




UDL Now! Self-Paced Course

45 continuing education hours | 3 graduate level continuing education credits

| Course Designer | |
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|  <p>Katie Novak @KatieNovakUDL katie@novakeducation.com</p> | <p>Katie Novak, Ed.D. is an internationally renowned education consultant, a practicing leader in education, and author of 7 books published by CAST Professional Publishing, Routledge and Impress. Katie designs and presents workshops both nationally and internationally focusing on the implementation of Universal Design for Learning (UDL) and universally designed leadership.</p> |

Course Description

This self-facilitated course will introduce the key concepts of UDL, and give you the knowledge you need to start using UDL in your lesson and assessment design both in the classroom and online (which is our new normal!). Each module will include a variety of materials to increase options for representation and increase engagement throughout the course. You will dive into the why, the what, and the how of UDL and learn how UDL creates more accessible and equitable learning environments. Throughout the course, there will be numerous opportunities for you to connect with one another through discussion, as we are all feeling a bit isolated!

Optional Course Text

UDL Now!: A Teacher's Guide to Applying Universal Design for Learning in Today's Classrooms
Second Edition

- [Buy hard copy through CAST](#)
- [Purchase Kindle edition](#)
- [Purchase Book and Course Bundle](#)

Course Objectives & Learning Outcomes

- Educators will dive into the theory and practice of Universal Design for Learning

- Educators will explore how UDL is used as a framework for inclusive practice that allows for more accessible and equitable learning environments
- Educators will understand what UDL is and how to apply the principles, guidelines, and checkpoints to teaching practice both in face-to-face sessions and through online learning
- Educators will learn strategies to design learning experiences using UDL best practices
- Educators will explore tools and resources that help deliver a universally designed education to learners through the cloud


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. Building community and collaborating is vital to implementing with fidelity!



Note: We encourage you to contribute to the discussions 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.

Course Modules

| MODULE | Topics |
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|  | <p>Module 1: Equity, Equality, and Social Justice: The Case for UDL</p> <p>Objectives</p> <ul style="list-style-type: none"> ● Understand the difference between equality, equity, and expert learning ● Understand why inclusion is necessary to increase outcomes of historically marginalized learners ● Understand the importance of setting high expectations for creating equitable learning environments <p>Essential Question</p> <ul style="list-style-type: none"> ● <i>Why is UDL important for creating an equitable, inclusive learning environment?</i> |

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| | <p>Activities</p> <ul style="list-style-type: none"> • Test your existing knowledge in a self-assessment of inclusive practices (this is a formative assessment and is not graded!) • Watch the Video with Katie • Explore 2-3 resources from each section to deepen your knowledge • Participate in the Discussion: What inequalities do you currently see in your classrooms or schools (especially now that we are teaching virtually) and how can you begin to address them? |
| <p style="text-align: center;">2</p> | <p>Module 2: Variability not Disability</p> <p>Objectives</p> <ul style="list-style-type: none"> • Explore the concepts of variability and barriers in education • Understand why we must proactively remove barriers and plan for variability to create inclusive environments <p>Essential Question</p> <ul style="list-style-type: none"> • <i>How can you implement Universal Design for Learning to design learning opportunities that remove barriers and embrace variability in inclusive classrooms?</i> <p>Activities</p> <ol style="list-style-type: none"> 1. Test your existing knowledge self-assessment of variability and barriers in education (this is a formative assessment and is not graded!) 2. Watch the video with Katie 3. Explore 2-3 resources from the course module resource list 4. Participate in the discussion: How can you implement Universal Design for Learning to design learning opportunities that remove barriers and embrace variability in inclusive classrooms? |
| <p style="text-align: center;">3</p> | <p>Module 3: The UDL Guidelines and Expert Learning</p> <p>Objectives</p> <ul style="list-style-type: none"> • Understand the principles, guidelines, and checkpoints of the UDL framework as a foundation of inclusive practice • Understand what it means to be an expert learner <p>Essential Question</p> <ul style="list-style-type: none"> • <i>What does it mean to be an expert learner and how does using the UDL framework help us promote expert learning?</i> <p>Activities</p> <ol style="list-style-type: none"> 1. Test your existing knowledge of UDL and expert learning (this is a formative assessment and is not graded!) 2. Watch the video with Katie 3. Explore 2-3 resources from each section to deepen your learning 4. Participate in the discussion: Which of the UDL guidelines do you feel like you already implement in your learning environment? How have those practices increased your learners abilities to be |

