Universal Design for
Learning Online

Instructional
Treatment Plan

Prepared For

Kathleen Bastedo and Nancy Swenson,
Instructional Designers
University of Central Florida's
Center for Distributed Learning

Prepared By

Monica Bailey
Nicole Matt
Kaitlin Garrett

TABLE OF CONTENTS

The objectives listed in the Instructional Treatment Plan are based on the subordinate skills analysis conducted for the fourth component of the course goal. This unit has one terminal objective and subsequent enabling objectives. Various methods of assessment will be used to assess students' progression towards and achievement of the unit's terminal objective. In addition, several prerequisite skills were identified.

Course Title: Universal Design for Learning Online
Unit Number and Title: Unit 4.0 - Strategies for Providing Multiple Means of Engagement

Terminal Objective 4.0:

Given instruction on multiple UDL strategies for engagement, learners will identify a strategy for engagement that incorporates ones of the three approaches to engagement (recruiting interest, sustaining effort or providing for self-regulation) within their course curriculum.

Enabling Objectives 4.1:

When asked to classify options for recruiting interest for online learning, students will do the following with 100% accuracy:

> 4.1.1 Given a list of UDL strategies, students will identify strategies to provide individual choice and autonomy for online learning, measured by multiple choice questions on the practice test.
> 4.1.2 Given a list of UDL strategies, students will identify strategies to provide for relevance, value, and authenticity, measured by multiple choice questions on the practice test.
> 4.1.3 Given a list of UDL strategies, students will identify strategies to minimize threats and distractions in an online setting, measured by multiple choice and true/false questions on the practice test.

Enabling Objectives 4.2:

When asked to classify options for sustaining effort, students will do the following with 100% accuracy:
> 4.2.1 Given a list of UDL strategies, students will identify strategies to heighten salience of goals and objectives, measured by true/false questions on the practice test.
> 4.2.2 Given a list of UDL strategies, students will identify strategies to vary demands and resources to optimize challenge for online delivery, measured by multiple choice questions on the practice test.
> 4.2.3 Given a list of UDL strategies, students will identify strategies to foster collaboration and community in an online classroom, measured by multiple choice questions on the practice test.
> 4.2.4 Given a list of UDL strategies, students will identify strategies to increase master-oriented feedback, measured by true/false questions on the practice test.

Enabling Objectives 4.3:

When asked to classify options for self-regulation in an online environment, students will do the following with 100% accuracy:

4.3.1 Given a list of UDL strategies, students will identify strategies to promote expectations and beliefs that optimize motivation, measured by true/false questions on the practice test.

4.3.2 Given a list of UDL strategies, students will identify strategies to facilitate personal coping skills for an online classroom, measured by multiple choice and true/false questions on the practice test.

4.3.3 Given a list of UDL strategies, students will identify strategies to develop self-assessment and reflection, measured by multiple choice questions on the practice test.

Prerequisites:

Students should be able to
- Define engagement.
- They should also be able to utilize all components of UCF's Canvas Webcourse system with proficiency.
  - Students should be able to operate communication aspects of Canvas including email, discussion boards, collaborations, conferences, etc.
- Students should also have a background knowledge in teaching methodologies.
  - utilize effective teaching methodologies.
- Identify obstacles facing students in an online setting inclusive of those students defined by UDL with learning disabilities, various ages, cultural diversities, etc.

Time Requirements:

Students will spend approximately 2 hours on Module 4, which will be delivered fully online. This will be broken down to approximately 1 hour for instruction (through a self-regulated engagement activity and various reading) and 1 hour dedicated to application and assessment (through a discussion posting assignment and a practice test).

