UDL in the Cloud

Designing and delivering online course content
using Universal Design for Learning

Resource Guide

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Helping learners access course content from the start

Make yourself come alive in the syllabus to be "present" on the page.

Before you write a course description, identify the mega-standards- what do learners really NEED to remember in the future

Course objectives must show how learners will express meaningful knowledge.

Highlight "big ideas" regarding course policies that may impact how students achieve in the course.

Course content needs to be UDL-ified.

"Once a properly scaffolded syllabus or detailed lesson plan is created, instructors also have to:

- Manage the course to maintain student engagement,
- Monitor student progress, and
- Provide mastery-oriented feedback to increase learning outcomes." (p. 74).

Laying Out Your Syllabus

Syllabus Section	Corresponding UDL Guidelines	What it Looks Like
Instruction Information	▶ Foster community & collaboration ■ Offer alternatives for auditory information ■ Offer alternatives for visual information ■ Illustrate through multiple media	• Share many different ways to get in touch with you - email, phone, office hours, Facebook etc… • Create a short bio but link to video/audio where you introduce yourself in more detail so your learners get to know you before the course begins • Be clear about how often you check email, return phone calls, provide etc… to help support learner executive function. • **See example on following page**
Course Description & Objectives	▶ Heighten salience of goals and objectives ■ Highlight critical features and big ideas ● Guide appropriate goal setting	Try to come up with 3-5 big ideas. What should every learner know or be able to do when the course is over?
Policies	▶ Minimize threats and distractions ▶ Facilitate personal coping skills and strategies ● Facilitate managing information and resources	Create policies on: • What constitutes attendance • Netiquette • Plagiarism • Deadlines • Office hours • Technology requirements • Communication expectations
Assignment Guidelines	▶ Heighten salience of goals and objectives ▶ Optimize individual choice and autonomy ● Vary the methods for response and navigation ● Use multiple tools for construction and composition ● Build fluencies with graduated levels of support ● Support planning and strategy development ● Facilitate managing information and resources ● Enhance capacity for monitoring progress	• Offer checklists, rubrics, and exemplars for all assignments to support learners. • Construct all resources with accessibility in mind • Make specific connections between objectives assessments (i.e, this assessment is your opportunity to show how you met the following objective…" • Offer multiple options for Engagement, Representation and Action and Expression - assignments don't have to be "one-size-fits-all." • Scaffold all major assignments across weeks and/or lessons • Build all major assignments with multiple check ins or draft submissions for peer/instructor feedback
Course Schedule/ Outline	▶ Optimize individual choice and autonomy ▶ Optimize relevance, value, and authenticity ▶ Vary demands and resources to optimize challenge ■ Offer alternatives for auditory information ■ Offer alternatives for visual information ■ Illustrate through multiple media ● Use multiple tools for construction and composition ● Facilitate managing information and resources	• Provide not only options and choices as much as possible but also allow students to suggest additional options. • Always connect lessons to previous knowledge and real world scenarios • Provide text, audio, video and images for as much as possible • Model, demonstrate and encourage multiple tools throughout the course. Remember that variety is much different than options and choices.

▶ Engagement checkpoint   ■ Representation checkpoint   ● Action & Expression Checkpoint

Example: Make yourself come alive in the syllabus to be "present" on the page.

Hi all! I'm Katie Novak, your instructor. I have been a practicing educator for 18 years and I'm super passionate about curriculum design. Excited to learn with/from you! To learn more about me, listen to my audio introduction or watch the video posted in the first module. Use email or Twitter to communicate with me.

katie@novakeducation.com
@KatieNovakUDL

Don't wait until you're struggling or feeling overwhelmed. Reach out when you need help developing a strategy for managing the course, have a question, or just want to chat about UDL! (: Also, I will ask you throughout the course what is going well and what needs improvement! I look forward to your feedback to make this course accessible, engaging, and challenging for everyone.
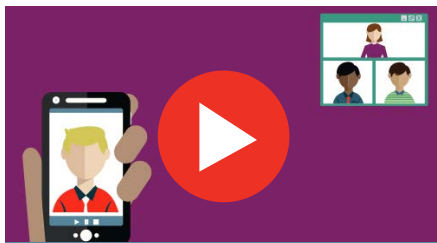
During the week, I will get back to you within one business day. From Friday night at 5pm until Sunday at noon, I log off completely, so any messages sent during that time will be returned on Sunday night. Balance is amazing - so I encourage you to find some time to do the same!

