





# Welcome!

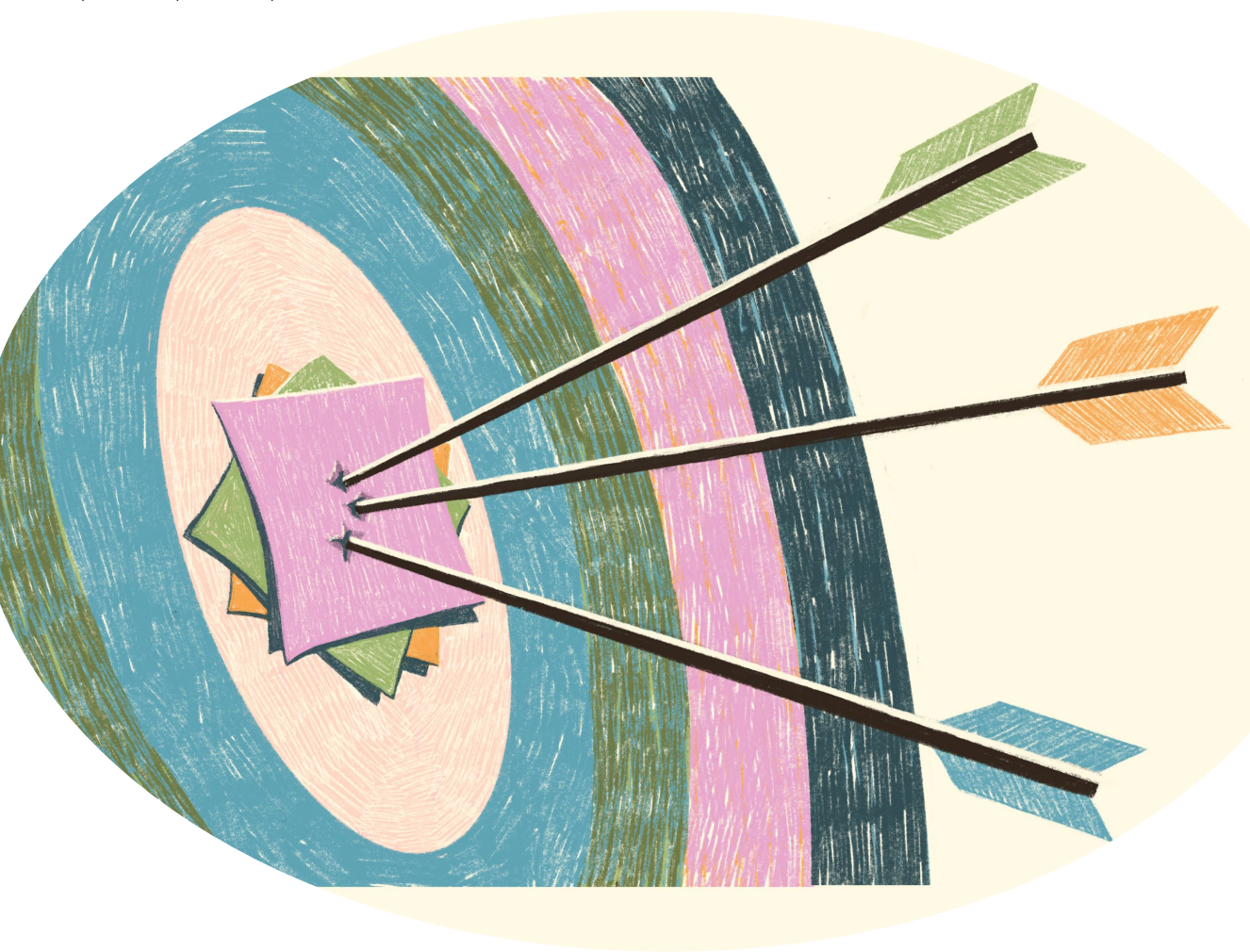
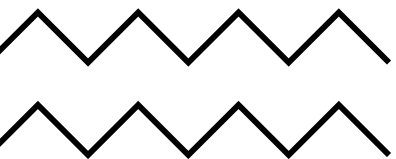
- Why do you value collaboration?
- What are your challenges with designing collaboration in online courses?

---

[Menti.com](https://www.menti.com/join/85214339) 8521 4339

<https://tinyurl.com/UDLGroupWork>





# Outcomes

- Identify the value of collaboration in adult asynchronous online learning contexts.
- Describe UDL-informed strategies to effectively support small group collaboration in online courses.
- Determine collaboration strategies to implement based on knowledge of individual course and learner needs.



