

Universal Design Professional Development

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Section 1

Revise Learning Activities Table

Activities Aligned to Objectives

Objective	Objective Bloom's Level	Learning Activities and Sequence	Assessment(s)	Assessment Bloom's Level
PRIMARY Following the completion of an online module on Universal Design for Learning (UDL), participants will create an original lesson plan incorporating activities that follow the UDL framework guidelines and meet 90% of the criteria specified on the lesson plan rubric.	Creating	7. Create an original lesson plan including UDL design principles using the mind tool Draw.io.	Submission of written lesson plan to instructor and discussion board. Criteria defined on rubric	Creating
SECONDARY Following the completion of a review lesson, participants will correctly construct learning objectives using the ABCD format. <i>Learning Activities 1 & 2</i>	Applying	1. Readings on writing objectives using the ABCD format (Absorb-Reading) 2. Write learning objectives using the ABCD format (Do-Practice)	Submission of written objective samples. Criteria defined on rubric	Applying

After completing an introductory lesson, participants will be able to accurately describe/define Universal Design for Learning. <i>Learning Activities 3-4</i>	Remembering	3. View presentations on guidelines for and benefits of using UDL. (Absorb-Viewing)	Discussion board entry responding to prompt from instructor	Understanding
After completing an introductory lesson, participants will be able to accurately discuss the benefits for using Universal Design for Learning to plan instruction. <i>Learning Activities 3-4</i>	Understanding	4. Readings on guidelines for and benefits of using UDL. (Absorb-Reading).	Discussion board entry responding to prompt from instructor	Understanding
After completing an introductory lesson, participants will be able to correctly identify the three guidelines of Universal Design for Learning. <i>Learning Activity 5</i>	Remembering	5. Discussion board entry describing definition, guidelines for and benefits of UDL. (Do-Responding)	Discussion board entry responding to prompt from instructor	Understanding
After viewing a video of or reading a description of a teaching activity, participants will correctly identify whether an activity demonstrates multiple means of engagement, multiple means of representation/action or multiple means of expression. <i>Learning Activity 6</i>	Analyzing	6. Analyze a given lesson plan for demonstration of UDL principles and complete an instructor-created checklist (Do – Guided Analysis)	Submission of completed checklist.	Analyzing

This assignment asks the learners to align lesson plans for a connect activity with what they have learned about UDL considerations. The Draw.io program allows the learner to delineate activities and to provide UDL considerations for each step of the learning activities and the needed materials. Tutorial videos, articles, and an illustration are provided as absorb activities for students to learn how to use the tool along with a visual guide of basic flowchart shapes.

Each flowchart shape will contain text to explain what the teacher expects students to complete. The diagram then requires the student to determine if UDL considerations have been made or not, then supply them if needed. This mind tool is based on the idea of knowledge construction. It is a modified semantic network. Although the connecting lines do not have descriptors, the nodes are connected and could be further expanded if the teacher wishes. (Ex. Text box listing materials could connect to other nodes listing more details for each material.) The visualization of Draw.io assists students in constructing the flow of their lessons and helps them ensure connections with UDL principles. Draw.io works well with our activity as it allows students to see every portion of their lesson plan and make mindful connection with the UDL considerations. The worked example provides an in-depth model of how the mind tool works, including explanations for UDL considerations. This model allows students to see the complete flow of the lesson and make adjustments as needed. Finally, scaffolding is provided by use of a blank example (template) and headings, allowing the student to develop and expand the mind tool as needed. The Draw.io assignment will help students achieve the stated objective, being a culmination of all previous activities by having students create their own lesson plans and making sure all aspects facilitate UDL considerations.

Secondary/enabling objectives included in the module aim at providing the students with practice using the individual skills needed to demonstrate the primary objective. Each secondary objective has a learning activity and assessment which support each other. For example, participants need to know how to write a properly formatted learning objective before planning with UDL principles; this objective is then assessed through the use of a rubric. The module includes an absorb activity which reviews the format for objective writing followed by a DO activity, which asks the students to write objectives following the given format. The intended instruction in this brief module covers all the material needed for the participants to meet the primary objective.

Section 2

Develop Connect Activity

The connect activity is to create a flow chart using the website www.Draw.io to prepare lesson plans that follow UDL guidelines. Draw.io allows teachers to see every portion of their student's lesson plan and make mindful connections with the UDL considerations. This website does not require any software download or installation. It can save files directly to Google Drive, OneDrive, Drop Box, and other storage options. It is also very user-friendly and has a low barrier to entry for students to begin using. Tutorial videos and an article are provided as Absorb activities for students to learn how to use the tool along with a visual guide of basic flowchart shapes. Scaffolding is provided by both a worked and blank example allowing students to see

how the flow chart is used to prepare their lesson plans while analyzing and considering the UDL guidelines of multiple means of engagement, representation, and action & expression.

