




Intro to UDL

The Why, the What, and the How of Universal Design for Learning

On-Demand Course - 10 continuing education hours

Optional Final Project: 1 graduate level continuing education credit with additional 5-hr final project*

Course Designer	
 <p>Katie Novak @KatieNovakUDL</p>	<p>Katie Novak, Ed.D., is an internationally renowned educational consultant, adjunct instructor at the University of Pennsylvania, best-selling author, and founder of Novak Educational Consulting. With over 20 years of experience in education, Novak has authored 15 books, including best-sellers <i>UDL Now!</i>, <i>The Shift to Student-Led</i>, and <i>Equity by Design</i>. With a global reach spanning 33 states and 28 countries, Novak's guidance has significantly shaped educational practices on an international scale.</p>



Course Description


This 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. 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.

Course Objectives & Learning Outcomes

- Educators will understand why UDL is important
- Educators will dive into the concepts of learner variability and barriers in education and learn how to design lessons with firm goals and flexible means. Educators will dive into the theory and practice of Universal Design for Learning
- Educators will understand what UDL is and how to apply the principles, guidelines, and checkpoints to teaching practice to increase accessibility and student outcomes
- 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

Course Modules

MODULE	Topics
	<p data-bbox="418 275 1435 317">Module 1: Variability, The UDL Guidelines, and Learner Agency</p> <p data-bbox="427 390 566 422">Objectives</p> <ul data-bbox="477 480 1398 653" style="list-style-type: none">● Understand why we must proactively remove barriers and plan for variability to create inclusive environments● Understand the principles, guidelines, and checkpoints of the UDL framework as a foundation of inclusive practice● Understand what it means to give students agency <p data-bbox="427 716 680 747">Essential Questions</p> <ul data-bbox="477 808 1328 972" style="list-style-type: none">● How can you implement Universal Design for Learning to design learning opportunities that remove barriers and embrace variability in inclusive classrooms?● What does it mean to give students agency and how does using the UDL framework help us promote learner agency? <p data-bbox="427 1039 548 1071">Activities</p> <ul data-bbox="477 1110 1347 1266" style="list-style-type: none">● Watch the module introduction● Explore resources to deepen your knowledge● Take the assessment● Discuss through the course community discussion board or self-reflect on the module's lesson
	<p data-bbox="427 1367 1268 1409">Module 2: The How, The Why, The What of Learning</p> <p data-bbox="427 1482 566 1514">Objectives</p> <ul data-bbox="477 1554 1365 1682" style="list-style-type: none">● Understand how the three components of engagement are critical to building student agency.● Understand how to provide multiple means of representation while staying true to teaching educational standards.

	<ul style="list-style-type: none"> • Understand how diagnostic, formative, and summative assessments are used to inform teaching and learning <p>Essential Question</p> <ul style="list-style-type: none"> • How can I, as an educator, impact student engagement, regardless of the learning environment? • How can we increase accessibility by providing multiple means of representation to all learners? • How can teachers universally design assessments that empower students to express knowledge and skills in authentic, meaningful ways that drive future teaching and learning? <p>Activities</p> <ul style="list-style-type: none"> • Watch the module introduction • Explore resources to deepen your knowledge • Take the assessment • Discuss through the course community discussion board or take time to self-reflect on the learnings from the module
	<p>Module 3: Implementing UDL</p> <p>Objectives</p> <ul style="list-style-type: none"> • Learn specific strategies for supporting student engagement, for improving representation and comprehension, and for identifying and eliminating common barriers to action & expression through universal design • Reflect on how universal design for learning is 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. <p>Essential Question</p> <ul style="list-style-type: none"> • How can continual reflection and self-assessment help us improve our UDL practice? <p>Activities</p> <ul style="list-style-type: none"> • Watch the module introduction • Explore resources to deepen your knowledge • Take the assessment • Discuss through the course community discussion board or self-reflect on the module's lesson

Graduate Credits *

You have the option to receive 1 continuing education graduate credit 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 1 accredited continuing education graduate credit from our university partner and a completion certificate for 5 additional continuing education hours (in addition to the 10 hours you received for the course).

Final Project (For Graduate Credit)

The Goal: Students will demonstrate their understanding of Universal Design for Learning (UDL) and how to implement it by creating a learning experience and reflecting on the design process.

The Ask: At the end of this course you are invited to produce a final project. This course is worth 10 continuing education hours. The final project is worth an additional 5 continuing education hours and 1 graduate-level continuing education credit. You will receive feedback for your final project only if you register for graduate credit. You can start from scratch or use an existing lesson plan and modify it using UDL best practices. Once you have completed your final project using the guidelines and rubric below, submit it here for a grade and feedback. You should spend approximately 5 hours on your final project.

Your final project will be an opportunity to bring together everything you have learned. Take a risk and share your learning in a new way - lots of options and choices available! We will provide feedback on a holistic rubric. Learn more about [universally designed rubrics here](#).

The Project: regardless of format choice, your project should have three main sections:

- 1. Introduction:** Give a quick explanation of what grade and subject you teach, how you would usually develop and deliver a lesson or PD and why you chose your final project.
- 2. Learning Experience Design:** This will be the actual “product” for this final, so it will be something tangible that you are/will/can use in your role. Choose to create a lesson plan, or professional learning experience for your learners, including any supporting rubrics, scaffolds, assignments, etc.
- 3. Reflection:** In this last section, you should take some time to reflect on your time in this course, the final product you created, and what’s next for you and your work with UDL. Within your reflection, be sure to cite at least 5 resources from the course that impacted your thinking when you were creating your final project. You may use any citation format to cite your work (APA, MLA, etc.)

**With additional registration*

Final Project Rubric

The rubric below highlights project requirements. All projects need to “meet expectations” in all sections. Worry not - you are welcome to resubmit as many times as it takes to be successful.

Not there yet!	Met Expectations. Hooray!	Nailed It
	Introduction: Give a quick explanation of what grade and subject you teach, how you would usually develop and deliver a lesson or PD and why you chose your final project. (1 point)	
	Learning Experience Design: This will be the actual “product” for this final, so it will be something tangible that you are/will/can use in your role. Choose to create a lesson plan, or professional learning experience for your learners, including any supporting rubrics, scaffolds, assignments, etc. (2 point)	
	Reflection - In this last section, you should take some time to just reflect on your time in this course, the final product you created, and what’s next for you and your work with UDL. Includes/uses at least 5 citations/resources from the course. (2 point)	
<p style="text-align: center;">5 Points</p> <p style="text-align: center;">Meeting the standard, or going above and beyond, will earn you the full point value for the assignments.</p>		