INSTRUCTIONAL STATEGY AND MEDIA SELECTION

Unit 4 Instructional Strategy

The BSCS model was chosen to allow learners to progress from the IDL6543 course to further exploration to the UDL Online principles with a focus on Unit 4. This strategy first engages its participants with recollection and incorporating current objectives. After initial engagement occurs, exploration and explanation of the unit content will be utilized. Finally, with problem-solving elaboration (incorporating critical thinking skills), evaluation of the learner is completed to demonstrate knowledge of the objectives. Overall, the steps of this strategy align with UDL Online principles which are being delivered to the learners. Not only will they learn the objectives through the content, but they will be practicing the objectives in the delivery of the unit. Ultimately, the learner will be able to integrate the objectives into their own courses with the continuation into unit 5.

Table 1. Instructional Strategy for Unit 4

Instructional Events: BSCS Model	Description	Media and Tool Selection
Engage	Engagement will be initialized by a discussion activity (part 1) within the class about what engagement means to them. The learner will be asked to recall and identify options on how they use engagement in their own classrooms with the use of course content (i.e. textbooks), Weblinks, or YouTube videos. The rationale for this assignment is to assess the prerequisite knowledge as well as introduce the overall goal of (providing multiple means of engagement) while also modeling strategies from enabling objective 4.1. A checklist will be attached to this self-regulated activity. **Engagement Activity (self-regulated):** Recalling what engagement means. Then utilizing course content, identify the methods you implement in your classroom to engage students. Be sure to include course content (i.e. textbooks), online articles or other webpages, or video (such as YouTube). **This information will be utilized in the unit assignment **Utilize the checklist provided as a self-assessment for unit objectives.**	Students will also have options to use webpages, i.e YouTube Checklist provided in Appendix A

	Anticipated Time: 15 min of 1st hour of instruction	
Explore	A learning module will be created to outline content for the terminal objective 4.0 with utilization of the three enabling objectives: 4.1, 4.2, and 4.3. Each enabling objective will have a description classifying the strategies as stated along with a weblink to the UDL website where it was derived from. Other optional weblinks will be provided to establish further engagement of the learner also providing other options to understand the content being delivered. The content delivered in the objectives will be attached to a practice test assessment (*Appendix B*) as outlined in the Evaluation section below. Students must score a 100% on the practice test before moving on to complete the scavenger hunt discussion. Students will be allowed to take the practice test as many times as is necessary to score 100%. Outline of content to be delivered:	WebCourses@UCF Canvas page attached with weblinks for external webpages

4.0 Identify strategies to provide multiple means for engagement
    4.1. Classify options for recruiting interest in online learning
        4.1.1. Identify strategies to provide for individual choice and autonomy
           for online learning
        4.1.2. Identify strategies to provide for relevance, value, and authenticity
        4.1.3. Identify strategies to minimize threats and distractions in an
           online setting
    4.2. Classify options for sustain effort
        4.2.1. Identify strategies to heighten salience of goals and objectives
        4.2.2. Identify strategies to vary demands and resources to optimize
           challenge for online delivery
        4.2.3. Identify strategies to foster collaboration and communication in
           an online classroom
        4.2.4. Identify strategies to increase master-oriented feedback
    4.3. Classify options for self-regulation in an online environment
        4.3.1. Identify strategies to promote expectations and beliefs that optimize motivation
        4.3.2. Identify strategies to facilitate personal coping skills for an online
           classroom
        4.3.3. Identify strategies to develop self-assessment and reflection

*Weblinks, Verbal information and examples will be delivered in this portion of the content

		i.e. [UDL Principle for Providing Multiple Means of Engagement](#)	
		Anticipated time: 25 min of 1ˢᵗ hour of instruction	
Explain		After reviewing the objectives in 4.1, 4.2, and 4.3, students will complete the practice test which contains different types of question formats including multiple choice, true/false, and one short answer question. Formative feedback will be provided to ensure that the pre-instructional and presented module objectives are met, thus progressing to understanding and explanation of the newly learned objectives. After students have the opportunity to Engage by recalling, Exploring new content, and Explaining an understanding of the content presented, they will finally move onto Elaboration where they will incorporate their knowledge into their overall discussion posting assignment (see next step - Elaborate) *Anticipated time: 15 min of 1ˢᵗ hour of instruction*	Practice Test See Appendix B *Short Answer Question feedback is provided in Appendix B
Elaborate		Students will find opportunities within their course curriculum where they could incorporate one of the strategies for engagement that was presented earlier. This assignment will be graded by a rubric which is provided in Appendix C. Strategy for Engagement Discussion Assignment	WebCourses@UCF Canvas Students will post assignment as a discussion post that other students will comment on during the evaluate stage.

