UDL for Social Justice, 2017 UDL Symposium

Developing Online Courses with UDL for Students with Learning Disabilities

In this activity, your group will consider ways to convert a traditional classroom lesson/assignment into the online environment with Universal Design for Learning (UDL) and Learning Disabilities (LD) in mind. Your group will then share your ideas with others – pick a representative to take notes and be your spokesperson!

Step 1: Describe your traditional classroom lesson/assignment
What are the learning objectives of the activity? What do you want students to know? (Note: the learning objectives for both the traditional activity and the online activity should be the same). How is the activity conducted; the lesson plan? What UDL principles are being addressed in the activity (see chart below).

Example (if your group can not think of an idea or there is limited time use this example as your assigned challenge!). Take notes on the back of this document.

Learning Objective: Students will develop a visually compelling poster to persuade a mock client to buy their product.

Lesson Plan:
1. Class 1: Instructor presents students with any supporting materials for the assignment such as examples/readings/how-to instructions/rubric, that will be used to assess this activity, and assign each student a mock client
2. Class 2: Students briefly share in class their ideas for their posters
3. Class 3: Students purchase poster board and bring to class materials needed to create the poster; spend class time working on poster
4. Class 4: Students present posters to others in the class for peer feedback on the persuasiveness of the poster
5. Homework: revise poster based on feedback
6. Class 4: Present poster to mock client who will grade the posters persuasiveness based on the established rubric

UDL being addressed: (use UDL guidelines below)
Step 2: Describe ideas on how the traditional classroom lesson/assignment can be converted to the online environment (take notes on the back of this document!)

**Objective:** *(same as learning objective for the traditional activity)*

**Lesson Plan:**

**UDL being addressed** *(use UDL guidelines below):*

**For Consideration**

- What online tools/technologies can be used to complete this lesson/activity?
- What online tools/technologies can be used to share and collaborate with this activity?
- What online tools/technologies are available to provide alternate methods to doing this activity and still meet the learning objectives?
- Are there limitations to what can be done in the online environment to what can be done in the classroom? Do these limitations affect the learning objectives of the activity?
- If a student has a learning disability, how might the traditional and online versions of the activity address his/her needs?
- Can the lesson plan ideas considered in the online activity be applied to the traditional classroom activity?
- In what ways are both accommodating UDL?
- Reflect on the challenges of this activity? What more do you need to know about online learning and course development to successfully convert classroom activities to online course activities?

### Universal Design for Learning Guidelines

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<thead>
<tr>
<th>I. Provide Multiple Means of Representation</th>
<th>II. Provide Multiple Means of Action and Expression</th>
<th>III. Provide Multiple Means of Engagement</th>
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<tbody>
<tr>
<td>1. Provide options for perception</td>
<td>4. Provide options for physical action</td>
<td>7. Provide options for recruiting interest</td>
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<tr>
<td>1.1 Offer ways of customizing the display of information</td>
<td>4.1 Vary the methods for response and navigation</td>
<td>7.1 Optimize individual choice and autonomy</td>
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<td>1.2 Offer alternatives for auditory information</td>
<td>4.2 Optimize access to tools and assistive technologies</td>
<td>7.2 Optimize relevance, value, and authenticity</td>
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<td>1.3 Offer alternatives for visual information</td>
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<td>7.3 Minimize threats and distractions</td>
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<td>2. Provide options for language, mathematical expression, and symbols</td>
<td>5. Provide options for expression and communication</td>
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<tr>
<td>2.1 Clarify vocabulary and symbols</td>
<td>5.1 Use multimedia for communication</td>
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<tr>
<td>2.2 Clarify syntax and structure</td>
<td>5.2 Use multiple tools for construction and composition</td>
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<tr>
<td>2.3 Support decoding of text, mathematical notation, and symbols</td>
<td>5.3 Build fluency with graduated levels of support for practice and performance</td>
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<td>2.4 Promote understanding across languages</td>
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<td>2.5 Illustrate through multiple media</td>
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<td>3. Provide options for comprehension</td>
<td>6. Provide options for executive functions</td>
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<tr>
<td>3.1 Activate or apply background/knowledge</td>
<td>6.1 Guide appropriate goal-setting</td>
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<tr>
<td>3.2 Highlight patterns, critical features, big ideas, and relationships</td>
<td>6.2 Support planning and strategy development</td>
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<tr>
<td>3.3 Guide information processing, visualization, and manipulation</td>
<td>6.3 Facilitate managing information and resources</td>
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<tr>
<td>3.4 Minimize transfer and generalization</td>
<td>6.4 Enhance capacity for monitoring progress</td>
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</tr>
<tr>
<td>Resourceful, knowledgeable learners</td>
<td>Strategic, goal-directed learners</td>
<td>Purposeful, motivated learners</td>
</tr>
</tbody>
</table>

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Top 10 Take-Aways for Developing Online Courses

1. Venture in with clear goals, yet minds open to possibility!
2. It’s a group effort - the Institution, the Subject Matter Experts (SMEs), the Instructional Designers and Technologists (IDs) and products/tools/resources used.
3. Have a plan! Blueprint.
4. Great content is not enough - instructional design is vital to success.
5. Collaboration improves the product - SME’s and ID’s lead to better courses.
6. Who is your audience? Everyone is your audience!
7. It’s not the same ... online learning is a different engagement for learners.
8. Support is vital! Faculty and students need training and support when teaching and learning online.
9. Plan for course maintenance and improvement.
10. Don’t rush the process.

The Online Course Design/Development Process

Planning & Design
Program framework, LMS/UDL/ID features matrix, learning path prototype, course design templates (blueprints)

Development
SME/ID collaboration, content creation/outcomes and UDL mapping, evaluation of instructional methods for varied learners using established blueprints

Production
Build of course into LMS based on blueprints/learning path design, test and review

Course Support & Maintenance
Faculty/student orientations, tech/content support, continual improvement

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