# Multiple means of action and expression

Learners have varied preferences in demonstrating what they have learned. Due to various factors (e.g., language barriers), they may approach the assignments and tasks in the course differently. In addition, learners may also have diverse preferences in expressing and demonstrating their learning progress and achievement. For example, some may be competent in oral communication and thus can better indicate their understanding of the content through oral presentations. In other words, no universal method works effectively for all learners. Thus, the course designers should provide multiple and diverse opportunities for learners to express their learning outcomes and take the initiative. This is especially important in a microcredential context, as learners expect multiple opportunities to practice and demonstrate mastery of the targeted competence. Course designers should ask themselves, are learners provided sufficient and different opportunities to demonstrate their learning outcomes?

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| Provide multiple means of action & expression |
| Provide options for physical action | Example | Check |
| Vary the methods for response and navigation | Provide alternatives for learners to interact with instructional materials (e.g., writing, drawing, dictating) |  |
| Optimize access to tools and assistive technologies | Provide alternate keyboard commands for mouse action |  |
| Provide options forexpression & communication | Example | Check |
| Use multiple media for communication | Adopt social media and interactive communication tools (e.g., storyboard, forum posting)  |  |
| Use multiple tools for construction and composition | Introduce learners to software and applications (e.g., mathematical notation, grammar check) that can support the learning process  |  |
| Build fluencies with graduated levels of support for practice and performance | Provide multiple mentors (e.g., peer, TA, instructor, and partner employers) who use different approaches to support the learning process |  |
| Provide options forexecutive functions | Example | Check |
| Guide appropriate goal setting | Display examples of the process and products of goal settings from learners in the previous cohorts |  |
| Support planning and strategy development | Design multiple checkpoints for learners to “stop and think” before taking actions |  |
| Facilitate managing information and resources | Provide a checklist (e.g., a question list) to guide learners through resources navigation  |  |
| Enhance capacity for monitoring progress | Create assessments that support learners to demonstrate their skill mastery at different stages (e.g., portfolio building) |  |
| Resources |
| **UDL guidelines*** [Provide options for physical action](https://udlguidelines.cast.org/action-expression/physical-action)
* [Provide options for expression & communication](https://udlguidelines.cast.org/action-expression/expression-communication)
* [Provide options for executive functions](https://udlguidelines.cast.org/action-expression/executive-functions/executive-functions)

**Assessments for microcredential design*** Self-directed instructional modules 3: Demonstrating competency: Assessment design

**Additional tools to support communication*** [Ghotit](https://www.ghotit.com/) (Dyslexia writing & reading assistant)
* [Text-to-speech](https://text-to-speech.imtranslator.net/speech.asp)
* [Uoft tool finder](https://teaching.utoronto.ca/resources/tool-guide-menu/) (“Collaborate”, “Communicate, “Create Media”, and “Discuss” tabs)

**Other tools*** [Grammatical support tools](https://snow.idrc.ocadu.ca/resources/grammatical-support-tools/)

**Other resources**[Principle II: provide multiple means of action and expression](https://www.mcgill.ca/access-achieve/)* [UDL and assessment](http://udloncampus.cast.org/page/assessment_udl#l1970374): Provide multiple means of action & expression
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