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| | <p>purposeful and motivated, resourceful and knowledgeable, and strategic & goal-directed?</p> |
|  | <p>Module 4: The Why of Learning: The Engagement Network</p> <p>Objectives</p> <ul style="list-style-type: none"> • Understand how the three components of engagement: interest, effort and persistence, and self-regulation are critical to build expert learning. • Learn specific strategies for supporting student engagement in your learning environment. <p>Essential Question</p> <ul style="list-style-type: none"> • <i>How can I, as an educator, impact student engagement, including in a virtual learning environment?</i> <p>Activities</p> <ol style="list-style-type: none"> 1. Test your existing knowledge self-assessment of the engagement principle (this is a formative assessment and is not graded!) 2. Watch the video with Katie 3. Explore 1-2 of the resources from each section of the course module resource list 4. Participate in the discussion: How does the concept of engagement move beyond attention through the UDL framework? Where do you see engagement most lacking in your learning environment and what are some changes you can make immediately to change that? <ul style="list-style-type: none"> • Try out 1-2 of the tools provided |
|  | <p>Module 5: The What of Learning: The Representation Network</p> <p>Objectives</p> <ul style="list-style-type: none"> • Understand how to provide multiple means of representation while staying true to teaching educational standards • Learn why we must clarify semantic elements –the words, symbols, numbers, and icons—to increase access and engagement. • Learn how to improve comprehension through UDL best practices. <p>Essential Question</p> <ul style="list-style-type: none"> • <i>How can we increase accessibility by providing multiple means of representation to all learners?</i> <p>Activities</p> <ol style="list-style-type: none"> 1. Test your existing knowledge self-assessment of the representation principle (this is a formative assessment and is not graded!) 2. Watch the video with Katie 3. Explore 2-3 resources from the course module resource list |

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| | <p>4. Participate in the discussion: What scaffolds and supports can you embed into your learning environment to increase accessibility in representation?</p> |
|  | <p>Module 6: The How of Learning: The Affection Network</p> <p>Objectives</p> <ul style="list-style-type: none"> • Understand what how diagnostic, formative, and summative assessments are used to inform teaching and learning • Identify common barriers with assessments and how they can be eliminated through universal design • Understand and apply the criteria for high-quality assessments to assessment design <p>Essential Question</p> <ul style="list-style-type: none"> • <i>How can teachers universally design assessments that empower students to express knowledge and skills in authentic, meaningful ways that drive future teaching and learning?</i> <p>Activities</p> <ol style="list-style-type: none"> 1. Test your existing knowledge self-assessment (this is a formative assessment and is not graded!)? 2. Watch video of Katie 3. Choose 2-3 resources to deepen your knowledge 4. Participate in Discussion: What barriers do you see to implementing universal design assessment in your learning environment? How can you overcome those barriers? |
|  | <p>Module 7: Backwards Design Lesson Plans with UDL</p> <p>Objectives</p> <ul style="list-style-type: none"> • Learn how UDL and backwards design are similar and different • Understand how to approach UDL lesson design using the backwards design techniques <p>Essential Question</p> <ul style="list-style-type: none"> • <i>How can I use Understanding by Design alongside Universal Design for Learning to create lessons that promote deeper learning?</i> <p>Activities</p> <ol style="list-style-type: none"> 1. Test your existing knowledge self-assessment (this is a formative assessment and is not graded!)? 2. Watch video of Katie 3. Explore 2-3 resources to deepen your knowledge 4. Participate in the Discussion: From your perspective, how do you think combining UDL and UbD during the lesson planning process can improve student outcomes? What challenges do you foresee? |



Module 8: Culturally Responsive Design and UDL

Objective

- Research and explore effective strategies for honoring student identity and culture when activating background knowledge.

Essential Question

- *How does student identity affect the design process in a universally designed learning environment?*

Activities

1. Assess your existing knowledge and culturally responsive teaching (this is a formative assessment and is not graded!)?
2. Watch video of Katie
3. Choose 2-3 resources to deepen your knowledge
4. Participate in the Discussion: How can we design learning experiences using the UDL Framework that are culturally responsive and authentically connect to learners funds of knowledge?



Module 9: Community & Collaboration: You Can't Do It Alone

Objectives

- Understand the role Professional Learning Communities play in UDL implementation and your own expert learning
- Research PLC options and determine which would best support expert teaching at your school

Essential Question

- *Why do collaboration and PLCs play such a critical role in becoming expert teachers?*

Activities

1. Assess your existing knowledge of the value of collaboration (this is a formative assessment and is not graded!)
2. Watch video of Katie
3. Choose 2-3 resources to deepen your knowledge
4. Participate in the Discussion: Why does community and collaboration play such an important role in becoming an expert teacher? How can you collaborate more with your colleagues and others to improve your practice?



Module 10: Self-Assessment & Implementing UDL

Objectives

- Reflect on how universal design for learning as a framework that fosters inquiry and innovation by examining multiple UDL tools
- Reflect on your existing practices and how you can start incorporating UDL into your lesson design and execution to make your lessons more accessible and engaging.

Essential Question

- How can continual reflection and self-assessment help us improve our UDL practice?

Activities

1. Watch video of Katie
2. Choose 2-3 resources to deepen your knowledge
3. Final Project - Only for those opting for the graduate credits

**With additional registration and fee*