

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.

How do I navigate technology issues with the modality use to teach with?				
How do I design my course to be flexible no matter the modality?				
How do I keep my students engaged in my course?				
How do I accurately measure my students knowledge?				
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