## Universal Design for Learning: Student Affect and Engagement 201

## COURSE DESCRIPTION:

This Universal Design for Learning (UDL) course is designed to equip participants with the ability to evaluate, create, and recreate lesson plans that ensure the engagement and motivation of varied learners, including differences in culture, race, socioeconomic, gender, and language. The lessons are geared for a tier one, general education classroom within a high standards-based curriculum. Course sessions have been created within the context of current Massachusetts Curriculum Frameworks and local curriculum requirements to ensure alignment with existing academic standards and benchmarks. This course is a follow up to the pre-requisite course, Universal Design for Learning (UDL) Addressing Learner Variability 101.

Most teachers understand the importance of emotion and motivation for learning; yet they feel that there is little they can do to impact student motivation. Is motivation a cognitive skill that teachers can help students develop? How can emotion and motivation be designed for within tier one, general education classroom and curricular contexts?

In this course, you will examine how motivation and emotions interact with learning and how UDL promotes deep engagement in learning through the proactive design of learning experiences. The result is promotion of expert learners who are deeply engaged, self-aware and self-determined. In this course, you will think critically about the relevant research regarding the interdependence of emotion and cognition and the underpinnings of motivation. Participants will apply these theoretical constructs to their instructional practice to not only recruit student interest, but also to help students sustain effort and persistence and manage their emotions effectively. Participants will engage with a community of educators as they progress and learn in this course so they are able to share and continue to build resources and lessons that address the variability of learner engagement and that can be used beyond the scope of this course.

### Curriculum Standards & Frameworks:

#### Massachusetts [7.08: Professional Standards for Educators](http://www.doe.mass.edu/lawsregs/603cmr7.html?section=08)

(2) (a) 2. Draws on results of formal and informal assessments as well as knowledge of human development to identify teaching strategies and learning activities appropriate to the specific discipline, age, and range of cognitive levels being taught.

(2) (a) 5. Plans lessons with clear objectives and relevant measurable outcomes.

(2) (a) 7. Incorporates appropriate technology and media in lesson planning.

(2) (a) 8. Uses information in Individualized Education Programs (IEPs) to plan strategies for integrating learners with disabilities into general education classrooms.

(2) (d) 2. Works to promote achievement by all learners without exception.

(2) (d) 3. Assesses the significance of learner differences in home experiences, background knowledge, learning skills, learning pace, and proficiency in the English language for learning the curriculum at hand and uses professional judgment to determine if instructional adjustments are necessary.

(2) (e) 3. Maintains interest in current theory, research, and developments in the academic discipline and exercises judgment in accepting implications or findings as valid for application in classroom practice.

#### National Board Certification Standards for Professional Educators

* [5 Core Propositions](http://www.nbpts.org/five-core-propositions)
* [Exceptional Needs Standards](http://www.nbpts.org/sites/default/files/documents/certificates/nbpts-certificate-ecya-ens-standards.pdf)

#### National Educational Technology Standards

* NETS-T: <http://www.iste.org/standards/nets-for-teachers.aspx>
* NETS-A: <http://www.iste.org/standards/nets-for-administrators.aspx>

Massachusetts Department of Elementary and Secondary Education. (1999-2011). *Curriculum frameworks*. Malden, MA: Author. [Online] Available: <http://www.doe.mass.edu/frameworks/current.html>

## COURSE REQUIREMENTS:

The course is equivalent to a 3 credit, 45 contact hour, graduate level course.

The first and last weekly sessions are synchronous, with the option for face-to-face or video-streamed participation. Every weekly session is asynchronous with a mid-semester check-in with the facilitator.

* Face-to-face introductory and conclusion sessions with video streaming option and optional office hours (10% of your grade) with a brief pre- and post-reflection. Mid-semester check-in with the option to engage in email, phone or Skype office hours.
* Asynchronous sessions (40% of your grade) can be completed anytime over the course of the week and include:
  + - required readings and/or media. Use the guiding questions to guide your thinking and learning as you are reading, watching or listening. You are not required to submit answers to these questions, but to use them in the synthesis activity (online discussion).
    - required activities (“Try-It”) to complete with the “Pause and reflect” prompts to think about your experience with the activity. You are not required to submit answers to these questions, but to include the activity and reflection in your synthesis activity (online discussion).
    - one of the following deliverable assignments (see course map for dates)
* Synthesis activity (online discussions) requires you to reflect upon the readings, the activity and to make connections with your own practice in a discussion forum with the other participants in the course. A rubric for participation is included in the Appendix.
* Lesson Analysis & Evaluation worksheet (10% of your grade) requires you to analyze an identified “focus area” related to engagement or a lesson plan and case videos with the lens of the theories and UDL Engagement guideline. These are opportunities for you to show your understanding of how the UDL Framework supports learner engagement.
* Case Study UDL analysis (10% of your grade) Requires you to analyze the case you have proposed for your final assignment to identify elements of UDL with the Engagement principle of the UDL framework and with the theories presented during different sessions of this course.
* The final assignment (30% of your grade) requires you to apply what you have learned to examine a problem of practice through the lens of engagement and make suggestions for improving a lesson plan with the UDL Engagement Guidelines and theories presented throughout this course. It will demonstrate understanding of variability of engagement of students, including differences in culture, race, socioeconomic, gender, and language. The course final assignment will also be shared via a community of practitioners (such as [Padlet](http://www.padlet.com), Google drive, Prezi, PowerPoint, or UDL Exchange) who will be able to reflect and share on how the UDL framework supports learner motivation and engagement. A rubric is included in the appendix.

### Deliverables:

Introductions: You will be asked to create and post a brief *professional introduction* in your profile and to reflect on components that make up a successful, engaged community of practice.

Surveys: You will be asked to give your instructor some feedback related to your own learning, variability, and the role of motivation and engagement for learning.

Try It Session Activities: Each week participants are encouraged to try a new strategy or resource in a lesson to support variability and engagement. Additionally, there are lesson analyses that require you to analyze a lesson plan with the Engagement principle of the UDL framework and to identify and enhance elements of UDL towards a learning and engagement goal. This is an opportunity for you to show your understanding of how to use the Framework as an proactive lesson design tool, which was a skill that was introduced in the pre-requisite UDL Addressing Variability 101 course, but is extended in this course to include specific focus on the UDL Engagement Checkpoints and additional research on topics such as stereotype threat, self-determination, stress, and the valence model of activation.

Synthesis Activity (online discussions): Timely participation in the discussions is intended to maximize your learning, build learning resources with a growing UDL community of practice, and is a key requirement of the course. Your response to the Synthesis Activity Discussion Forum Questions is required by the end of the week when they are due (dates are listed on the syllabus). These responses are considered as part of your grade and consequently should be thoughtful syntheses of the course readings and activities and reflection about how the concepts can be applied to problems of practice (including reflection of your Try It activity). It is also recommended that you post your response early in the week and check back once or twice to respond to a peer. In doing so, you are participating in the community of practice that includes rich discussions among other educators in the field. Each of the weeks listed, you are required to post a thread to the discussion forum *and* reply to your peers.

Video Case Analyses: You will be prompted watch a video and to make comments or annotations that focus on the UDL Engagement guidelines and checkpoints as well as research and media presented during those sessions.

Final Assessment – Engagement Case Study: You will submit an engagement case study based on your own work. The case study is a final reflective narrative that (1) identifies a *problem of practice around engagement that you proposed;* (2) reanalyzes the resources and demands of the curriculum and environment (based on feedback from session 11); (3) reanalyzes and identifies affective barriers to learning (based on feedback); (4) proposes multiple, flexible UDL options to support expert learning strategies that support engagement, including variability in culture, race, socioeconomic, gender, and language; (5) justifies why the strategies were selected using the theories and research explored in the course; and (6) reflects upon what was learned from this case that is relevant for universally designing options for all learners. Links will be provided to the UDL Guidelines/Educator Worksheet and the *Engagement Case Study Rubric*. Feedback you receive and your new insights will be integrated into the final product and shared with the growing UDL community of practitioners. Midway through the course, you will submit a proposal of the case study you will use for the final assignment. There will be opportunity to receive feedback from colleagues in your community of practice. You are also required to provide a review of your peer’s project, ideally educators you work with.

### Technology Requirements:

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| --- | --- | --- |
| Requirement | Microsoft Windows | Apple Macintosh |
| Browsers Supported: | Internet Explorer 9 or later Firefox: Complete the most recent update Chrome: Complete the most recent update | Safari 6.0 and higher Firefox: Complete the most recent update Chrome: Complete the most recent update |
| Processor Speed: | 1 Ghz or higher | 1 Ghz or higher |
| Bandwidth Required: | 56 Kbps 256 Kbps recommended (minimum DSL) | 56 Kbps 256 Kbps recommended (minimum DSL) |
| Display (Minimum): | 1024x768 or higher, with 16-bit color | 1024x768 or higher, with 16-bit color |
| Other Hardware: | Speakers (USB headset recommended) Microphone OPTIONAL (USB headset recommended) | Speakers (USB headset recommended) Microphone OPTIONAL (USB headset recommended) |

### EVALUATION OR GRADING POLICY:

Assessment will be based on participation in course synthesis activities such as online discussions (40% of grade), asynchronous video sessions (10% of grade), lesson analysis worksheet (10% of grade), case analysis worksheet (10% of grade), and completion of the final assignment (30% of grade). See rubrics in the appendix for details on how the work will be evaluated. Instructors will provide ongoing assessment throughout the course via timely and relevant feedback to discussion forum.

### Point Value breakdown:

|  |  |
| --- | --- |
| Task | Maximum Point Value |
| Eight Online Discussions (Session 2, 3, 5, 6, 8, 9, 11, and 13) | 6 points each (48 total) |
| Two Synchronous Face-to-face (with video streaming option) Online Discussions (Sessions 1 and 14) | 4 points each (8 total) |
| 1 Mid-course Synchronous Check-in Online Discussion (Session 7) | 2 points |
| Lesson Analysis Assignment Online Discussions (Sessions 4 and 10) | 10 points each (20 total) |
| Final Assignment Proposal (Session 8) | Ungraded |
| Final Assignment | 22 points |

### Grade Equivalents:

If taking for PDPs If taking for graduate credit

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| --- | --- | --- | --- | --- |
| Letter Grade | Points |  | FSU Letter Grade and Grade Point Average | Points |
| A | 95-100 |  | A (4.0) | 95-100 |
| A- | 90-94 |  | A- (3.7) | 92-94 |
| B+ | 86-89 |  | A-/B+ (3.5) | 89-91 |
| B | 83-85 |  | B+ (3.3) | 86-88 |
| B- | 80-82 |  | B (3.0) | 83-85 |
| C+ | 77-79 |  | B- (2.7) | 80-82 |
| C | 74-76 |  | B/C+ (2.5) | 77-79 |
| C- | 71-73 |  | C+ (2.3) | 74-76 |
| F | 0-70 |  | C (2.0) | 71-73 |
|  |  |  | F (0.0) | 0-70 |

Academic Integrity:

Our Academic Integrity policy is as follows: "Materials submitted in this course must represent your own work except where the work of others is properly attributed (cited). The authenticity of your work will be verified. If an instructor feels that there is evidence that work submitted is not your own, infringes on intellectual property rights or does not comply with [US copyright law](http://www.copyright.gov/circs/circ01.pdf), he or she is required to bring this matter to the attention of the Department under whose auspices this course is offered. They will investigate the matter and take any proper actions that might be required. For students taking the course for credit, the matter will also be turned over to institution for investigation. Consequences may include failure of assignment, course failure and jeopardizes the status of your teaching license. If you have questions about this policy, it is your responsibility to see the instructor prior to the due date of the first assignment.”