	Directions: To identify a strategy for engagement in your course, I recommend that you: 1. Review content on recruiting interest (4.1), sustaining effort (4.2), and providing for self-regulation (4.3). 2. Assess your course curriculum for areas of weakness and strength with regards to learner engagement. 3. Identify an opportunity within your curriculum to engage learners better using one of the strategies presented. 4. Identify the approach your strategy comes from (4.1, 4.2 or 4.3). 5. Explain the reason for selecting the strategy you will use and describe how it will be implemented in your course in no more than two paragraphs. 6. Identify at least one potential benefit and challenge of the strategy you chose. *Anticipated time: 30 min of 2nd hour of instruction*	

Evaluate	**Directions**:
	Now that you have identified a strategy for engagement that can be incorporated into your course read the strategies that your peers plan to use, providing feedback to at least two of your peers. In no more than a paragraph for each response address the following:
	1) Whether the strategy is being used appropriately in the given context.
	    a. (Ex: If the selected strategy is intended by the author to recruit interest, make sure it is a strategy from the recruiting interest content in 4.1)
	2) A recommendation on how to overcome the challenge that the author shared.
	    a. (Is there another strategy that can be used to supplement the chosen on or is there a way that the strategy can be implemented to mitigate perceived challenges?)
	
	The instructor will also evaluate the posting made by each
		WebCourses@UCF Canvas Students will respond to posted assignments through a discussion post.
		
		Peer Evaluative Feedback Checklist Appendix D.
		
		Instructor evaluation, rubric located in

	student to encourage and reinforce correct applications of the strategies and to correct and offer support where there are misunderstandings of the strategies. *Anticipated time: 30 min of 2nd hour of instruction*	Appendix C.

MEDIA SELECTION RATIONALE

Webcourses@UCF (Canvas) was selected as the delivery method.

- Webcourses@UCF was selected as the Learning Management System because it provides the most accessible means to deliver content via audio, video, text and graphics.
- Another reason Webcourses@UCF will be utilized is because the learners should already be familiar with using this platform when designing their own online courses, as well as aids in the transfer of knowledge from the learning context to the performance context.
- The majority of content and learning objectives that will be presented are classified as verbal information, which can be effectively communicated through text and graphics delivered via the Internet.
- For Internet delivery, students may access the course from any location and also at any time of day. This accessibility is important since the learners are also full or part-time university faculty that have other schedule demands.

The discussion board was selected as the area where student posting will occur during the explain and elaborate phases of the BSCS 5E Model that is being used as the instructional strategy.

- The discussion board facilitates communication and collaboration between students (as well as the instructor) in an attempt to preserve the community aspect of traditional face to face courses through an online medium.
- Students' participation in discussions can be done remotely, as well as asynchronously.
- Although students will be working independently on course projects, online discussion areas will be available for those seeking peer feedback.
- Students will also be given a chance to collaborate with their peers through the discussion board when sharing ideas of how to incorporate UDL principles related to engagement into their own courses.

Feedback will be provided via the discussion, quizzes and/or messaging tools within Webcourses@UCF, and/or during the instructor's office hours.

- Formative feedback will be provided for questions on the practice quizzes in order to provide learners with feedback that is frequent, timely and specific.
- The instructor will utilize the discussion board to provide feedback that will benefit the entire class.
- Emailed or in person feedback during office hours allows the instructor to provide private and individual feedback to each student within a specified time frame.

