UDL in Remote Learning PreK-3

Flex-Paced Course
45 Continuing Education Hours
3 Continuing Education Grad Credits Available

Course Designers	
Laura Taylor	Laura is an assistant principal at the Florence Roche Elementary School in Groton, MA and is former kindergarten teacher in the Groton Dunstable Regional School District. After 28 years of teaching kindergarten she shifted gears and moved into school administration in the same school district. She holds a bachelors and masters degree from Lesley University and has presented various courses and workshops on the Universal Design for Learning. Laura is passionate about inspiring every child to achieve success and is known for using innovative ways to reach children. She believes that you can maintain the rigor in lessons while also creating a classroom that is stimulating and engaging.
Tom Thibodeau @ThibodeauTom	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 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!)

Course Description

UDL for Remote Learning PreK-3 has been designed to help you navigate the use of Universal Design for Learning (UDL) in Remote Learning so that your students can thrive, no matter the setting. You will explore how to effectively create universally designed delivery methods (including Seesaw and Google Classroom) for your course. You will also develop the skills to deliver asynchronous and synchronous options so that you can help to establish a sturdy environment for your students in these wavering times.

Course Texts

- Optional: *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.

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.
- Explore and create UDL delivery methods such as Google Classroom, Seesaw, and analog.
- Learn how to support families while promoting student and family engagement.
- Explore and implement different techniques to help students learn how to better manage their time and improve executive functioning in remote settings.
- Investigate and create a new system for lesson 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.

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).

Final Project

Applicable for Students who have registered for Graduate credits.   Optional for all students.

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! Evidence of going above and beyond answering the essential question	You Got This! The target/goal criteria	Almost There! Evidence of working toward answering the essential question
	Product is an original **creation** that: ● models an understanding of UDL ● is clearly organized ● answers the essential question of the module ● is appropriate for the task, purpose, and audience.	
Meeting the standard, or going above and beyond, will earn you the full point value for the assignment.		

Course Modules

MODULE	Topics
1	**Module 1: The Types of Barriers in Remote Learning** ### Objective - Identify barriers that may be present in the early childhood remote learning environment. ### Essential Question - Barriers are everywhere. Why is it so important to know what they are and be able to prevent them? ### Activities: - Get oriented to the online classroom - Introduce yourself in the Introduction forum - Watch Module One video - Read Chapter 1 in the UDL in the Cloud book - Choose supplemental content option(s) - Participate in Discussion 1 - Self-assessment - Optional: Choose a topic of your Final Project and briefly explain your reasons for choosing this topic.
2	**Module 2: Variability** ### Objectives - Identify the fundamental concepts of UDL and how UDL eliminates barriers in remote learning environments. - Identify the difference between UDL and DI. ### Essential Questions - How does UDL help us remove barriers? - What kinds of barriers do early learners face? - How is UDL different from Differentiated Instruction? - How can the two frameworks be used to supplement each other in a multi-tiered system of support? ### Activities - Watch Module Two video - Read Chapter 2 in the UDL in the Cloud book - Choose supplemental content option(s) - Participate in Discussion 2 - Self-assessment - Optional: Create an outline for your Final Project.

3	## Module 3: Planning ### Objective - To investigate how you can use UDL to revise your lesson plans or curriculum units. ### Essential Question - Why is UDL planning so different from traditional planning? ### Activities - Watch Module Three video - Read Chapter 3 in the UDL in the Cloud book - Choose supplemental content option(s) - Participate in Discussion 3 - Self-assessment - Optional: Add resources to your Final Project as an annotated bibliography (use resources from the course!)
4	## Module 4: Building Remote Learning Communities ### Objective - Define and develop your own remote "learning community." ### Essential Question - Why is an inclusive learning environment important in the remote setting? ### Activities - Watch Module Four video - Read Chapter 4 in the UDL in the Cloud book - Choose supplemental content option(s) - Participate in Discussion 4 - Self-assessment - 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.
5	## Module 5: Delivering your course ### Objective - Explore and create UDL delivery methods for your course. ### Essential Question - How can course delivery help your students? ### Activities - Watch Module Five video

	- Read Chapter 5 in the UDL in the Cloud book - Choose supplemental content option(s) - Participate in Discussion 5: How will you change your previous course delivery methods to allow for UDL? - Self-assessment - Optional: Define the changes you will make in your final project that will be crucial UDL improvements
6	## Module 6: Student and Family Engagement ### Objectives - Explore different techniques to help increase student engagement as an at home learner. - Discover ways to support families. ### Essential Question - How can better time management and executive function help students learn as they are in remote environments? ### Activities - Watch Module Six video - Read Chapter 6 in the UDL in the Cloud book - Choose supplemental content option(s) - Participate in Discussion 6 - Self-assessment - Optional: Explain how you will integrate supports for Executive Function into your final project.
7	## Module 7: Remote Learning ### Objectives - Investigate and create a new system for lesson development and delivery that can take advantage of a remote learning necessity. ### Essential Question - How can we design remote lessons that are more flexible to meet the needs of all learners as they work toward "firm goals"? ### Activities - Watch Module Seven video - Read Chapter 7 in the UDL in the Cloud book - Choose supplemental content option(s) - Participate in Discussion 7 - Self-assessment - Optional: Finalize your final project for submission in the next module.

(8)	**Module 8: Student Feedback** **Objectives** ● Integrate student feedback into your remote learning. **Essential Question** ● How can increasing your methods of student feedback improve student learning in remote settings? **Activities** ● Watch Module Eight video ● Read Chapter 8 in the UDL in the Cloud book ● Choose supplemental content option(s) ● Participate in Discussion 8
	Final Project (Required for Grad Credit) Your final project will really be up to you! You can choose to create a **course**, a **lesson**, **activity** 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! 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. 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.