This four (4) pager was developed for instructors teaching Pathway courses to provide strategies to support Pathway students' progression and learning success.

1. Course Design

Structure the course to be inclusive and accessible from the start. Consider how the specific design of your course will engage and support students.

UDL Strategies:

- **Vary Content Delivery:** design the course to include text, audio, images, and video. Where possible, provide alternatives for how students access content (i.e. choice between an article or a podcast).

- **Accessible Materials:** Ensure all materials are accessible (e.g., captions for videos, alt text for images), and the difficulty level of text is appropriate for Pathway learners.

- **Flexible Deadlines:** Allow some flexibility in deadlines to accommodate diverse learning paces and needs. If possible, collaborate with students to set due dates for assignments.

- **Syllabus Content:** take a student centred approach to syllabus content development; ensure important information is easily found; incorporate multimedia where possible and go over the syllabus during the first class.

- **Accommodations:** think about the diverse needs of your students and that some may have additional needs requiring adaptations or modifications to course content and material. Consider what materials and teaching and learning activities can be designed to support the needs of all learners.

2. Instructional Design

This section is about how to plan and deliver instruction in ways that engage all learners. Consider how the specific design of your teaching and learning activities and instructional method will support students to understand course content.

UDL Strategies:

- **Varied & Interactive Activities:** Incorporate group work, discussions, and hands-on activities to engage students; include a mix of multimedia and other opportunities other than lecture for students to engage in course content.

- **Delivery Mode:** consider the course modality and the benefits and challenges for providing for instruction. What specific design and cultural considerations will need to be considered depending on a given modality?

- **Scaffolding:** Break down complex tasks into smaller, manageable steps with support at each stage. Consider what prior learning and experiences the students have, and how this can be accessed at each stage.

- **Cultural Relevance:** Use examples and materials that reflect the diverse backgrounds of students. Consider different teaching and learning activities, grounded in authentic, real world examples, to further support student learning in a practical manner

- **Reflection:** provide ample opportunities for reflection as a part of teaching and learning activities and consider having students develop and maintain an ePortfolio to document their learning and progress.

3. Assessment Design

This section is about how to create assessments that allow all students to demonstrate their learning effectively. Consider how the specific design of your assessments will facilitate student demonstration of their learning in an authentic way.

UDL Strategies:

- **Multiple and Flexible Assessment Methods:** Offer various ways for students to show their understanding (e.g., essays, presentations, projects) across the course, but also provide flexibility and choice within a given assignment (where feasible) for student demonstration of learning.

- **Assignment instructions:** provide accessible, student-friendly language that provides for clear instructions and expectations. Specific directions related to what tools (including GenAI) are allowed to be used or not and where feasible, providing an explanation as to why. Consider going through the assignment and instructions during class too.

- **Collaboration:** collaborate with students to design the assessment method, evaluative tool, supporting both course LOs and student success.

- Frequent Check-Ins: Use regular, low stakes formative assessments to monitor and provide feedback to both students and the instructor on student progress. Consider how many summative assessments are used in the course and if alternatives would be more beneficial to use.

- **Real World Relevance:** Design assessments that are meaningful and applicable to real-life contexts and facilitate student demonstration of learning, consider authentic assessments, problem-based learning, group work, and ePortfolio learning.

- **Reflection:** provide ample opportunities for reflection as a part of the assessment, or as an assessment itself. This gives students an opportunity to think deeply and critically about their learning and provides the instructor with valuable insight into their progress and thought process. Vary these reflections to include audio and video, and not just text.

4. Feedback

Provide feedback that supports student growth and learning. Consider the way in which you provide feedback, and how that feedback contributes to the student's understanding of their course progress and learning.

UDL Strategies:

- **Constructive Feedback:** Give specific, actionable feedback that helps students understand how to improve.

- **Varied Feedback:** consider alternative methods for providing feedback including audio and video helping students to hear your tone and see facial expressions. Think about opportunities for peer and group feedback.

- **Compassionate Care:** feedback can be an emotional experience for students; it is important to acknowledge your role and place in the situation and provide feedback on the student's actions and behaviours as a part of their learning – don't judge or focus on negatives only, be collaborative about finding solutions.

- **Timely Responses:** Provide feedback promptly to keep students motivated and on track, especially when feedback is needed as a part of scaffolding and for the next assessment.

- **Positive Reinforcement:** Highlight students' efforts and progress to encourage perseverance, use student-friendly and accessible language. For further assistance with any of these UDL strategies, please contact the TL Commons.

> Please note that there is a comprehensive Universal Design for Learning (UDL) Word Press site that will be released soon that will provide more detailed information, guidance, and resources to support instructional and course needs. For additional information, please visit the CAST website for UDL Guidelines.