UNIT 4 LEARNER ASSESSMENT ALIGNMENT TABLE

The terminal objective and subsequent enabling objectives are reflected with concepts for recruiting interest, sustaining efforts and self-regulation in an online learning environment. Thus, they are represented by a concept domain. Information is delivered to the learner in the form of webpages through Webcourse@UCF, links to UDL with reference material, and various other web links with evidence-based research and useful videos, etc. The methods for assessment will include a practice test containing multiple choice and true/false questions after the Explore phase of the BSCS model when the students have received instruction. There will also be a discussion posting activity and assessment rubric that the students will complete during the Elaborate phase to help them incorporate one of the strategies for engagement that was presented earlier.

Table 2. Learner Assessment Alignment Table

Skill	Objective	Domain	Method	Item/Criteria
Identify strategies that will provide multiple means of engagement	**Terminal Objective 4.0**: Given instruction on multiple UDL strategies for engagement, learners will identify a strategy for engagement that incorporates ones of the three approaches to engagement (recruiting interest, sustaining effort or providing for self-regulation) within their course curriculum.	Concept	Discussion Posting Activity	**Discussion Posting Assignment** **Intro**: The previous content covered UDL strategies for engagement that provide learners options for recruiting interest, sustaining effort and self-regulation. For each of those approaches there were multiple strategies presented. For this assignment you will identify an opportunity within your course to engage students using a strategy found in one of the three approaches. This assignment was designed to help learners grow in their understanding of the strategies presented and to prepare them for the final project in unit 5. **Directions**: To identify a strategy for engagement in your course, I recommend that you: 1. Review content on recruiting interest (4.1), sustaining effort

				(4.2), and providing for self-regulation (4.3). 2. Assess your course curriculum for areas of weakness and strength with regards to learner engagement 3. Identify an opportunity within your curriculum to engage learners better using one of the strategies presented. 4. Identify the approach your strategy comes from (4.1, 4.2 or 4.3). 5. Explain the reason for selecting the strategy you will use and describe how it will be implemented in your course in no more than two paragraphs. 6. Identify at least one potential benefit and challenge of the strategy you chose. **Assessment Rubric**: (*please refer to Appendix C*)
Classify options for recruiting interest for online learning	**Enabling Objective 4.1** Given a list of UDL strategies, students will be able to classify options for recruiting interest in their course	Concept	Practice Test: Multiple Choice and Short Answer Questions	*Please refer to the Practice Test in Appendix B*
Identify strategies to provide for individual choice and autonomy for online learning	**Enabling Objective 4.1.1** Given a list of UDL strategies, students will identify strategies to provide individual choice and autonomy for online learning with 100% accuracy.	Concept	Practice Test: Multiple Choice Questions	*Please refer to the Practice Test in Appendix B*
Identify	**Enabling Objective 4.1.2**	Concept	Practice Test:	*Please refer to the Practice Test*

strategies to provide for relevance, value and authenticity	Given a list of UDL strategies, students will identify strategies to provide for relevance, value, and authenticity with 100% accuracy.		Multiple Choice Questions	*in Appendix B*
Identify strategies to minimize threats and distractions in an online setting	**Enabling Objective 4.1.3** Given a list of UDL strategies, students will identify strategies to minimize threats and distractions in an online setting with 100% accuracy.	Concept	Practice Test: Multiple Choice and True/False Question	*Please refer to the Practice Test in Appendix B*
Classify options for sustaining effort	**Enabling Objective 4.2** Given a list of UDL strategies, students will be able to classify options for sustaining effort in their course.	Concept	Practice Test: Multiple Choice and Short Answer Questions	*Please refer to Practice Test in Appendix B*
Identify strategies to heighten salience of goals and objectives	**Enabling Objective 4.2.1** Given a list of UDL strategies, students will identify strategies to heighten salience of goals and objectives with 100% accuracy.	Concept	Practice Test: True/False Questions	*Please refer to the Practice Test in Appendix B*
Identify strategies to vary demands and resources to optimize challenge for online delivery	**Enabling Objective 4.2.2** Given a list of UDL strategies, students will identify strategies to vary demands and resources to optimize challenge for online delivery with 100% accuracy.	Concept	Practice Test: Multiple Choice Questions	*Please refer to the Practice Test in Appendix B*
Identify	**Enabling Objective 4.2.3**	Concept	Practice Test:	*Please refer to the Practice Test*