The blank example can be followed for this for this connect activity or students can create their flow chart using the web site and basic flowchart shapes. Students who had more experience with flow charts may be more comfortable starting from scratch and creating their own flow chart. This also follows the UDL guideline of multiple means of action & expression by allowing students an example, a template with prompts, and the opportunity to build the activity from scratch. This mind tool is based on the idea of knowledge construction. It is a modified semantic network. Although the connecting lines do not have descriptors, the nodes are connected and are given description by the shapes in the mind tool.

This activity will be submitted as an image or PDF file to the instructor's email when complete. Students will also upload their completed lesson plan flowchart to a discussion board and provide meaningful feedback to at least two classmates. Feedback will be provided via a rubric provided with the activity instructions on the Google site. Examples are available as jpeg or PDF.

The purpose of this activity is for the student to connect the Absorb and Do activities from throughout the module. In the introduction, they were given the basic information about the UDL guidelines and in the wrap-up were asked to identify the guidelines based on a video of a UDL lesson as it was executed in the classroom. They were then asked to review the ABCD method of writing objectives and write an objective for a lesson that they would later use for this activity to incorporate UDL guidelines. They are then asked to review deeper information about the three areas of UDL and brainstorm and discuss with classmates of the many benefits of designing lesson using this method. This is followed by further analyzing their objective to analyze activities and ways they can address each of the three UDL guidelines of multiple means of engagement, representation, and action & expression as they approach this last part of the module where they begin to build their new, UDL-modified lesson plan. The guided activity reinforces the introduction and previous four learning activities and prepares students for this connect activity and final part of the module.

This connect activity should bring the student full circle from what they learned in the introduction, through the learning activities, and now where they are ready to apply what they have learned and connect it to a lesson in their own classroom.

Absorb Instructional Materials for Connect Activity

Articles:

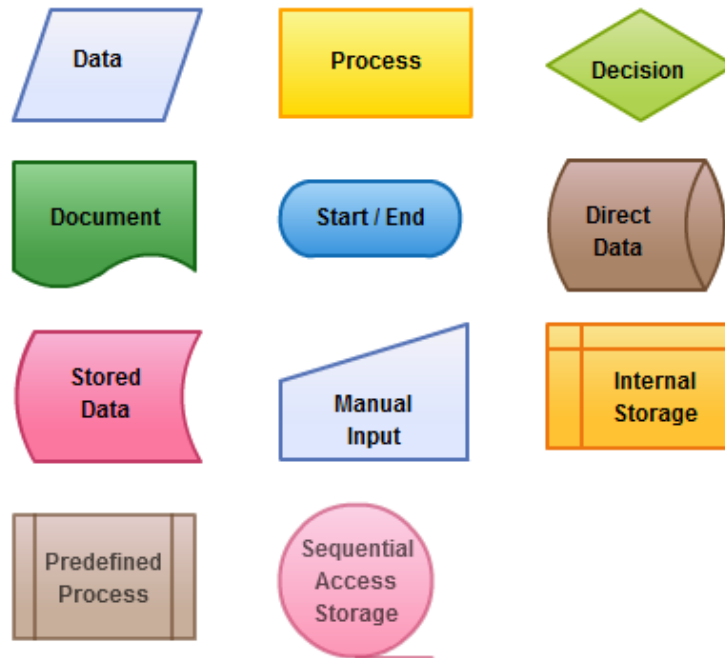
Five Tips for Better Flowcharts – <https://www.smartdraw.com/flowchart/flowchart-tips.htm>

Standard Flowchart Symbols and Their Usage - <https://www.edrawsoft.com/flowchart-symbols.php>

Videos tutorials:

