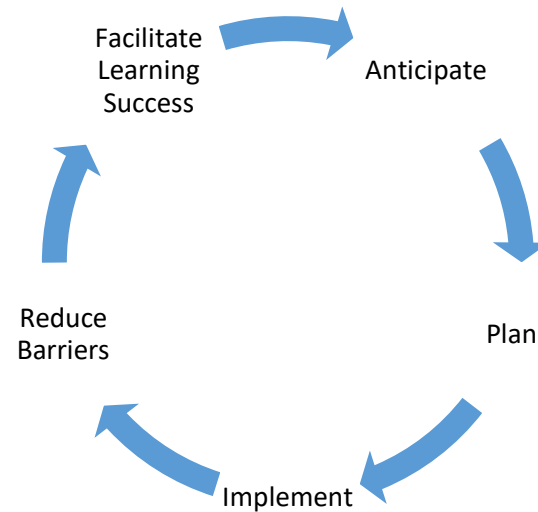


Intentionally Plan for Learner Variability



Make one small change to support learner variability and eliminate barriers to access and ultimate success in your course.

The [Universal Design for Learning](#) framework and principles can help guide small changes in our course.

Engagement (UDL principle)

Consider

- In what ways do students connect with and engage with this topic? What is one more way?

Small Change Ideas

Anticipated Learner Variability	Potential Barrier	Small Changes
Level of experience with Sakai Different experience with Sakai across courses	Access to material on Sakai	Use simple and consistent navigation with Sakai Provide navigation directions on site
Level of experience with technology used in course	Access and use of technology for course needs	Have an area describing technologies in course with how-to tips
Stress Management	Access and engagement with course, peers, instructor	Consistent check-in with learners – how are you doing? Use poll or other way students can quickly report how they are. Establish a follow up system – i.e.. linger on Zoom calls, reach out to students individually
Ability for students to engage with course instructor to clarify questions	Access to instructor for help	Offer virtual office hour (drop in format) Offer way for direct booking for appointment with you (check out free tool that syncs with your calendar: youcanbook.me)
Different interest levels in the topic	Engagement with course activities	Offer clear goals and expectations, communicating <i>the why</i> for each activity/assignment Explicitly connect class activities/assignments to practical application of new knowledge
Different levels of sustained attention	Self-regulation of learning and engagement with course	Give quick breaks during learning activities. Provide anticipated time for learning activity completion.

Representation (UDL principle)

Consider

In what ways is information and content presented? What is one more way?

Small Change Ideas

Anticipated Learner Variability	Potential Barrier	Small Changes
Use of reading materials (with considerations for visual abilities, reading abilities, attention, and ability to obtain materials)	Access to course materials	Make some readings optional Provide reading prompts to guide understanding Provide alternatives to readings (videos – turn on closed captions, podcasts) Provide readings/textbooks with text to speech option Provide textbook copy at library reserve desk
Need to customize display of information Do not have specific software on computer	Access to course materials	Post presentations and documents in multiple ways (ie. Microsoft document and PDF)
Different levels of comprehension	Activating and supplying background knowledge Generalizing course information	Supply list of key terms for unit on Sakai site and within unit materials
Need to access course notes for learning in each unit. Different note taking skills and ways of recording class information. Class absence due to multitude of reasons.	Access to course materials Comprehending class content	Use a system for crowdsourcing class notes and materials. Learners post notes/summaries/visual representations of class materials. This can be done collaboratively or on a rotating basis

Action & Expression (UDL principle)

Consider

In what ways do students express how they are learning? What is one more way?

(More on assessment in a later topic of this module)

Small Change Ideas

Anticipated Learner Variability	Potential Barrier	Small Changes
Physical action	Access to course materials and class sessions	Share agenda for class meeting time Schedule, announce, use breaks for attention, personal needs, sustained postures/gaze on screen
Expression and communication (writing ideas/verbalizing ideas/presenting ideas) Associated anxiety levels with expression and communication	Expressing knowledge, asking questions, building on class concepts	Offer multiple forms of interaction (direct conversation, student response system (i.e. Kahoot, Poll everywhere, TopHat, Mentimeter), think-pair-share, selected roles (i.e. reporter, recorder, time keeper), small group discussion/breakout rooms
Expression and communication (writing ideas/verbalizing ideas/presenting ideas) Associated anxiety levels with expression and communication	Expressing knowledge and understanding	Offer multiple ways for students to express understanding (ie. Words, diagrams). If learning objectives are clear, the same rubric could be used for each representation. Offer multi-media use with discussions.
Planning and strategy development to complete tasks (executive function)	Completion of course related tasks	Use the Sakai calendar to insert due dates Use learning contracts Incorporate to-do list on Sakai

References

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