### Participants with Disabilities:

You should contact the instructor if you need assistance in developing appropriate accommodations.

## COURSE MAP:

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| --- | --- | --- | --- |
| Session Type/Date | TOPIC | Related Course Goal(s) | What is due? |
| 1 – Face to face (video streamed option) session Introduction to the Course | INTRO VARIABILITY IN ENGAGEMENT AND UDL  MULTIPLE MEANS OF ENGAGEMENT  (the ‘why’ of learning) | * Participants will learn about the different resources and technologies that will be used in the course. * Participants will begin to build a community of practice with other educators from their site or within the course. They will also be able to access materials from previous UDL Affect course participants. * Participants will examine their current beliefs about the nature of ability and the role of affect and engagement for learning. * Participants will reflect on differences in engagement, affect, emotion, and feelings as terms that are often used interchangeably. | Attend the live or video-streamed session (1 hour).  Post a profile to Blackboard.  Respond to the discussion forum.  Review the post of a peer and respond. |
| 2 – Asynchronous session (complete online)  Learner Variability and Universal Design for Learning (UDL) | * Participants will understand that ability is determined by the interaction of individual variability and the learning context. * Participants will understand that neural networks vary across individuals and that the engagement networks are interconnected with the representation and strategic networks. * Participants will begin to define emotion and reflect on the variability of emotion. * Participants will review how the UDL guidelines are a series of levers that can help educators address learner variability, with specific focus on the Engagement principle that supports interest, motivation & persistence, and self-regulation. | Participate in an online discussion and post a resource idea to the online community site. |
| 3 – Asynchronous session  (complete online)  Goals and Perceived Resources and Demands | * Participants will understand the interrelationship between emotion and cognition. * Participants will understand that a learner’s perception of the balance between resources and demands impacts learning and performance. * Participants will be able to identify ways educators can influence a learner’s perception of the resources and demands to achieve an intended learning goal. * Participants will reflect on how all of the UDL Guidelines can support student engagement towards the target-learning goal. | Participate in an online discussion (optional video analysis) and post to peers. |
| 4 – Asynchronous session (complete online)  Affective Networks and Multiple Means of Engagement | EMOTION AND COGNITION | * Participants will offer ideas (technology and low-technology options) that align to Multiple Means of Engagement to provide access to the varied affective networks of learners. * Participants will reflect on how the horizontal structure of the UDL guidelines supports learner engagement and will analyze and evaluate a lesson for elements of Multiple Means of Engagement. * Participants will include an affective or engagement-related problem of practice from their classroom that they will explore more during this course. | Participate in an online discussion to share your lesson analysis and redesign. Post resource ideas to the online community site.  Take a course poll. |
| 5 – Asynchronous session (complete online)  Motivation and Self Determination | * Participants will understand the difference between intrinsic and extrinsic motivation, as informed by self-determination theory (SDT). * Participates will be able to explain how students’ sense of agency impacts motivation to learn. * Participants will be able to analyze a social environment that can optimize learners’ levels of motivation. | Participate in an online discussion and offer feedback to a peer. |
| 6 – Asynchronous session (complete online)  The Impact of Stress on Cognition | * Participants will understand how stress impacts cognition. * Participants will think about how what they have learned about SDT, motivation, and stress relate to their identified problem of practice. | Participate in an online discussion (video case analysis) and contribute to the online community site. |
| 7– Synchronous video session | REVIEW & REFLECTION | * Participants will reflect about what they know about the importance of engagement in learning and how they as teachers (and parents) can impact student motivation. * Participants will begin to think about the final assignment. | Participate in a one-hour webinar.  Submit a brief reflection. Begin to organize ideas for your final assignment. |
| 8 – Asynchronous session (complete online)  Fixed and Growth Mindsets | MANIPULATING THE CONTEXT TO MAXIMIZE ENGAGEMENT | * Participants will understand the way that grit and persistence impact learning. * Participants will understand the way that goals, expectations and mindset impact grit and persistence. * Participants will be able to apply knowledge from research to evaluate a learning environment that supports the development of grit and persistence in students. | Participate in an online discussion. Submit your initial proposal to your facilitator to begin work on your final assignment. |
| 9 – Asynchronous session (complete online)  Grit and Persistence in Learners | * Participants will understand what is unique about grit and persistence. * Participants will understand how other concepts from the course may impact grit and persistence. * Participants will understand how the design of the learning environment can impact grit or persistence in students. | Participate in an online discussion and post an idea or resource to the online community site.  Take a poll. |
| 10 – Asynchronous session (complete online)  The Concept of Flow | * Participants will understand the concept of the zone of proximal development and Flow. * Participants will be able to identify flow states. | Participate in an online discussion about your lesson design focuses on research so far in this course on motivation, engagement, stress, SDT, mindset, grit, and flow. Include UDL strategies to support variability in learners that align to this research. |
| 11 – Asynchronous session (complete online)  Developing Self-Regulation | * Participants will identify ways that educators promote the development of self-regulation. * Participants will identify ways that educators use the UDL guidelines for engagement to support the development of self-regulation. * Participants will understand the way that the UDL framework supports the development of expert learners who are able to recruit interest, persist, and self-regulate. | Participate in an online discussion about a video case analysis and post a reflection to a peer. |
| 12– Asynchronous session (complete online)  Applying Research to Practice | PUTTING IT ALL TOGETHER | * Participants will understand how affect can (and should) be leveraged to amplify learning and can be designed for using UDL. | Work on Final Assignment |
| 13– Asynchronous session (complete online)  Putting it all Together | * Participants will reflect and offer final comments of how UDL and conceptual understanding of dimensions of affect will tie to their practice. * Participants will refine their ‘problem from practice’ that can be analyzed using the UDL Guidelines. | Post a draft of your final project for feedback from a peer. Offer feedback to at least one other participant using the rubric. Look for research to practice connections through the UDL framework that address learner variability around engagement. |
| 14 – Face to face session (video streamed option)  Summary Session | REVIEW, REFLECT &  TAKE AWAYS | * Participants will share their reflections and new understandings with other participants. * Participants post their work and reflection to a growing community of practice within the UDL field. | Submit final project.  Participate in face to face (or video streamed) session.  Complete brief reflection about your learning. |

## RUBRICS

This course is equivalent to a 3 credit, graduate level courses. The work presented for grades requires a high level of critical thinking, analysis and synthesis of material and must be rooted in adequate theory.

Late Submissions: Work that is submitted after the due date will not receive full credit. If there are extenuating circumstances that warrant late submission of work, you are expected to contact your instructor to develop a plan for submission or makeup. Acceptance of late work is at the discretion of the instructor.

### Synthesis Sharing: Online Discussion and Community Contribution Rubric:

Timely participation in the discussions is intended to maximize your learning and is a key requirement of the course. Your response to the Synthesis Activity Discussion Forum Questions is required by the end of the week when they are due (dates are listed on the syllabus). These responses are considered as part of your grade and consequently should be thoughtful syntheses of the course readings and activities and reflection about how they might be applied to your practice. It is also recommended that you post your response early in the week and check back once or twice to respond to a peer. In doing so, you are participating in the community of practice that includes rich discussions among other educators in the field.

The following rubric will be used to assess your participation in the discussion activities (8 total).

|  |  |  |  |
| --- | --- | --- | --- |
| **Criteria** | **Unacceptable** | **Acceptable** | **Target** |
| **Reflect upon media and readings** | **0 Points:**  Does not reference readings or activities and/or shows minimal or superficial consideration and understanding of the content presented. | **1 Point:**  References the readings or activities and/or shows consideration and understanding of the content presented. | **2 Points:**  References the readings or activities and shows in-depth consideration and understanding of the content presented. |
| **Synthesis of subject matter with instructional application** | **0 Points**  Demonstrates minimal consideration of how the content presented can be used to address a challenge of instructional practice. | **1 Point:**  Demonstrates consideration of how the content presented can be used to address a challenge of instructional practice.. | **2 Points:**  Demonstrates innovative consideration of how the content presented can be applied to instructional practice. |
| **Community Contribution** | **0 Points**  Does not offer insightful or relevant feedback to peers and/or does not share resources to the community site. |  | **1 Point:**  Offers relevant, insightful feedback to peers and/or resources to the community site. |
| **Quantity and timeliness** | **0 Points:**  Synthesis and/or comments to peers are **not** posted on time. |  | **1 Point:**  Synthesis and comments to peers are posted on time. |

### Lesson Analysis Worksheet: Multiple Means of Engagement

The learner will demonstrate the ability to evaluate an existing lesson to determine whether it includes elements of UDL as outlined in the UDL framework and will explain why. It will include focus on variability of learners around engagement, including differences in culture, race, socioeconomic, gender, and language. It will also be shared within a community of practitioners. (2 total – Sessions 4 and 10).

|  |  |  |  |
| --- | --- | --- | --- |
|  | *Does not meet expectations* | *Meets some expectations* | *Meets all expectations* |
| *The Lesson: Indicate the goals, both the content and affective goals.* | 0 Points: Does not demonstrate an understanding or clear communication the lesson goal, including both cognitive (content) and affective goals.. |  | 1 Point: Demonstrates an understanding and clear communication the lesson goal, including both cognitive (content) and affective goals. |
| *SUGGESTIONS for UDL. Analyzes UDL options for recruiting interest, persistence, and self-regulation* | 0 Points:  Does not demonstrate understanding of how to provide options for recruiting interest, sustaining effort and persistence, and self-regulation using the UDL guidelines. | 1-2 Point:  Demonstrates limited or partial understanding of how the lesson does or does not provide options for recruiting interest, sustaining effort and persistence, and self-regulation using the UDL guidelines. | 3 Points:  Demonstrates an in-depth understanding of how the lesson does or does not provide options for recruiting interest, sustaining effort and persistence, and self-regulation using the UDL guidelines. |
| *Identifies BARRIERS in the lesson relating to UDL Engagement principles.* | 0 Points:  Does not demonstrate understanding of barriers in the lesson using the UDL Engagement guidelines. | 1-2 Point:  Demonstrates a limited or partial understanding of barriers in the lesson using the UDL Engagement guidelines. | 3 Points:  Demonstrates an in-depth understanding of barriers in the lesson using the UDL Engagement guidelines. |
| *Connection to readings and research from the sessions.* | 0 Points:  Demonstrates little understanding of how the research on affect and engagement relates to classroom application. | 1-2 Point:  Demonstrates a limited or partial understanding of how the research on affect and engagement relates to classroom application. | 3 Points:  Demonstrates an in-depth understanding of how the research on affect and engagement relates to classroom application. |

