




# UDL in Remote Learning

45 Continuing Education Hours  
3 Continuing Education Grad Credits Available\*

**Note:** This course is self-paced and self-facilitated. You will receive feedback on your final project only if you apply for graduate credits.

Course Designer	
 <p>Tom Thibodeau <a href="mailto:tthibodeau625@gmail.com">tthibodeau625@gmail.com</a> @ThibodeauTom</p>	<p>Tom Thibodeau was an assistant provost at the New England Institute of Technology in East Greenwich, RI for 18 years until his retirement in 2020. As assistant provost, he served as the division chair for seven academic departments with 18 degree programs (AS, BS, MS and PPD) and over 1,200 students. He also led faculty development, outcomes assessment and attendance tracking through a team-based approach. As facilitator of new faculty orientation, Thibodeau stressed the use of UDL, active learning, problem-based learning and technology-enhanced teaching and learning. He managed development of NEIT's first online degree program in Information Technology in 1998 and implemented a new curriculum mapping process. He has been involved in online education since 1996 and has seen, firsthand, the impact that positive planning and design can have on student engagement, especially when these are designed to meet the needs of all learners. Tom Thibodeau is the co-author of "UDL in the Cloud" with Dr. Katie Novak and currently oversees and provides online professional development courses with Dr. Novak (who also happens to be his daughter!)</p>

## Course Description

We live in a brave new world! COVID-19 has changed everything, and we must respond accordingly. This course has been designed to help you navigate the use of Universal Design for Learning (UDL) in Remote Learning so that each of your students can access rigorous standards while engaging with a flexible curriculum that is relevant, authentic, and meaningful. Remote learning is something that is new to many of

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us, but we will have to not only be ready to use it but be ready to use it successfully as we adapt to what is hopefully our new and better normal.

## Course Texts

- [UDL in the Cloud!: How to Design and Deliver Online Education Using Universal Design for Learning](#) by [Katie Novak](#) and Tom Thibodeau
- All other course materials will be posted in the learning management system. Students will have multiple choices for engagement and representation in each learning module and are encouraged to explore multiple resources to build deep understanding. Example screenshot below:

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### Resources

Read pages 1-18 from Chapter 1 of *UDL in the Cloud* which unpacks the common barriers in online courses or remote learning environments. Note: An accessible version of [UDL in the Cloud – Chapter 1 transcript.docx](#)  has been provided so that you can get started while you wait for your own copy of the book!

**Supplemental Choices:** Choose at least two of the resources to review and use for your discussion information. (Feel free to review as many resources as you would like.)

- Read Chapter 1 in [UDL Theory and Practice](#) (the section titled, "Reducing barriers" on page 2) about how UDL reduces barriers to create inclusive, engaging, accessible environments. Please note that you will need to create a free account in order to be able to access this resource.
- Here is a link to the [UDL Guidelines](#). If you don't already have the guidelines printed out and pasted on your wall, now would be a good time to do that!
- Read this chapter, "[What is UDL](#)" in a book written by David Rose and colleagues. Great analogies about how access to knowledge is different than access to learning and they also cite some struggles and barriers that teachers face. (PLEASE NOTE: This looks best in Firefox but it is not very accessible in any of the browsers)

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CONTINUE →

## Course Objectives & Learning Outcomes

- Learn how to identify barriers in lesson design, particularly new barriers that arise through remote and distance learning.
- Understand and be able to explain the fundamental concepts of UDL and use those concepts to structure remote learning experiences that meet the needs of all learners.
- Define and develop your own "Instructor Presence" in a remote learning environment and learn how to build strong relationships with students in remote and distance settings.
- Explore and implement different techniques to help students learn how to better manage their time and improve executive functioning in remote settings.

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- Investigate and create a new system for course development and delivery that can take advantage of a remote learning necessity.
- Learn how to integrate student feedback into your remote learning.

## 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. As you contribute, think about pushing boundaries for self-expression. You may contribute in writing but you could also scale your voice by starting a blog or a podcast, recording a short video, designing an infographic, or compiling a multimedia presentation. Simply post the link to your work to share with your classmates. 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

Applicable for Students who have registered for and paid for Grad Credits with our university partner.

