



FLORIDA STATE  
UNIVERSITY

## **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

Criteria	Ratings				Pts
Initial Response	<b>20 pts Substantial</b> Substantial - Initial response fully addresses the prompt and develops the topic beyond the minimum engagement. Provides ample opportunity for peers to respond. Respectful even if there is disagreement. (20 pts)	<b>17 pts Satisfactory</b> Satisfactory - Initial response generally addresses the prompt, but does not develop the topic much beyond the minimum engagement. Provides some opportunity for peers to respond. Respectful even if there is disagreement. (17 pts)	<b>13 pts Unsatisfactory</b> Unsatisfactory - Initial response does not fully address the prompt, nor does it develop the topic meaningfully. Does not demonstrate the minimum engagement necessary. Provides few, if any, opportunities for peers to respond. If there is disagreement, comment is not respectful. (13 pts)	<b>0 pts No Response</b> No initial response given. (0 pts)	20 pts
Comment	<b>5 pts Substantial</b> Substantial - Comment(s) and fully engages topics addressed by peer's initial post. Contributes and furthers group discussion. Respectful even if there is disagreement. (5 pts)	<b>4.25 pts Satisfactory</b> Satisfactory - Comment(s) generally engages topics addressed by peer's initial post. Minimally contributes and furthers group discussion. Respectful even if there is disagreement. (4.25 pts)	<b>3.25 pts Unsatisfactory</b> Unsatisfactory - Comment does not significantly engage with topics addressed by peer's initial post, and/or comment does not contribute to or further group discussion. Post is little more than a compliment about the initial post. If there is disagreement, comment is not respectful. (3.25 pts)	<b>0 pts No Response</b> No comment given. (0 pts)	5 pts



# 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!

UNIT 1

## DATA, BIG DATA, AND ITS MANAGEMENT UNIT OVERVIEW

2 WEEKS

### UNIT DESCRIPTION

We will begin our discussion of data by looking at what big data is, how it is created, how it is aggregated, managed, monetized and disseminated. We will begin by looking at privacy setting of our own internet accounts, specifically our Google accounts, and reflect on the role of social media in our lives.

### UNIT LEARNING OBJECTIVES

At the completion of this module students will be able to:

1. Determine privacy and ad settings for a Google account as an example of how to perform similar actions with other social media and digital identity accounts.
2. Describe the roles social media plays in our lives as well as the lives of others.
3. Demonstrate how to collect data in ways that makes it useable for future analysis.

### UNIT MATERIALS

For this module, you must complete the following material:

**Required**

- Cheney-Lippold, John. 2017. Introduction. *We Are Data: Algorithms and the Making Of Our Digital Selves*. New York: New York University Press.
  - [Introduction, We Are Data \(PDF\)](#) ↓ (28.5 pages of text).
- Byrne, David. 2016. Project Planner: Data Collection. SAGE Publications Research Methods.
  - [Project Planner: Data Collection \(Link, on campus\)](#) ↗
  - [Project Planner: Data Collection \(Link, off campus\)](#) ↗
- Tufekci, Zeynep. 2017. *We're Building A Dystopia Just To Make People Click on Ads* ([Link to TED.com](#)) ↗. TED. (Duration 22:46)

**Optional**

- [Coursesea, Global Skills Report, Apr 2021 \(PDF\)](#) ↓
- [National Skills Coalition, The New Landscape of Digital Literacy, May 2020 \(PDF\)](#)

### UNIT ACTIVITIES & ASSIGNMENTS

To complete this unit, do the following activities and assignment. The note in parentheses () at the end of each item is the suggested completion date to ensure you stay on track for completing all of the unit's material and have engaged the material necessary to complete the listed assignments.

- Read Cheney-Lippold, John. 2017. Introduction. *We Are Data: Algorithms and the Making Of Our Digital Selves*. - (end of first week)
- Watch Tufekci, Zeynep. 2017. *We're Building A Dystopia Just To Make People Click on Ads*. - (end of first week)
- [Watch unit video lectures](#) - (end of first week)
- Complete [Google Personal Data Exercise](#) - (end of first week)
- Complete [The Role and Impact of Social Media in Your Life](#) - (end of second week, initial post due friday, response due Sunday)
- Read Byrne, David. 2016. Project Planner: Data Collection. - (end of second week)
- Complete [Scholarship in Practice Project - What Data You are Going to Collect](#) - (end of second week)



# Self-Motivation & Autonomy

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

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Unit 3

## Aspects of Theravada Buddhism

**Discussion Prompt:**

Theravada Buddhism is the closest form of Buddhism as practiced by the Buddha. Yet, it is very different in that it has institutionalized and adapted and combined with the local environments and cultures. After reading the material and watching the videos pertaining to Theravada Buddhism, identify three things that stood out to you as particularly significant aspects of Theravada Buddhism and why. These can be things you think important to the practice, foundational in doctrine, parts you found surprising, or any combination [LO 2 & 3].