### Final Assignment Scoring Rubric:

|  | *Does not meet expectations* | *Meets some expectations* | *Target Understanding* |
| --- | --- | --- | --- |
| *Defines Context* | 0 Points:  Revision demonstrates a basic or weak understanding of the variability of the learners, instructional environments, and contexts. | 1 Points:  Revision demonstrates a functional understanding of the variability of the learners, instructional environments, and contexts. | 2 Points:  Revision demonstrates a thorough and nuanced understanding of the variability of the learners, instructional environments, and contexts. |
| *Revision of the Problem of Practice* | 0 Points:  Revision demonstrates a basic or weak understanding of instructional issues or curricular barriers for learners. | 1 Points:  Revision demonstrates a functional understanding of instructional issues and curricular barriers for learners with some references to course big ideas and readings. | 2 Points:  Revision demonstrates a thorough and nuanced understanding of instructional issues and curricular barriers for learners by using course big ideas to support a hypothesis, inquiry question, or theory of action. |
| *Clear goal* | 0 Points:  Review makes weak or no references to specific cognitive or affective goals. | 1-2 Points:  Review makes few references to specific cognitive or affective goals. | 2 Points:  Review makes full, detailed references to specific cognitive or affective goals. |
| *Identifies what SUCCESSFUL outcome looks like* | 0-1 Points:  Review makes weak or no connections between the guidelines and research and what successful implementation will look like. | 2 Points:  Review makes a few connections between the guidelines and research and what successful implementation will look like. | 3 Points:  Review demonstrates a strong understanding of connections between the guidelines and research and what successful implementation will look like. |
| *Plans to REDESIGN- Applying UDL Theories to Practice* | 0 Points:  Submission doesn't include specific UDL guideline suggestions to support variability of student engagement in the lesson design. | 3-4 Points:  Submission shows minimal or superficial consideration of the specific UDL guideline suggestions to support variability of student engagement in the lesson design. | 5-6 Points:  Submission references shows strong, purposeful consideration of specific UDL guideline suggestions to support variability of student engagement in the lesson design. |
| *SUMMARIZE: Reflection and Summary* | 0-1 Points:  The reflection may be difficult to follow. It may not include a complete description of the materials, methods and/or assessments. It may be unclear how it will address learner variability. The plan may not state the potential challenges and solutions. | 2 Points:  The reflection may not completely describe the revised lesson (does not include a complete description of the materials, methods and assessments) and/or it may not be completely clear how it will address learner variability. The reflection may not completely state the potential challenges and solutions. | 3 Points:  The reflection completely describes the revised lesson (including the materials, methods and assessments) and how it will address most learner variability. It also states the potential challenges and solutions. |
| *SHARE: Presentation of Deliverable* | 0 Points: The project presentation or media is difficult to follow (is disorganized). The presentation does not demonstrate understanding of how to use UDL to address learning variability. | 1-2 Points:  The project presentation or media helps to demonstrate a basic understanding of how to use UDL to redesign lessons that address learning variability. | 3-4 Points: The project presentation or media is clear and helps to demonstrate a good understanding of how to use UDL to address a wide range of learner variability. |

## COURSE CONTENT

## Session 1: Introduction– Face-to-face session or video stream option

This synchronous session provides an introduction to the course, with an overview and a pre-course reflection on the role of engagement for learning. This session also offers the opportunity for participants to learn about the different resources and technologies that will be used in this course. The session will include a tour of Blackboard (video) and begin to address how we will contribute and co-construct a flourishing community of practitioners during this course. You should touch base with your instructor if you cannot attend the face-to-face session so you will be able to participate in the video streaming option. The session will also be recorded.

### Session Goals:

* Participants will learn about the different resources and technologies that will be used in the course.
* Participants will begin to build a community of practice with other educators from their site or within the course. They will also be able to access materials from previous UDL Affect course participants.
* Participants will examine their current beliefs about the nature of ability and the role of affect and engagement for learning.
* Participants will reflect on differences in engagement, affect, emotion, and feelings as terms that are often used interchangeably.

### Build Background: Session Media

* Attend the face to face or view the video streaming option (1 hour). In this session, we will discuss the course logistics and expectations and have an introduction to the role of emotion and motivation for learning.
* Link to syllabus and rubrics.

### Try It: Session Activity

* In this online format, it is difficult to get to know one another. In order to develop this learning community, please go to Blackboard and add your profile. Please take the time to describe details that are relevant to this course. For example, please let the other participants know if this is your first online course, what your goal is in taking the course and what your role in the school is (e.g. 4th grade general educator, music teacher, principal, special education director) and your reason for taking the course. You can also tell people a little about your interests and hobbies and upload a picture of yourself. Read and familiarize yourself with the profiles of others, notice the variability of our own class participants and what this makes you think about students in your classrooms.

**Share: Session Discussion**

Please post a short reflection to the online discussion forum answering the following: 1) What have you learned about the role of engagement for learning and UDL that you did not already know? 2) What are your personal learning goals and what are you looking forward to in the course? 3) What are some classroom challenges you face around engagement, motivation, and learning that you want to explore in this course? 4) Are there any questions that you have about UDL at this point in the course?

**NOTE:** You can construct your discussion post using a video (such as [Vimeo](https://vimeo.com/)), audio (such as [Vocaroo](http://vocaroo.com/)), upload a document or Power Point that has images or tables, or use the written format.

**Community Contribution:**

Please contribute to build the online community by reviewing the post and connecting with one other person from this course. Perhaps it is someone with similar goals or challenges; perhaps it is someone who teaches the same content. Please respond to one person’s post, introducing yourself and responding to an aspect of their post.

**Key vocabulary:** variability, engagement, affect

### Dive Deeper (optional)

* Watch this [brief video](http://www.udlcenter.org/screening_room/udlcenter/udl#video2) where David Rose describes how the concept of UDL came to fruition (1:57):

**Questions to guide your understanding:** How did working with learner variability provide the basis for the concept of UDL?

* [UDL Theory & Practice, Chapter 1](http://udltp.cast.org/reading?loc=intro.xml_l1969950) - Revisioning Education through UDL (pp. 1-4) **Questions to guide your understanding**: How did early education develop into a one-size-fits-all approach? How did CAST’s view of students and ability change over time? How did technology play a role in that?
* [The Future is in the Margins: the Role of Technology and Disability in Educational Reform](http://www.udlcenter.org/resource_library/articles/margins). Anne Meyer and David Rose. In *The Universally Designed Classroom and Digital Technologies*. 2005. Cambridge, MA: Harvard Education Press. **Question(s) to guide your understanding**: In what way are Meyer and Rose challenging the reader to think differently about learners, curricula and the idea of disability?

## Session 2: Learner Variability Related to Engagement and UDL

In this asynchronous session, participants will review the key foundation of Universal Design for Learning (UDL): that learner variability is expected and can be designed for proactively in general education classrooms. In particular, this session explores variability of engagement and motivation. We will examine different definitions of emotion and consider how neuroscience has informed these definitions. UDL maintains that the primary impediment to achievement of the full range of learners is inflexible, “one-size-fits-all” curricula that are not flexible enough to deal with learner variability. UDL asserts that the onus for dealing with this variability should be on the curricula (rather than on the learners). When educators shift their focus toward designing curriculum that accommodates the widest spectrum of learners in terms of motivation and engagement from the beginning, the result is curricula that can respond to learner variability. The focus of this session, which will be reinforced throughout the course, is on the Engagement Principle.

### Session Goals:

1. Participants will understand that ability is determined by the interaction of individual variability and the learning context.
2. Participants will understand that neural networks vary across individuals and that the engagement networks are interconnected with the representation and strategic networks.
3. Participants will begin to define emotion and reflect on the variability of emotion.
4. Participants will review how the UDL guidelines are a series of levers that can help educators address learner variability, with specific focus on the Engagement principle that supports interest, motivation & persistence, and self-regulation.

### Build Background: Session Materials

Choose at least two of the following to build background:

* [UDL Theory & Practice - Affective Networks (pp 33-36)](http://udltp.cast.org/reading?12&loc=chapter2.xml_l1969929)  
  **Question(s) to guide your understanding**: How do you think the UDL principle “use multiple means of engagement,” relates to the variability in the affective networks of learners? Think about a curriculum that is not flexible and does not provide options that engage all learners. Remember to think about ALL learners (those with special talents, who struggle with school work, from different cultures, races, genders, socioeconomic backgrounds, and more).
* Watch a [short video](http://www.youtube.com/watch?v=DHDnlVuVr3M) that helps us understand how one researcher defines emotion so we build a common meaning of emotion (3:45).   
  **Question(s) to guide your understanding:** How do you define emotion?
* Watch a [home video](http://www.bing.com/videos/search?q=lily+goes+to+disneyworld&view=detail&mid=237AADB51E2F4DDF2884237AADB51E2F4DDF2884&FORM=VIRE) that shows how differently we express emotions.   
  **Question(s) to guide your understanding:** How did this girl’s emotional reaction differ from what you might have expected?
* Using the UDL Framework to Support Culturally Diverse Learners (2012). <http://gaia.flemingc.on.ca/~jmior/EDU705Web/Georgian/UDL/UDL%20to%20Support%20Culturall%20Diverse%20Learners.pdf>

**Question(s) to guide your understanding**: How do you think a learners’ native culture affect the things he or she pays attention to, the way he or she takes in information and constructs new meaning?

### Try It: Session Activity

During one part of a lesson this week, use the UDL Engagement Guidelines to reflect on variability of learners in your classroom in terms Engagement.

|  |  |
| --- | --- |
| **Variability represented in the UDL Engagement Guidelines** | **Your reflections on the variability you see in your students for one part of a lesson** |
| How is there variability in what recruits student interest? |  |
| How is there variability in how students motivate and persist? |  |
| How is there variability in how students self-regulate? |  |

### Share: Session Discussion

One of the assumptions of UDL is that all students (no matter how varied) can learn and that engagement is essential for that learning to take place. In order to help all students learn, the UDL framework helps educators see where learners are most likely to vary and to offer options to account for that variability. How do you define emotion and engagement? What variability did you observe in your students around engagement in the Try It this week? What challenges exist in designing lessons that support variability of engagement for learning? Do you think that designing curricula in this way affects your ability to accurately assess learners?

OR

How do you define emotion and engagement? How can offering options engage students in learning? How do you think that can the UDL Principle Multiple Means of Engagement defines engagement in a meaningful way for classroom educators? Relate to your practice: What are some sources of variability did you observe in your classroom? How do you see variability from student to student, but also within the same student in different contexts? How does variability in cultural diversity influence engagement in learning?

**NOTE:** Be sure to explore and apply the concepts you are learning from the readings, the activities, and your own experience in answering the questions, include what resonated with you and/or what you found puzzling, are wondering or curious about as a result of the new information. Finally, be sure to include how you think you can apply what you have learned in your practice.

You can construct your discussion post using a video (such as [Vimeo](https://vimeo.com/)), audio (such as [Vocaroo](http://vocaroo.com/)), upload a document or Power Point that has images or tables, or use the written format.

**Community Contribution:** Go to the course online site (such as Padlet or Google drive). Post one idea or strategy you use for to support engagement and motivation in your classroom. Note that you can share through typing, uploading, videos, hyperlinking, or photos.