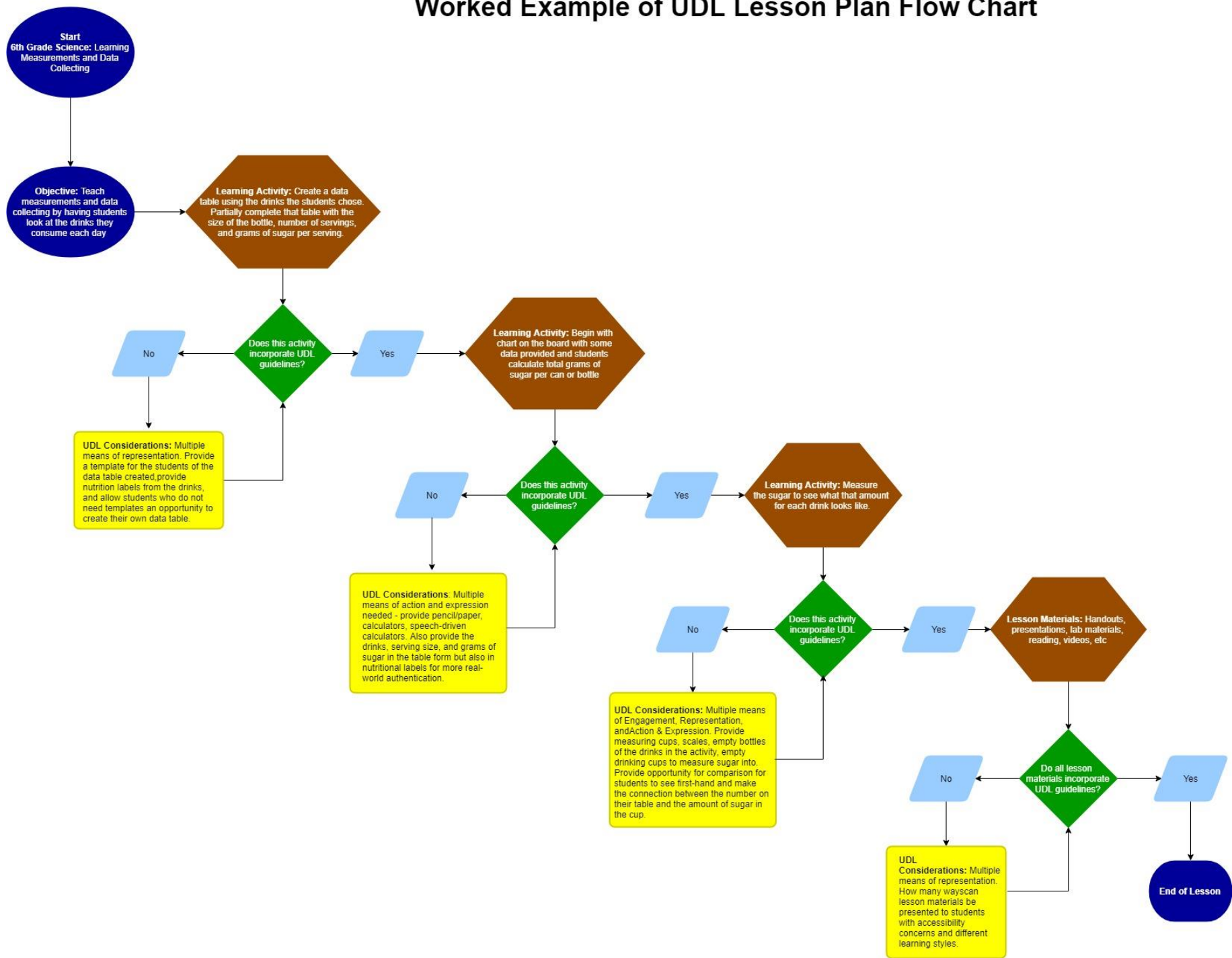
Basic Flowchart Tutorial – <https://www.youtube.com/watch?v=DYSPEkvTWig>

Basic flowchart tutorial with explanation of flowchart shapes – <https://www.youtube.com/watch?v=64MaQYyAN2w>

