

**COLLEGE OF EDUCATION
SCHOOL OF TEACHING AND LEARNING
EME 5207: DESIGNING TECHNOLOGY RICH CURRICULA**

Contact Information

Course Designer & Instructor

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Class Meeting Times and Office Hours

This is an online class. Office hours will be scheduled by Dr. Schmidt as requested by students using Zoom. Students can expect to virtually meet with the instructor within 48 hours of a request.

Course Description

This course uses Universal Design for Learning as a framework for designing curriculum in ways that leverage technology to support student strengths and minimize barriers to learning. The course is offered during the first semester of the UEP graduate year and builds upon content, knowledge and skills related to technology integration developed during UEP undergraduate courses.

Course and Student Learning Objectives

Course Goal 1: Represent knowledge and understanding of UDL as a framework for designing curriculum

- Objective 1.1: Create a digital representation of the theoretical underpinning of UDL & its associated guidelines
- Objective 1.2: Create a digital representation of key attributes of a UDL-designed curriculum
- Objective 1.3: Analyze lesson plans for evidence of UDL
- Objective 1.4: Create a digital representation of the three networks for learning

Course Goal 2: Identify technology tools that can support UDL principles

- Objective 2.1: Analyze lesson plans for ways technology can support a UDL-designed curriculum
- Objective 2.2: Identify technology tools that can support multiple means of engagement
- Objective 2.3: Identify technology tools that can support multiple means of representation
- Objective 2.4: Identify technology tools that can support multiple means of action & expression
- Objective 2.5: Employ SWOT analysis strategies to technology tools that can support a UDL-designed curriculum

Course goal 3: Reflect on UDL as a framework for curriculum design and technology integration

- Objective 3.1: Analyze growth during the course related to UDL, curriculum, technology and the relationships among them
- Objectives 3.2: Consider how UDL will inform your practice as a teacher

Required Textbook and Resources:

Required books and readings

Meyer, A., Rose, D. H., & Gordon, D. (2014). *Universal design for learning: Theory and practice*. CAST. Boston, MA

(Students may order a physical copy of the book or use the freely available online version at <http://udltheorypractice.cast.org/login>. A free account is required to access the book.

Required materials

Students must have access to their undergraduate EME 4401 course. All previous courses are available in Canvas under the Courses tab

Technology requirements

Students must have regular access to a modern computer with reliable Internet access and an updated web browser (i.e. Firefox, Chrome, Edge, etc.) in order to enroll in this online course.

Course and University Policies

Class attendance, make-up assignments and other work

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at: <http://gradcatalog.ufl.edu/content.php?catoid=10&navoid=2020#attendance>

Attendance is expected and excessive absences though not anticipated in a graduate level course, will adversely influence final grades. Attendance in online courses can be inferred from the number of times students access the course and the amount of time spent within the course. It can also be inferred by the level of interactivity within the course and from attendance at required synchronous sessions. [Click here](#) for university attendance policies.

Late work is not accepted except in extremely unusual circumstances. Extremely unusual circumstances must be discussed with the instructor PRIOR to due dates. Incomplete grades are not given. Please plan accordingly and finish all work during the scope of this course.

All assignments will be graded within one week of the due date; please check your feedback regularly. It is unlikely assignments submitted early will be graded early. Late assignments will not be graded except in extremely unusual circumstances. Extremely unusual circumstances must be discussed with the instructor PRIOR to due dates.

Assignments should be presented in a neat and concise manner. Consider what you expect in terms of quality from individuals that you are teaching, coaching or supervising.

Accommodations for Students with Disabilities

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center. [Click here to get started with the Disability Resource Center](#). It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

UF Student Honor Code

UF students are bound by the Honor Pledge which states, "We, the members of the UF community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at UF, the following pledge is either required or implied, "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Honor Code (<http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, students are obliged to report any condition that facilitates academic misconduct to appropriate personnel. If there are any questions or concerns, please consult with the instructor in this class.

Course Evaluations

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. [Click here for guidance on how to give feedback in a professional and respectful manner](#). Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via ufl.bluera.com/ufl/. [Summaries of course evaluation results are available to students here](#).

Student Assistance and Emergencies

University support services are available to students who are experiencing significant distress and/or personal emergencies. As appropriate please contact:

UF Counseling & Wellness Center: www.counseling.ufl.edu or 352-392-1575

University Police Department: 352-392-1111 or 9-1-1 for emergencies

Privacy Statement

Our class sessions may be audio visually recorded for students in the class to refer back and for enrolled students who are unable to attend live. Students who participate with their camera engaged or utilize a profile image are agreeing to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate orally are agreeing to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live. The chat will not be recorded or shared. As in all courses, unauthorized recording and unauthorized sharing of recorded materials is prohibited.

Methods of Student Evaluation

Course Requirements

The following assignment categories are discussed briefly below and in more detail within the course shell: (1) Making sense of content, (2) Applying content and 3) Professionalism. Each assignment is aligned to a specific course objective and broader course goal and is outlined in the course modules.