# ○ Why Does Collaboration Matter?

Andragogy

Constructivism

Active learning

Community of  
Inquiry

Universal  
Design for  
Learning





# UNIVERSAL DESIGN FOR LEARNING

CAST's UDL Guidelines

<https://udlguidelines.cast.org/>



**UDL 8.3** Foster collaboration  
and collective learning.

# ○ Structure Matters

**High structure:** frequent active learning practice to scaffold and support achievement for all learners

- High structure increases outcomes for all learners but particularly beneficial for closing gaps for certain student groups (Black students and first-generation students) (Hogan & Sathy, 2022)
- Structured environment and interactions supports equitable participation and opportunity (Tanner, 2013)



# ○ Structure and Universal Design: *Engagement*

## **Guideline 7: Welcoming interests and identities**

- Optimize choice and autonomy (*UDL 7.1*)

## **Guideline 8: Sustaining Effort and Persistence**

- Clarify the meaning and purpose of goals (*UDL 8.1*)
- Optimize challenge and support (*UDL 8.2*)

## **Guideline 9: Emotional Capacity**

- Promote individual and collective reflection (*UDL 9.3*)



# ○ Structure and Universal Design: *Action & Expression*

## **Guideline 5: Expression and Communication**

- Use multiple tools for communication, construction, composition, and creativity (*UDL 5.1 and 5.2*)
- Build fluencies with graduated support for practice and performance (*UDL 5.3*)

## **Guideline 6: Strategy Development**

- Set meaningful goals (*UDL 6.1*)
- Anticipate and plan for challenges (*UDL 6.2*)
- Organize information and resources (*UDL 6.3*)
- Enhance capacity for monitoring progress (*UDL 6.4*)