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 classmates and instructor! 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!	 You Got This!	 Almost There!
Evidence of going above and beyond answering the essential question	The target/goal criteria	Evidence of working toward answering the essential question
	Product is an original <b>creation</b> that: <ul style="list-style-type: none"> <li>• models an understanding of UDL</li> <li>• is clearly organized</li> <li>• answers the essential question of the module</li> <li>• is appropriate for the task, purpose, and audience.</li> </ul>	

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10 points

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



## Grading

Grades	Score
A	10
A-	9
B+	8
B	7
B-	6
C+	5
C	4
C-	3
D+	2
D	1
F	0



## Course Modules

MODULE	Topics
	<p><b>Module 1: Barriers</b></p> <p><b>Objectives</b></p> <ul style="list-style-type: none"><li>Learn to identify barriers that may be present in your remote course environment.</li></ul> <p><b>Essential Question</b></p> <ul style="list-style-type: none"><li>Barriers are everywhere. Why is it so important to know what they are and be able to prevent them?</li></ul> <p><b>Activities:</b></p> <ul style="list-style-type: none"><li>Get oriented to the online classroom</li><li>Introduce yourself in the Introduction forum</li><li>Watch Module One video</li><li>Read Chapter 1 in the UDL in the Cloud book</li></ul>




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	<ul style="list-style-type: none"> <li>• Choose supplemental content option(s)</li> <li>• Participate in Discussion 1: What are the barriers that are present in your remote learning environment? Please make sure to use the module resources to support your thinking and submit your post in any format that you want.</li> <li>• Self-assessment</li> <li>• Optional: Choose a topic of your Final Project and briefly explain your reasons for choosing this topic.</li> </ul>
	<p><b>Module 2: Variability</b></p> <p><b>Objectives</b></p> <ul style="list-style-type: none"> <li>• Identify the fundamental concepts of UDL and how UDL eliminates barriers in remote learning environments.</li> <li>• Identify the difference between UDL and DI.</li> </ul> <p><b>Essential Questions</b></p> <ul style="list-style-type: none"> <li>• How does UDL help us remove barriers?</li> <li>• How is UDL different from Differentiated Instruction?</li> <li>• How can the two frameworks be used to supplement each other in a multi-tiered system of support?</li> </ul> <p><b>Activities</b></p> <ul style="list-style-type: none"> <li>• Watch Module Two video</li> <li>• Read Chapter 2 in the UDL in the Cloud book</li> <li>• Choose supplemental content option(s)</li> <li>• Participate in Discussion 2: Why is student variability so important? And, how does student variability impact the barriers and your ability to remove them?</li> <li>• Self-assessment</li> <li>• Optional: Create an outline for your Final Project.</li> </ul>
	<p><b>Module 3: Planning</b></p> <p><b>Objectives</b></p> <ul style="list-style-type: none"> <li>• To investigate how you can use UDL to revise your lesson plans or syllabus</li> </ul> <p><b>Essential Question</b></p> <ul style="list-style-type: none"> <li>• Why is UDL planning so different from traditional planning especially as it relates to remote learning?</li> </ul> <p><b>Activities</b></p> <ul style="list-style-type: none"> <li>• Watch Module Three video</li> <li>• Read Chapter 3 in the UDL in the Cloud book</li> <li>• Choose supplemental content option(s)</li> </ul>

