

Instructional Design Document
Universal Design and Accessibility Training
For Instructors of Online Courses at ACME University
Candice Bowes
EDIT 526
Summer 2014

Needs Analysis

With the rapidly evolving shift to online education courses, particularly at the post-secondary level, the instructors of all types of courses need training on the principles of Universal Design for Learning (UDL) so as to make the content of their courses accessible and readily understandable for all students in their classes. Whether the course is to be taught online or in a face-to-face setting and whether or not a specific disability exists for any given student, instructors need to be aware of strategies and principles that will facilitate access and learning for everyone. According to Andrew Simoncelli (2008), "...online instructors should be trained on how to incorporate UDL into both online and traditional classroom settings to promote student interactions and assist students with ways to customize learning to meet their needs and preferences." Additionally, Christy G. Keeler and Mark Horney (2007) stated, "As the field of online education continues to grow, course designers need to exploit the advantages offered by technologies to create courses accommodating either the widest possible range of students *or* specific targeted populations." The need for such training exists at ACME University.

Learner Analysis

Even though instructors of online courses for post-secondary students at ACME University hold advanced degrees in their field and are therefore considered to be experts in their respective subject matter, they often lack any training in working with special needs students or in the effective use of technology to incorporate the principles of UDL in their virtual classrooms. They may be under the erroneous assumption that student use of assistive technologies alone will remove all barriers to learning, or may simply have not stopped to consider the issue of accessibility at all. They may be unaware of the challenges faced by online learners who may or may not have a disability, but who still may encounter barriers to their learning created or caused by the design and/or presentation of the course content and assignments. It is quite likely that these instructors have a sincere desire to help their students learn the material contained in the course and therefore would be willing to incorporate the principles of UDL and make their courses more accessible and effective for all their students if they were taught how to do so.

Objectives / Learning Outcomes

At the conclusion of this training module, participants will be able to do the following.

1. Briefly explain each of the seven principles of UDL.
2. Explain why all course materials should be created with the principles of UDL in mind.
3. Articulate a variety of options they could employ for student engagement and assessment.
4. Articulate their awareness of and their willingness to address specific student needs as they arise on a case by case basis.

Course Content Outline

- I. Overview of Seven Principles of UDL
 - A. Inclusiveness
 - B. Physical Access
 - C. Delivery Methods
 - D. Information Access
 - E. Interaction
 - F. Feedback
 - G. Demonstration of Knowledge
- II. Importance of and Multiple Means for Representation
 - A. Visual (text, graphics, videos, captioning, transcripts, etc.)
 - B. Auditory (recordings, speaking when facing the class, etc.)
 - C. Tactile (objects, printouts, models, etc.)
 - D. Electronic (websites, eBooks, etc.)
- III. Importance of and Multiple Means for Engagement
 - A. Group work
 - B. Discussion Boards
 - C. Field Trips
 - D. Hands-On Activities
 - E. Forums
 - F. Websites
- IV. Importance of Quality Feedback
- V. Importance of and Multiple Means for Assessment
 - A. Traditional tests
 - B. Demonstrations
 - C. Portfolios
 - D. Oral Exams
 - E. Projects
- VI. Meeting Individual Needs
 - A. Awareness Development
 - B. Personal Philosophy Statement
- VII. Assessment and Evaluation

Design

Overview

This training module will be presented in a face-to-face setting. The training will take 2 hours and will include slide presentations, video clips, class discussions, peer collaboration, and a quiz to assess the learners' mastery of the content. Participants will also be given a job aid with quick references to the UDL principles and ideas for multiple means of representation, engagement, and assessment which could be used in the courses they teach.

Instructional Plan for Each Objective

Objective	Instructional Strategies	Learning Activities	Assessment
1. Briefly explain each of the seven principles of UDL.	-Slide presentation and discussion of each principle of UDL using pictorial non-examples and suggestions for implementation -Discussion about curb cuts	--Participant-generated examples of various potential roadblocks to learning -Peer discussion of 7 principles of UDL, past experiences with instructional barriers, and about how the principles of UDL benefit everyone	Online quiz question: Matching principles with correct definitions
2. Explain why all course materials should be created with the principles of UDL in mind.	-Learner immersion in simulated challenges with respect to each principle	-Watching a video clip with no sound and no captions -Viewing a blurred screen of text -Viewing a blurred website -Listening to a screen reader's rendition of a webpage -Attempting to use a keyboard with no mouse and no hands	Online quiz question: Short Answer explanation regarding reasons for creating course materials with UDL principles in mind
3. Articulate a variety of options they could employ for student engagement and assessment.	-Slide presentation and discussion of the relationship between first 5 principles of UDL and student engagement. -Slide presentation of various ways to engage	-Class discussion of how problems with respect to the first 5 principles of UDL could cause a decline in student engagement. -Class discussion about past experiences with using various ways of engaging students	Online quiz questions: True/False and Multiple Choice regarding options for engaging and assessing students.

	-Slide presentation of various ways to assess students	-Class discussion about past experiences using various ways of assessing students.	
4. Articulate their awareness of and their willingness to address specific student needs as they arise on a case by case basis.	Video presentation: <i>Ethics and Teaching with Disabilities</i>	Development of a personal philosophy statement	Online quiz question: Short Answer requiring submission of personal philosophy statement

Assessment and Evaluation Plan

Learner Assessment

Each participant in the class will complete an online quiz which will include the question types described above as well as a Likert rating scale on the helpfulness of this training module. Questions will be designed to assess recollection of course content and will be accessed through the existing Learning Management System (LMS) at ACME University. Learners will have one week from the date of the course to take the quiz and can take the test as many times as necessary to achieve a score of 100%.

Training Module Evaluation

A pilot session will be conducted with 5 volunteer instructor participants who will take the online quiz at the completion of the course. Feedback from the quiz will be considered and modifications to the course content, timing, pacing, etc. will be made as needed. The training materials will then be delivered for full implementation at the discretion of ACME University’s Professional Development Department Manager. Ongoing course feedback will be tracked using ACME’s Learning Management System and updates to course content will follow as needed.

References

Simoncelli, A. College students' with learning disabilities personal reactions to online learning. *Journal of college reading and learning*. (03/22/2008), 38 (2), p 49.

Keeler, C. G. Online Course Designs: Are Special Needs Being Met? *The American journal of distance education*. (06/2007), 21 (2), p. 61 - 75.