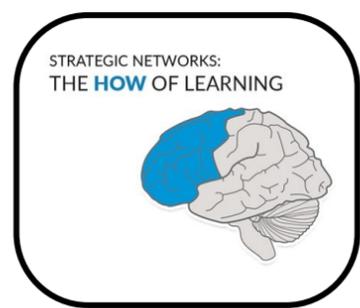


# Universal Design for Learning (UDL)

## Multiple Means of Action and Expression

**Multiple Means of Action and Expression** is the third principle of the UDL framework. This principle focuses on how teachers provide **multiple ways for students to show their learning**, as using only one way of assessment may disadvantage students.



### Audio or Video Demonstration



**Recorded Presentation and Performance**

Allow students to record their presentations and performances in video or audio formats



**Video-based Discussion**

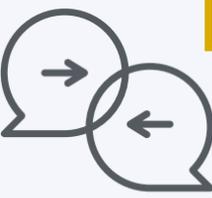
Allow students to respond to their teachers' prompts and their classmates' posts with videos, which may encourage students' motivation and innovation.



**Individual Conference with Teacher**

This form of connection with students provides insights to teachers on the concerns of students as well as helps the students see the instructor as a real person that cares about their holistic needs.

### Written Demonstration



**Written Responses to Questions**

Allow students to express their thoughts and demonstrate their knowledge via written responses, such as responding to case scenarios.



**Written Reports and Essays**

Students can present their learning in written reports or essays. This allows teachers to have a comprehensive view of how students understood the content.



**Text-based Discussion Formats**

Text-based discussion forums allow learners to think through the question prompts and their peers' responses before they produce their own. This promotes quality and reflective learning.

### Picture and Image Demonstration



**Infographic Creations**

Allow students to demonstrate their knowledge of course content with the integration of multimedia and visuals.



**Diagrams, Graphs, and Illustrations**

Allow students to create visuals that illustrate their understanding of course concepts.



**Real-World Learning**

Teachers can have students take pictures in real world settings or draw pictures to demonstrate what they have learned. Images can help make abstract concepts tangible.



Have I offered multiple opportunities for students to show what they know?



#### References:

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- Posey, A. (n. d.). *Universal Design for Learning (UDL): A teacher's guide*. Understood. <https://www.understood.org/en/articles/understanding-universal-design-for-learning>