**Key vocabulary**: emotion, engagement, context, variability

**(Optional) Dive Deeper:**

* [UDL Series: Learner Variability and UDL](http://udlseries.udlcenter.org/presentations/learner_variability.html?plist=explore) (15:36) interactive video and PowerPoint

**Questions to guide your understanding**: Why are curricula limited if they are designed for the 'average' learner? What makes learner variability systematic? Why is it important for educators to know about systematic learner variability?

* [The Emotional Brain: The Mysterious Underpinnings of Emotional Life](http://www.amazon.com/Emotional-Brain-Mysterious-Underpinnings-Life/dp/0684836599) by LeDoux, J. (1996). The Emotional Brain: Chapter 1

## Session 3: Goals and Perceived Resources and Demands

In this asynchronous session, participants will explore how emotion impacts cognition. We will also discuss the role of appraisal, valence and arousal in emotion. Participants will consider how clear goal setting can support both emotion and cognition in the classroom through reflective lesson design using the UDL Engagement Guidelines.

### Session Goals:

1. Participants will understand the interrelationship between emotion and cognition.
2. Participants will understand that a learner’s perception of the balance between resources and demands impacts learning and performance.
3. Participants will be able to identify ways educators can influence a learner’s perception of the resources and demands to achieve an intended learning goal.
4. Participants will reflect on how all of the UDL Guidelines can support student engagement towards the target-learning goal.

### Build Background: Session Materials

Choose at least two of the following to build background

* + Review the PowerPoint (link on Blackboard) for Session 3. Be sure to read the slides and the speaker notes (which expand on the information on the slides). **Question(s) to guide your understanding:** How are valence and appraisal defined in the model that is described? How important is perception of resources for demands?
* [UDL Theory and Practice: Goals](http://udltheorypractice.cast.org/reading?4&loc=chapter5.xml_l1970049) **Question(s) to guide your understanding:** Review the importance of setting clear learning goals and objectives. How can you provide more purposeful, flexible options when you have a clear goal?
* “[We Feel, Therefore We Learn: The Relevance of Affective and Social Neuroscience to Education](http://www-bcf.usc.edu/~immordin/papers/Immordino-Yang+Damasio_2007_RelevanceofNeurotoEdu.pdf),” Immordino-Yang, M.H. & Damasio, A. in Mind, Brain, and Education. (2007). 1(1), pp. 3-10. (PDF download)  
  **Question(s) to guide your understanding**: How did the metaphor of emotions being the ‘shelves that hold the cognitive glassware’ align with your thinking of the interaction of emotion and cognition?
* Emotion, Cognition and Optimal Learning Brief (PDF—link on Blackboard) Rappolt-Schlichtmann, G. & Daley, S. (2012) **Question(s) to guide your understanding**: How do you think that the UDL guidelines offer guidance on the way demands and resources can be manipulated to support optimal cognitive and emotional functioning in learning
* [Matching Student Learning with Student Experiences](http://www.edutopia.org/blog/matching-student-resources-student-experiences-jordan-lanfair) **Question(s) to guide your understanding**: How can you increase student experiences to help perception of resources available?

**Try It: Session Activity**

**Choose EITHER Option A or B to try this week**:

Option A: Lesson Reflection

Identify a clear learning goal for one of your lessons this week. Video tape a few minutes of your lesson (4-5 minutes). Do a lesson analysis: what are the demands necessary for students to achieve the intended learning goal? What resources are available for students to achieve the intended learning goal?

|  |  |
| --- | --- |
| **Target learning goal for this part of your lesson:** | |
| **Demands** inherent to achieving the target learning goal: |  |
| **Resources** available to support achieving the learning goal (use the UDL guidelines to reflect): |  |

Option B:

Video Case #1: Watch the video example [Cell Lesson](http://www.edutopia.org/stw-assessment-authentic-student-engagement-video) (4:28) with a focus on the learning goal that **students will learn the structure and function of the parts of a cell.** As you watch the video, reflect on the demands of some of the tasks for students to achieve the intended learning goal. What are some of the resources available for students to achieve the intended learning goal?

|  |  |
| --- | --- |
| **Target learning goal for part of the cell lesson**:  *Students will learn the structures and functions of the cell.* | |
| **Demands** inherent to achieving the target learning goal: |  |
| **Resources** available to support achieving the learning goal (use the UDL guidelines to reflect): |  |

### Share: Session Discussion

How do students’ perception of demands and resources for a learning task influence their motivation and engagement? How can flexible resources and options in the lesson support student perception of the task and subsequent motivation and engagement? Do you think that designing a lesson with flexible options towards the intended goal keeps the level of challenge high? How do clear learning goals allow for more flexible resources to support the demands in a lesson? Use specific examples from your lesson or the Cell lesson to support your response.

OR

Goals are important to clarify so that students can direct their attention appropriately and you can design resources to meet the demands inherent in that goal. What goals for engagement and motivation do you have for your students in your lessons? How do you help students perceive the resources that are available to meet the demands in your lessons? What do you do if students are not perceiving or using the resources? Use specific examples from your lesson or the Cell lesson to support your response.

**NOTE:** Be sure to explore and apply the concepts you are learning from the readings, the activities, and your own experience in answering the questions, include what resonated with you and/or what you found puzzling, are wondering or curious about as a result of the new information. Finally, be sure to include how you think you can apply what you have learned in your practice.

You can construct your discussion post using a video (such as [Vimeo](https://vimeo.com/)), audio (such as [Vocaroo](http://vocaroo.com/)), upload a document or Power Point that has images or tables, or use the written format.

### Community Contribution: Review, reflect, and respond to two other participants’ posts this week. Include a deeper discussion of how options for resources and demands towards a learning goal can influence student motivation, engagement and learning.

### Key vocabulary: demands, resources, motivation, perception

### (Optional) Dive Deeper

* LeDoux, J. (1996). The Emotional Brain (specifically Chapter 2 & 3).
* 1 hour lecture of neuroscience of emotions from a Google Talk:<http://www.youtube.com/watch?v=tShDYA3NFVs>
* Blog about Frijda’s Laws of Emotion (<http://neuronarrative.wordpress.com/2008/12/29/the-laws-of-emotion-an-interview-with-dr-nico-frijda/>)
* Optional (feel free to watch these at any time during the course): [Brain Rules](http://www.youtube.com/playlist?list=PL5BD0159C51E580E2) – An open resource from the Harvard Graduate School of Education. In these short videos and associated vocabulary and self-checks, Dr. Todd Rose provides an overview of basic brain anatomy: The Neuron; Brain Organization; The Cerebrum; Frontal Lobe; Sensory Lobes.

## Session 4: Affective Networks and Multiple Means of Engagement

There is variability for how students show emotion and engagement. In addition, there is variability in how students perceive and use resources to overcome the demands of a task to achieve an intended learning goal. This session focuses on how the UDL Engagement principle helps to make explicit the ways in which learners are likely to vary in the affective networks and provides educators with practical ways to apply that understanding to the designing lessons that allow more learners engage in challenging learning experiences.

Participants identify a target focus area (“problem of practice”) related to engagement that they want to explore deeply during this course. You will reflect on how you already design using options that connect to the UDL checkpoints of engagement.

### Session goals:

1. Participants will offer ideas (technology and low-technology options) that align to Multiple Means of Engagement to provide access to the varied affective networks of learners.
2. Participants will reflect on how the horizontal structure of the UDL guidelines supports learner engagement and will analyze and evaluate a lesson for elements of Multiple Means of Engagement.
3. Participants will include an affective or engagement-related problem of practice from their classroom that they will explore more during this course.

### Build Background: Session Materials

Choose at least two of the following to build background:

* [UDL Theory and Practice: Affective Networks](http://udltp.cast.org/reading?15&loc=chapter4.xml_l1969940) (pp. 60-61)

**Question(s) to guide your understanding**: How does understanding the functions of the affective networks help in designing curriculum to meet the needs of all learners? How important do you think affect is in learning? Why?

* [Student Engagement: Resource Roundup](http://www.edutopia.org/student-engagement-resources#graph3) **Question(s) to guide your understanding:** Explore ideas suggested on this site. How do they align with UDL? Which could you try?
* [UDL and Technology](http://www.udlcenter.org/aboutudl/udltechnology) **Question(s) to guide your understanding**: To what extent does digital technology make implementing UDL easier?
* Rose, D., Gravel, J.W., and Domings, Y.M. (2010). [*UDL Unplugged: The Role of Technology in UDL*](http://www.udlcenter.org/sites/udlcenter.org/files/notech_final2.pdf) **Question(s) to guide your understanding**: To what extent does digital technology make implementing UDL easier?
* [UDL Theory and Practice: Provide Multiple Means of Engagement](http://udltp.cast.org/reading?loc=chapter3.xml_l8) (pp. 52-53)

**Question(s) to guide your understanding**: How does the UDL principle Multiple Means of Engagement help educators address learner variability in the affective networks of learners?

### Try It: Session Activity:

1. Download a copy of the UDL Guidelines Lesson Analysis Worksheet for Engagement on Blackboard OR use the table below. Familiarize yourself with the principle, Provide Multiple Means of Engagement, along with the associated guidelines and checkpoints. To explore each checkpoint, go to [UDL Guidelines Organizer links to examples](https://sites.google.com/site/udlguidelinesexamples/) where you can find explanations and links to examples.
2. Take a part of a lesson you or a colleague is doing this week (or choose one from those listed below). Use the table below to reflect on (A) the affective (B) cognitive goals, (C) barriers that exist to achieve those goals, and (D) suggestions based on the UDL Engagement Guidelines to enhance that lesson:

|  |  |
| --- | --- |
| **A. Lesson goal (affective)** |  |
| **B. Lesson goal (cognitive)** |  |
| **C. Barriers** that exist for students to achieving the cognitive and affective goals |  |
| **D. Suggestions** to enhance the lesson so students achieve the cognitive and affective goals using **UDL Engagement Guidelines:** Options to Recruit interest, Options for motivation & persistence, Options for self-regulation |  |
| **Optional**: Suggestions to change the learning environment (physical space) to support the cognitive and affective goals |  |

NOTE: This assignment intended to be done as an exercise to practice making connections between your practice, student cognition and engagement, and proactive design using the UDL Engagement Guidelines. It is intended to build upon the expertise you gained in the UDL: Learner Variability 101 course. Feedback you receive will help you to continue to develop skills and resources to design for interested, motivated, self-regulated (“expert”) learning.

### Share: Session Discussion

### Reflect on your lesson analysis. Describe the goals, barriers, and suggestions you made (you can include the table if you filled that out). If you were able to execute this lesson, what did you observe and or measure in terms of students learning and engagement? If you were not able to execute this lesson, what was different about your planning and reflecting on this lesson that tied to affective and cognitive goals and the UDL guidelines? What do you anticipate you might see as different in your student engagement and learning with the suggested changes you made to the lesson?

**NOTE:** Be sure to explore and apply the concepts you are learning from the readings, the activities, and your own experience in answering the questions, include what resonated with you and/or what you found puzzling, are wondering or curious about as a result of the new information. Finally, be sure to include how you think you can apply what you have learned in your practice.