Making sense of content (35%)

Assignments in this category are primarily related to representing what you learned through the assigned readings. You will be asked to create digital artifacts using tools and strategies of your choice.

Applying content (45%)

Assignments in this category are primarily related to creating artifacts (such as lesson plans, resource repositories, etc.) that demonstrate your ability to apply course content to the practice of designing curricula.

Professionalism (20%)

This is a “catch all” category for things such as attendance, participation, completion of weekly assignments not associated with the preceding two categories and professional demeanor, etc. Attendance and participation can be inferred from the log files related to time spent in the course and participation in required activities. Professional demeanor can be inferred from the content and quality of postings and other online interactions as well as in personal interactions with the instructor.

Grading Scale

- A 93-100%
- A- 90-92%
- B+ 87-89%
- B 83-86%
- B- 80-82%
- C+ 77-79%
- C 73-76%
- C- 70-72%
- D+ 67-69%
- D 63-66%
- D- 60-62%

Further information on UF grades and grading policies can be found here: <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>

A Weekly Course Schedule of Topics and Assignments

Please check Canvas shell for actual due dates

Topic & Course Goal	Reading (With eyes, ears, fingers)	Assignments/Assessments
1: Introductions (<i>Course Goal 1: Represent knowledge and understanding of UDL as a framework for designing curriculum & Course goal 4: Reflect on UDL as a framework for curriculum design</i>)	UDL: Theory & practice – Chapter 4 and Chapter 5	<ul style="list-style-type: none"> -Share pre-knowledge -Message to instructor -Digital representation for Chapters 4 & 5 -“Professionalism” assignments as outlined in Canvas
2: UDL-Designed Curriculum (<i>Course Goal 1: Represent knowledge and understanding of UDL as a framework for designing curriculum</i>)	UDL: Theory & practice – Chapter 6 UDL & ESSA Pamphlet Harris, J., & Hofer, M. J. (2009). Grounded tech integration: An effective approach based on content, pedagogy, and teacher planning. <i>Learning & Leading with Technology</i> , 37(2), 22-25.	<ul style="list-style-type: none"> -Digital representation for Chapters 6 & UDL/ESSA pamphlet
3: The science behind UDL (<i>Course Goal 1: Represent knowledge and understanding of UDL as a framework for designing curriculum</i>)	UDL: Theory & practice – pages 50-56	<ul style="list-style-type: none"> -Contribute to wiki of EME 4401 and UEP tools -Digital representation of learning networks
4: Technology and UDL principles (<i>Course Goal 2: Identify technology tools that can support UDL principles</i>)	UDL: Theory & practice – selected pages/sections as outlined in Canvas	<ul style="list-style-type: none"> -Repository checkpoint #1: Identify a medium -Lesson plan analysis #1 (Using Chapter 6 & Harris article)
5: Technology and UDL principles (<i>Course Goal 2: Identify technology tools that can support UDL principles</i>)	UDL: Theory & practice – selected pages/sections as outlined in Canvas	<ul style="list-style-type: none"> -Repository checkpoint #2: Share a skeleton
6: Designing technology-rich curricula (<i>Course goal 3: Reflect on UDL as a framework for curriculum design</i>)	Learning activity types LATs (https://activitytypes.wm.edu/) Bloom’s taxonomy: learning in action (http://www.teachthought.com/pedagogy/50-resources-for-teaching-with-blooms-taxonomy/)	<ul style="list-style-type: none"> - Technology and UDL repository - Overall Professionalism (OPTIONAL reflection)

Campus Resources:

Health and Wellness

- *U Matter, We Care:* If you or someone you know is in distress, please contact umatter@ufl.edu, 352-392-1575, or visit [U Matter, We Care website](#) to refer or report a concern and a team member will reach out to the student in distress.
- *Counseling and Wellness Center:* [Visit the Counseling and Wellness Center website](#) or call 352-392-1575 for information on crisis services as well as non-crisis services.
- *Student Health Care Center:* Call 352-392-1161 for 24/7 information to help you find the care you need, or [visit the Student Health Care Center website](#).
- *University Police Department:* [Visit UF Police Department website](#) or call 352-392-1111 (or 9-1-1 for emergencies).
- *UF Health Shands Emergency Room / Trauma Center:* For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; [Visit the UF Health Emergency Room and Trauma Center website](#).

Academic Resources

- *E-learning technical support:* Contact the [UF Computing Help Desk](#) at 352-392-4357 or via e-mail at helpdesk@ufl.edu.
- *Career Connections Center:* Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.
- *Library Support:* Various ways to receive assistance with respect to using the libraries or finding resources.
- *Teaching Center:* Broward Hall, 352-392-2010 or to make an appointment 352- 392-6420. General study skills and tutoring.
- *Writing Studio:* 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers.
- *Student Complaints On-Campus:* [Visit the Student Honor Code and Student Conduct Code webpage for more information](#).
- *On-Line Students Complaints:* [View the Distance Learning Student Complaint Process](#).