Delivering Your Instruction

Theme	UDL Guidelines (Chart Adapted From p 87-88)	Real Talk
Be Enthusiastic About Your Course	▶ Promote expectations and beliefs that optimize motivation	• Ya gotta share your love for this content with your students! In distance and F2F learning, your vocal delivery, apparent emotion, and level of energy (tone and style of language) used in emails and discussion boards count, too. • Regardless of the mode of delivery, your enthusiasm needs to be communicated to students and used as a foundation to developing relationships.
Follow the Syllabus	● Guide appropriate goal-setting ● Support planning and strategy development ● Facilitate managing information and resources ● Enhance capacity for monitoring progress	• Strive to never change outcomes and be realistic from the start with what you can cover weekly. • Choose content that is most important to mastery.
Give & Get Feedback	▶ Optimize relevance, value, and authenticity	• Return student work quickly and with appropriate feedback
Use the Readings	▶ Optimize relevance, value, and authenticity ■ Maximize transfer and generalization	• If you're going to take the time to assign something, be sure it is meaningful enough that learners are expected to apply or use it. Readings without discussions, reflections, or application will result in a lot of people recognizing that the reading isn't important.
Real World Application	▶ Promote expectations and beliefs that optimize motivation ▶ Optimize relevance, value, and authenticity ■ Guide information processing, visualization, and manipulation	• Choose content and assignments that are real-world based and are valuable to your students. Work that isn't authentic and meaningful is often "busy work."
Be Fair	▶ Minimize threats and distractions	• Reflect. Be genuine and authentic. Keep your course's standards high for all students and support them so that they can be successful.
Be Available	▶ Promote expectations and beliefs that optimize motivation ▶ Facilitate personal coping skills and strategies	• A few minutes with students goes a long way. Be transparent with your available time(s) for support, and reach out to a student who is struggling. Be proactive. They need you, your wisdom, and support.
Provide Options	■ Activate or supply background knowledge ■ Offer ways of customizing the display of information	• Provide options for how students learn, what materials they use, and how they share what they have learned. These options give students opportunities to create their own pathways to success.

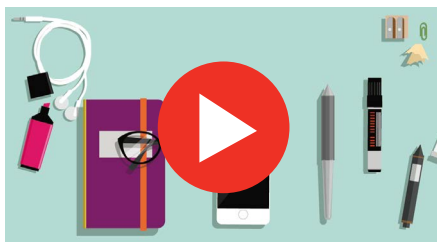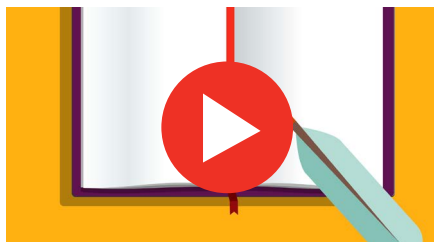▶ Engagement checkpoint   ■ Representation checkpoint   ● Action & Expression Checkpoint

Watch & Learn

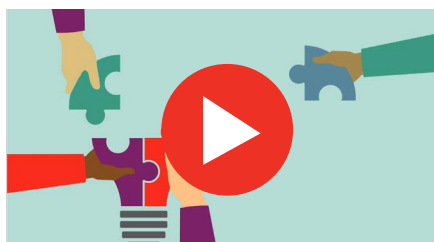|		
Fireside chat	What students need to know	Policies & big ideas
UDL-ify your course	What to do	Follow the syllabus
Give & get feedback	Use the readings	Be available
Give mastery-oriented feedback	Always put students first	Be reasonable
Show students you care	Provide options	Buy UDL in the Cloud