

Universal Design for Learning as Applied to Library Instruction: Multiple Means of Action and Expression

Guideline 3: Multiple Means of Action and Expression

Everyone has different needs when it comes to navigating a learning environment. Individuals with movement impairments or limitations may need to approach tasks in alternative ways. This guideline encourages instructors to consider all types of abilities (not just movement) when designing lessons because there is not one means of action and expression that will work for all learners.

Here are some ways to incorporate the checkpoints into your library instruction:

Guideline	Checkpoint	Definition	Library-Related Example
Options for Physical Action	Vary the methods for response and navigation.	Consider using a variety of tools and methods that make the content physically accessible for all students.	Provide a variety of ways that students can participate. Instead of requiring students to get up and move around the classroom for an activity, give them the option of working with a partner near to them or across the room. You can also offer different ways to signal participation, such as giving the option to raise a hand, stand up, or verbally signal their participation.
	Optimize access to tools and to assistive technologies.	Facilitate access to assistive technologies for those students who need them.	Familiarize yourself with what assistive technology your library has available to users. If you don't have any available, try providing multiple ways for students to engage with the content using what you do have. You may have to do some research and get creative.
Options for Expression and Communication	Use multiple media for communication.	Express learning in flexible ways.	Try creating a google drive folder or something similar so that students can have immediate access to the digital materials for the session. Documents to include might be presentation slides, session outline, worksheets or handouts, supplemental materials, etc.
	Use multiple tools for construction and composition.	Provide alternative media options to reduce barriers to those with different learning styles.	Provide students with digital and physical copies of assignments to allow them to choose if they would prefer to type or handwrite the exercise.
	Build fluencies with graduated levels of support for practice and performance.	Use scaffolding to help students practice what they learned and develop deeper skills.	If possible, use a scaffolded instruction model for programs that tend to bring their students to the library multiple times throughout their academic careers. Build on what they have learned in previous sessions. If a first-year communications class focuses on how to effectively search databases, focus a second-year communications class on critically evaluate resources for their scholarly content.



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Options for Executive Functions	Guide appropriate goal setting.	Let students practice setting challenging and authentic goals	After you have explained the goals of the session, ask students to write down 1-3 questions that they have at the beginning of the library session. Have them return to those questions at the end and have them rank on a scale of 1-10 how well their question was answered.
	Support planning and strategy development.	Have the students try to formulate reasonable plans for reaching their goals.	Build in small checkpoints during your session where you can have the students stop and think about what they have learned and connect it to the overarching goals of the course and/or their whole college career. If you give the students a worksheet to help them develop better keywords for searching, design it in a way that allows them to stop and reflect on the activity. If they need this step, they will use it; if they don't, they will skip it.
	Facilitate managing information and resources.	Support organization and memory using flexible tools and processes.	Students have a lot going on in their lives, and remembering how to use the library is probably not high on the priority list. To help them commit the content to memory, invite students to follow the steps along with you as you demonstrate database searching. Or, provide a detailed outline with the steps you went over in class that they can use as a reference point later when trying to do it themselves.
	Enhance capacity for monitoring progress.	Analyze growth over time and how to build from it.	If you are embedded in a semester-long course, work with the instructor to structure discussions throughout that encourage students to reflect on and discuss their progress when it comes to information literacy skills. Allow students to also discuss their progress privately with you if so desired.