You can construct your discussion post using a video (such as [Vimeo](https://vimeo.com/)), audio (such as [Vocaroo](http://vocaroo.com/)), upload a document or Power Point that has images or tables, or use the written format.

### Community Contribution: Add 1-2 resources that you recommend to support/align to the UDL Engagement guideline or the UDL Representation and Action & Expression guidelines (access level) to the online site (such as [Padlet](http://www.padlet.com) or Google drive).

### Key vocabulary: self-regulation

### Survey:

At this point in the course, *take a survey (see link on Blackboard)* to give your instructor some feedback on how the course is going so far answering the following questions:

* Overall, how do you feel about the course so far? (scale of 1-10)
* Do you feel that you are getting: enough, too much or not enough feedback?
* Do you feel that the feedback is instructive enough to be helpful in improving your work in the discussions afterward? If not, how can it be improved?
* Do you feel the interaction in the discussions is helping you to think more deeply about the content?

### (Optional) Dive Deeper:

* [UDL Organizer with Links to Examples](https://sites.google.com/site/udlguidelinesexamples/home)
* [UDL Learning Wheel](http://udlwheel.mdonlinegrants.org/)
* [UDL Educator Worksheet](https://padlet.com/aposey/udlguidelines)
* [Research on the UDL Guidelines](http://www.udlcenter.org/aboutudl/udlguidelines)

## Session 5: Motivation and Self-Determination

By now, participants should feel comfortable designing lessons thinking about UDL and Engagement. The next part of the course dives deeper into different perspectives on emotion (such as motivation, stress, anxiety, stereotype threat) and ideas for designing using UDL to support cognition.

In this asynchronous session, participants will consider the importance of motivation for education: at best, people are curious, vital, self-motivated, strive to learn, and put forth effort and commitment. Self-determination theory (SDT) is an approach to motivation, which considers what motivates people to act. Learner variability in motivation exists, from external rewards and extrinsic motivation to the sustained internal, intrinsic motivation. Additionally, several factors are presented by the research to impact motivation, including the difference between control and autonomy, learners’ feelings of competence, and relatedness. Discussion of the continuum of intrinsic and extrinsic motivation will be considered in light of strategies to build learning contexts that foster autonomy and competence. Consideration of the UDL Engagement Guidelines will be made in order to consider how to design an environment that optimizes a student’s level of motivation.

### Session Goals:

1. Participants will understand the difference between intrinsic and extrinsic motivation, as defined by self-determination theory (SDT).
2. Participates will be able to explain how students’ sense of agency impacts motivation to learn.
3. Participants will be able to analyze a social environment that can optimize learners’ levels of motivation.

**Build Background: Session Materials**

Choose at least two of the following to build background

* Read [Self Determination Theory](http://www.selfdeterminationtheory.org/theory) (E. Deci & R. Ryan)

OR

* Watch [Ed Deci talk about motivation](http://www.youtube.com/watch?v=VGrcets0E6I&feature=youtu.be&hd=1&t=22s) on TED talk (14:06)

**Question(s) to guide your understanding:** How does Deci define motivation? How does he contrast the concept of the quality and quantity of motivation? Do controlled and autonomous motivation differ in helping students reach an identified goal? How do social and cultural factors impact people’s sense of control over situations? What is the importance of context and goal setting supporting students’ sense of autonomy, in competence and relatedness?

* Watch [The Surprising Science of Motivation](http://www.wimp.com/surprisingmotivation) – Watch this video (10:47) on the science of motivation. **Question(s) to guide your understanding**: Was the research that Dan Pink referenced surprising? Does it change the way you think about motivating learners in your classroom? How do you think this can apply to teaching and learning?

### Try It: Session Activity

* Try [The Tower of Hanoi](http://www.coolmath-games.com/0-tower-of-hanoi/), a mathematical puzzle OR [KenKen](http://www.nytimes.com/ref/crosswords/kenken.html), a mathematical puzzle, OR [Sudoku](http://www.websudoku.com/). Challenge yourself- **set the task to the most challenging level**. Spend at least 20 minutes perfecting your strategies on the puzzle

Pause and Reflect: How did you appraise the situation? How motivated were you to do the puzzle, especially at the most challenging level? Do you think you were intrinsically or extrinsically motivated to sustain effort for the full 20 minutes? Why? What impacted your motivation (either positive or negative)? Did you have any preconceived notions based on your ability in the subject matter? How would you have appreciated options for representation and/or action & expression? How did you end up doing on the puzzle?

### Share: Session Discussion

What are the three components to self-determination theory (SDT)? How do you design elements in your lessons that support autonomy, relatedness, and competency? How can UDL-informed options for Representation, Action & Expression, and Engagement (all of the UDL guidelines) support student motivation and persistence for challenges? What additional options for representation, action & expression, and/or engagement would you have appreciated having in the Try It activity to support your learning and motivation (use ideas from SDT and/or UDL)?

**NOTE:** Be sure to explore and apply the concepts you are learning from the readings, the activities, and your own experience in answering the questions, include what resonated with you and/or what you found puzzling, are wondering or curious about as a result of the new information. Finally, be sure to include how you think you can apply what you have learned in your practice.

You can construct your discussion post using a video (such as [Vimeo](https://vimeo.com/)), audio (such as [Vocaroo](http://vocaroo.com/)), upload a document or Power Point that has images or tables, or use the written format.

### Community Contribution

Review, reflect, and respond to two other participants’ posts this week. Include a deeper discussion of how options for intrinsic motivation such as autonomy, competence, and relatedness support learning. What ideas or strategies do you use to support intrinsic motivation in your classrooms?

**Key vocabulary**: motivation, intrinsic motivation, internalization, integration, extrinsic, self-determination theory, competence, relatedness, autonomy

### (Optional) Dive Deeper:

* Pintrich, DeGroot (1990). [Motivational and self-regulated learning components of classroom academic performance](http://rhartshorne.com/fall-2012/eme6507-rh/cdisturco/eme6507-eportfolio/documents/pintrich%20and%20degroodt%201990.pdf).
* LeDoux, J. (2001). [The Emotional Brain, Fear, and the Amygdala](http://brainstemwiki.colorado.edu/lib/exe/fetch.php/ledoux2003emotionalbrainfearamygdalacellularmolecularneurobiology.pdf).

## Session 6: The Impact of Stress on Cognition

In this asynchronous session, participants will explore the way that stress impacts learning and engagement. There are numerous factors that can influence a learner’s subjective appraisal of a learning situation including genes, the context, and past experience. Building upon the understanding of the resource-demand model, participants will think about their lesson/environment design, the variability of their students, and their identified problem of practice. How does research on stress help you think about decisions that you make in your day-to-day interactions with students? The discussion will focus specifically on how to minimize stress and, therefore, support curricular design for expert learning.

### Session Goals:

1. Participants will understand how stress impacts cognition.
2. Participants will identify the way that a learning environment impacts students’ affect.
3. Participants will propose ways that the Engagement guidelines help educators adjust the context, resources and demands to minimize potential stressors and support students’ affect.

### Build Background: Session Materials

**Choose at least two of the following to build background:**

* Sian Beilock is a psychology professor at The University of Chicago and one of the world’s leading experts on the brain science behind “choking under pressure” and the many factors influencing all types of performance. Watch Sian Beilock talk about the [science of “choking](http://www.youtube.com/watch?v=zcr4ZD-Vrsg)” (14:42) or underperforming in stressful situations. **Question(s) to guide your understanding**: How does stress impact performance? How does belief impact performance? How can this help you support students to avoid choking?
* Listen to Sian Beilock talk about the impact of stereotypes on “choking” (0:44) **Question(s) to guide your understanding**: Given what you just heard about stereotypes, how might previous failure or labels such as learning disabilities impact student performance?
* Watch: [Stress: Portrait of a Killer](http://killerstress.stanford.edu) (4:39)
  + [Why does psychological stress turn on the stress response?](http://killerstress.stanford.edu/more) (1:29)
  + [What about stress management?](http://killerstress.stanford.edu/more/qa-what-about-stress-mangement/) (2:44)
  + [Does the stress response differ in men and women?](http://killerstress.stanford.edu/more/qa-does-the-stress-response-differ-in-men-and-women/) (1:28)
  + [Are 21st Century humans more stressed out than our predecessors?](http://killerstress.stanford.edu/more/qa-are-21st-century-humans-more-stressed-out-than-our-predecessors/) (1:03)

**Question(s) to guide your understanding**: How is stress different from fear? Why is stress hazardous to health? How can you apply this information to your classroom?

* Read: [Brain Rules](http://www.brainrules.net/stress?scene=): Stress (part 1-5): What happens in the brain when we are under stress? How does stress impact memory, cognitive performance? **Question(s) to guide your understanding**: Is all stress bad? What is the tipping point between challenge and stress? Have you seen this in your students?
* Check for Understanding: take the [Stress Quiz](http://science.nationalgeographic.com/science/health-and-human-body/human-body/stress-quiz.html) to see how much you have learned about stress. We can share results during the synchronous session next week.

### Try It: Session Activity

Video Case Example: Watch the video example: [Paper Chase scene](http://www.youtube.com/watch?NR=1&feature=endscreen&v=qx22TyCge7w) (3:25): First, watch the video to understand the story. Second watch the video with a focus on affect. Using the [UDL Guidelines Analysis Worksheet: focus on the Engagement Guidelines](http://sde.ok.gov/sde/sites/ok.gov.sde/files/Guidelines_2.0_Educator_Worksheet_0-2.pdf), analyze this video in terms of emotional engagement strategies and student engagement. Use specific observations from the video as evidence for engagement. Think about the relationship of emotion and cognition and answer the questions below. You will use your answers to the reflection questions to share in discussion forum.

1. From your perspective, what are the resources and demands in this classroom?
2. What is the professor’s perception of this student?
3. What do you think the professor’s goal is?
4. What do you think the student’s goal is?
5. What do you think the student perceived in relation to the balance of the resources and demands?
6. What do you think the role of context in the student’s perception?
7. What was the affective result of the student’s perception?
8. Do you think the professor’s goals were achieved?
9. What did the student learn?

### Share: Session Discussion

Think about the readings in relation to the Try It video case example that you experienced. How does *context* impact a student’s stress response? How do the student’s perception of resources and demands impact stress at many different points through the day (e.g. transitions, gym class versus math class, recess)?

Reflect on how the information from the readings, media and activities inform your thinking about your problem of practice identified earlier in the course. Propose ways that the UDL Engagement guidelines help you think about how to adjust the context, resources and demands to minimize potential stressors, the perception of stressors, and support students’ affect and engagement.

OR

Reflect on your work as an educator and stress. How do you perceive the resources and demands in your context? How does that impact stress for you at different points of the day? Reflect on how the information from the readings, media, and activities inform your thinking. Propose ideas you have that the UDL Engagement guidelines could help you think about adjusting the context, resources and demands to minimize potential stressors, perception of stressors, and support your affect and engagement towards your work.

**Community Contribution**

Post to online community site (such as Padlet or Google drive). What resources, tools, or strategies do you use to mitigate student stress? Share at least one to the Padlet or Google drive. If possible, align it to one of the UDL Guidelines.

