



## 6.1 | Create: Theory, Pedagogy, & UDL Checklist

*This is a copy of the Table 6.12 Theory, Pedagogy, and UDL checklist from Streamlined ID (2027).*

### A STREAMLINED CHECKLIST FOR THEORY, PEDAGOGY, AND UDL

*The following questions will help clarify the pedagogical approaches and theories to use:*

- ☐ How do you think learning occurs? What type of instruction or experiences do you think do the best job of facilitating the learning process? Hands-on experiences? Problem-solving? Individual/group work? etc. (Include a variety of strategies to help gauge the stakeholder's theoretical orientation.)
- ☐ What is the goal of the proposed instruction?
- ☐ Is the content for this instruction static or dynamic? What is your tolerance for content ambiguity? Must learners respond correctly to assessment questions and demonstrate mastery of the content, or would you describe some of the content as "open to interpretation?"
- ☐ What are the repercussions of errors (i.e., life-threatening or damaging to the integrity of final products)?
- ☐ What sort of accountability exists for learning results (e.g., certification, accreditation, regulatory compliance, adequate yearly progress for the institution, etc.)?
- ☐ What is the range of prior knowledge and experience of learners with respect to the proposed content?
- ☐ How would you prioritize the following characteristics for the instruction we intend to produce? (Add any additional priorities.)
  - Cost-effective and efficient
  - Scalable
  - Effective in fostering understanding and long-term remembering
  - Includes learner-to-learner interaction to create new knowledge or innovative methods/products
  - Motivates participants to learn and use new knowledge and skills
  - Replaces undesirable attitudes and habits with desirable ones
  - Fosters a community of practice that continues beyond the time of instruction

### UNIVERSAL DESIGN FOR LEARNING

These key UDL planning questions (CAST.org, 2025) prompt consideration of how to incorporate UDL.

#### Think about how learners will **ENGAGE** with the lesson:

- ☐ Does the instruction provide options that can help all learners regulate their own learning?
- ☐ Does the instruction provide options that help all learners sustain effort and motivation?
- ☐ Does the instruction provide options that engage and interest all learners?

#### Think about how you **REPRESENT** information to learners:

- ☐ Does the information provide options that help all learners reach higher levels of understanding?
- ☐ Does the information provide options that help all learners understand the symbols and expressions?
- ☐ Does the information provide options that help all learners perceive what needs to be learned?

#### Think about your expectations for learner strategic **ACTION** and **EXPRESSION**:

- ☐ Does the activity provide options that help all students act strategically?
- ☐ Does the activity provide options that help all learners express themselves fluently?
- ☐ Does the activity provide options that help all learners physically respond?