strategies to foster collaboration and community in an online classroom	Given a list of UDL strategies, students will identify strategies to foster collaboration and community in an online classroom with 100% accuracy.		Multiple Choice Questions	*in Appendix B*
Identify strategies to increase master-oriented feedback	**Enabling Objective 4.2.4** Given a list of UDL strategies, students will identify strategies to increase master-oriented feedback with 100% accuracy.	Concept	Practice Test: True/False Questions	*Please refer to the Practice Test in Appendix B*
Classify options for self-regulation	**Enabling Objective 4.3** Given a list of UDL strategies, students will be able to classify options for self-regulation in their course	Concept	Practice Test: Multiple Choice and Short Answer Questions	*Please refer to the Practice Test in Appendix B*
Identify strategies to promote expectations and beliefs that optimize motivation	**Enabling Objective 4.3.1** Given a list of UDL strategies, students will identify strategies to promote expectations and beliefs that optimize motivation with 100% accuracy.	Concept	Practice Test: True/False Questions	*Please refer to the Practice Test in Appendix B*
Identify strategies to facilitate personal coping skills for an online classroom	**Enabling Objective 4.3.2** Given a list of UDL strategies, students will identify strategies to facilitate personal coping skills for an online classroom with 100% accuracy.	Concept	Practice Test: Multiple Choice and True/False Question	*Please refer to the Practice Test in Appendix B*

Identify strategies to develop self-assessment and reflection	**<u>Enabling Objective 4.3.3</u>** Given a list of UDL strategies, students will identify strategies to develop self-assessment and reflection with 100% accuracy.	Concept	Practice Test: Multiple Choice Questions	*Please refer to the Practice Test in Appendix B*

APPENDICES: SAMPLE ASSESSMENT INSTRUMENTS

Appendix A: Checklist for Prerequisites and Enabling Objectives 4.1, 4.2, & 4.3

Prerequisites:
Students should be able to
- Define engagement.
- They should be able to utilize all components of UCF's Canvas Webcourse system with proficiency.
    - Students should be able to operate communication aspects of Canvas including email, discussion boards, collaborations, conferences, etc.
- Students should have a background knowledge in teaching methodologies.
    - utilize effective teaching methodologies.
- Identify obstacles facing students in an online setting inclusive of those students defined by UDL with learning disabilities, various ages, cultural diversities, etc.

Enabling Objective 4.1
Given a list of UDL strategies, students will be able to classify options for recruiting interest

Enabling Objective 4.2
Given a list of UDL strategies, students will be able to classify options for sustaining effort

Enabling Objective 4.3
Given a list of UDL strategies, students will be able to classify options for self-regulation

Directions:

Engagement Activity (self-regulated):
Recalling what engagement means. Then utilizing course content, identify the methods you implement in your classroom to engage students. Be sure to include course content (i.e. textbooks), online articles or other webpages, or video (such as YouTube). **This information will be utilized in the unit assignment **Utilize the checklist provided as a self-assessment for unit objectives.**

Prerequisite or Objective Met	Yes	No
Student is able to utilize Canvas effectively		
Student understands the term Engagement		
Student demonstrates knowledge of teaching		

methodologies		
Student identifies which approach the strategy best aligns with from 4.1, 4.2, or 4.3.		
Student identifies multiple strategies for engagement		
Student identifies how the strategies can be used to engage multiple and diverse learners.		

Appendix B: Sample Unit 4 Practice Test

Below is a compilation of all practice test items and criteria from the enabling objectives listed in column 5 of Table 2 - the Learner Assessment Alignment Table of Unit 4. The bold text represents the solutions to the questions.