**Key vocabulary**: choke, stress, sympathetic nervous system (fight of flight)

### (Optional) Dive Deeper:

* Watch the entire episode: Stress, Portrait of a Killer (56:04): <http://www.youtube.com/watch?v=eYG0ZuTv5rs>
* Homeostasis: <http://www.phys.unsw.edu.au/biosnippets/>

## Session 7: Synchronous webinar session – Reflections on Sessions 1-6

This synchronous webinar session is intended review Sessions 1 through 6. It provides you the opportunity to consider the importance of engagement in learning and how we as teachers (and parents) can impact student motivation. The webinar will review the key details from readings and activities that considered motivation and stress and how maximizing motivation and minimizing stress can be supported with the UDL Guidelines for Engagement and from the perspective of the resource-demand, valence/arousal models. You will begin to think about the final assignment.

The webinar will be recorded for those who cannot attend during the recording. You may contribute to this conversation through a chat box or through an email to your instructor if you are unable to attend the webinar.

**Share: Online discussion**

Following the webinar, please post a short reflection to the discussion forum:

What content so far has impacted your teaching or the preparation of your lessons? What has shifted in your thinking about the role of engagement for learning or the variability of engagement of your students? What have you specifically tried in your classroom thinking about motivation, engagement, and UDL; what did you observe differently in your students when you tried that strategy or activity? Are there any questions that you have about affect and engagement at this point in the course?

### Initial Proposal for Final Assignment Case Study (due at the end of session 8)

Begin to take time to think about a proposal for the final assignment. Identify a problem of practice (related to engagement) upon which you would like to focus your final project. It can be one you have already identified or it could be a new one.

Include a description of:

* 1. the current **context** in which the problem is situated and
  2. the **problem of practice** related to engagement (identify the variability among students and/or teachers related to this),
  3. the **challenge** or barriers you face and the strategies you have tried already related to this problem of practice.
  4. your **goal** for this problem of practice and vision of success, what do you hope will change? What will that look like? (note that there can be both a cognitive and affective goal)

Previous participant’s example:

1. Define context:

I am a high school biology teacher in xxx public school. I have been teaching for ten years and each year I have approximately 125 students in total in my classes and all students are mandated to take my biology course in order to graduate. Generally, I feel as though I have an engaging class: over the years I have accumulated many effective lab activities that students enjoy and I generally do not have discipline problems. Most students do well on the final state biology exam and my administrators are pleased with that. However, due I do have students in my class who do not want to be there and I find engagement can be a barrier for some of the students. For this project, I am going to focus on one of these ‘unengaged’ students.

1. Define the ‘problem of practice related to engagement. *Remember innovation often begins in the margins. We learn from interactions with students who can inform our practice for everyone. UDL starts in the margins, but it can apply to and improve learning for the whole class.*

‘Geoff’ is a high school senior who has taken my biology class twice already and has not yet passed. He is one of the oldest students in my class (most students take biology as freshman and pass),and is not happy to have to take my class for a third time. He feels ‘too cool’ as a senior in a class with many freshman students. Generally ‘Geoff’ comes into my classroom, is not disruptive, but does not follow the routines and protocols of the day (for example, he does not take out his notebook, he does not do the warm up activity, he does not usually have his homework done). ‘Geoff’ currently has a 60% in my class and may not pass again, which means he may not graduate.

1. Describe the challenge and the strategies you have tried

His advisor, his parents, and I have all been in communication and ‘Geoff’ is aware of the predicament, however, he is not making changes in his engagement of the course.

1. Describe your goals and what you think successful implementation will look like.

The goal of this is to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. My vision of success is \_\_\_\_\_\_\_\_\_\_.

## Session 8: Fixed and Growth Mindsets: How Feedback Encourages or Discourages Persistence

Mindsets are sets of beliefs that we hold about abilities. People with a growth mindset believe that the brain and intelligence is like a muscle that can be developed like a muscle. People with a ‘fixed’ mindset believe that they have a specific, fixed constellation of abilities and talents: they are either talented or not and that talent or intelligence is the reason for success or failure. Research on mindsets has show that students who hold a growth mindset perform better under conditions of challenge than those who have a fixed mindset. Mindsets can be learned and can be taught or changed. Research suggests that specific kinds of feedback promote either a fixed or growth mindsets.

In this asynchronous session, participants will explore fixed and growth mindsets and consider how different kinds of feedback and how we can foster a growth versus a fixed mindset in our students. Participants will learn how to provide mastery-oriented feedback that impacts a student’s willingness to engage with and persist in challenging academic tasks. Focus will be explicitly tied to UDL Guideline increase mastery-oriented feedback.

### Session Goals:

1. Participants will understand how a growth mindset can encourage persistence.
2. Participants will be able to distinguish the difference between a fixed and a growth mindset.
3. Participants will be able to cultivate a growth mindset in learners through the design of a lesson and the learning environment.

### Build Background: Session Materials

Choose at least two of the following to build background:

* [Watch: The Pygmalion Effect and the Power of Positive Expectations](http://www.youtube.com/watch?v=hTghEXKNj7g) (5:59)

**Question(s) to guide your understanding**: As you watch consider, how did the teachers’ expectations impact student behavior and performance? What implications may this have for your classroom? How did teacher feedback impact student achievement and persistence?

* + Read: Dweck, C. (2007). [The Perils and Promises of Praise](http://www.ascd.org/publications/educational-leadership/oct07/vol65/num02/The-Perils-and-Promises-of-Praise.aspx) **Question(s) to guide your understanding:** What are some of the unintentional consequences that happen when we offer fixed-mindset feedback?
  + Watch: [Carol Dweck: The Effect of Praise on Mindset](http://youtu.be/TTXrV0_3UjY) – watch this video on the effect of types of praise on learner motivation (3:26) **Question(s) to guide your understanding:** What are some of the unintentional consequences that happen when we offer fixed-mindset feedback?
  + ”[How Not to Talk to Your Kids](http://nymag.com/news/features/27840/)” Bronson, P. (2007). New York Magazine

**Question(s) to guide your understanding**: Reflect on something you have struggled with in the past. Do you think you have a fixed or a growth mindset? Did you avoid or embrace the challenge? Did you persist or give up quickly?

### Try It: Session Activity

**Option A.**

During one of your lessons or activities or assignments, provide feedback in a new way this week. For example, as you are grading papers or as you are monitoring a class discussion or activity, offer mastery-oriented feedback and observe students. Pause and reflect. What was different about this kind of feedback from other ways you had offered feedback before?

OR

**Option B.**

Brainology is a set of online interactives designed to help students develop a growth mindset.

1. Sign up for a free preview account at [https://www.mindsetworks.com/registration/registration-educator-screen2](https://www.mindsetworks.com/registration/registration-educator-screen2%20)
2. Click on 'Launch Brainology' on the upper left-hand menu.
3. Read Chris and Dahlia’s e-journals and the brain book.

Pause and Reflect: As you went through the Brainology preview take note of how the authors are trying to build a growth mindset in the users.

### Share: Session Discussion

Increasing the mastery-oriented feedback that we use in a classroom is one way to provide options that help students sustain effort and persistence. Reflect on the feedback you give your students throughout the week. Can you think of any feedback that successfully motivated students (or yourself)? What did you observe or think would be different in your students when they receive mastery-oriented feedback? What is challenging or different about using mastery-oriented feedback? How might the research on mindset impact your thinking of your problem of practice that you identified for the final assignment?

**NOTE:** Be sure to explore and apply the concepts you are learning from the readings, the activities, and your own experience in answering the questions, include what resonated with you and/or what you found puzzling, are wondering or curious about as a result of the new information. Finally, be sure to include how you think you can apply what you have learned in your practice. You can construct your discussion post using a video (such as [Vimeo](https://vimeo.com/)), audio (such as [Vocaroo](http://vocaroo.com/)), upload a document or Power Point that has images or tables, or use the written format.

**Community Contribution**

This week, instead of a community contribution, please submit your final project proposal to your facilitator for initial feedback. Note that this is intended to be the start of the discussion for your final project, not a complete draft.

### Key vocabulary: mastery-oriented feedback, fixed and growth mindset

### (Optional) Dive Deeper:

* Read: [Reducing the Gender Achievement Gap in College Science: A Classroom Study of Values Affirmation](http://psych-www.colorado.edu/~tito/Miyake_et_al_2010.pdf). (26 November 2010) In Science (330) 6008 pp. 1234-1237.
* NPR audio: Well meaning, bad parent: <http://www.npr.org/templates/story/story.php?storyId=102831737>

## Session 9: Grit and Persistence in Learners

In this asynchronous session, participants will consider how the design of the environment or learning context can impact persistence or grit of students. Grit is considered to be the ‘sticking with it’ over a long time and is different from intelligence and talent. How does having a clear goal impact persistence? Do the hardest working students necessarily do better than those who do not work hard? What ‘unlocks’ grit and persistence; can it be taught?

Through activities and readings, participants will consider variability in ‘grit’ and how context can impact persistence. How might offering choice to students help them to find authentic relevance in topics that interest them, and may help engage in learning in school? How can the designing lessons with the UDL Guidelines improve all students’ grit and persistence, even students who already demonstrate a lot of grit, with challenging tasks?

### Session Goals:

1. Participants will understand the way that grit and persistence impact learning.
2. Participants will understand the way that goals, expectations and mindset impact grit and persistence.
3. Participants will be able to apply knowledge from research to evaluate a learning environment that supports the development of grit and persistence in students.

### Build Background: Session Materials

Choose at least two of the following to build background:

* Hanford, E. (Aug. 2012). [Angela Duckworth and Research on “Grit](http://americanradioworks.publicradio.org/features/tomorrows-college/grit/angela-duckworth-grit.html).” American Public Media. **Question(s) to guide your understanding:** How does she define grit?
* Angela Duckworth (2009) [Grit Tedx Blue Talk](http://www.youtube.com/embed/qaeFnxSfSC4) (18:38).

**Question(s) to guide your understanding**: Do you agree with Duckworth’s assertion that grit is more important to success than intelligence? Why or why not?

* [Watch a video about Paul Smith](http://www.youtube.com/watch?v=XiHyQhf9qAY), typewriter artist or [read Paul’s story](http://www.squidoo.com/typewriterartist):

**Question(s) to guide your understanding**: Do you think that persistence came easily to Paul Smith? Do you think he was born with persistence or do you think he gained persistence from his experiences? How did technology play a role?

### Try It: Session Activity

**Option A**

Observe one of your lessons this week. How do you define grit? What do you look for and/or measure in your students related to grit? How is there variability in grit among your students (and even within the same student at different times)? How might you infuse a UDL guideline to encourage grit?

**Option B**

Take the [Grit test](https://sasupenn.qualtrics.com/SE/?SID=SV_06f6QSOS2pZW9qR).

Pause and Reflect: How did you score on the grit test? Do you think your score is accurate? Do you think it correlates with your observations of your persistence in the other activities? What resources or options help your grit?

### Share: Session discussion

What is unique about ‘grit,’ as opposed to intelligence, conscientiousness or self-discipline? What has changed in how you perceive persistence from this week’s session? As a teacher, is persistence always perceived as a good thing? Do you think of grit as a personality trait or something that we as educators can support the development of? How could mastery oriented feedback support the development of grit?

