Online By Design

45 continuing education hours
(Option for 3 graduate-level continuing education credits for an additional fee)

Note: This course is self-paced and self-facilitated.

Course Designer	
Dr. Eric Moore @InnospireEdu	Eric began his career teaching literature and philosophy in schools in the United States, Indonesia, and South Korea. His interaction with diverse students encouraged him to pursue advanced models of inclusion with his M.Ed and PhD. Ultimately, he became invested in UDL. Currently, he serves as the UDL Specialist for the University of Tennessee, Knoxville, and offers private consulting related to inclusion and accessibility practices in higher education via his practice www.innospire.org.

Course Description

We recognize that quality course design is instrumental toward supporting student success. That is, when an online learning environment is well designed, everyone achieves more, learns more, and is more equitably represented.

This course was designed to support you in designing effective and accessible online learning environments specifically using the principles of Universal Design for Learning (UDL) in the context of contemporary learning management systems.

For the purpose of this course, we will use Canvas as the most popular LMS for examples, but will also provide links for "how to's" for the other top 3 LMSs (Blackboard, Moodle, Desire2Learn). If you don't use one of these four LMSs, it's okay! The principles we advocate here are practicable in all modern LMSs. If you would like custom training and support for a specific LMS, please just let us know!

Course Texts

- **Required** Text - *Universal Design for Learning: Theory & Practice*
  - For the digital version, go to udltheorypractice.cast.org (create a free account and you can read the full text in its digital version (its intended version)
  - Purchase the print edition of *Universal Design for Learning: Theory & Practice* at Amazon
- Recommended Texts -
  - For K-12 Educators:
    - *UDL Now!*
    - *Your UDL Lesson Planner*
  - For Higher Education:
    - *UDL Navigators in Higher Education: A Field Guide*
    - *Reach Everyone, Teach Everyone*
  - For everyone!
    - *UDL in the Cloud*
    - *Antiracism and Universal Design for Learning*

Course Goals

- Explain basic theory (why, what, how) of Universal Design for Learning (UDL) as pertains to online course design.
  - Compare and contrast accessibility, UDL, and accommodations as pertain to course design and delivery.
  - Enhance the theory and practice of backward design with UDL
  - Design with learner variability in mind
  - Contrast expert learners from expert students
- Use UDL principles and practices to design and develop highly effective online learning experiences including both asynchronous (e.g., Canvas) and synchronous (e.g., Zoom) aspects.
  - Design and deliver courses and lessons through the intentional provision of multiple or flexible means of engagement.
  - Design and deliver courses and lessons through the intentional provision of multiple or flexible means of representation.
  - Design and deliver courses and lessons through the intentional provision of multiple or flexible means of learner action & expression.
  - Apply concepts of UDL design and delivery in synchronous, virtual learning experiences.

Discussions

Discussions are important to your learning and help you form a community and connect with your peers. While your responses will not be graded, we highly encourage you to participate by responding and interacting with your classmates.

Note: The discussion forum accepts all file types, so you can contribute in writing or scale your voice by starting a blog or a podcast or video blog, and then posting the link. You can also post infographics, PDFs, audio and video files, and/or multimedia presentations. The options below may support you in creating your discussion postings.

- Write a traditional discussion post.
- Record a video or audio clip (please keep it to 3 minutes or less).
- Post student work and reflect on the contribution
- Create a multimedia presentation or visual representation like a vision board or sketch notes or use Canva to create an infographic.

Final Project

Your final project will be an opportunity to bring together everything you have learned. We will encourage you to **create** an amazing product to share with your **network**! Take a **risk** and share your learning in a new way - lots of options and choices available! We will provide feedback on a single-point rubric. Learn more about single-point rubrics here.

Killing it!	Fabulous	Not Yet
	Product is an original **creation** that models the importance of empathy, problem finding/solving, risk-taking, and reflection on UDL and the innovator's mindset (as well as the other characteristics!). C'mon take a risk and try something new!	

Graduate Credits

You have the option to receive 3 continuing education graduate credits with the course. Register for the course + graduate credits or add on the graduate credit section at any time. Upon

successful completion of the course and graduate final project, you will receive 3 accredited graduate credits from your choice of one of our university partners (Gordon College or Teachers College of San Joaquin).

Course Modules

MODULE	Topics
1	**Module 1: Conceptual Foundations: Pedagogy of Design** ● 1.1 (Re)Framing Barriers ● 1.2 What is Accessibility ● 1.3 What is UDL? ● 1.4 Averagarianism vs. Predictable Variability ● 1.5 UDL: It's by Design! **Objectives** ● **Define** accessibility as it pertains to teaching and learning in an online learning environment. ● **Articulate** the meaning of averagarianism and predictable variability and analyze the critical differences between these two models and the implications for using each to conceptualize your students. ● **Compare and contrast** accessibility and UDL. ● **Describe** the process by which educators and course designers may use Universal Design for Learning to develop accessible online courses. ● **Critically examine** your own practice to determine where your online teaching and assessing practices are guided by averagarianism or predictable variability. **Essential Questions** ● How does the way we attribute learning barriers (to learners, to systems, to environment) affect how we address them, particularly in online learning environments? ● What implications are there to suggesting that learners are "predictably variable?" ● How might UDL design thinking transform the practice of designing and delivering instruction online? **Activities** ● Watch/listen to the video ● Review resources to deepen your knowledge ● Participate in the discussion board ● Take the self-assessment

