

How are you representing your content? – A UDL Tip Sheet

Students perceive and comprehend information in different ways. Providing multiple representations of course content is essential. Consider the statements below as they apply to you and your courses. **Aim to add one new idea or technique next time you are with students. This is not an exhaustive list, nor should faculty feel obligated to try to include everything**.

Considering it

Do I engage the senses?

Doing it

Trying it

* I present course material in multiple ways. [ ]  [ ]  [ ]
* I provide alternatives for auditory information. [ ]  [ ]  [ ]
* I provide alternatives for visual information. [ ]  [ ]  [ ]
* I provide alternatives for written information. [ ]  [ ]  [ ]
* I provide material that students can modify for easy viewing. [ ]  [ ]  [ ]

Considering it

Do I share the language?

Trying it

Doing it

* I explicitly teach discipline specific vocabulary and symbols. [ ]  [ ]  [ ]
* I use/provide graphic organizers, templates and tools. [ ]  [ ]  [ ]
* I provide a weekly content overview and to-do list. [ ]  [ ]  [ ]
* I use analogies, similes and metaphors to connect concepts. [ ]  [ ]  [ ]

Considering it

Do I generate new understanding?

Trying it

Doing it

* I communicate content and expectations in my syllabus. [ ]  [ ]  [ ]
* My course materials are quick and easy to find. [ ]  [ ]  [ ]
* I value students’ prior knowledge. [ ]  [ ]  [ ]
* I explicitly make connections between smaller and larger ideas. [ ]  [ ]  [ ]
* I help students scaffold new content with existing knowledge. [ ]  [ ]  [ ]
* I summarize ideas and link to course and career expectations. [ ]  [ ]  [ ]

For more information, visit CAST website: [UDL: Representation (cast.org)](https://udlguidelines.cast.org/representation)