



Improving Accessibility with Technology and UDL

On-Demand Course | 10 Continuing Education Hours
Option for 1 Graduate-Level Credit + 5 Additional Hours with Final Project

Instructor	
 <p data-bbox="261 879 462 919">Jeff Horwitz</p>	<p data-bbox="602 600 1445 831">With over 20 years experience in education, Jeff Horwitz has worked as an administrator and teacher in both public and private schools. He is an advocate for Universal Design for Learning, Social-Emotional development and Project-Based Learning and has presented at many conferences and schools including the International Society for Technology Educators (ISTE), Building Learning Communities (BLC) and Midwest Education Technology Committee (METC).</p> <p data-bbox="602 865 748 898">Learn More</p>

Course Description

Technology is not our foe. When leveraged as a tool, technology can help to remove barriers and improve access to grade-level content, make things more efficient for us as educators, and even be fun!

We know technology is rapidly changing and just when you dive into the latest app, the next best thing is in focus. This course will lay the groundwork for how to create an accessible space for all learners in workspaces such as Google Suite and/or Microsoft Office. Then we will dive into the latest apps, websites, and extensions (yes, AI too!) to allow for more voice and choice in the classroom, improve engagement, and increase accessibility for all our learners.

Our goal is that when you complete this course you'll walk away with a clear understanding of how to boost student success - by clicking with tech :-)

This course is recommended for grade 2-12 educators and instructors.

Course Texts

All course materials will be freely linked within the course modules.

Course Objectives & Learning Outcomes

- To approach lesson design from a barrier removal perspective
- To explore various technology solutions that create greater accessibility or engagement for our students
- To learn how to apply technology tools in an environment of choice and inclusivity

Course Content/Topical Outline

MODULE	Topics
	<p>Welcome and Introduction</p> <p>Objectives</p> <ul style="list-style-type: none">• Learn how technology can help eliminate barriers• Develop an understanding of barriers, what it means and who it affects.
	<p>Module 1: Word Processing Wizardry: Unleashing Inclusive Learning with Google Docs and Microsoft Word</p> <p>Objectives</p> <ul style="list-style-type: none">• Learn how tools within Google Docs and/or Microsoft Word can be used to remove barriers to access and engagement. <p>Essential Question</p> <ul style="list-style-type: none">• How can we empower students to use the options within Google Docs and/or Microsoft Word to remove barriers? <p>Activities</p> <ul style="list-style-type: none">• Engage in lesson and video• Explore resources• Self reflection/discussion (optional)• Self-assessment
	<p>Module 2: Slide into Inclusion: Empowering Learners with PowerPoint and Google Slides</p> <p>Objectives</p> <ul style="list-style-type: none">• To learn how to leverage tools within Google Slides and/or PowerPoint to eliminate access and engagement barriers.• To learn strategies and approaches to engage all learners through Google Slides and/or PowerPoint

	<p>Essential Question</p> <ul style="list-style-type: none"> ● How can tools we use on a daily basis, like Google Slides and/or PowerPoint, be used in a different way to eliminate barriers to learning? <p>Activities</p> <ul style="list-style-type: none"> ● Engage in lesson and video ● Explore resources ● Self reflection/discussion (optional) ● Self-assessment
	<p>Module 3: Web Wonders: Unleashing the Potential of Online Tools for Accessible and Engaging Learning</p> <p>Objectives</p> <ul style="list-style-type: none"> ● To learn web based tools like Padlet and Autodraw, that will increase access and engagement in a universally designed classroom ● To learn how to use AI tools like ChatGPT and Autodraw to remove barriers for students and engage all students in learning <p>Essential Question</p> <ul style="list-style-type: none"> ● How do we offer our students voice and choice in how they learn and how they show what they know? <p>Activities</p> <ul style="list-style-type: none"> ● Engage in lesson and video ● Explore resources ● Self reflection/discussion (optional) ● Self-assessment

Final Project

(for those enrolled in the final project for graduate-level credit + a certificate 5 additional hours for professional learning)

Rubric

We will provide feedback on a holistic rubric. Learn more about [universally designed rubrics here](#). The rubric below highlights project requirements. All projects need to “meet expectations” in all sections. Worry not - you are welcome to resubmit as many times as it takes to be successful.

Not There Yet	Met Expectations	Exceeded Expectations
	Annotated Bibliography: You cited at least 3 resources from the course to support what you have learned in the process of this course and the creation of your final project. Your comments show how these resources impacted you and how you will use them to move your work forward. (1 point)	
	Practical Understandings and Implementations Your “product” is something tangible that you are/will/can use in your role. You have incorporated inclusive practices best practices in your work and highlighted the technology tool(s) you are using and which barriers you are eliminating. (2 points)	
	Reflection You have reflected on your time in this course, the final product you created, and what’s next for you and your work incorporating UDL. (2 points)	

5 Points

Meeting the standard, or going above and beyond, will earn you the full point value for the assignment.