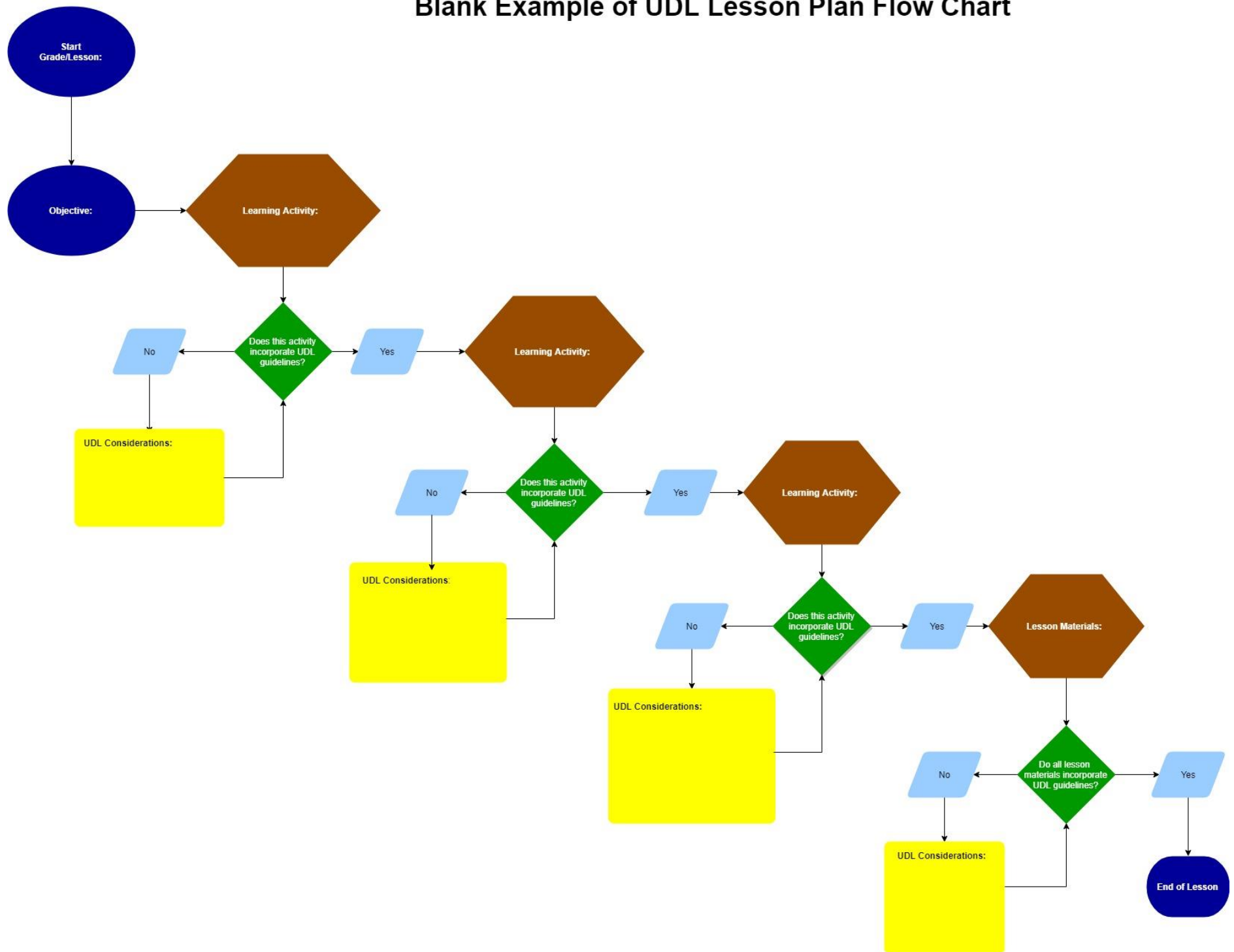


[online diagramming & design] .com

Worked Example of UDL Lesson Plan Flow Chart



Blank Example of UDL Lesson Plan Flow Chart



Section 3 - Develop a Rubric for Assessing your MindTool Connect Activity

Lesson Plan Rubric					
Criteria	Ratings				Points
Objective is written in the ABCD format.	1.0 Objective is written in the ABCD format.		0.0 Objective is not written in the ABCD format.		1.0
All lesson activities support the learning objective.	3.0 All lesson activities support the learning objective.	2.0 Two lesson activities support the learning objective.	1.0 One lesson activity supports the learning objective.	0.0 No lesson activities support the learning objective.	3.0
Every Learning Activity contains an appropriate UDL consideration.	2.0 Every Learning Activity contains an appropriate UDL consideration.		1.0 Not every Learning Activity contains an appropriate UDL consideration.	0.0 No Learning Activity contains an appropriate UDL consideration.	2.0
Three UDL guidelines will be represented in the lesson plan. These guidelines can be split between different lesson activities.	3.0 All three guidelines are present in the Lesson Plan.	2.0 Two of the three guidelines are present in the Lesson Plan.	1.0 One of the guidelines are present in the Lesson Plan.	0.0 None of the guidelines are present in the lesson plan.	3.0
Lesson plan materials contains UDL considerations.	1.0 Lesson plan materials contain appropriate UDL considerations.		0.0 Lesson plan materials do not contain appropriate UDL considerations.		1.0
UDL considerations contain two or three adaptations.	2.0 UDL considerations contain two or three adaptations.		1.0 UDL considerations contain one adaptation.	0.0 UDL considerations contain no adaptations.	2.0
Students will upload their lesson plan to be reviewed by peers.	1.0 Student uploaded their lesson plan to the discussion board.		0.0 Student did not upload their lesson plan to the discussion board.		1.0
Students will respond to a minimum of two lesson plans with meaningful responses.	2.0 Students responded to two or more lesson plans with meaningful responses.		1.0 Students responded to one lesson plan with a meaningful response.	0.0 Students didn't respond with meaningful thoughts or don't post responses to peers.	2.0
Total 15.0					

Section 4

Create TWO Higher-order (Apply or above on Revised Bloom Taxonomy) Multiple-Choice Assessment Items that Assess Content Covered in your Online Module

Below are two scenarios related to planning instruction using Universal Design for Learning principles. Read each item and select the best answer to the question contained in each scenario by checking the box next to your selection.