The practice test will be administered to students after the content is introduced in the explore section. They must score a 100% on the practice test before moving on to complete the discussion posting activity in the Elaborate section. Students will be allowed to take the practice test as many times as is necessary to score 100%.

Unit 4 Practice Test

(Enabling Objective 4.1.1)
1. Which of the following scenarios identifies an appropriate strategy an online instructor might use in order to provide individual choice and autonomy for online learning?
    a) Allowing students to use notes on an exam.
    b) Allowing students to work collaboratively on group projects.
    c) Allowing students to choose among a list of assignments that will count for their final grade.

(Enabling Objective 4.1.1)
2. Which strategies can be utilized to give students individual choice and autonomy for online learning? Choose all that apply
    a) Give Students choice in the design of a project or activity
    b) Let students choose between two different activities
    c) Give students choices in the types of information used to obtain objectives
    d) Provide a variety of media selections to obtain goals and objectives
    e) Allow students to choose from a selection of group activities with variety of challenge

(Enabling Objective 4.1.2)
3. Which of the following instructional activities is an example of providing relevance, value and authenticity in online learning?
    a) Incorporating an internship component where students work with community partners.
    b) Incorporating textbook readings that focus on theoretical concepts instead of application exercises.
    c) Providing students with outdated material as a resource for a current events project.

(Enabling Objective 4.1.2)
4. When personalizing relevance and authenticity, the instructor should take which of the following traits into consideration?

a) Age of the learner
b) Ethnicity of the learner
c) Gender of the learner
d) Cultural backgrounds
e) **All of the above**

5. Which of the following instructional activities can be implemented by the instructor to help minimize threats and distractions in an online setting?
a) Provide students with as many supplemental resources as you can find for a specific topic.
b) **Provide students with calendar due dates and reminder announcements about important deadlines.**
c) Provide unannounced pop quizzes worth 50% of the total grade.

6. To minimize distractions, it should be recommended that students utilize the calendar tool on Canvas to keep on schedule.
a) **True**
b) False

7. Prompting or requiring students to explicitly formulate or restate goals during the course of a project will heighten the salience of goals and objectives.
a) **True**
b) False

8. Faculty should encourage students to focus ONLY on short term goals for the success of a course.
a) True
b) **False**

9. Which of the following instructional strategies should an instructor use to vary demands and resources to optimize challenge for online delivery? Choose all that apply.
a) **Provide an extra credit assignment for students seeking extra challenge.**
b) Make one comprehensive final exam the basis of the course grade.
c) **Comprise the final grade of several quizzes, a final exam, and a project all with varying grade weights.**

10. When constructing a rubric for a course, the instructor is to provide what means to vary demands and resources to optimize challenge for online delivery?

a) Vary the degrees of freedom for acceptable performance
b)   Choose limited evaluation criteria
c)   Allow only a few pre-selected resources

(Enabling Objective 4.2.3)
11. Which of the following are instructional activities that an instructor can incorporate to help foster collaboration and community in an online classroom? Choose all that apply.
    a) Requiring students to post an introduction biography to the class discussion board.
    b) Providing group space with collaborative tools (such as Google Docs) for group work.
    c) Allowing students to form their own project groups based on common skills or interests.
    d)   Providing students with individual self-learning modules.

(Enabling Objective 4.2.3)
12.   Which ways can an instructor foster collaboration amongst students of an online course? Choose all that apply
    a) Create cooperative learning groups with clear goals, roles, and responsibilities
    b)   Construct groups of individuals that have different interests within the group
    c) Encourage and support opportunities for peer interactions and supports
    d)   Allow students to work independently if they feel uncomfortable working in a group

(Enabling Objective 4.2.4)
13. Instructors that provide feedback that emphasizes effort, improvement, and achieving a standard rather than relative performance are increasing master-oriented feedback for their students.
    a) True
    b)   False

(Enabling Objective 4.2.4)
14. Providing mastery-oriented feedback means providing students with a substantive, encouraging and timely response.
    a) True
    b)   False