Reflect upon a specific example of a part of a lesson where student or students showed less persistence or grit (it could be from the Try It) OR reflect on a specific example of a time in your teaching where you showed less persistence or grit. How can the UDL guidelines be used to think about how you could support the development of persistence or grit in students (or yourself)?

**NOTE:** Be sure to explore and apply the concepts you are learning from the readings, the activities, and your own experience in answering the questions, include what resonated with you and/or what you found puzzling, are wondering or curious about as a result of the new information. Finally, be sure to include how you think you can apply what you have learned in your practice.

You can construct your discussion post using a video (such as [Vimeo](https://vimeo.com/)), audio (such as [Vocaroo](http://vocaroo.com/)), upload a document or Power Point that has images or tables, or use the written format.

### Community Contribution: Post at least one resource or idea to the community site (such as Google drive or Padlet) that encourage persistence and grit in students.

### Key vocabulary: grit, persistence, trait

### Survey:

At this point in the course, *take another survey (see link on Blackboard)* to give your instructor some feedback on how the course is going so far answering the following questions:

* Overall, how do you feel about the course so far? (scale of 1-10)
* Do you feel that you are getting: enough, too much or not enough feedback?
* Do you feel that the feedback is instructive enough to be helpful in improving your work in the discussions afterward? If not, how can it be improved?
* Do you feel the interaction in the discussions is helping you to think more deeply about the content?

### (Optional) Dive Deeper:

* Duckworth, A. Peterson, C., Matthews, M. & Kelly (2007). “[Grit: perseverance and passion for long-term goals](http://www.sas.upenn.edu/~duckwort/images/Grit%20JPSP.pdf).” Journal of Personality and Social Psychology, 2007, Vol. 92, No. 6, 1087–1101
* Take the Big 5 personality survey:<http://www.outofservice.com/bigfive/> (referenced in the Duckworth article) What are some of the barriers to personality surveys, especially as we think about variability and the role of context for learning? How can they be useful?
* Rappolt-Schlichtmann, G., Tenenbaum, H., Keopke, M. & Fischer, K. (2007). [Transient and robust knowledge: Contextual support and the dynamics of children’s reasoning about density](https://www.gse.harvard.edu/~ddl/articlesCopy/RappoltFischerTransientRobustKnowl.MBE2007.1.2.pdf). *Mind, Brain, and Education*, 1(2), 98-108.

## Session 10: The Concept of Flow

In this asynchronous session, participants will explore Mihalyi Czikszentmihalyi’s theory of flow. We will be exploring the following essential questions: What is flow? How does flow theory help explain student engagement and enjoyment in learning? How does a student’s zone of proximal development (ZPD) relate to flow states and how can educators use the UDL framework to help design environments that enable learners’ to work within their ZPDs? As educators, providing a balance of resources and demands as well as inclusion of the UDL guidelines for engagement, we can outline strategies for the design of lessons and activities that maximize opportunities to reach flow:

1. The goals should be clear and salient
2. The goals are achievable; and the challenge level and skill level are both high
3. Clear and immediate feedback that promotes self -reflection

### Session Goals:

1. Participants will understand the concepts of the zone of proximal development (ZPD) and flow.
2. Participants will be able to identify flow states.
3. Participants will be able to identify aspects of a learning environment that promote deep engagement with learning.

### Build Background: Session Materials

**Choose at least two of the following to build background:**

1. Watch a brief video that explains [Vygotsky’s theory of the zone of proximal development](http://www.youtube.com/watch?v=0BX2ynEqLL4) (3:02): **Question(s) to guide your understanding**: How does the concept of ZPD further enhance the demands versus resources model presented above? Do these provide you with a way to think about student variability?
2. TED Talks: [Mihalyi Czikszentmihalyi: Flow the Secret to Happiness](http://www.youtube.com/watch?v=fXIeFJCqsPs) 18:56   
   **Question(s) to guide your understanding:** How does he define flow?
3. Shernoff, D.J. & Czikszentmihalyi, M. (2008). [Cultivating Engaged Learners and Optimal Learning Environments](http://www.cedu.niu.edu/~shernoff/Shernoff%20and%20Csikszentmihalyi%20C011.pdf). (PDF) (Targeted Reading: Focus on p. 131-133)   
   **Question(s) to guide your understanding:** How can you design learning environments that support engagement? How does this align with UDL?
4. Aguilar, E. (2012) [Beyond Student Engagement: Achieving a State of Flow](http://www.edutopia.org/blog/student-engagement-elena-aguilar)

**Question(s) to guide your understanding:** How does helping to keep students within their zone of proximal development (ZPD) improve the changes for deep engagement or Flow experiences?

### Try It: Session Activity

**Option A**

Choose one of these short videos and answer the questions below. Use the answers to inform your problem of practice you are doing for the final assignment.

1. <http://www.youtube.com/watch?v=WfrLibL-vmg> (1:19)
2. <https://www.youtube.com/watch?v=ZqaYmQZgrB4> (3:25)
3. <http://www.youtube.com/watch?NR=1&v=AnPYBGYjsw8> (3:01)

OR

**Option B**

Observe a student for a few minutes during one part of a lesson (it can be your lesson or a colleague’s lesson)

1. Do you think the person in the lesson you chose experiences a flow state?
2. Why or why not? Can you support your answer with evidence?
3. Do you think it is possible for students in a classroom to experience a state of flow? How do you think the resources and demands model is like flow?
4. Do you think flow is desirable from an instructional perspective? Why or why not?
5. What qualities of a classroom might contribute to the possibility of students achieving flow?

### Share: Online Discussion

Similar to the assignment you did when you analyzed a lesson using the UDL engagement guidelines (session 4), you are now putting that skill together to think about designing lessons for motivation, engagement, stress, mindset, grit, and flow. Using a part of one of your upcoming lessons, use the UDL Multiple Means of Engagement guidelines and the research you have explored so far in this course to share strategies you would infuse into a part of a lesson to support motivation and engagement, grit and flow.

* If it is helpful, download a copy of the UDL Guidelines Analysis Worksheet: focus on the Engagement Guidelines from Blackboard. Review the principle, Provide Multiple Means of Engagement, along with the associated guidelines and checkpoints.
* Also review the readings and research that has been presented in the course so far. In addition, review ideas you have had from the discussions you have had with your peers and the online community resources.

NOTE: This assignment intended to be done as an exercise to practice making connections between **your classroom lesson design, research in this course, and the UDL Engagement Guidelines**. The feedback you receive will help you to develop more skill in using UDL to support the variability of learner engagement. You are not expected to be an expert at this point, but we have explored a lot of research and design strategies for you to begin to feel competent in the research-lesson design strategies. We will be building on this understanding throughout the course.

### Community Contribution

Note, there is no community contribution this week, as the session online discussion should take more time than past sessions. Please focus your attention to developing a strong online discussion post this week.

**Key Vocabulary**: flow, zone of proximal development

## Week 11: Developing Self-Regulation (purposeful, self-regulated learners)

Self-regulated learners have social and emotional intelligence. Self-regulation is key to the development of expert learners. In this asynchronous session, participants will reflect on the value of social and emotional intelligence. Participants will consider how neuroscience may inform their practice as educators, especially is it relates to maximizing affect and engagement through the implementation of the UDL engagement guidelines, specifically providing options for self-regulation. Questions include: How can the design of the instructional environment impact the development of social and emotional intelligence? How can developing self-regulation improve learning in the content areas?

### Session Goals:

1. Participants will identify ways that educators promote the development of self-regulation.
2. Participants will identify ways that educators use the UDL guidelines for engagement to support the development of self-regulation.
3. Participants will understand the way that the UDL framework supports the development of expert learners who are able to recruit interest, persist, and self-regulate.

### Build Background: Session Media

Choose at least two of the following to build background:

* [Embodied Brains, Social Minds](http://www.youtube.com/watch?v=RViuTHBIOq8) (13:29) The neurobiology of social emotions

**Question(s) to guide your understanding**: What did you learn about the brain that was new? How did you feel when you heard the story of the woman from Sudan? How did it tie to one of the concepts we’ve discussed so far this semester (such as grit, motivation, mindset, flow)? What did you learn about the co-regulation of the mind and body? How might this relate to your teaching practice?

* Goleman, D. (1998). [Working with Emotional Intelligence](http://www.nytimes.com/books/first/g/goleman-working.html)

**Question(s) to guide your understanding**: What is Emotional Intelligence and why does it matter? How important is emotional intelligence? Can you relate this article to how students need to be prepared for the working world? With what do you agree or disagree with in the arguments put forth?

* Explore: [Building Comprehension through Social Understanding](http://bcsu.cast.org/) (BCSU) is a “worked example” designed by CAST researchers to translate a body of research on how children develop social and emotional understanding in the service of improving reading comprehension. BCSU consists of six universally designed digital books; each book addresses one aspect of emotional understanding as it also builds students skills to improve reading comprehension.   
  **Question(s) to guide your understanding**: How can developing social and emotional intelligence help children develop into expert learners? This example leverages the variability in the affective dimension of learning to improve academic learning in reading comprehension. Can you think of ways that this can be done in other academic subject areas?

### Try It: Session Activity

* Video Case: Watch the video example: [How to Teach Math as a Social Activity](http://www.edutopia.org/math-social-activity-cooperative-learning-video). Using the  [UDL Guidelines Analysis Worksheet: focus on the Engagement Guidelines](http://sde.ok.gov/sde/sites/ok.gov.sde/files/Guidelines_2.0_Educator_Worksheet_0-2.pdf), analyze this video in terms of emotional engagement strategies and student engagement- especially as they tie to a specific learning or motivation goal. Use specific observations from the video as evidence for engagement. Think about how the relationship of emotion and cognition plays out in each case and answer the questions below. Post your reflection to the discussion forum.

Questions to guide your viewing:

1. What do you think the teacher’s goal is in this lesson?
2. How is student affect being supported in this clip? How does this relate to cognition and engagement and motivation?
3. How is the teacher supporting self-regulation in the service of math learning?
4. Has the teacher helped to balance the students’ perception of demands and the resources in the environment? How so?
5. What supports were available within the design of the lesson to be a resource for the students?
6. Which UDL engagement guidelines do you think is being well represented (support your answer)? Why?
7. Which UDL guidelines (any of the UDL guidelines) would your recommend he include to enhance the lesson further (why do you think this?)

OR

* Record between 5-10 minutes of your own classroom lesson this week. Using the  [UDL Guidelines Analysis Worksheet: focus on the Engagement Guidelines](http://sde.ok.gov/sde/sites/ok.gov.sde/files/Guidelines_2.0_Educator_Worksheet_0-2.pdf), analyze your video in terms of emotional engagement strategies and student engagement- especially as they tie to a specific learning or motivation goal. Use specific observations from your video as evidence for engagement. Think about how the relationship of emotion and cognition plays out in your classroom example (recognizing it is just a subset of a larger lesson) and reflect on the questions below. Include your reflection to the discussion forum.