1. Mrs. Smith is preparing to teach her unit on matter. Her goal is to remove as many barriers to learning as possible for her students by including strategies that align with the principles of Universal Design for Learning. Which of the following should Mrs. Smith consider employing when designing the learning activities for her unit?
 - a. Provide instruction through the use of lecture, lab activities and cooperative learning.
 - b. Permit students to choose either a project, oral presentation or paper/pencil test as a way to demonstrate their understanding of the topic.
 - c. Provide all students with multiple options for reading course materials, including print, digital, text to speech and audiobooks.
 - d. Allow students to take course quizzes at another location and at alternative times.
 - e. Assess students through weekly quizzes throughout the duration of the unit which have a maximum of five questions.

Source: University of Wisconsin-Milwaukee ACCESS-ed Presentation at MATC: Universal Design and the Learning Centered Campus - www.r2d2.uwm.edu/access-ed/resources/presentations/2008-01-09matc/

2. Professor Sharp is putting together a course syllabus for a Developmental Psychology class. The professor is trying to choose an assessment format for chapter quizzes in order for the students to demonstrate their knowledge. Dr. Sharp is deciding among three assessment options and is weighing the learning advantages of each format. Which format would be most representative of UDL principles?
 - a. Students take in-class multiple-choice/short answer quizzes on paper, which are not timed. The professor reviews the quiz questions and answers in the following class period, allowing students can drop their lowest quiz grade
 - b. Students take multiple-choice/short answer quizzes online in a proctored computer lab, up to three times within a twenty-four hour period. Students learn their quiz results immediately and submit their highest score.
 - c. Students take timed in-class essay quizzes on notepaper and have multiple attempts to complete the assessment. The professor reviews quiz questions and answers in the following class period, in which all scores count toward the final course grade.

Source: Ohio State University, Faculty and Administrator Modules for Higher Education via Durham College - ssbp.mycampus.ca/www_ains_dc/Introduction11.html

Universal Design for Learning Assessment – ANSWER KEY

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1. Mrs. Smith is preparing to teach her unit on matter. Her goal is to remove as many barriers to learning as possible for her students by including strategies that align with the principles of Universal Design for Learning. Which of the following should Mrs. Smith consider employing when designing the learning activities for her unit?

- a. Provide instruction through the use of lecture, lab activities, small group lessons, whole group lessons and class discussions.

Correct response. Using a variety of instructional methods matches with the three principles of UDL – multiple means of representation, action/engagement and engagement. This choice may distract a test taker from the correct response as lecture is sometimes viewed as an ineffective instructional method. However, this method may help some learners better understand the concepts being presented.

- b. Permit students to choose either a project, oral presentation or paper/pencil test as a way to demonstrate their understanding of the topic.

Correct response. Allowing multiple methods for demonstrating understanding of course content aligns with the UDL principle of multiple means of action/engagement. This response may entice a test taker to not include this item in their answer as traditionally the teacher would dictate to his students how they were to demonstrate their understanding of a topic. Students were typically not given a choice on a method in which they felt most confident demonstrating what they had learned.

- c. Provide all students with multiple options for reading course materials, including print, digital, text to speech and audiobooks.

Correct response. This is an example of the UDL principle of multiple means of engagement. A traditional view of teaching implies that these accommodations are made only for students who have IEPs, 504s or other documented needs. As a result, this choice may influence test takers to not select this item as a correct response.

- d. Allow students to take course quizzes at another location and at alternative times.

Incorrect response. This is not an example of a UDL principle. The intent of UDL is to help reduce barriers for all students within the classroom setting. Modifications to assessment instruments must also be made to help students succeed. This choice may

distract a learner taking this test as traditional classrooms often allow students with documented learning disabilities to take assessments in a special education classroom.

- e. Assess students through weekly quizzes throughout the duration of the unit which have a maximum of five questions.

Correct response. Providing students with frequent opportunities to demonstrate their learning places a priority on learning over grades. This matches UDL principles for student success. Students have less material of which to comprehend and demonstrate their knowledge. This choice may be a distraction to a test taker in that the number of questions can seemly not be enough to measure a student's level of understanding. In addition, traditional approaches to assessment typically include only an end of unit test which have a large number of items on which students will demonstrate what they have learned.