(Enabling Objective 4.3.1)
15. An online instructor can promote expectations and beliefs that optimize motivation by having the students keep an e-Portfolio that identifies personals goals and self-reflection throughout the semester.
    a) True
    b)   False

16. Increasing the length of on-task orientation in the face of distractions promotes expectations and beliefs that optimize motivation
    - **a) True**
    - b) False

17. When a student complains of subject specific phobias (such as "math is hard!"), how should an instructor respond in order to help the student gain appropriate personal coping skills and strategies?
    - a) Tell the student that you don't like math either to help sympathize with them.
    - **b) Ask the student to identify weak areas they are struggling with to focus on instead of giving up altogether.**
    - c) Tell the student to just "deal with it" because math is a part of life.

18. Managing frustrations and seeking emotional support are two ways to facilitate personal coping skills for online students.
    - **a) True**
    - b) False

19. Which of the following instructional activities can be implemented by the instructor to help their students develop self-assessment and reflection in an online setting?
    - **a) Providing weekly optional formative quizzes for students to monitor their progress before the final exam.**
    - b) Grading and returning student work without providing any feedback for the grade received.
    - c) Making all course assignments due at the end of the semester so you can complete all of the grading at once.

20. Ways to develop self-assessment and reflection in order to better provide options for self-regulation include (Choose all that apply):
    - a) Require a personal daily journal of activity
    - **b) Provide a variety of charts and graphs to monitor their behavior**
    - c) List all the names and grades of student assignments/quizzes for students to compare each other
    - **d) Provide alternative scaffold of feedback displays to support progress of student**

21. **Short Answer Directions**: After reviewing the scenario below, explain how one of the bulleted strategies Professor Piaget incorporated provides for engagement when learning online. Will it recruit student interest, sustain effort, or allow students to self-regulate? Please limit your response to one paragraph.

Professor Piaget recently took on an undergraduate course in Developmental Psychology at UCF that he will be teaching online. Professor Piaget always works hard to develop engaging activities when delivering traditional face-to-face lectures. However, he is concerned that his content won't be as engaging through an online medium and that it will be more challenging for him to identify when he has "lost" the students. In an effort to maintain the engagement of his students, Professor Piaget incorporates strategies he found on a website on Universal Design for Learning. (http://www.udlcenter.org/aboutudl/udlguidelines/principle3) He has decided to use the following strategies:

- Professor Piaget assigns group learning activities that must be completed online within the Webcourses@UCF provided group space using the iCollaborate tools.
- Professor Piaget also decides to use a tic-tac-toe strategy where students are given nine assignment options for the course. By the end of the course, they must complete three assignments that create a "row" to demonstrate their mastery of course content.
- Professor Piaget decides to track a participation grade by having students create three blog posts throughout the semester reflecting on the different life stages of their family members according to developmental psychology theory.

Feedback:

- **Professor Piaget assigns group learning activities that must be completed online within the Webcourses@UCF provided group space using the iCollaborate tools.**

Fostering collaboration and community is one way that teachers can engage their students by *sustaining effort*. This strategy engages students by increasing the opportunity for support in activities. Students that struggle will more easily find the help and resources they need to succeed.

- **Professor Piaget also decides to use a tic-tac-toe strategy where students are given nine assignment options for the course. By the end of the course, they must complete three assignments that create a "row" to demonstrate their mastery of course content.**

This strategy is an example of *optimizing individual choice and autonomy* which is designed to engage students by *recruiting interest*. While students often cannot set their own learning objectives, they can be granted the opportunity to select how they will learn material in a way that best suits their strengths and interests. Learners differ significantly in their interests and skills, therefore allowing them to choose can significantly enhance their engagement and learning of the material.

- **Professor Piaget decides to track a participation grade by having students create three blog posts throughout the semester reflecting on the different life stages of their family members according to developmental psychology theory.**

This is a strategy of *self-assessment and reflection* which engages students by *providing for self-regulation*. The reflection required in this activity helps students to engage in their own metacognition. Students often lose engagement if they are unable to determine where they are at in their learning. A reflection or self-assessment activity helps to serve as a reminder of where they are at and what they need to still learn.