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	<ul style="list-style-type: none"> <li>• Participate in Discussion 3: Why is planning so important? Can you identify three components in your course that will be improved by converting to the UDL framework?</li> <li>• Self-assessment</li> <li>• Optional: Add resources to your Final Project as an annotated bibliography (use resources from the course!)</li> </ul>
	<p><b>Module 4: Instructor Presence</b></p> <p><b>Objectives</b></p> <ul style="list-style-type: none"> <li>• Define and develop your own “Instructor Presence” and how you will build it in a remote learning environment.</li> </ul> <p><b>Essential Question</b></p> <ul style="list-style-type: none"> <li>• Why is Instructor Presence so important?</li> </ul> <p><b>Activities</b></p> <ul style="list-style-type: none"> <li>• Watch Module Four video</li> <li>• Read Chapter 4 in the UDL in the Cloud book</li> <li>• Choose supplemental content option(s)</li> <li>• Participate in Discussion 4: What will you do to build and maintain your instructor presence in remote learning environments?</li> <li>• Self-assessment</li> <li>• Optional: Create a video resource for your Final Project. It can be an introduction or a tutorial or anything else that would help you create your instructor presence.</li> </ul>
	<p><b>Module 5: Delivering your course</b></p> <p><b>Objectives</b></p> <ul style="list-style-type: none"> <li>• Explore and create UDL delivery methods for your course</li> </ul> <p><b>Essential Question</b></p> <ul style="list-style-type: none"> <li>• How can course delivery help your students?</li> </ul> <p><b>Activities</b></p> <ul style="list-style-type: none"> <li>• Watch Module Five video</li> <li>• Read Chapter 5 in the UDL in the Cloud book</li> <li>• Choose supplemental content option(s)</li> <li>• Participate in Discussion 5: How will you change your previous course delivery methods to allow for UDL?</li> <li>• Self-assessment</li> <li>• Optional: Define the changes you will make in your final project that will be crucial UDL improvements</li> </ul>

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	<h2>Module 6: Time Management</h2> <h3>Objectives</h3> <ul style="list-style-type: none"> <li>● Explore and implement different techniques to help students learn how to better manage their time when learning remotely..</li> </ul> <h3>Essential Question</h3> <ul style="list-style-type: none"> <li>● How can better time management and executive function help students learn as they are in remote environments?</li> </ul> <h3>Activities</h3> <ul style="list-style-type: none"> <li>● Watch Module Six video</li> <li>● Read Chapter 6 in the UDL in the Cloud book</li> <li>● Choose supplemental content option(s)</li> <li>● Participate in Discussion 6: What have you done in the past to help students with time management and what will you do differently in the future?</li> <li>● Self-assessment</li> <li>● Optional: Explain how you will integrate supports for Executive Function into your final project.</li> </ul>
	<h2>Module 7: Remote Learning</h2> <h3>Objectives</h3> <ul style="list-style-type: none"> <li>● Investigate and create a new system for course development and delivery that can take advantage of a remote learning necessity.</li> </ul> <h3>Essential Question</h3> <ul style="list-style-type: none"> <li>● How can we design courses that are more flexible to meet the needs of all learners as they work toward “firm goals”?</li> </ul> <h3>Activities</h3> <ul style="list-style-type: none"> <li>● Watch Module Seven video</li> <li>● Read Chapter 7 in the UDL in the Cloud book</li> <li>● Choose supplemental content option(s)</li> <li>● Participate in Discussion 7: If we are going to be in and out of remote learning or hybrid or online, how can we design courses that are more flexible to meet the needs of all learners as they work toward “firm goals”?</li> <li>● Self-assessment</li> <li>● Optional: Finalize your final project for submission in the next module.</li> </ul>
	<h2>Module 8: Student Feedback</h2> <h3>Objectives</h3> <ul style="list-style-type: none"> <li>● Integrate student feedback into your remote learning.</li> </ul>

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	<p><b>Essential Question</b></p> <ul style="list-style-type: none"> <li>● How can increasing your methods of student feedback improve student learning in remote settings?</li> </ul> <p><b>Activities</b></p> <ul style="list-style-type: none"> <li>● Watch Module Eight video</li> <li>● Read Chapter 8 in the UDL in the Cloud book</li> <li>● Choose supplemental content option(s)</li> <li>● Participate in Discussion 8</li> </ul>
	<p><b>Final Project (Required for Grad Credit)</b></p> <p>Your final project will really be up to you! You can choose to create a <b>course</b>, a <b>lesson</b>, <b>activity</b> or set of components that you would like to rebuild. Using the UDL best practices for remote settings, adjust your course, lesson, activity, or set of components to fit the needs of you and your students remembering to plan for predictable variability and removing barriers. Be creative!</p> <p>Your work can be something that you will use now or in the future. The key is that it is relevant to the work you do in your job each and every day.</p> <p>You can work with others (like co-teachers or team members) even if they are not in this course. You can deliver your final project in a text format or as audio, video, multimedia, or another format that you work best in or want to work better in.</p>

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