Source: University of Wisconsin-Milwaukee ACCESS-ed Presentation at MATC: Universal Design and the Learning Centered Campus - www.r2d2.uwm.edu/access-ed/resources/presentations/2008-01-09matc/

- 2. Professor Sharp is putting together a course syllabus for a Developmental Psychology class. The professor is trying to choose an assessment format for chapter quizzes in order for the students to demonstrate their knowledge. Dr. Sharp is deciding among three assessment options and is weighing the learning advantages of each format. Which format would be most representative of UDL principles?

- a. Students take in-class multiple-choice/short answer quizzes on paper, which are not timed. The professor reviews the quiz questions and answers in the following class period, allowing students can drop their lowest quiz grade.

Incorrect response. The requirement that the quizzes be taken only on paper does not align with UDL principles. This item could distract a test taker as several of the criteria for the quizzes do match UDL principles. Untimed tests allow students to work at their own pace to demonstrate their learning. Allowing multiple attempts for students to show what they have learned prioritizes the learning of the concept over earning a grade for the course.

- b. Students take multiple-choice/short answer quizzes online in a proctored computer lab, up to three times within a twenty-four-hour period. Students learn their quiz results immediately and submit their highest score.

Correct response. The assessment scenario aligns with UDL principles. All students benefit from extended time. Online testing presents options that are not available in paper/pencil assessments; such as use of color, one question on the screen at a time to eliminate distractions and audio/video-based questions. Extended time and allowance

for multiple attempts to complete an assessment place an emphasis on enabling students to demonstrate their knowledge over a grade for the course.

- c. Students take timed in-class essay quizzes on notepaper and have multiple attempts to complete the assessment. The professor reviews quiz questions and answers in the following class period, in which all scores count toward the final course grade.

Incorrect response. The requirement that the quizzes be taken only on paper does not align with UDL principles. All scores counting toward the final course places the grade expectations above student comprehension of the topic which is not a match with the ideals of UDL. The assessment instrument, an essay, could distract some test takers to select this choice as this format allows learners to express what they have learned in an unconfined format. That is, learners are not placed in a forced-choice decision which may or may not match with what they have understood about the concept. The idea that learners have multiple attempts to complete the assessment could also distract a test take from selecting the correct response.

Source: Ohio State University, Faculty and Administrator Modules for Higher Education via Durham College - ssbp.mycampus.ca/www_ains_dc/Introduction11.html

Section 5

Discuss Alignment & Meaningful Learning

The proper development of a lesson, unit, or module should scaffold upon prior knowledge to introduce students to new and evolving skills and activities. Throughout our module, we scaffold lower level absorb and do activities together culminating at the final connect activity. Our lesson focuses on building up previous knowledge of lesson planning, objective writing and alignment, along with the identification of guidelines and principles from the Universal Design for Learning (UDL) framework to construct and develop new inclusive teaching practices.

Prior to developing an original lesson plan incorporating at least 80 percent of the guidelines of UDL, the learners engage in various learning activities to build upon previous knowledge and connect their new and previous skills together. Many of these skills are assessed through the use of discussion boards, development of learning objectives, analysis of prerecorded activities for the embodiment of UDL guidelines, and a guided analysis activity, in which the participant will be able to identify the UDL guidelines through various assessment activities including drag and drop and knowledge check questions.

Part 2 Assessing the integration of meaningful learning

Despite the success of a learning activity or module, it is important to make the learning not only purposeful with an intended goal, but also meaningful. Meaningful learning can be measured in five different areas according to Howland, Jonassen, and Marra, Active, Constructive, Authentic, Intentional, and Cooperative. (2012) Our module focuses on four of

the five areas of meaningful learning including: active, constructive, authentic, and intentional.

Active: Howland et al. describes meaningful learning that incorporates active components, allows the participant to interact and manipulate items within a particular situation allowing them to construct their own interpretations as a result of the manipulations that took place. (2012) Throughout our module, the participants are able to interact with the various activities, in which they may create their own interpretations of the material and how their previous knowledge can be enhanced by the new information. By utilizing their previous knowledge, they are able to build upon their skills while becoming exemplars of the material, and the ways in which it can be utilized within the classroom to enhance the activities and learning environment to include all students.

Authentic: It is important while creating a learning activity to incorporate authentic, real world situations in which the material may be applied. Placing real-world situations within the learning material not only allows for better remembrance but also a greater transfer of the information for its intended use. (Howland et al., 2012) Our module incorporate various activities in which the participant is given real-world scenarios to assess for the use of UDL. Furthermore, their module culminates in the creation of an original lesson plan placed in a real-world experience of their own to be utilized in the teaching of an upcoming lesson within their classroom.

