Task 2: Module Assignment – The Game Plan

1. Identify a challenge that impacts learners in your course or work area.

I am an instructor teaching Cloud Computing and Blockchain. I found a semester two student with a hidden Challenge commuting to school. He was a well-rounded student who always sat before me in the first row. He was very engaging and always did exceptionally well in every assignment. The only thing was that this student was always half an hour late for my classes. I realized that this would have been an invisible challenge for this student.

2. Select one UDL principle of focus: representation (how information is presented), expression (how learning is demonstrated), or engagement (how learners connect and interact)

I scheduled an in-person talk with this student through Brightspace email and discussion. He let me know that he lives without a convenient bus route for him to commute to school. He also had commitments to drop off his wife and kids during morning hours. (UDL principle of focus: Engagement: Extending a variety of opportunities for connection and interaction)

I then decided to provide him access to my classes online when he had difficulty commuting to school. (UDL principle of focus: Expression: Providing several ways to demonstrate learning)

3. Demonstrate at least two UDL approaches that address the challenge (e.g., an Option A and an Option B)

I provided short course information ahead of the lecture (option A) so that the student could know precisely what he would need to familiarize himself with before this class; I provided the student with a Zoom link so that the student could have access to my class without delay (option B); and I offered practical demos through Zoom so that the student understood the theory deeply. I also provided a text-based class summary and a list of Kahoot questions for students to test and review independently.

4. Explain why and how your selected UDL approaches resolve the challenge and support learner success.

I like the words "The idea behind UDL is access for all individuals" by Embry & Scott and "UDL emphasizes the need for flexibility" by Pliner & Johnson. Generally speaking, UDL strategies help us think more comprehensively about students' visible and invisible challenges based on UDL design principles and create a dynamic and inclusive learning environment for students with the best accessibility and flexibility.

5. How will you apply your learning in your instruction or area of work?

- Pre-Class Preparation: Continue providing concise course information and objectives before each class session. This practice helps all students, not just those with specific challenges, to come prepared and engage more effectively with the material.

- Flexible Access: Maintain the practice of offering remote access to classes through platforms like Zoom. This ensures that students who face commuting issues, health problems, or other commitments can still participate in class.

- Interactive Tools: Utilize tools like Kahoot for interactive learning and self-assessment. Providing summaries and quizzes helps reinforce learning and allows students to review and test their knowledge independently.

- Regular Check-Ins: Schedule regular check-ins with students to understand their unique challenges and needs. This proactive approach helps identify and address any barriers to learning early on.

- Continuous Improvement: I will stay updated with UDL principles and best practices to improve my teaching methods continuously. Attending professional development workshops and collaborating with colleagues will help refine my strategies to support all learners better.