Questions to guide your viewing:

* 1. What do as your goal is in this lesson- either cognitive and/or around engagement and motivation?
  2. How is student affect supported manipulated in your video? How does this relate to cognition?
  3. How did you support teaching self-regulation in the service of content learning?
  4. How did you help to balance the students’ perception of demands and the resources in the environment? How so?
  5. What supports were available within the design of the lesson to be a resource for the students?
  6. Which UDL engagement guidelines do you think were well represented (support your answer)? Why?
  7. Which UDL guidelines (any of the UDL guidelines) would you recommend to include to enhance the lesson further (why do you think this?)

### Share: Session discussion

Think back to all of the topics from the semester—the interrelationship of emotion and cognition. How can developing social and emotional intelligence help children develop self-regulation? This week, you examined a classroom video (or your own video) that leverage the variability in the affective dimension of learning to improve academic learning more broadly (such as reading comprehension and math). How did the teacher in the video (math as a social activity) or in your own classroom video use the UDL guidelines for engagement? Can you cite examples? How will observing this classroom influence strategies and ideas you use in your classroom? What ideas or suggestions do you have that will support engagement, motivation, and learning?

**NOTE:** Be sure to explore and apply the concepts you are learning from the readings, the activities, and your own experience in answering the questions, include what resonated with you and/or what you found puzzling, are wondering or curious about as a result of the new information. Finally, be sure to include how you think you can apply what you have learned in your practice.

You can construct your discussion post using a video (such as [Vimeo](https://vimeo.com/)), audio (such as [Vocaroo](http://vocaroo.com/)), upload a document or Power Point that has images or tables, or use the written format.

### Community Contribution

Review, reflect, and respond to one other participants’ posts this week. Include a deeper discussion of how UDL supports design for self-regulation.

**Key vocabulary**: self-regulation

### Optional Dive Deeper :

* Excellent compilation of different brain based videos: motivation, choice, happiness, neurons, adolescent brain, optical illusions. <http://www.joyfullearningnetwork.com/brain-based-learning---videos.html>
* [Introduction to Emotional Intelligence](http://www.youtube.com/watch?feature=player_embedded&v=3f0mrUZ0Ga8) (SIY Leadership Institute)

## Session 12: Applying Research to Practice

In this asynchronous session, participants will have the chance to reflect on their ‘problem of practice’ case (relating to engagement). They will have an opportunity to begin reviewing the topics covered, making ties to readings, activities, and research from the semester. They will work collaboratively with a peer to clarify their case and to consider how the UDL framework and UDL Engagement Guidelines may support the interaction of the learner in the environment. Participants will also consider the importance of affect and expectations for learning.

### Session Goals:

1. Participants will synthesize research from one line of work in affective neuroscience.
2. Participants will begin to apply research to a problem of instructional practice related to engagement.

### Build Background: Session Materials

Think about a topic that resonated with you from the readings, media and activities over the scope of this course. How might you use what you learned from the research to think about design solutions to your problem of practice? The following are short readings that are either blog posts or short readings that are translational (connecting research to practice in concrete ways).

Choose one (or more) of these short readings (or videos) that you think will help connect and clarify your understanding of research to your problem of practice:

Emotion and Cognition:

* [Social-Emotional Needs Entwined with Students' Learning, Security](http://www.edweek.org/ew/articles/2013/01/10/16environment.h32.html) In *Education Week* (Jan. 2013)

Motivation:

* + [Cracking the nut: unleashing students' intrinsic motivation to learn](http://www.edutopia.org/groups/project-based-learning/120373).
  + [Boosting Achievement with Messages that Motivate](http://www.cea-ace.ca/sites/cea-ace.ca/files/EdCan-2007-v47-n2-Dweck.pdf)
  + [Three Critical Elements Sustain Motivation](http://www.scientificamerican.com/article.cfm?id=three-critical-elements-sustain-motivation)

Stress:

* [Easy Solutions for Test Anxiety](http://diverseeducation.com/article/14622/)
* [Math Anxiety](http://www.mathgoodies.com/articles/math_anxiety.html)

Mindsets: (For the below links, click on the Sign-Up button on the top right of the webpages to create a free preview account if you have not previously done so.)

* [Grading for Growth in a High-Stakes World](http://community.mindsetworks.com/tips-on-grading-for-a-growth-mindset)
* [Developing a Growth Mindset School Culture](http://community.mindsetworks.com/developing-a-growth-mindset-school-culture)
* [The Power of Mistakes: Creating a Risk-tolerant Culture at Home and School](http://community.mindsetworks.com/the-power-of-mistakes-creating-a-risk-tolerant-culture-at-home-and-school)

Grit and Persistence:

* [Even Geniuses Work Hard](http://www.ascd.org/publications/educational-leadership/sept10/vol68/num01/Even-Geniuses-Work-Hard.aspx)

### Try It: Session Activity

### This week, the session activity is to work on the final assignment.

### Final Assignment:

The final assignment is an engagement case (problem of practice) analysis based on your own work. It will represent a final reflective narrative. This is a culmination of the work you have done so far. You will incorporate the new knowledge you have built in this course and build upon the work you have submitted (in the proposal you did earlier in the course and the UDL analysis of the problem of practice that you did a few weeks ago) incorporating the feedback you received.

Essential components:

1. Re-define the CONTEXT.
2. Re-describe the CASE (a ‘problem of practice’ around engagement) that you proposed earlier in the course.
3. Restate the GOAL (affective and cognitive).
4. Restate the OUTCOME. What does successful implementation look like? NOTE: Be sure that your revisions reflect your new knowledge and the feedback you received.
5. Develop a PLAN to REDESIGN for how you might adjust or revise the lesson. Use the feedback you received in your discussions and any new knowledge and to fine tune your lesson. You are free to either include a revised worksheet or use another means of showing this. Keep in mind that this is not an evaluation of UDL, but **a redesign**. This should answer the question: How am I using the UDL guidelines to address the ‘problem of practice’ that was identified relating to engagement?

* The redesign will:
  + 1. suggest multiple, flexible UDL options to support expert learning strategies that support engagement;
    2. explain why the strategies were selected using the theories and research explored in the course.

NOTE: Designing instruction is a thoughtful process. All choices should be made deliberately as a means of helping learners achieve the instructional goal. Although it is not necessary for all checkpoints to be addressed in any particular lesson, but each checkpoint should be *considered* in your lesson analysis.

1. UDL: What specific UDL Guidelines and Checkpoints (with a focus on Engagement, but feel free to include the Action and Expression and Representation Guidelines) did you use to redesign the lesson to try to address your problem of practice? Why?
2. SUMMARIZE: What topic from the readings and activities this semester has informed your problem of practice? Describe how the reading/activity informed your thinking. How did UDL inform your thinking about your problem of practice? Together, what did you learn from considering your case study using UDL and engagement readings about addressing learner variability in engagement?

Use the following guiding question and prompts if you wish:

* + 1. What did you learn from addressing this problem of practice about supporting the variability of all students?
       1. Using the Engagement Guidelines, I thought specifically about Guideline 8…
       2. I redesigned the lesson by . . .
       3. I thought about observing \_\_\_\_\_\_\_\_\_through this activity and observed.

1. SHARE and PRESENT your work to the UDL community of practitioners in this course. The way you choose to present your work is up to you, but remember that the purpose of this assessment is for you to demonstrate your understanding of how to use the UDL framework. Be sure that the medium you choose is selected carefully and set up to clearly to demonstrate your understanding. Choose ONE of the options below, or email your instructor to discuss alternatives:

* Fill out the guided UDL worksheet (on Blackboard)
* Use UDL Exchange (a tool for developing UDL lessons)
* Use Padlet or Google drive
* Create a PowerPoint or [Prezi](http://www.prezi.com) presentation (no longer than 10 slides or transitions).
* Create a [Glogster](http://www.glogster.com) web poster.
* Create a wiki or website.
* Produce a video (no longer than 5 minutes).
* Write a paper (no longer than 5 pages).

NOTE: See the rubric for the criteria that your instructor will use to assess your work.

### Share

There is no session discussion and community contribution this week as you are to focus on the final assignment.

## Session 13: Putting it all Together

In this asynchronous session, participants will reflect upon how attention to the affective dimension of learning has the potential to promote deeper engagement in learning and, hence, amplify all other aspects of teaching and learning. They will consider how their understanding of affect and classroom observations and lesson design may have been informed through their work this semester. Participants will reflect upon how UDL and conceptual understanding of dimensions of affect will tie to their practice and incorporate this into the final assignment.

Participants will refine their ‘problem from practice’ that can be analyzed using the UDL Guidelines and can be considered in light of the affective theories studied over the semester. Direct connection will be made to the UDL Guidelines and curriculum design.

**Session Goals:**

1. Participants will be able to apply knowledge the UDL Guidelines to evaluate curricula that address variability in the affective networks of learners.
2. Participants will analyze resources, demands, curriculum, and environment for affective barriers and supports for learning;
3. Participants will apply knowledge the UDL Guidelines to promote deep engagement towards high level learning goals and objectives;
4. Participants will apply the UDL guidelines to a problem of practice in order to support the development of expert, self-regulated learners.
5. Participants will share their learning and reflection on the central role of affect and engagement on cognition.

### Build Background: Session Materials

* Re-read any article(s) from the semester and reflect on the new perspective you now have as a result of having read and re-read that article.
* Choose additional readings that relate to your final project topic. You can consult with your peer reviewer and/or facilitator on this.

### Try It: Session Activity

* Post a draft of your final project to the online discussion forum.
* Continue to work on your final project (read, rewrite)

**Share: Session Discussion**

Share your work on your final project with your peers this week for process-based feedback.

Offer feedback to **one peer** this week using the questions and the rubric. Be sure your feedback is mastery-oriented and that you see evidence of integrating research to practice.

**Community Contribution**

Ultimately, you will post your final project to the online community (such as Padlet or Google drive) before the final webinar. Please be sure you have included all components and that your name is clearly present in the title or on any additional materials you supplement.

**OPTIONAL Discussion (not graded)**  
Post questions about the final project, readings, UDL, etc. Check to see if you can help any of your peers’ questions.

### Dive Deeper (optional):

* LeDoux, J. (Oct. 2003). [The Emotional Brain, Fear and the Amygdala](http://ekmaninternational.com/media/4634/fearbrain%20amygdala%20joe%20ledoux.pdf). In *Cellular and Molecular Neurobiology,* 23(4/5) pp. 727-738.

## Session 14: Summary Session: Synchronous session

This face-to-face session is also available video streamed for those who cannot attend live. The goal for this session is to review ideas from this course and to offer the opportunity for you to share your final project and key learning take-away ideas. The session will review of Sessions 8 through 13 and point out key areas, as well as highlight resources and examples shared throughout this course on the online community site (such as Padlet or Google drive). Each participant will be invited to share a few comments about their final project.

Be sure to post your final project to the online community site (such as Padlet or Google drive) prior to the due date.

**Reflection**: Following the session, please post a short reflection to the course online discussion forum answering the following: 1) What have you learned about engagement that you did not already know? 2) How has your learning impacted your work with students and for your lesson design? 3) What ideas will you share with other colleagues? 4)Are there any questions that you have at this point in the course?