interactive videos, images or activities, simulations).

Not Yet Sometimes Consistently

Action plan/ notes.

5. I explain important words, acronyms, and symbols before and during my teaching.

Not Yet Sometimes Consistently

Action plan/ notes.

6. I consider how to make key concepts accessible for students with diverse linguistic abilities (e.g. simple language, hyperlinked glossary, translations, captions, NZSL).

Not Yet Sometimes Consistently

Action plan/ notes.

7. I emphasise key ideas explicitly, in different ways (e.g. highlighting in a digital text, repetition, circling essential parts of a diagram, questioning, multiple examples with non-examples).

Not Yet Sometimes Consistently

Action plan/ notes.

8. I look for different ways to link concepts (e.g. lists, diagrams, mind maps, dividing information into chunks).

Not Yet Sometimes Consistently

Action plan/ notes.

9. I use the diverse prior knowledge of students to support their understanding of new material (e.g. brainstorming relevant experiences, reflective questions, group/pair discussion of concepts, content predictions).

Not Yet Sometimes Consistently

Action plan/ notes.

10. I am aware of barriers to learning in the physical environment, and consider ways to overcome them (e.g. lighting, noise levels, trip hazards, sensory overload, access to devices).

Not Yet Sometimes Consistently

Action plan/ notes.

Reflection Part 1. Multiple Means of Representation.

Part 2 – Students have various ways to demonstrate learning. ('Multiple Means of Expression')

1. I encourage students to express their learning in multiple ways (e.g. essay or video blog, poster or presentation).

Not Yet Sometimes Consistently

Action plan/ notes.

2. I provide clear guidelines and marking/success criteria for assessments and activities.

Not Yet Sometimes Consistently

Action plan/ notes.

3. I provide information on learning strategies (e.g. checklists, note-taking models, time management, links to Student Learning.)

Not Yet Sometimes Consistently

Action plan/ notes.

4. I encourage students to use note-taking tools of their choice (e.g. digital devices, audio, handwritten, collaborative).

Not Yet Sometimes Consistently

Action plan/ notes.

5. I consider the need for flexibility in assessments and tests (e.g. assessment window, technological aids, alternative venues, alternative desks and seating arrangements, breaks).

Not Yet Sometimes Consistently

Action plan/ notes.

Reflection Part 2. Multiple Means of Expression.

Part 3 – Students are diverse and all have different reasons for learning. (Multiple Means of Engagement)

1. I encourage my students to approach me to discuss their diverse needs (i.e. I provide a brief overview of myself; I provide my office hours; students have varied ways to contact me, e.g. email, video call, phone,dialogue activity, etc.).

Not Yet Sometimes Consistently

Action plan/ notes.

2. I deliberately create a classroom climate that fosters collaboration, openness and respect of diverse voices (e.g. I address discriminatory language, promote diversity, and choose activities that foster connection and avoid alienation).

Not Yet Sometimes Consistently

Action plan/ notes.

3. I choose materials, case studies, and content that help my students connect to the paper (e.g. reflect current or local events, personal interests, diverse student backgrounds).

Not Yet Sometimes Consistently

Action plan/ notes.

4. I increase the level of difficulty over the course of the paper.

Not Yet Sometimes Consistently

Action plan/ notes.

5. I optimise challenge for a range of abilities in my teaching and assessments (e.g. optional extension activities, selection of topics, scaffolding, exemplars of different levels, flexible pathways within a task/lesson, re-submission of assignments).

Not Yet Sometimes Consistently

Action plan/ notes.

6. I offer individual choice and autonomy to my students (e.g. among assessment types, degrees of challenge, sequence of tasks, reading materials and their formats).

Not Yet Sometimes Consistently

Action plan/ notes.

7. I provide students with opportunities to develop self-evaluation strategies (e.g. set personal learning goals, picking their best work, reflection questions).

Not Yet Sometimes Consistently

Action plan/ notes.

8. In my classroom, whenever goals permit, students can choose their learning context (e.g. a collaborative group in the classroom, online, or alone; on or off the computer; a headset to limit noise).

Not Yet Sometimes Consistently

Action plan/ notes.

9. I explain to my students the alignment of assessment items with learning outcomes.

Not Yet Sometimes Consistently

Action plan/ notes.

10. I offer my students timely and personalised feedback throughout the paper.

Action plan/ notes.

Not Yet Sometimes Consistently

Action plan/ notes.

11. I encourage support systems in and outside of class (e.g. pair work, study groups, tutorials).

Not Yet Sometimes Consistently

Action plan/ notes.

12. I encourage my students to identify and use coping techniques in class (e.g. stress balls, earphones, support person or animal).

Not Yet Sometimes Consistently

Action plan/ notes.

13. I respect the university-scheduled class breaks, to allow students to attend to personal needs (e.g. health needs) without needing to ask, and I am happy for students to leave the room briefly if they need a break.

Not Yet Sometimes Consistently

Action plan/ notes.

14. I highlight student support services (e.g. Student Learning, Student Health, mental health nurse, student counselling, Accessibility Services, International Student Services Office, Māori Mentors, Pacific Mentors).

Not Yet Sometimes Consistently

Action plan/ notes.

15. Students can identify and communicate any issues they may have before the paper starts because I make my paper outline available in advance and I encourage them to contact me.

Not Yet Sometimes Consistently

Action plan/ notes.

Reflection Part 3. Multiple Means of Engagement.