UDL Course Design Worksheet
How-To Incorporate UDL Into Your Course

# How-To Use This Document:

This document can be used in a variety of ways to best suit the needs of your course and/or curriculum development.  It can be used to plan and develop a new course/curriculum and/or evaluate a current course/curriculum. It is a tool that can be used at the beginning, end, or through out the duration of a semester or academic year. The tool can be used individually or collaboratively.

This document assumes prior knowledge of [Universal Design for Learning (UDL) principles and guidelines.](https://www.bgsu.edu/center-for-faculty-excellence/just-in-time-resources/universal-design-for-learning-.html)

# Step 1: Reflect on Your Current Practice

Think about the last time that you presented information to your class:

1. How many **different** ways was information presented?
2. If you have not recently considered learner variability, think of a lesson you have taught recently and how you might have provided students the opportunity to access, participate in, and make progress in the curriculum by reducing barriers to instruction.
3. How well do you proactively try to get to know your students and understand their needs? Consider distributing a modified version of the [Who’s In Class? Form](https://journals.asm.org/action/downloadSupplement?doi=10.1128%2Fjmbe.00183-21&file=jmbe00183-21_supp_1_seq8.pdf) before the semester begins. This form will allow instructors to better understand their students as holistic individuals and anticipate their needs.
4. How often do you allow students to be collaborators in the design of the course? Consider distributing a voluntary course design and instruction feedback from 2-3 weeks into the beginning of the semester. Use feedback gathered from students to collaboratively design or re-design the course to help meet their needs for the remainder of the semester.

Survey Creation Resources:

* [How to create an anonymous survey using Microsoft Forms](https://answers.microsoft.com/en-us/msoffice/forum/all/microsoft-forms-anonymous/4231ad8c-8d66-4421-9254-6916e5bd849d)
* [How to create a survey using Canvas Quizzes](https://community.canvaslms.com/t5/Instructor-Guide/How-do-I-create-a-survey-in-my-course/ta-p/782)

# Step 2: Try It Out!

1. During your planning time, determine multiple ways to present information by identifying barriers in the materials, teaching methods (instruction), and assessment tools.
2. How can you....
	1. Increase access to the learning goal by recruiting interest and by offering options to learners in your classroom?
	2. Develop effort and persistence in spite of difficulty experienced by the learners in your classroom?
	3. Empower learners through self-regulation and executive functioning strategies?
3. Identify a learning barrier or pain-point in your class. Think: Where do students routinely struggle in your course? Use the 3 UDL principles to create flexible paths to learning so that each student can progress.

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| **UDL Principle** | **Example** |
| Engagement |  |
| Representation |  |
| Action and Expression |  |

1. While planning your lessons in at least one subject area, identify the barriers that are present

|  |  |
| --- | --- |
| **Lesson Component** | **Barriers** |
| Materials |  |
| Instruction |  |
| Assessment |  |

# Step 3: Final Reflection

1. Do I look at the disability or the struggle of the learner in my classroom as the barrier to the instruction that I am presenting?
2. How has my study of UDL begun to shift my thinking about barriers?
3. What can I do to support learners by eliminating the barriers in the materials, instruction, and assessments that I provide?
4. Consider the barriers that are present in the materials, instruction, and assessments. How did eliminating them (the barriers) have an impact on the learning of struggling students?