

**Education 5300**  
**Foundations of Modern Educational Theory and Practice:**  
**Inclusive Education and Universal Design for Learning**

*University of Lethbridge, Faculty of Education*  
*Inclusive Education and Neuroscience Cohort*

## ***Instructor***

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Kathy Howery

### ***Contact Information:***

If you have any questions or concerns, please feel free to talk with me before or after class time. After class, email is the best way to reach me; please include Ed 5300 and the topic of the email in subject line. Email is read and responded to as quickly as possible. If I do not respond within 24 hours, please resend, as I may not have received your message.

### ***Admin Office:***

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## ***Course Description***

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*Grounded in research of learner differences, the capacities of new media, and the most effective teaching practices and assessments, Universal Design for Learning provides a framework for creating more robust learning opportunities for every learner.*

*Rose & Meyer (2008), p.viii.*

*When new technologies move beyond their initial stage of development, innovations in curriculum design, teaching strategies, and policies will be driven by the needs of students "at the margin," those for whom present technologies are least effective—most prominently, students with disabilities.*

*The beneficiaries of these innovations will be ALL students.*

*Rose & Meyer (2000)*

This course will explore the philosophy and principles of inclusive education and examine how the

Universal Design for Learning (UDL) model, which is grounded in neuroscience, can help teachers proactively design learning experiences that will reduce barriers, provide appropriate challenge and meaningfully engage the diversity of learners that they can expect in today's learning environments. The course will provide an interactive survey of current knowledge and research into the emerging field of Universal Design in the educational domain. Topics will include the theoretical foundations of universal design for learning, the social construction of disability and the power of emerging technologies to create accessible learning in the 21st century learning contexts.

## **Course Objectives**

The course will be guided by the following learning objectives:

- Students will explore issues relating to current policies and practices in Inclusive Education
- Students will gain an understanding of the social model of disability and its relationship to Universal Design for Learning
- Students will gain an understanding of the theoretical and practice underpinnings of Universal Design for Learning
- Students will explore various understandings of Universal Design as it relates to the educational context. Particular focus will be on k-12 environments, however universal design in post-secondary and alternative/emerging learning environments will also be explored.
- Students will gain an understanding of how digital media and 21<sup>st</sup> century learning tools can be used to create universally designed learning experiences
- Students will demonstrate understanding of the process of designing learning goals, assessments, methods and materials instruction using the UDL framework

## **Required Text Material**

### **Course Text:**

Meyer, A, Rose, D.H., & Gordon, D. (2013). Universal Design for Learning: Theory and Practice. Wakefield, MA: CAST.

*Additional required readings will be posted on class Moodle*

### **Pre-reading:**

Universal Design for Learning: Theory and Practice -- Chapters 1 – 5

Oliver, M. (2004). The Social Model in Action: if I had a hammer. (In 'Implementing the Social Model of Disability: Theory and Research' edited by Colin Barnes and Geof Mercer (2004 pp. 18-31).

View: <http://www.youtube.com/watch?v=9s3NZaLhcc4>

## **Supplementary Text Material**

Lord Nelson, Loui (2014) Design and Deliver: Planning and teaching using Universal Design for Learning. Baltimore, MD: Brookes

Rappolt-Schlichtmann, G., Daley, S. G., & Rose, T. (Eds) A research reader in Universal Design for Learning. Cambridge: Harvard Education Press

*Additional supplementary readings will be posted on class Moodle*

## **Course Assignments**

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Details of these assignments and the associated rubrics will be distributed and discussed in class.

### **Assignment 1: Debate on Inclusive Education (15%)**

### **Assignment 2: Discussion Forum Participation & Reflections (25%)**

1. Reflections on *Inclusive Education* (5%)
2. Reflection on (Dis)ability in the Educational Environment (5%)
3. Reflection on social construction of disability (5%)
4. TBA (5%)
5. TBA (5%) – done as a group project

### **Assignment #3: Book Club (20%)**

The “Book Club” assignment will divide the class into five clubs, each of which will examine a different book that focuses on disability, mental illness or other neurological ‘differences’ and the impact that such conditions have on the lives of the individual and their families.

### **Assignment #4: Annotated Bibliography (5%) & EndNote References (5%)**

### **Assignment #5: Wellness Plan: (5%)**

You will develop a personalized ‘wellness plan’ in response to a workshop and classroom discussion.

### **Assignment #6: Final Project (25%)**

This project will aid to synthesize each student's personal response to the concepts discussed in the course. Students may choose one of several directions for this final project:

1. A conceptual exploration of UDL that critically reviews the literature/ research on UDL in practice. This would be a paper/project that critically explores the “state of the practice” of UDL.
2. A proposal for a UDL research project. This could be participatory action research, a proposal for an evaluation of a UDL implementation, or a UDL case study. (Students may also choose another type of UDL development/ implementation research in consultation with course instructor).
3. A conceptual exploration of the relationship between UDL and other current initiatives and/or educational directions (inclusive education, TPACK, differentiated instruction, students with low incidence disabilities, etc).
4. Students may also develop other ideas for this final project in consultation with instructor.