Intentional: Learning that is intentional should utilize the proper teaching methods and materials necessary to reach an intended goal. (Howland et al., 2012) The entirety of our module is based in an online atmosphere in which all the learning takes place asynchronously. We have chosen to utilize various appropriate methods including a guided analysis activity, the use of videos, discussion boards, Knowledge Check testing, and lastly the development of a final culminating project that is to be submitted digitally. Each of the tools chosen were chosen deliberately and meaningfully focused on ways to meet the needs of all participants.

Constructive/Cooperative: During any sort of learning it is important to be constructive and reflective of the process, and the information that is being learned. Howland et al., states that reflecting on the activities and observations they are engaging with allows them to integrate their new knowledge with the old to form connections and applicability to their context. (2012) Through the use of discussion boards, and construction of an original lesson plan, the participant is able to reflect on their new knowledge and its applicability to their teaching methods. Not only does this allow them to reflect about their own interpretation of the material and how they would apply it, but it also allows them to receive feedback from peers for potential improvements and additional methods of application in their area of education.

Link to Google Site Module

<https://sites.google.com/view/udl-designchallenge>

Revisions After Part 1

Revisions based on instructor feedback from Part 1 and peer feedback from Visual Design Feedback discussion.

From Part 1 Feedback

1. Individual UDL images on the Google Site introduction pages were replaced with higher resolution images to correct the blurry issue and make for easier reading.
2. Additional instruction was added to the review of the ABCD objective writing activity and explanation for why the module was beginning with a quick review of this.
3. The guided analysis activity was completely redesigned to make it easier to see exactly how the activity will work and respond to student choices, it incorporates higher order thinking concepts, the feedback was redesigned to provide the student better justification for why their answer was correct/incorrect, and the usability of the activity was improved to make navigation clearer and smoother.

Design Challenge Part 1: Guided Analysis

Summary and Prototype

The following Guided Analysis activity is designed to help teachers analyze and evaluate learning activities in relation to the Universal Design of Learning guidelines.

The Guided Analysis activity will be completed in a webpage based format designed utilizing either HTML5, CSS, and JavaScript, or Adobe Captivate. This coding and/or program use will allow for the students to interact with a drag and drop activity. During this activity the students will drag various student activities to UDL “drop zones”. There will be three drop zones correlating to one of the three UDL Guidelines, which were covered in previous absorb activities earlier in the module. While completing the activity, the students will be analyzing each of the activities and determining which of the UDL guidelines it best represents.

The following slides present the Guided Analysis as it would be in a real environment including messages, remediation, and completion statements.

After completing Learning Activities 1-5 you have covered every part of what makes a great lesson utilizing the Universal Design for Learning Guidelines. Analyzing a series of student learning activities, you will determine the proper UDL principle it corresponds with. If you would like to review the principles and the guidelines for each one before starting, please click on the appropriate link:

[ENGAGEMENT](#) [REPRESENTATION](#) [ACTION EXPRESSION](#)

Directions: In the following activity read each scenario and determine which of the following Principles of Universal Design for Learning: Engagement, Representation, or Action & Expression, it represents. Once you have determined the UDL principle, drag and drop the scenario into the proper UDL dropbox on the left hand side. If you misplace

LEARNING ACTIVITIES

To support the processing of info, Mr. Jones uses weekly videos covering each course topic and homemade course materials (ie: course outline, notes, and online links to resources)

To increase interest and support progress in coding, Mrs. Smith used multiple examples of actual website experiences during the lab. She provided students with hands-on practice exercises and open group discussions and help.

To support planning and composition, Mr. Hughes provided an open-ended assignment to allow student the opportunity to express their opinion on a social issue either through graphics, audio, or recorded media.

While exploring the basic tools of Photoshop at the start of the school year, Mr. Stauffer spoke about the efficiency and quick command processing of the program. To make the students learn faster processes, Mr. Stauffer provided them with a table of keyboard shortcuts.

After seeing students struggle with cumulative exams in the past, Mrs. James chose to break her tests into multiple tests across more than one day including a take home portion, and an online portion that was timed with multiple attempts.

In order to increase student interest and participation in review for the final exam, Mrs. Parente allowed the students to choose the reward the winning team would receive.

During lessons on how to complete laundry in Home Economics, Mrs. Trenk provided each student with a step-by-step packet containing both picture and text representations of the directions.

After completing a unit on Creative Writing, Mrs. Murphy assigned the students an essay prompt. In order to work on editing and revising skills, the students completed peer-revisions utilizing a rubric and feedback sheet.

While watching the opera Madam Butterfly in Advanced Choral Practices, an opera written in Italian, Mr. Brooks provided English translations as well as emotional descriptions of the scenes for the students.

