



Graduate School of Education Penn GSE

PLN 41B: Implementing Universal Design for Learning in Today's Classrooms

January 19, 2023 - April 24, 2023

Live sessions to be announced. All sessions will be recorded.

1.13 Course Units = 4.5 Continuing Education Graduate Credits

Instructor: **Dr. Katie Novak**
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COURSE DESCRIPTION

This course will introduce the key concepts of Universal Design for Learning (UDL), and give you the knowledge you need to approach planning through the lens of UDL, regardless of your learning environment. Whether you teach students, adult learners, or are in higher education, the principles of UDL will support the development of learning experiences that allow all learners to access high-quality teaching and learning that is empowering, innovative, culturally sustaining, and linguistically appropriate. Whether you teach face-to-face, in a hybrid environment, or remotely, proactively identifying barriers and eliminating them through design will help to create more equitable learning environments for all learners. Each module will include a variety of resources to increase options for representation and increase engagement throughout the course. Additionally, there will be numerous options for action and expression so all course assignments are relevant, authentic, meaningful.

The Four Lenses of Learning framework reflects a comprehensive perspective on language, literacy, and learning. These lenses identify teaching and learning as:

- Meaning-centered - Universal Design for Learning (UDL) is focused on activating

the affective network of the brain - which seeks meaning and engagement. A consistent focus of this course is helping participants take evidence-based strategies and connect them to the design and delivery of meaningful, empowering teaching and learning.

- Social - In Universal Design for Learning (UDL), it is critical to foster collaboration and community to build engagement. The power of social relationships, both in-person and online are critical pillars for building effective learning communities.
- Language-based - we learn through speaking, listening, reading, and writing. This course offers numerous opportunities for rich literacy experiences as participants grow as expert learners and consistently engage in the **five reading, writing, and talking processes**.
- Human - at the core of leading and learning are relationships. This course will focus on making meaningful connections among leaders, educators, and the communities they serve to ensure that all learning experiences create equal opportunities for learners to meet rigorous goals, create personalized learning experiences, and embody the Innovator's Mindset.

COURSE OBJECTIVES

By the end of the course, participants will:

- Understand the core components of Universal Design for Learning (UDL) and how they can apply to all design work to foster equity and inclusion.
- Learn why UDL is critical to ensure all learners have equitable access, opportunity, expectations, and feelings of belonging.
- Understand what UDL is, and what it is not, and how to apply the principles, guidelines, and checkpoints to teaching practice.
- Design learning experiences that foster expert learning and innovation and ensure that all learners have pathways that both challenge and support them to reach rigorous and meaningful goals.

ENDURING UNDERSTANDINGS

- Universal Design for Learning (UDL) is important for creating an equitable, inclusive, innovative learning environment.
- Each of the characteristics of the Innovator's Mindset and the core components of social-emotional learning can be fostered through the implementation of Universal

Design for Learning.

COURSE ORGANIZATION

The final course grade is based on the following criteria:

- Active participation in online class discussion boards in each module
- Comprehensive & quality completion of the final project

READINGS AND RESOURCES

Required text:

- Novak, K (2022). [UDL Now! A Teacher's Guide to Applying Universal Design for Learning in Today's Classrooms](#). CAST
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Additional Resources (Optional)

- Couros, G. & Novak, K. (2019). [Innovate inside the box: Empowering learners through UDL and the innovator's mindset](#). Impress.
- Posey, A. & Novak, K. (2020). [Unlearning: Changing Your Beliefs and Your Classroom with UDL](#). CAST

All other materials are linked freely within the course.

COURSE REQUIREMENTS

- **Attendance:** Attendance and participation are vital to success in this course as networking is a key component of innovation. Each participant is expected to be an active learner and participant in every online module and online discussion.
- **Participation:** Central to the course is the sharing of ideas among participants. In addition to commenting about the course resources through discussion posts, participants will participate in “mini-risks” in each module to stretch universally designed practices and innovation.

EXAMPLE COURSE AGENDA

Module availability and live lecture dates to be shared in the final agenda within the course.

Topic
Module 1: The Case for UDL - Equality, Equity, and Expert Learning
Module 2: What is UDL (and what is it not)?
Module 3: The UDL Unlearning Cycle
Module 4: Engagement Spotlight, Building Motivated, and Self-Directed Learners
Module 5: Representation Spotlight, Fostering Resourceful and Knowledgeable Learners
Module 6: Action and Expression Spotlight, Empowering Creators and Reflectors
Module 7: Equity, Culturally Responsive Design, and UDL
Module 8: The Power of Community and Collaboration to Scale Inclusive Practices