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| **Principles** | **How can I…** | **Tools** |
| 1. **Consider Universal Design** | *…present all of my course materials in a way that assumes a broad set of physical and neural abilities?*  *…consider the needs of students who may experience my courses in alternative ways because of differences in access to technology, living circumstances, or time zone?* | * Captioning Videos * Using documents that can be captured by screen reading software * Present materials asynchronously * Untimed assessments |
| 1. **Build a simple and transparent course structure** | *…establish a consistent, recurring pattern in the course?*  *…set up a clear plan for communicating expectations and assignments?* | * Communications at set times * Weekly template for the course * Modules with recurring design |
| 1. **Foster interaction and cooperation among students** | *…provide my students with opportunities for collaborative learning?*  *…take advantage of project-based learning?*  *…allow students to see and comment on one another's work?* | * Asynchronous group work * Project-based learning * Peer assessment |
| 1. **Place students in an active role** | *…focus on learning outcomes?*  *…use writing to foster deep learning?*  *…make my assessments learning opportunities?* | * Complex, authentic activities with polished outcomes * Short, frequent, informal writing * Open-note exams & quizzes |
| 1. **Create a connection with your students** | *…build in opportunities for connection?*  *…proactively monitor student activity?*  *…offer my students frequent, formative feedback?* | * Individual check-in messages * Break up large, formal assignments into smaller, low-stakes checkpoints |