

## Accidental UDL: A Silver Lining of COVID in Higher Education

### Faculty Created UDL Strategies

*Directions for using this chart:* Choose the question you'd like to find a UDL strategy for. Follow the path downward for a list of UDL strategies.

|   |   |   |   |   |
|---|---|---|---|---|
| <b>How do I navigate technology issues with the modality use to teach with?</b>                 |   |   |   |   |
| <b>How do I design my course to be flexible no matter the modality?</b>                         |   |   |   |   |
| <b>How do I keep my students engaged in my course?</b>  |   |   |   |   |
| <b>How do I accurately measure my students knowledge?</b>                                       |   |   |   |   |
| Shorten class times, use of extra time for informal office hours.                               | ✓ | ✓ | ✓ |   |
| Increase formal office hour options and modalities.   | ✓ | ✓ | ✓ |   |
| Increase communication with students (weekly roadmaps, announcements, emails).                  |   | ✓ | ✓ |   |
| Post all recorded PPTs ahead of class on the LMS.   |   |   | ✓ | ✓ |
| Chunk all PPT recordings into 10 minute chunks.   |   | ✓ | ✓ | ✓ |
| Include general course logistics in multiple places.  |   | ✓ | ✓ | ✓ |
| Only choose content that is captioned.  |   |   | ✓ | ✓ |
| Use the LMS modules design system for the course.   |   | ✓ | ✓ | ✓ |
| Use the discussion and chat boards as additional method.  | ✓ | ✓ | ✓ |   |
| Frame each class with an essential question or an outline of what is to be covered.             |   | ✓ | ✓ |   |
| Open the classroom 10 minutes early to allow for casual conversation.                           |   | ✓ | ✓ | ✓ |
| Randomly assign a class note taker each class, ask them to take notes and post them on the LMS. | ✓ |   | ✓ |   |
| Shift the way the content is delivered every 15 minutes.  |   | ✓ | ✓ |   |
| Use polling, micro boards, breakout room and other like-minded tools to encourage interactions. | ✓ | ✓ |   |   |
| Invite guest speakers to join, practice with the technology first.                              |   | ✓ | ✓ | ✓ |
| Encourage students to lead discussions, or flip you course from time to time.                   | ✓ | ✓ |   |   |
| Post information about assignments and assessments early and in multiple places.                | ✓ |   | ✓ |   |
| Increase the number of assignments, while also decreasing and highlighting their point values.  | ✓ |   | ✓ |   |
| Scaffold longer assignments and provide feedback throughout.                                    | ✓ | ✓ |   |   |
| Allow students to choose how they complete an assignment, provide a guiding rubric.             | ✓ | ✓ |   |   |

|   |   |   |   |   |
|---|---|---|---|---|
| Allow students to resubmit their assignment.  | ✓ | ✓ | ✓ |   |
| Release your technology requirements before the class begins, encourage students to practice. |   |   | ✓ | ✓ |
| Only use the technology your institution supports. Know who to ask for help.                  |   |   |   | ✓ |

*Behling, Bibeau & Pillette, 2021*