**Discussion Goal:**

Reading about a religious tradition as old and complex as Theravada Buddhism can be overwhelming. By focusing in a few aspects of the tradition, it becomes more approachable and understandable. Moreover, by focusing on these aspects, you can begin to identify how Theravada is distinct from the other types of Buddhism covered in this unit.

**Technical Details:**

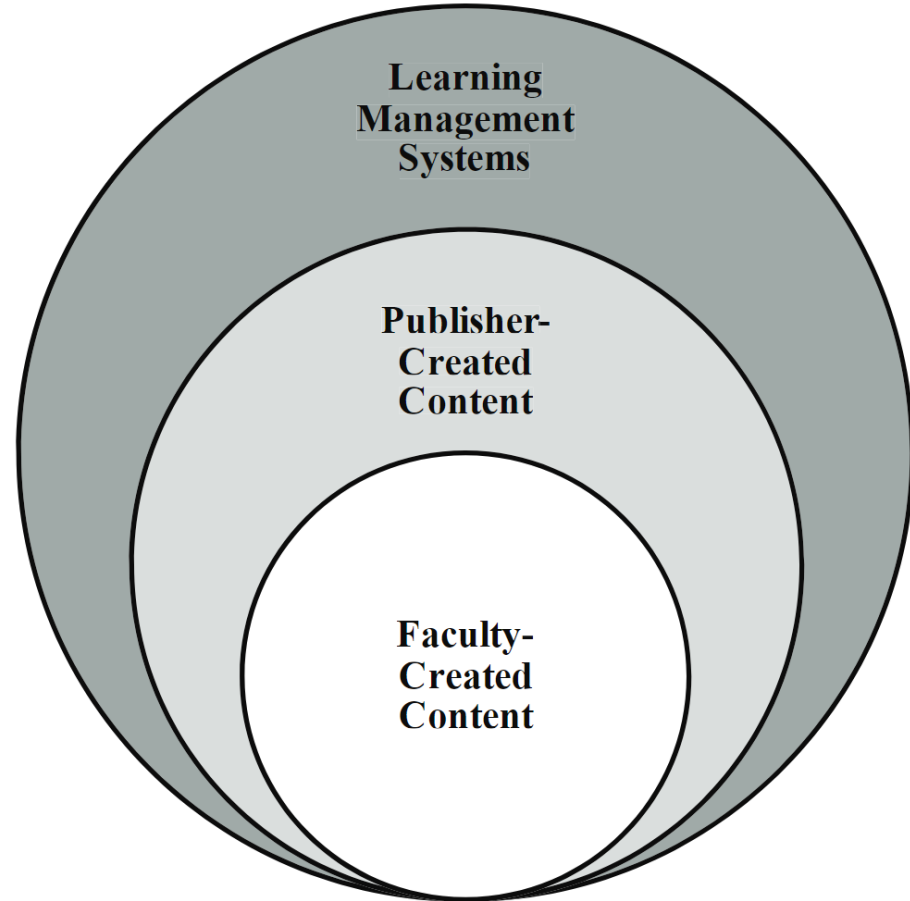
- You may make your initial post and/or your comment in writing or by using a video. To post by video, follow the instruction on how to [Post a Video as a Discussion Reply](#).
- You must make your initial post before you will be able to see the posts of others.
- You must post your initial post by midnight (11:59 pm mountain time) the Friday before the discussion is listed as due in Canvas. There will be a reminder assignment linking to this discussion noting the initial post is due. If you do not make the initial post by midnight Friday, you will lose half of the maximum initial post discussion grade (10 pts) regardless of what you earn on the initial discussion post.
- You must make your comment to the discussion by the discussion due date as indicated in Canvas. No discussion posts or comments will be accepted after the discussion due date without prior permission of the instructor.
- Any post that is incomplete and accidentally submitted or any attempt to bypass the security of the post first requirement will receive a zero. If bypass posting occurs more than once, an academic honor violation report may be given to the university.
- If you quote from any source, be sure to cite it with an in-text citation and a listing/linking to sources at the end of the post and/or comment.

5 of 7 Discussions	
	<b>Unit 3: Aspects of Theravada Buddhism</b> Feb 26   25 pts
	<b>Unit 3: The Innovations of Mahayana Buddhism</b> Feb 26   25 pts
	<b>Unit 3: Indian Buddhist Philosophies</b> Feb 26   25 pts
	<b>Unit 3: Tibetan Buddhism / Vajrayana</b> Feb 26   25 pts
	<b>Unit 3: Trishna - the Cause of Dukkha</b> Feb 26   25 pts
	<b>Unit 3: The Eightfold Path</b> Feb 26   25 pts
	<b>Unit 3: Examining the Five Aggregates</b> Feb 26   25 pts



# 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.