# ○ ExPERT Strategies for Online Collaboration



**EX**pectations



**P**rocess and  
Practice



**E**ncouraging  
Autonomy



**R**eflection



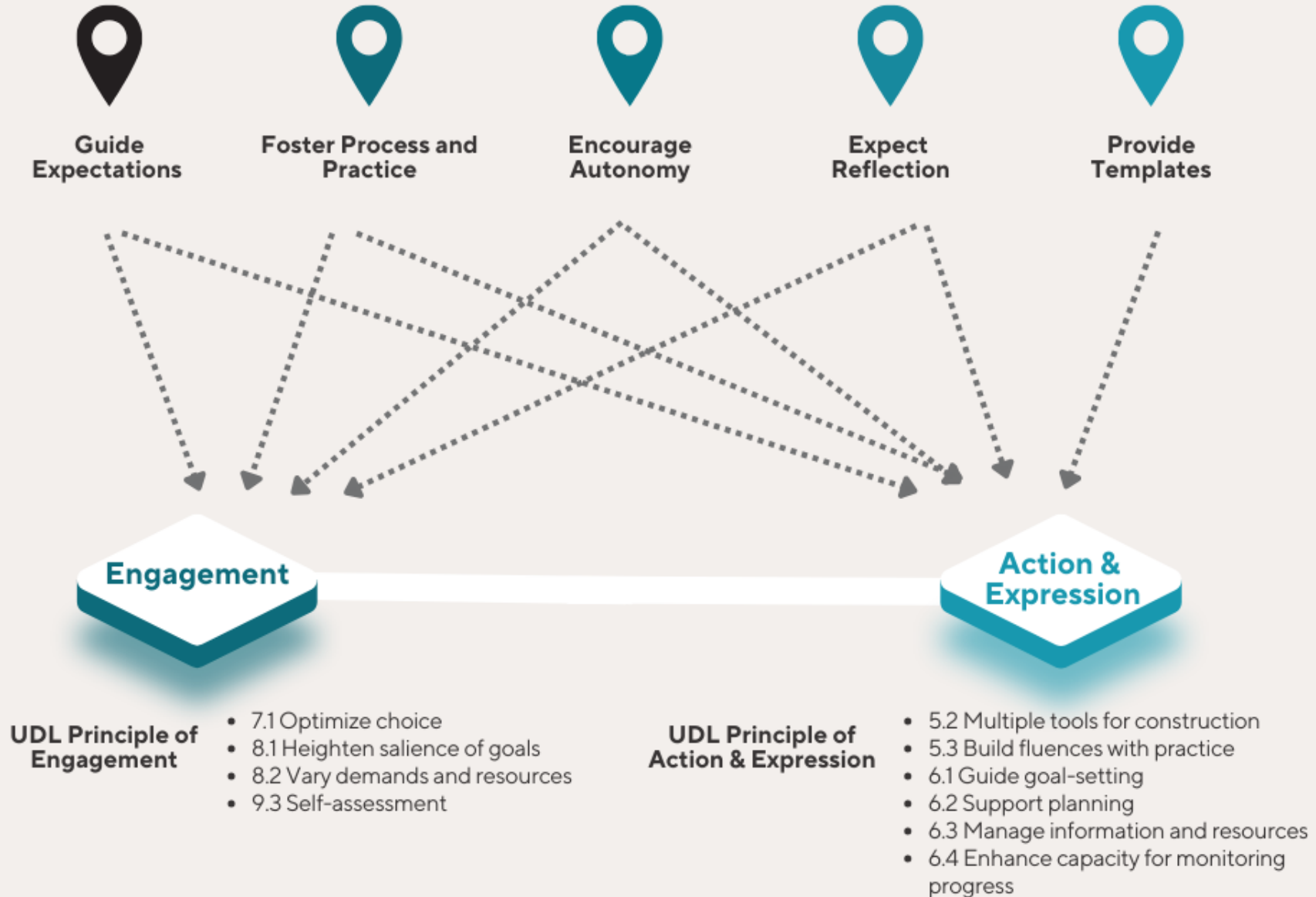
**T**emplates and  
Technology

\*From a non-expert but a practitioner!





## Tips for Structuring Group Work



# EXpectations

## Objectives

- Stated in context of group project
- Explained in alternate ways through overviews and instructions
- Reiterated through outreach

## Rubrics & Accountability

- Evidence of full group participation
- Self and peer assessment

## Norms & Commitments

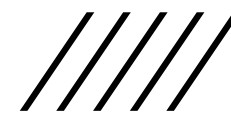
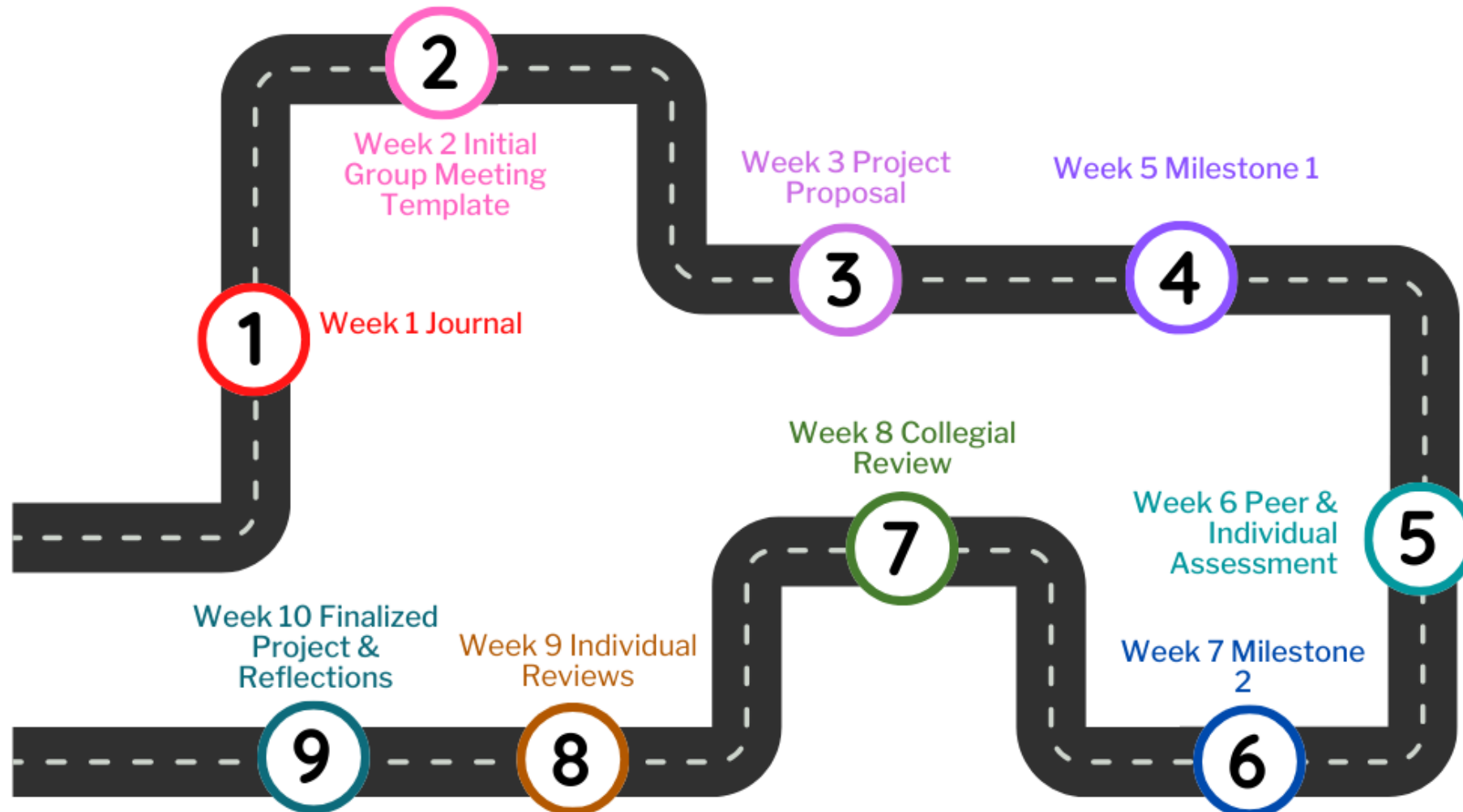


