

# UDL Remote Learning FLOWCHART



You're not quite there yet! UDL is all about "firm goals, flexible means," and requires a clear goal to design options and choices, even in remote learning.

Specifically stating the goal of the lesson, up front, will assist you in tailoring the resources, activities and assessments to the goal and will make it easier for your students to proceed through the lesson.

### Resources to Support You

- [Chapter 6 in UDL Theory & Practice](#) by Ann Meyer, David Rose, and David Gordon (free with login) presents a detailed discussion of the importance of Goals from the UDL point-of-view.
- Allison Posey offers a [great discussion](#) on the lesson planning process as well.



You're not quite there yet! Do your students know who you are and why you teach? In a remote situation, are they sure you are present in the course?

Your students have to know that you are "there" and your instructor presence is tremendously important in making sure they know they can contact you for support and ask you for help when needed.

### Resources to Support You

- Read chapter 4 of *UDL in the Cloud* or check out these "[13 things to know about instructor presence.](#)"
- Read this article on "[5 Researched-Backed Tips to Improve your Teaching Presence.](#)"

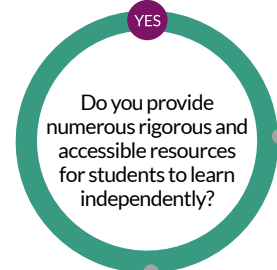


You're not quite there yet! Do all students have the technology or physical ability to access this delivery method? What is the range of possible ways that students will access this delivery?

What options and choices can you provide so that your students can all access the plan either digitally or technologically?

### Resources to Support You

- The Connections Academy has [10 tips for delivering your lessons remotely.](#)

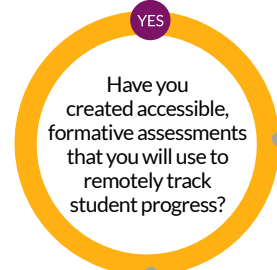


You're not quite there yet! Are the resources available both digitally and physically?

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

- Check out the UDL lesson plans at the [CAST UDL Lesson Builder](#) to see how they list their resources.

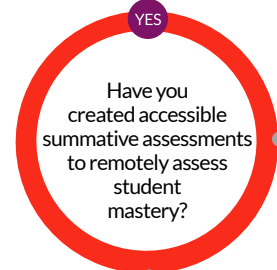


You're not quite there yet! Do all of your students have the tools and/or supplies necessary? Do all of your students know what to do with the tools and/or supplies?

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

### Resources to Support You

- Check out our Chapter 6 in the [Universal Design for Learning Theory and Practice](#) (free with an account) for a great discussion on assessments.



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?

Providing 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

- Edutopia has an interesting article on the [stress students may experience during this current Covid experience](#) that provides some great suggestions for helping students. This article references the [Turnaround for Children](#) website that also has a variety of resources for dealing with student development.
- Check out the article on [scheduling at EDWeek.](#)



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

- Edutopia has an article with a [great discussion of cultural inclusion in the classroom](#) and how important it is to make sure that your entire lesson is culturally inclusive.



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

- Take a look at this video presentation on [UDL rubrics](#) from OCALI.org. It has links to resources as well.