## ***Course Evaluation Summary***

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<b><i>Assignment</i></b>	<b><i>Due Date</i></b>	<b><i>Weight</i></b>
<b><i>Assignment #1: Debate on Inclusive Education</i></b>	<b>TBD</b>	<b>15%</b>
<b><i>Assignment #2: Discussion Forum Participation &amp; Reflections</i></b>	<b>TBD</b>	<b>25%</b>
<b><i>Assignment #3: Book Club</i></b>	<b>TBD</b>	<b>20%</b>
<b><i>Assignment #4: Annotated Bibliography &amp; EndNote References</i></b>	<b>TBD</b>	<b>10% (5% each)</b>
<b><i>Assignment #5: Wellness Plan</i></b>	<b>TBD</b>	<b>5%</b>
<b><i>Assignment #5: Final Project</i></b>	<b>TBD</b>	<b>25%</b>

## ***Assignment Guidelines***

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- Written assignments must be submitted through the Moodle Assignment Drop-box before midnight on the due date. Late assignments are generally not accepted.

- Please use the following in the subject heading of your email as well as for your document file: LastName\_ assign name.doc (or .docx).
- Number all pages. Insert your last name in the header with the page number on all pages. Unless otherwise noted, all papers should be double-spaced.
- It is expected that your writing meets the expectations of a graduate level program; grammatical errors, lack of clarity, poor structure or organization are not acceptable.
- Use APA style as outlined in the APA Publication Manual 6<sup>th</sup> Edition. Information concerning this use of this citation style can be found at [The University of Lethbridge Library website](#)
- Once you hand in an assignment, it is understood that the score obtained will be counted towards the final grade. Rewriting of assignments or completion of supplementary assignments is not allowed.
- University of Lethbridge policies on plagiarism will be strictly enforced. The University of Lethbridge Calendar defines plagiarism as "the representation of the words or ideas of another as one's own". Whether you willingly and knowingly use the work of others without giving proper credit, or if it occurs accidentally because you do not know when or how to cite your sources, it is still an academic offense. Information concerning the University policy and suggestions about how to avoid inadvertent plagiarism can be found at <http://libguides.uleth.ca/content.php?pid=469156&sid=3955839>

## ***Student Conduct***

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- Student Conduct: Students are subject to the student discipline policy for academic and non-academic offences in accordance with the University Calendar. Student Discipline Policies available at this link: <http://www.uleth.ca/ross/sites/ross/files/imported/academic-calendar/2014-15/part04.pdf>


## ***M.Ed Grading System***


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<b>Numeric Value</b>	<b>Letter Grade</b>	<b>Grade Point</b>
97 - 100	A+	4.00
93 - 96	A	4.00
90 - 92	A-	3.70
87 - 89	B+	3.30
83 - 86	B	3.00
80 - 82	B-	2.70

Note: Any course with a grade of less than B- cannot be considered for credit in the M.Ed. Program.

## Class Schedule

<b>Day</b>	<b>Topics/Activities</b>	<b>Readings</b> (see Moodle for additional materials)	<b>Assignments Due</b>
<b>J2</b> Wednesday July 2	<b>Welcome to Education 5300</b> <b>Review of Course and Assignments</b>		
<b>J3</b> Thursday July 3	<b>University Library Orientation</b> L950 1:30 – 3:30 Sandra Cowan, University Librarian Begin Annotated List Assignment		
<b>J4</b> Friday July 4	Inclusive Education Social Construct?		
<b>J7</b> Monday July 7	<b>Inclusive Education &amp; UDL</b>		
<b>J8</b> Tuesday July 8	<b>Inclusive Education &amp; UDL</b>		
Wednesday July 9	<i><b>Don't Forget the M.Ed BBQ</b></i> <i><b>Anderson Hall 100, 12 noon – 1:30</b></i>		
<b>J9</b> Wednesday July 9	<b>Inclusive Education &amp; UDL</b>		
<b>J10</b> Thursday July 10	<b>Inclusive Education &amp; UDL</b>		
<b>J11</b> Friday July 11	<b>Library EndNote Workshop</b> L950 1:30 – 3:30 Sandra Cowen and Leona Jacobs		

Day	Topics/Activities	Readings (see Moodle for additional materials)	Assignments Due
<b>J14</b> Monday July 14	<b>Wellness Workshop</b> Workshop Facilitators: Sue Nelson and Kelly Keuster (2014 graduates of the Inclusive Education and Neuroscience Cohort) Review of Wellness assignment		
Tuesday July 15	<b><i>Don't Forget M.Ed Muffin Morning</i></b> <b><i>Anderson Hall 100 8:00 – 10:15</i></b>		
<b>J15</b> Tuesday July 15	<b>Inclusive Education &amp; UDL</b>		
<b>J16</b> Wednesday July 16	<b>Inclusive Education &amp; UDL</b>		
<b>J17</b> Thursday July 17	<b>Sue Bengry</b> Review of Fall Course		
<b>J18</b> Friday July 18	Novel Group Presentations Culmination Activities Final Reflection		Novel Group Presentations (60 minutes)
<b>J21</b> Monday July 21	Group Work Online Work		Wellness Plan Discussion Board Practice
<b>J22</b> Friday July 22	Group Work Online Work		Final Reflection Discussion Board Practice (Graded)

### Brief Bibliography (other suggested readings)

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