Present Information to Learners in Multiple Formats

UDL CHECKPOINTS 1.2: Offer alternatives for auditory information
— Providing information for the course in various formats can help learners better understand requirements and class material, which can inevitably lead to their success within the course.

What is it?
Course information (including the syllabus, lecture notes, directions for activities and exercises, graphics, etc.) given to learners should be provided in a variety of formats to ensure complete understanding. This means offering learners written, video, and audio options of course material. By doing so, learners can review, re-read, rewind and replay the information at their own pace and in their own time (e.g. after an on-ground class meeting), which offers them a greater chance of having their questions answered and their anxieties calmed.

Why do it?
Each learner differs in the way they best understand information. For some learners, simply being told information in the classroom is sufficient, yet other learners need to hear and see the same information (in a written format) to fully grasp the material and/or assignment requirements. Like the concept of dual coding, by presenting this important information to learners in a variety of formats, there is less chance for learner confusion. By minimizing confusion, there is a much better opportunity for learner understanding and success, both with the assignment/assessment and in the course overall.

How can I apply it?
Here are some ways that you can better present information to learners in multiple formats.
- **Record audio/video in addition to lecture information.** Supplying learners with audio and/or video recordings of course information (whether that information is originally given in a lecture format or a written format) can help reinforce and remind them of the material and necessities.
- **Offer text-to-speech options.** Making sure that written information can be gathered auditorily is necessary to ensuring that learners can fully comprehend the information.
- **Provide visual support to audio/video.** Whether with charts, infographics, tables, graphs, or other graphics, it is helpful to offer learners visuals in addition to text and/or audio/video information. This allows learners the opportunity to receive the information via multiple different formats.
- **Offer written transcripts.** Including written transcripts (and/or enabling closed captioning) for audio/video information can help learners better receive and understand the information.
- **Have learners complete a survey at the beginning of the semester.** At the start of a course, ask learners to provide the ways in which they feel most comfortable and

confident with receiving information. This allows learners to become more aware of the ways in which they best understand information, and it gives instructors a clear idea of what formats to focus on during that semester.

Summary

While it is easy to think that offering learners specific course information in one format is sufficient (notes, lecture, video, audio, graphic, etc.), the reality is that each learner understands information (including directions, requirements, and expectations) in a variety of ways. Because of this, it is essential that learners are provided necessary information in different formats (visually and auditorily). In doing so, instructors help to bridge the gap between learners and the course material, which increases the likelihood for learner success.