2	**Module 2: Engagement By Design**
	    ● 2.1 Options for Remediation or Extension
	    ● 2.2 Facilitating Peer Feedback on Canvas
	    ● 2.3 Promoting Learner Organization and Time Management
	    ● 2.4 Providing Mastery-Oriented Feedback
	
	Objectives
	    ● **Use** LMS features for providing options for variable learners who need to—or would benefit from—having options to dig deeper into content for support or extension.
	    ● **Apply** strategies for enhancing peer feedback, particularly through the "critical friends" model.
	    ● **Utilize** LMS features to facilitate systematic peer feedback.
	    ● **Support** learner organization and self-management, particularly in online settings.
	    ● **Utilize** LMS features to facilitate support for students who need help with organization and self-management skill acquisition.
	    ● **Explain** what "mastery-oriented feedback" is and how it differs from less effective forms of feedback.
	    ● **Utilize** LMS and other web-based features to facilitate systematic peer feedback.
	
	Essential Questions
	    ● How important is engagement for learning?
	    ● Can instructional design practices significantly affect learner engagement?
	    ● How can assessments be more positively engaging?
	
	Activities
	    ● Watch/listen to the video
	    ● Review resources to deepen your knowledge
	    ● Participate in the discussion board

3	**Module 3: Representation By Design**
	    ● 3.1 Moving beyond Text: Using Audio/Video Options to Complement Text
	    ● 3.2 Let me Show You: Creating Graphic Organizers
	    ● 3.3 Closed Captioning for Everybody!
	    ● 3.4 Multimedia Feedback for 21st Century Teachers and Learners

Objectives

- **Design** and **develop** pages on your LMS that effectively utilize audio and video options for representing content and concepts.
- **Identify** and **utilize** tools on your LMS or elsewhere for making and/or sharing audio files or video podcasts, and for embedding media from external sources (e.g. TED, Youtube, Lynda, Khan Academy).
- **Identify** and **utilize** off-LMS tools for making and/or instructing students to make graphic organizers that can be shared on Canvas.
- **Utilize** three (3) methods of captioning videos for educational purposes.
- **Identify** universal benefits as well as the instructors' legal rights and responsibilities regarding the provision of closed captioning.
- **Utilize** LMS and off-LMS multimedia tools specifically for providing student feedback.

Essential Questions

- How can the way content is represented affect how much learners learn?
- What resources are available for me to develop quality multimedia resources for online learning?
- How can multimedia be used for assessment feedback?

Activities

- Watch/listen to the video
- Review resources to deepen your knowledge
- Participate in the discussion board

Module 4: Action and Expression By Design

- 4.1 Goals: Yours, Mine, Ours
- 4.2 Module Design & Practice
- 4.3 Breaking Down Large Projects
- 4.4 Shared Note Taking: Procedures that Work!

Objectives

- **Apply** strategies for empowering learners to use goal setting for personal achievement.
- **Utilize** a shared calendar for creating assignments and providing benchmarks for large or long-term tasks.
- **Support** students who would like to make their own benchmarks for assignments on a shared calendar.

- **Identify** and **utilize** LMS tools to create prerequisites and mastery requirements in modules to enable students to self-manage their progress.
- **Facilitate** shared note taking for your learners.

Essential Question
- How can the way learners are able to express themselves affect how much they learn?
- Does supporting executive functioning help or hinder learners developing independence?
- How can I build opportunities for expression into an asynchronous learning experience?

Activities
- Watch/listen to the video
- Review resources to deepen your knowledge
- Participate in the discussion board

Module 5: Conclusion and Final Project

Objectives
- Take your learning from the course and put it into action

Final Project
- **Choose** one topic (you can choose if this is a single lesson or a larger unit or module of instruction). This can be a new lesson/topic or a re-development of an existing one.
- **Apply** UDL-informed backward-design thinking to the topic.
  - **Outcome:** What should learners know or be able to do when they have finished the instruction on this topic?
    - Evaluate the outcome(s) using a reflective rubric, modify as warranted.
  - **Assessment:** Determine how learners will be able to communicate to you the degree to which they have mastered the outcome (one summative and at least one formative).
    - Apply UDL design thinking to the assessment.
    - Consider the strengths and limitations of the online environment for these assessments.
  - **Learning Methods & Material:** Determine ways you can effectively and proactively address predictable barriers for learners striving toward your outcomes and choose methods that prevent or allow learners to avoid unnecessary barriers (good struggle only!).
- **Build** your design in your LMS, using clear organization, visual design, and principles of accessibility.

	Share the final result with others via a commons area, screenshots, or just a descriptive analysis. **Reflect** on the process and product.