

Universal Design for Instruction

Practical examples

1. *Equitable use*: Accessing course information, such as syllabi, in a variety of formats, including print, disk, and online.
2. *Flexibility in use*: Varying instructional methods, including lecture, discussion, and individual and group activities.
3. *Simple and intuitive*: Clearly describing course expectations for grading, in different formats, for example narrative and rubrics.
4. *Perceptible information*: Using videos that include subtitles, or captioning, for those who may not hear, for whom English is not a first language, or for those who have trouble processing verbal information.
5. *Tolerance for error*: Providing ongoing and continual feedback on coursework rather than at specified interim periods, such as mid-term or final exams.
6. *Low physical effort*: Providing lecture notes, so students who have difficulty taking notes do not need to take notes.
7. *Size and space for approach and use*: Making seating easily accessible, if possible, so everyone can see each other and communicate with one another directly. Circular seating may address this principle.
8. *Community of learners*: Creating a variety of learning settings, for example, use of email groups, social networking sites, or chat rooms.
9. *Instructional climate*: Including a statement in the syllabus indicating the desire to meet the instructional needs of all students and for students to convey their needs to the instructor.