2022-2023 Three-Credit Hour Course: Universal Design for Learning

▸ **Audience:** *Active West Virginia Teachers/Educators*
▸ **Type:** *Self-Paced with Rolling Enrollment*
▸ **Enrollment:** *September 1, 2022 - April 14, 2023*
▸ **Duration:** *September 1, 2022 - May 19, 2023*

Description: This course provides an introduction to the concept of Universal Design for Learning (UDL) and strategies for implementing a UDL approach in instructional settings. Universal Design for Learning is an approach to teaching and learning and the development of curriculum and assessment that draws on current brain research and new media technologies to respond to individual differences. This course is designed to acquaint participants with UDL principles and provide practical, hands-on experiences using software tools and digital media for learning support. Participants will explore how these tools can be incorporated into their classrooms.

Course Goals:

▸ *Understand the basics of UDL.*
▸ *Explore online resources that support UDL.*
▸ *Reflect on the ways in which future classroom activities and lessons could be designed to implement UDL.*
▸ *Understand how UDL and 21st century learning can be beneficial for ALL students,*
▸ *Identify ways to effectively incorporate 21st century tools and UDL to meet the needs of ALL students.*
▸ *Gain an understanding of how diverse a classroom can be and how UDL and 21st century learning will aid in teaching ALL students.*
▸ *Understand the Principles of Multiple Means of Representation.*
▸ *Understand when to use different types of representation to present information to students.*
▸ *Explore and understand accommodations/ modifications for the classroom and how to use different strategies to help special needs students in the classroom.*
▸ *Recognize technology tools that help students overcome barriers to expressing their understanding.*
▸ *Identify various means of expression and alternate methods of assessment.*
▸ *Determine how alternate methods of expression and assessment can be beneficial to students.*
▸ *Use the knowledge gained from the session to create an assessment allowing for student choice and a corresponding rubric.*
▸ *Understand the concept of Differentiated Instruction.*
▸ *Analyze similarities and differences between Universal Design for Learning and Differentiated Instruction.*
▸ *Discover ways to make instruction more accessible and engaging for all learners.*
▸ *Implement ideas learned in Sessions One - Five to create a UDL classroom experience.*
▸ *Develop ways to use assessment practices to support learning for all students.*
▸ *Implement a writing lesson with students in your classroom.*

West Virginia DEPARTMENT OF EDUCATION

Session Overviews

▸ *Session 1 – What is Universal Design for Learning (UDL)?*
This session is designed to help participants begin to understand the Universal Design for Learning process. The readings deal with the basic elements of UDL. The readings will also give background and historical information leading to the formation of this learning process. The tasks in this session involve participants viewing a video and exploring interactive sites dealing with UDL. Then, participants will plan how this information could apply to their future classrooms as they complete the session project.

▸ *Session 2 - Taking a 21st Century Perspective*
Universal Design to Learning and teaching 21st century skills is a way to ensure success for all students in a classroom. Students who are on level, low functioning (special needs), or high functioning (gifted and talented) all learn in different ways. Teachers must be open to change and flexibility to incorporate new techniques to meet the needs of all. Hands on activities that are meaningful to the students will expand learning opportunities by engaging students in your classroom. Through the tasks and project, we will look at the purpose of UDL and 21st century skills and determine how you use these in your classroom or how you can begin to use these in your classroom in order to reach ALL students.

▸ *Session 3 - Multiple Means of Representation and Accommodations/Modifications in the Classroom*
We all learn differently. Multiple Means of Representation is defined as presenting information in multiple ways. One student may learn with hands on activities, while other students learn from simply reading a textbook. Accommodations and modifications help students in the classroom. With the use of technology in the classroom, this has opened up thousands of items to use in the classroom for both the teacher and students. During this session you will be exploring many different types of representations, accommodations, and modifications. The project includes reading scenarios of children with multiple difficulties in the school settings and matching each student with strategies to allow success in the classroom.

▸ *Session 4 – Getting the Most Out of Informational Text*
This session focuses on multiple means of expression and universal assessments. Sometimes the assessments we use assess much more than we intend. An assessment may not show us an accurate picture of what a student knows because of how that knowledge is assessed. In this session, you will explore many resources that can be used to reduce student barriers and learn how providing alternate methods of expression and assessment can be beneficial to students. You will create a project that allows for student choice and a variety of ways for students to share their knowledge of a topic. A rubric will be created to accompany the project you create.

▸ *Session 5 – Integrating Read Alouds into Curriculum*
Universal Design for Learning and Differentiated Instruction share some similarities but have many notable differences as well. Educators must make informed decisions as to which practice will assist them in educating their students.

Universal Design for Learning is a new way of thinking about education. It has the potential to reform curriculum and make learning experiences more accessible and meaningful for all students. Multiple Means of Engagement is part of UDL and places the focus on the what, the how, and the why of learning.

To differentiate instruction is to recognize students' varying background knowledge, readiness, language, preferences in learning and interests, and to react responsively. Differentiated instruction is a process of teaching and learning for students of differing abilities in the same class. The intent of differentiating instruction is to maximize each student's growth and individual success by meeting each student where he or she is and assisting in the learning process.

▶ ***Session 6 – Bringing It All Together***
This session gives you the opportunity to synthesize all of the information which has been offered concerning the strategies that incorporate UDL concepts. Providing for all of the different learning challenges presented by students who require specially designed instruction, as well as students who could just use some of the supports provided in a UDL setting may seem like a daunting task. The readings and tasks in this session give you expert advice on how to manage your classroom to support all learners. Included in the optional readings are tips for setting up the UDL classroom. The session project gives you a chance to think about students with special needs and how you can use the three (3) principles of UDL to create a learning activity that meets each student's unique needs.

Course Grades

All grades in the course gradebook must be a checkmark for successful course completion. A checkmark indicates that all work has been completed and the work meets the expectations for that assignment. Quiz scores must meet the minimum expectations as stated in the course.