DROPBOXES

Engagement

Representation

Action & Expression

EXAMPLE

After completing a math unit you've never taught before, the students will complete course evaluation surveys to help you determine aspects of your teaching that are working and which need to be changed.

The activity above is an example of Multiple Means of Engagement as it provides coaches, mentors, or agents that model the process of setting personally appropriate goals that take into account both strengths and weaknesses.

Therefore, the example would be drug to the Engagement dropbox.

Directions: Drag and drop each of the learning activities below into the appropriate dropbox. If you misplace two of the same UDL Principled activities, you will be directed to remediation. For example, if you misplace two Engagement scenarios, you will be sent to the Engagement Remediation.

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Engagement

Representation

Action & Expression

Initial Activity Display

By dragging and dropping each activity into the proper UDL Principle, the student is classifying each activity according to the proper UDL principle based on the actions the student or teacher is completing.

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Engagement

Representation

Action & Expression

ANSWER KEY

There are three activities for each principle

When the student places the activity in the proper principle, they will receive a correct answer response as shown below, along with the activity disappearing into the bucket. As another form of accessibility, the proper answer will also trigger a higher pitched sound such as the coin sound from Mario Bros, etc. to signify it's correct.

Other phrases to be used: Awesome Job!, Right on track, keep it up, Excellent!

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Engagement

Representation

Action & Expression

CORRECT, LET'S KEEP GOING!

Correct Answer

When the student places the activity in the the incorrect UDL Principle dropbox, the activity will return to its initial place in the list, followed by an incorrect notification as pictured below. Note: If two out of the three activities for a particular UDL principle are incorrectly placed, the student will move directly to remediation.

Other phrases to be used can be found on the next page.

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**NOT
QUITE**

Remember, Multiple Means of Engagement provides the “Why” in learning focusing on interest, effort, persistence, and self-regulation.

portion that was timed with multiple attempts.

In order to increase student interest and participation in review for the final exam, Mrs. Parente allowed the students to choose the reward the winning team would receive.

During lessons on how to complete laundry in Home Economics, Mrs. Trenk provided each student with a step-by-step packet containing both picture and text representations of the directions.

After completing a unit on Creative Writing, Mrs. Murphy assigned the students an essay prompt. In order to work on editing and revising skills, the students completed peer-revisions utilizing a rubric and feedback sheet.

While watching the opera Madam Butterfly in Advanced Choral Practices, an opera written in Italian, Mr. Brooks provided English translations as well as emotional descriptions of the scenes for the students.

Engagement

Action & Expression

Incorrect Answer

Guided Analysis incorrect response statements.

Incorrect statement for engagement

**NOT
QUITE**

Remember, Multiple Means of Engagement provides the “Why” in learning focusing on interest, effort, persistence, and self-regulation.

Incorrect statement for representation

**NOT
QUITE**

Remember, Multiple Means of Representation provides the “What” in learning focusing on perception, language, symbols, & comprehension.

Incorrect statement for action & expression

**NOT
QUITE**

Remember, Multiple Means of Action & Expression provides the “How” in learning focusing on physical action, expression, communication, and executive functions.

Guided Analysis remediation

If a student incorrectly places two of the three activities for a particular UDL Principle, the program will launch the appropriate Review notice shown below. The student will click on the provided link and navigate to the appropriate review. There are four potential options, one for each of the UDL Principles, and one with video reviews and examples for each principle from Learning Activity five.

LET'S REVIEW

It seems you still don't quite understand Multiple Means of Engagement. Let's take a few moments to review. Click the link below to navigate to the review.

[Multiple Means of Engagement](#)



Guided Analysis congratulatory statement of completion

AWESOME WORK!

You really know your UDL Principles and how to incorporate them in to your teaching. Now put them to the test with your last assignment.

[Click here to continue.](#)

Once the student completes the assignment with 100% accuracy, they will receive the final message shown below. Once the student click on the provided link, they will be directed to the last assignment, which will hold the expectations for writing the UDL Lesson Plan.

Engagement

Representation

Action & Expression

From Visual Design Feedback

Overall, the feedback on visual design was positive. The reoccurring items that came up were that it was hard to determine if the readings in the learning activities were required and the headings would be easier to recognize if they were larger or more graphically visible.

To address these issues, the readings are now marked as required so that there is no confusion about whether they are part of the learning activity instructional material or optional/additional information.

In addition, the headings for the learning objective, readings, and learning activity were promoted to the next higher heading level to make them larger and more prominent. Icons were also added for more graphic presence to the objectives, readings, and learning activities sections on each page throughout the site.