Best Practices in Online Instruction and Universal Design for Learning Guidelines:

A Brief Overview of Learning Guidelines that can be Used to Develop Curricula

Social work scholars have identified the following best practices for online instruction:

- **the importance of building community and interpersonal relationships between the instructor and students and among students** (Secret, Bentley, & Kadolph, 2016)

- **the promotion of small-group mutual aid learning communities where students can learn from each other** (Douville, 2013)

- **a focus on social presence and authentic connection with students to support communication** (Bentley, Secret, & Cummings, 2015; Rapp-McCall & Anyikwa, 2016)

Social work scholars have identified the following best practices for online instruction:

- **Effective engagement of students, including using a range of technology tools such as webinars, videos, online discussion boards, wikis, blogs, and virtual tools** (Farrel et al., 2018; Hibbert, Kerr, Garber, & Marquart, 2016; Levin, Whitsett, & Wood, 2013)

- **Promotion of instructor immediacy which requires frequent and purposeful interactions with students to support interactivity** (Marquart et al., 2016)

- **Use of Universal Design for Learning principles to support accessibility and social justice** (Gibson, 2016)

UDL Guidelines
Engagement; Representation; & Action and Expression

WHY of Learning   **WHAT of Learning**   **HOW of Learning**

Provide multiple means of
Engagement

Affective Networks
The "WHY" of Learning

Provide multiple means of
Representation

Recognition Networks
The "WHAT" of Learning

Provide multiple means of
Action & Expression

Strategic Networks
The "HOW" of Learning

UDL Guidelines focus on – how the brain learns and suggests that trainers understand and plan for learner variability

- **Affective network** (how learners monitor the internal and external environment to set priorities, to motivate, and to engage learning and behavior)

- **Recognition network** (how learners sense and perceive information in the environment and transform it into usable knowledge)

- **Strategic network** (how learners plan, organize, and initiate purposeful actions in the environment)

Universal Design for Learning Guidelines

AFFECTIVE NETWORKS:
THE **WHY** OF LEARNING

RECOGNITION NETWORKS:
THE **WHAT** OF LEARNING

STRATEGIC NETWORKS:
THE **HOW** OF LEARNING

Engagement

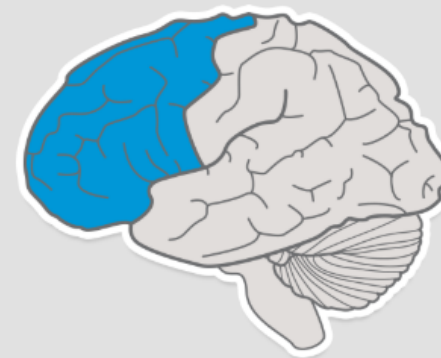For purposeful, motivated learners, stimulate interest and motivation for learning.

Representation

For resourceful, knowledgeable learners, present information and content in different ways.

Action & Expression

For strategic, goal-directed learners, differentiate the ways that students can express what they know.

The Universal Design for Learning Guidelines

CAST | Until learning has no limits

	Provide multiple means of **Engagement**	Provide multiple means of **Representation**	Provide multiple means of **Action & Expression**
	Affective Networks The "WHY" of Learning	Recognition Networks The "WHAT" of Learning	Strategic Networks The "HOW" of Learning
Access	Provide options for **Recruiting Interest** • Optimize individual choice and autonomy • Optimize relevance, value, and authenticity • Minimize threats and distractions	Provide options for **Perception** • Offer ways of customizing the display of information • Offer alternatives for auditory information • Offer alternatives for visual information	Provide options for **Physical Action** • Vary the methods for response and navigation • Optimize access to tools and assistive technologies
Build	Provide options for **Sustaining Effort & Persistence** • Heighten salience of goals and objectives • Vary demands and resources to optimize challenge • Foster collaboration and community • Increase mastery-oriented feedback	Provide options for **Language & Symbols** • Clarify vocabulary and symbols • Clarify syntax and structure • Support decoding of text, mathematical notation, and symbols • Promote understanding across languages • Illustrate through multiple media	Provide options for **Expression & Communication** • Use multiple media for communication • Use multiple tools for construction and composition • Build fluencies with graduated levels of support for practice and performance
Internalize	Provide options for **Self Regulation** • Promote expectations and beliefs that optimize motivation • Facilitate personal coping skills and strategies • Develop self-assessment and reflection	Provide options for **Comprehension** • Activate or supply background knowledge • Highlight patterns, critical features, big ideas, and relationships • Guide information processing and visualization • Maximize transfer and generalization	Provide options for **Executive Functions** • Guide appropriate goal-setting • Support planning and strategy development • Facilitate managing information and resources • Enhance capacity for monitoring progress

http://udlguidelines.cast.org/binaries/content/assets/udlguidelines/udlg-v22/udlg_graphicorganizer_v2-2_numbers-no.pdf

Learners:

- **Approach learning and demonstrate what they know in different ways**

Trainers Should:

- **Offer options that engage the learner and keep their interest**
- **Show information in different ways**

With the GOAL