PIE Book Club  
*Reach Everyone, Teach Everyone: Universal Design in Higher Education*  
Chapters 7 & 9

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# Chapter 7: Expand One Assignment

* Constructive Relevance: Test skill for which the learner is meant to demonstrate understanding and/or competency
* *Unit level objectives*: Key tool in achieving constructive relevance

## Course & Unit Level Objectives

* Course Level Objectives: Relevant to multiple aspects of course
* Unit Level Objectives: More concrete, specific to unit assessments and materials
* Quality Matters (QM) connection - Alignment

## Constructive Relevance & Unlit Level Objectives

* Evaluate on aspects only relevant to objectives!
* Refrain from adding non-relevant criteria to grading assessments
  + Formatting, spelling, grammar, typing speed, fast recall…

## Assessment Grading/Rubrics

* Create rubrics that specifically target assessment evaluation based on unit level objectives
* Example: content engagement & civility

## Benefits of Constructive Relevance

* Other factors do not distract from central objective measured by the assessment
* Opens opportunities to allow for learners to demonstrate understanding, application, and competency in multiple ways

## Add Plus-One to these Assessments

* In-Person Presentation
* Essay on a concept in physics or chemistry
* In person or online discussion and demonstration of programming recursion
* Learning reflection essay
* Thesis essay including formatting in MLA
* Mid-term exam
* Example lesson plan
* Other assessment suggestions?

## Chapter 7 Summary

* Set clear expectations: unit level objectives & rubrics
* Provide multiple means to demonstrate knowledge
* Be willing to adjust assessments
* Provide good examples
* Assess student’s knowledge of content
* Minimize time constraints

# Chapter 9: The Online Environment

* The online learning environment requires different skills for both instructors and students
* Courses are synchronous, asynchronous, and mixed
* UDL principles help make online more successful

## Course Navigation & Time Management

* Make navigating online course as easy as possible
* Make requirements clear
* Don’t leave your students guessing!

## Self-Motivation & Autonomy

* When possible, give students choices in which assessments to complete and how to complete them

## Course Materials

* Instructors are ultimately responsible for selection and usability (accessibility) of all course materials regardless of the source
* Publisher content often not fully accessible
  + Textbooks, journal articles, etc.

## Usability Considerations of Course Content

* Format: what format is it in and how does that impact use?
* File Size: how large is the file to download or stream?
* Time: how much time will it take to consume content in terms of watching, listening, or reading?
* Devices: What devices do you expect learner to use to complete

## Add Plus-One to the Following

* Online lecture video
* PowerPoint Presentation
* Journal article
* Link to article on online publication/news outlet
* Scans of a photocopied handout
* Link to YouTube video
* Scanned chapter from a book with annotations & highlighting
* PDF of instructor’s handwritten notes
* Other content examples?

## Chapter 9 Summary

* Apply UDL principles to online courses
  + Use multiple means of engagement to increase motivation and autonomy
  + Use multiple means of action and expression to give clarity to learning environment navigation and for students to demonstrate learning
  + Use multiple means of representation to increase content usability

# Additional Book Discussion/Questions

As time allows…

* What have we not covered or discussed in this or previous sessions you think should be included in our book discussion?
* What questions do you have from the book that have not answered?
* What are the next steps that you need to take to apply what you have learned in this book?

## The UDL Journey Continues…

* UDL is not something we learn overnight, nor is it something we implement everywhere all at once. It is an incremental process. Take your time. Incremental improvement is how you will accomplish your UDL goals.
* If I can be of assistance, [jlcrow@fsu.edu](mailto:jlcrow@fsu.edu) or (850) 645-0973.