

Education 5850
Universal Design & Technology:
Designing for Diversity in 21st Century Learning Environments

University of Lethbridge
Faculty of Education
Inclusive Education and Neuroscience Cohort

Instructor

Kathy Howery
khowery@ualberta.ca

Course Description

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 introduce students to the theories and practical application of universal design for learning and how the effective use of emerging and assistive technologies can be leveraged to create learning environments that are accessible by design. 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 theoretical foundations of universal design for learning, accessible learning in the 21st century learning context, the social construction of disability in new media, and the intersection of UD and Assistive Technologies. The current literature will be explored to understand how the field is currently implementing universal design in learning contexts.

Course Objectives

The course will be guided by the following learning objectives:

- Develop an understanding of the theoretical foundations of Universal Design for Learning
- Explore the similarities and differences in various interpretations of Universal Design in educational settings
- Understand the role of technology and assistive technologies in the context of a Universal Design for Learning Framework
- Develop an understanding of and appreciation for the concept of Accessibility and what accessible design might mean in the context of learning
- Explore the research on Accessible Learning and Universal Design for Learning
- Demonstrate the ability to critically review current UDL resources including online supports
- Explore various approaches to Universal Design including Universal Design for Learning, Universal Design in Education, Universal Design of Instruction.
- Articulate a researched and thoughtful approach to applying these concepts in a learning context
- Demonstrate the ability to put UDL concepts into instructional design leveraging emerging technologies, web based supports, and practical and ethical pedagogical practices.

Required Text Material

Hall, T. E., Meyer, A., & Rose, D. H. (2012) *Universal Design for Learning in the Classroom: Practical Applications*. New York: Guilford.

Supplementary Text Material

See course schedule

Course Assignments

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

Assignment 1: Class Participation (20%)

Seminar participation is the lifeblood of this course and students are expected to contribute positively. Please come to each class prepared to discuss the assigned readings.

Assignment 2: Moodle Discussion/Assignments (30%)

1. Reflection on Disability in the Educational Environment (5%)
2. Accessibility in Instructional Design, and New Media (5%)
3. Review of UDL Guidelines (5%)
4. Review of CAST Tool of your choice (5%)
5. Creation and posting of UDL Book/Resource (10%)

Assignment #3: In-Class Presentation (10%)

Each student will present an overview of a UDL related topic – this topic will include a critical syntheses of at least 2 papers from the reading list. Topics will be chosen based on student interest and consultation with instructor. (Individual date to be determined first day of class)

Assignment #4: Final Project (30%)

This project will aid to synthesize each student's personal response to the concepts discussed in the course.

Course Evaluation Summary

<i>Assignment</i>	<i>Due Date</i>	<i>Weight</i>
Assignment #1: <i>Class Participation</i>	TBA	20%
Assignment #2: <i>Moodle Discussion/Assignments</i>	TBA	30%
Assignment #3: <i>In-Class Presentation</i>		20%
Assignment #4: <i>Final Project</i>		30%

Assignment Guidelines

- 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 6th 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 [The University of Lethbridge Library website](#).

M.Ed Grading System

Numeric Value	Letter Grade	Grade Point
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.