Appendix C: Assessment Rubric for Terminal Objective 4.0

Terminal Objective: Given instruction on multiple UDL strategies for engagement, learners will identify a strategy for engagement that incorporates ones of the three approaches to engagement (recruiting interest, sustaining effort or providing for self-regulation) within their course curriculum.

Prerequisites: Score 100% on 4.1, 4.2 and 4.3 assessments

Intro:
The previous content covered UDL strategies for engagement that provide learners options for recruiting interest, sustaining effort and self-regulation. For each of those approaches there were multiple strategies presented.

For this assignment you will identify an opportunity within your course to engage students using a strategy found in one of the three approaches. This assignment was designed to help learners grow in their understanding of the strategies presented and to prepare them for the final project in unit 5.

Directions:
To identify a strategy for engagement in your course, I recommend that you:
1. Review content on recruiting interest (4.1), sustaining effort (4.2), and providing for self-regulation (4.3).
2. Assess your course curriculum for areas of weakness and strength with regards to learner engagement.
3. Identify an opportunity within your curriculum to engage learners better using one of the strategies presented.
4. Identify the approach your strategy comes from (4.1, 4.2 or 4.3).
5. Explain the reason for selecting the strategy you will use and describe how it will be implemented in your course in no more than two paragraphs.
6. Identify at least one potential benefit and challenge of the strategy you chose.

Rubric:

Assignment: Identify Strategies for Engagement				
Criteria	Ratings			Points
Strategy Identified view longer description	Fully Addressed 10 points	Partially Addressed 5 points	Not Addressed 0 points	10 points
Strategy Explained	Fully Addressed	Partially Addressed	Not Addressed	20 points

view longer description	20 points	10 points	0 points	
Benefit / Challenge Analysis view longer description	Fully Addressed 20 points	Partially Addressed 10 points	Not Addressed 0 points	20 points
				Total Points: ____/50

Longer Description of Criteria

Strategy Identified:
- The strategy was appropriately identified according to:
  - The approach it was presented under (4.1, 4.2, or 4.3)
  - The name and function that was presented during instruction.

Strategy Explained:
- The explanation of the strategy identified:
  - how the strategy will benefit instruction that is clearly linked to the need the strategy addresses (4.1,4.2, or 4.3)
  - details of how the strategy is most often used for engagement (this information will come from the instruction)
- The description of how the strategy will be used in the course addressed:
  - plan for implementation
  - how it relates to other course content or strategies being used along with it.

Benefits/Challenges Analysis:
- At least one anticipated benefit of using the strategy is described in one or two sentences.
- At least one anticipated challenge of using the strategy is described in one or two sentences.

Appendix D: Checklist for Evaluative Feedback given for Terminal Objective 4.0

Terminal Objective: Given instruction on multiple UDL strategies for engagement, learners will identify a strategy for engagement that incorporates ones of the three approaches to engagement (recruiting interest, sustaining effort or providing for self-regulation) within their course curriculum.

Directions:
Now that you have identified a strategy for engagement that can be incorporated into your course read the strategies that your peers plan to use, providing feedback to at least two of your peers. In no more than a paragraph for each response address the following:

3) Whether the strategy is being used appropriately in the given context.
    a. (Ex: If the selected strategy is intended by the author to recruit interest, make sure it is a strategy from the recruiting interest content in 4.1)
4) A recommendation on how to overcome the challenge that the author shared.
    a. (Is there another strategy that can be used to supplement the chosen on or is there a way that the strategy can be implemented to mitigate perceived challenges?)

The following checklist will be used for your Evaluative Feedback to two peers

Evaluative Feedback Criteria	Yes	No
Student explains whether the strategy is being used appropriately in the given context		
Student provides a recommendation that addresses the authors concern		
Student provides mastery feedback to peer		