



Postsecondary Examples of Universal Design for Learning (UDL)

- A math/statistics faculty member began providing handouts of overheads to the entire class so that students could use them for reference and review. He also began to deliver his lectures more carefully, by replacing general terms like "this" or "that" with more specific descriptions, by pausing where appropriate, and by making eye contact with his students.
- A composition faculty member began audio taping his class so students could review class discussion and the professor's instructions about completing assignments.
- A foreign language professor used puppet shows, role plays, velcro cards, and searches of computer web sites in the second language to make the instruction as multi-modal as possible.
- A psychology professor allowed students the choice of writing the final exam as a take-home or a 3-hour in-class final.
- A sociology professor revised her syllabus to specify the objectives more clearly, and added a research project in addition to the midterm and final exam in order to diversify the types of work that affected the final grade in the course.
- A geology professor developed computer animation modules to illustrate some of the key concepts in a course on physical hydrology. These are shown in class and available out of class as well.
- A computer science professor started to begin each class with a forecast of the key concepts to be discussed that day and why they are important in the course material (after students complained that they had no context for his lectures).
- A biology professor introduces new topics by asking all students to write a short essay on the topic, in class. Some students are better writers than talkers, and the professor finds that this practice leads to more universal participation in the subsequent class discussions.
- A biology professor began using two overhead projectors in his lectures so he can leave the old slide on the screen longer.

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