

- Design of activities or tasks, for instance you could spend an early lesson discussing a learning objective and building activities with students that will achieve that objective.
- Increase mastery-oriented feedback.
- Feedback is a fundamental part of the learning cycle. Ensure that assessments are structured so that formal feedback can be usefully applied within the course to immediately improve work. Have a look at [this resource](#) from [CRADLE](#) at Deakin for some tips.

Foster collaboration and community in your course by including:

- Opportunities for your students to communicate with you in an informal setting.
- Group work.
- Study groups.
- Microsoft Teams (resources in development).

Develop self-assessment and reflection:

- Students need opportunities to learn how to do this.
- Evaluative judgement. For an excellent overview and practical tips on developing this in students, see [Tai, Ajjawi, Boud, Dawson and Panadero \(2018\)](#).

Multiple means of representation

Offer ways of customizing the display of information (auditory and visual options):

- Make students aware of the [accessibility functions in Office 365](#).
- Offer transcriptions of video. If your videos are on YouTube, you can use the [Closed Captions option](#) to automatically generate this.
- If you're presenting using PowerPoint, use the Live Subtitle function that comes with Office 365. If the computer you're using doesn't have Office 365 installed, the LTO has a [quick video](#) to show you how to access it from anywhere that has an internet connection.

Deliver content through multiple media:

- For instance, if a recorded lecture is supplied, also provide the slides, a transcript, and any literature that the lecture content was based on.

Highlight critical features and big ideas:

- Include a one-page summary of the course, with links to all of the critical features like discussion boards, course outline and assessment links.

Guide information processing:

- Send a weekly announcement summarising what should have been completed last week, and how to plan for the coming week (with links).

Multiple means of action and expression

Vary the methods available to students for response in synchronous and in asynchronous sessions, and of navigation through the course:

- Link everything in all communications, for instance if you mention that you'd like students to post to Discussion Board, provide the link. If the communication is about an assessment item, provide a link to the assessment description, the rubric, and the spot the assessment is to be submitted.
- Where possible, give students options for expressing themselves. In an online synchronous session, allow spoken and 'chat' interactions. In a live session, also consider allowing students to respond to questions via an app like [Mentimeter](#) or with a Twitter hashtag.

Use multiple media for communication, construction and composition:

- Record a short video of yourself explaining assessment tasks to supplement written descriptions.
- Consider allowing flexibility of medium in assessment tasks – could students be given the option to demonstrate mastery of a learning outcome by a video composition, a narrated PowerPoint or an annotated document?

Graduate levels of support for practice and performance:

- Have assessment tasks build on each other (patchwork assessment).
- Build drafts in to the assessment structure.

Enhance capacity for monitoring progress:

- [Use learning analytics](#) to analyse how students are moving through the online material.
- Contact students at risk in an empathetic way.
- Use synchronous sessions to take quick pulse checks of student progress and satisfaction with course delivery.

Further information

The LTO is developing a micro module which provides more in-depth information regarding universal design for learning, including theory and practical activities and strategies.

References

Schreffler, J., Vasquez III, E., Chini, J., and James, W. (2019). *Universal design for learning in postsecondary STEM education for students with disabilities: A systematic literature review*. *International Journal of STEM Education*, 6(1), 1-10. doi:10.1186/s40594-019-0161-8.

Tai, J., Ajjawi, R., Boud, D., Dawson, P. and Panadero, E., (2018). *Developing evaluative judgement: Enabling students to make decisions about the quality of work*. *Higher Education*, 76(3), 467-481. doi:10.1007/s10734-017-0220-3.