

UDL Guideline #3: Provide Multiple Means of Action & Expression

Explanation

This guideline addresses the “HOW” of learning providing:

- Options for Physical Action
 - Vary the methods for response and navigation
 - Optimize access to tools and assistive technologies
- Options for Expression & Communication
 - Use multiple media for communication
 - Use multiple tools for construction and composition
 - Build fluencies with graduated levels of support for practice and performance
- Options for Executive Functions
 - Guide appropriate goal-setting
 - Support planning and strategy development
 - Facilitate managing information and resources
 - Enhance capacity for monitoring progress

This guideline is similar in approach to:

- [Differentiation](#) (Carol Tomlinson)
- [Mindset](#) (Carol Dweck)
- [Metacognition](#) (Bransford, Brown, Cocking)
- [Multiple Intelligences](#) (Howard Gardner)
- [Flexible Curriculum](#) (John Dewey)

UDL Guideline #3: Provide Multiple Means of Action & Expression

UDL Action and Expression Examples

Here are some examples of the UDL Action & Expression guideline used in the classroom:

Example #1

Technology	Method	Explanation	Synchronous	Asynchronous
Online Classroom (Canvas)	Blended /Hybrid/ Online	The ability to participate in person, in real time online and asynchronously gives students more flexibility in how they can express what they know and engage with their teacher and other students.	Providing learners with options for working in small groups or in break-out rooms.	Use narrated video to clarify the steps involved in an assignment. Resource: <ul style="list-style-type: none"> • Voicethread • Canvas feedback • Lensoo Create • PowerPoint
Physical classroom	Face to Face	In addition to speaking during class discussions, permit learners to write journal reactions or share in smaller groups.	<ul style="list-style-type: none"> • Class Notes: 2–3 learners per session are assigned to take class notes • Small group discussions • HyperDocs 	<ul style="list-style-type: none"> • Canvas Discussion board • Canvas Chat • Canvas Groups

UDL Guideline #3: Provide Multiple Means of Action & Expression

Example #2

Technology	Method	Explanation	Data Type	Data Use
Starfish Canvas Access Reports	Student Performance Data	Canvas provides data that reflect students' actions and expressions in a course -- such as participation in discussion forums, completion of assignments, and achievement on assessments -- and can be analyzed in conjunction with additional sources of data in order to inform course redesign.	<p>Login dates and times</p> <p>Time stamps of when assignments are started and submitted</p> <p>Time stamps of when students view pages or course sections with assessment or assignment information</p> <p>Participation in and/or attendance in synchronous and/or asynchronous chats</p> <p>Grades on assignments</p> <p>Data on forum posts and replies</p> <p>Resource:</p> <ul style="list-style-type: none"> • Big Blue Button/Canvas Conferences • Canvas Discussions • Canvas Speedgrader • Canvas Analytics • Google Hangouts Meet • Webex 	<p>Formative assessments</p> <p>Institute more frequent deadlines and segment assignments into smaller tasks to encourage more frequent logins, or</p> <p>Adjust deadlines to mirror participants' login behavior (e.g., more time between deadlines) and see if this flexibility results in positive achievement.</p> <p>Resource:</p> <ul style="list-style-type: none"> • Canva • Canvas Discussions • Kahoot • Quizlet • Quizizz

UDL Guideline #3: Provide Multiple Means of Action & Expression

Example #3

Approach	Method	Explanation	Adjustment	Support
Emotion & Learning	Teacher directed	Offer choice when possible and allow for students to select varying degrees of difficulty within an activity to find the right balance of demands and resources.	<p>Encourage the use of assistive technologies, as well as various “composition tools (written expression, voice recordings, multimedia)” to facilitate expression.</p> <p>Support learners to cope with challenging activities by modeling specific learning strategies and providing mastery-oriented feedback</p>	<ul style="list-style-type: none"> • Use prompts to promote reflection about work and process. • Guide students through sequences and prioritization. • Give specific targeted and timely feedback about strengths and weaknesses that encourage student persistence and suggests next steps. Make clear that assessment informs instruction, as well

UDL Guideline #3: Provide Multiple Means of Action & Expression

Example #4

Approach	Method	Explanation	UDL Considerations	Examples
Syllabus	Teacher-created	Use the syllabus to communicate regular routines, to establish expectations, outline the timing and format of assessments, and offer resources for the management of information.	A syllabus may be the best place to address the general routine and cover any additional communications such as the week-by-week content topics, the material to be covered and how the assignments connect to the course objectives.	<p>Class meeting time and routine assignments: Tuesday: 8am-10:15am Receive feedback from homework</p> <p>Thursday: Class 8am-10:15am Homework Due In-class assignment (due by end of class)</p> <p>Quizzes: 9/23, 10/13,</p> <p>Projects Due: 10/6, 11/11...</p> <p>Midterm: 11/4</p> <p>Final Exam: 12/5</p> <p>General Routine: View the course calendar on Canvas to see the full schedule of content and due dates.</p>