HUDL Onboarding Course

Module 1

Sample Course Alignments to UDL Principles

Sample Course Content
Representation and Engagement

COURSE	CONTEXT	SAMPLE
Mind, Brain Science and Learning	This course gives students a variety of content formats. Students read journal articles, chapters in a text, and watch faculty-created presentations using Panopto, as well as external YouTube videos.	Given the extensive content in any given session, videos are provided in 'chunked' presentation format.
Mixed Methods Research	Students are given a complex text-heavy research proposal assignment in a PDF document.	A visual, interactive graphic breaks down the assignment details.
Multiple Courses	Session Overviews in online courses are often text-based paragraphs with session objectives. SOE varies format of session overviews using multimedia tools such as Canva, Powtoon and Beautiful.AI to provide students with a more visual and engaging experience.	Sample 1 – Beautiful AI Sample 2- Canva Sample 3 - Powtoon

Sample Course Content
Representation and Engagement

COURSE	CONTEXT
Gateway Computing: JAVA	This is a 'flipped model' hands on programming course which gives students a variety of ways to interact with content. Students watch pre-recorded video lectures in Panopto, use an interactive online textbook (ZyBook), take weekly quizzes in Blackboard, and work collaboratively on projects during class.
Palaces, Temples, and Tombs in Mesopotamia	Students use an instructor-created Open Educational Resource (OER) containing text, images, video, and interactive maps.

Sample Course Content

Engagement

COURSE	CONTEXT
Research on Effective Professional Development Practices	• Team and partner discussions encourage students' higher order thinking as they engage in deeper conversations with peers and then synthesize their conversation in a format of their choice (text, VoiceThread, brief multimedia presentation, concept map) for their classmates. • Assignment progression - Throughout the course students build a repertoire of resources that then use to develop a final proposal and presentation. Students may use any format of their choice (private journal, OneNote, etc. to keep track of resources). Students share with peers for feedback and resource exchange. Building this repository of resources throughout the course supports the summative final project. • Students use a collaborative Wiki to contribute shared resources and recommendation regarding supports and barriers to professional learning • The use of case studies provides opportunities for students to ask critical questions, solve problems and apply concepts to authentic contexts.

Sample Course Content

Action and Expression

COURSE	CONTEXT
Technologies and Creative Learning	Each session, students work in small groups to learn specific content about a technology trend (based on assigned readings and presentations). They then teach the rest of the class about what they learned. How they teach their peers is open-ended. They can create a website, video, multimedia presentation, record a synch Zoom session or any other format. They are discouraged from creating a text-only report.
Designing and Delivering Online and Blended Learning Environments	Students work independently to design an e-learning initiative that is authentic for their teaching and learning environment. There is a paper component to the project, however, parts II and III are open-ended, giving students the flexibility to choose any platform (learning management system) to design their initiative, as well as any presentation of their choice for the summary presentation.
Introduction to Geographical Information Systems (GIS)	Instructor uses a 'specifications grading' approach which allows students to choose from a variety of assessments to determine their grade. There are map critiques, reading assignments, interactive map projects, and traditional exams. In this class, there are multiple opportunities to re-submit assignments for an improved grade.