

# UDL Remote Learning FLOWCHART



Remember, UDL is grounded in the idea of firm goals and flexible means. A clear goal is essential—it guides the design of options and choices, even in remote learning environments.

Clearly stating the lesson goal upfront helps you align resources, activities, and assessments, and makes it easier for students to navigate the learning experience with purpose.

### Resources to Support You

- Read this blog on [how clearer learning intentions lead to deeper learning](#).
- Listen to this podcast with Katie Novak on how to [increase engagement with firm goals & teacher clarity](#).



You're not quite there yet! Do your students know who you are and why you teach? In remote learning, it's especially important that they feel your presence in the course.

Establishing a strong instructor presence helps students feel supported and confident reaching out when they need help. It lets them know you're truly there with them, even from a distance.

**Resources to Support You**

- Read this article on "[5 Researched-Backed Tips to Improve your Teaching Presence](#)."
- Watch a video about [how to improve your instructor presence](#).

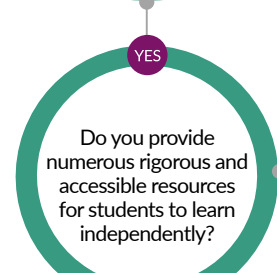


You're not quite there yet! Have you considered whether all students have the tools or physical ability to access this delivery method?

Think about the range of ways students might engage with the content—and where barriers could exist. What flexible options can you offer to ensure every student can access the learning, whether digitally or with alternative formats?

**Resources to Support You**

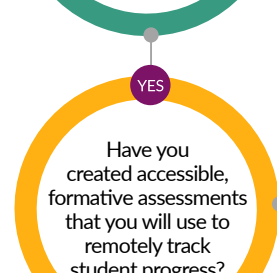
- Explore this blog on [how to address barriers in remote learning](#).



You're not quite there yet! Are the resources available both digitally and physically? Having the resources as part of your plan will make it easier for you and your students to access and accomplish the goals of the lesson.

**Resources to Support You**

- Read this blog on [Making Firm Goals, Flexible Means Work in the Classroom](#)
- Explore this resource on [designing for multiple means for representation](#).

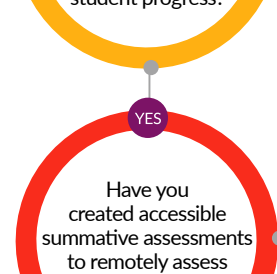


You're not quite there yet! Do all of your students have the tools and/or supplies necessary? Do all of your students know what to do with the tools and/or supplies?

Providing options and choices for action and expression can help your students overcome barriers and allows for variables.

**Resources to Support You**

- Read a blog on [formative vs. summative assessments](#).
- Read this blog on [how to universally design assessment practices](#).
- Listen to a podcast on [how teachers can use small and big data every day in their classrooms](#).



You're not quite there yet! Do all of your students have the tools and/or supplies necessary? Do all of your students know what to do with the tools and/or supplies?

What options and choices can you provide to overcome the barriers?

**Resources to Support You**

- Check out our tool, [Making of a UDL Assessment](#).



You're not quite there yet! One of the best ways to diminish the distance between us in a remote situation is to provide multiple options for our students to continue to work together both virtually and at a social distance.

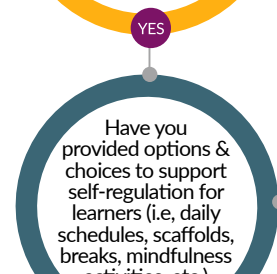
Options for group work can be virtual or physical and still can be socially distant. You should provide both technical and non-technical opportunities.

**Resources to Support You**

- The Think UDL website is primarily aimed at college-level use of UDL but [this episode on group projects](#) is worth a read or listen regardless of the grade you teach as it contains some "troubleshooting" advice for dealing with group project issues.



You're not quite there yet! Do all of your students have the tools and/or supplies necessary to persist in a remote setting? Do all of your students know what to do with the tools and/or supplies to support their work? How will you honor students' technical and non-technical abilities?



Designing multiple means of engagement, representation, and action and expression that pro-actively plan for these barriers ensures that all students will have an opportunity to take responsibility for their education and be able to deal with frustration, anxiety, and challenge.

**Resources to Support You**

- Listen to a podcast on [scaffolding executive functions](#).
- Read this blog: "[What does it mean to scaffold instruction?](#)"
- View an infographic on [5 ways to scaffold instruction](#).
- Listen to a podcast on [understanding the different types of scaffolds](#).

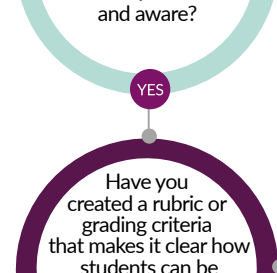


You're not quite there yet! Do you know the cultural differences between your students? Is there a wide range of cultures in your class and are there any tensions between them?

You must address any cultural differences in order to make sure that all students will feel connected to the lesson.

**Resources to Support You**

- Read this blog on [honoring cultural identity](#).



You're not quite there yet! A rubric is a great way to tell students exactly what you are looking for regardless of the way they present what they know. It is also a great tool for the students when you are not available.

**Resources to Support You**

- Listen to this podcast from the Education Table: [Enhancing Rubrics: Supporting Progress Monitoring and Meaningful Feedback with UDL and AI](#)
- Read a blog on [holistic, analytic, and single-point rubrics](#).