DECOLONISING DMU
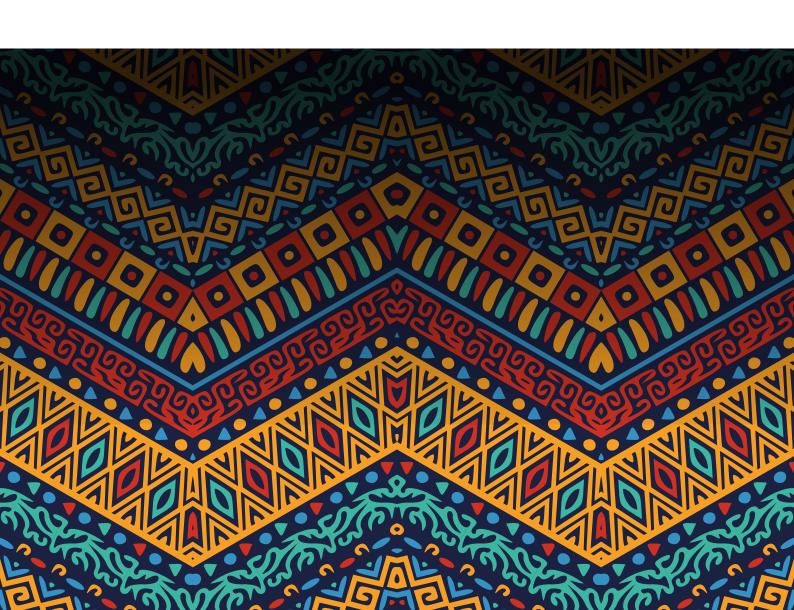
CAITE

Decolonising DMU Toolkit

UDL staff preparation for learning and teaching

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UDL self-evaluation and development tool

You can use this grid to track your ability to apply of the principles of UDL and to reflect upon your priority areas for development at the beginning of the course. Use the drop-down boxes to identify your state of development in each area. It is perfectly normal to be a "novice" in most of these activities at the beginning of the course. You can also speak to your UDL champion, mentor, peers and colleagues for advice and guidance.

UDL Principle	Sep 2017	Self-reflection, development needs identified and agreed actions	Sept 2018
1. Flexible study resources			
(1a) Learning materials are uploaded to Blackboard 48 hours in advance in modifiable and PDF format. Blackboard shells meet DMU thresholds.			
(1b) DMU Replay policy is followed. A screencast (minimum requirement of audio with visual) of all academic-led activities is provided.			
(1c) Technical language, symbols and key terms are defined clearly and background information is made clear.			
(1d) Students are encouraged to use scaffolds e.g. concept maps, tables and summaries to link ideas, structure information and highlight key concepts.			
(1e) Wide range of culturally inclusive learning resources is used within which students can recognise their own identities e.g. images, videos and demonstrations.			
(1f) Learning resources from a diverse range of socially, culturally and globally relevant sources are signposted which account for a diverse global community.			

2. Flexible ways to learn			
(2a) Varied and innovative teaching methods motivate and engage students (e.g. flipped classroom, voting technology).			
(2b) Students participate actively in classes and have frequent knowledge checks.			
(2c) Students are encouraged to work in an inclusive and engaged manner with their peers with opportunities for group work, collaboration, co-creation and peer support.			
(2d) Differentiation provides an appropriate balance of support and challenge, with direction to culturally inclusive independent study resources.			
(2e) Students are supported to become autonomous, resilient and reflective learners who can self-check and identify their most effective learning strategies.			
(2f) Learning is authentic and contextualised; it is socially, culturally & globally relevant and takes into account learners' identities, experience and history. Students can identify themselves and their experiences in their learning.			
3. Flexible ways to show learning			
(3a) A variety of assessments besides timed, unseen exams provide flexible ways to meet the learning outcomes (e.g. videos, practicals, presentations, blogs, internet tasks, lay explanations, reflections).			
(3b) Assessments only test the learning outcomes (e.g. if speed of response is not relevant then don't time the test).			
(3c) Clear and contextualised marking descriptors are available to students and staff before assessments.			
(3d) Formative assessments and timely, specific feedback and feed-forward help students to improve and excel.			
(3e) Students are guided to set aspirational goals and track their own progress; students embrace mistakes and risk-taking as valuable learning opportunities.			
(3f) Assessments test "real world" problems; assessments are socially, culturally & globally relevant and take into account learners' identities, experience and history.			