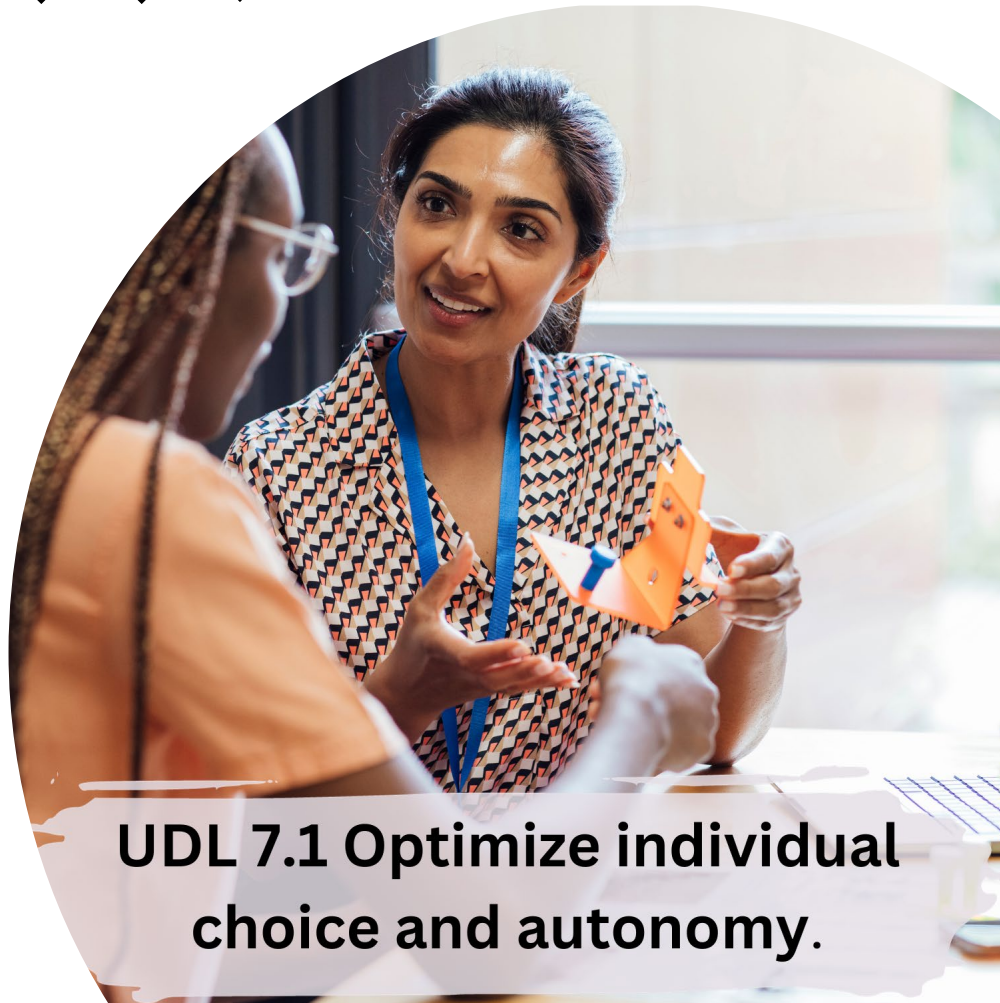
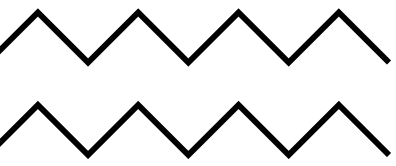
# Process and Practice

- Frequent steps that allow for feedback
- Milestones that allow space for reflection & revision
- Explicit connection between practice and final project goals



# PROJECT TIMELINE





**UDL 7.1 Optimize individual choice and autonomy.**

# Encouraging Autonomy

Roles

Topic or area of focus

Development of priorities and goals

Project modality

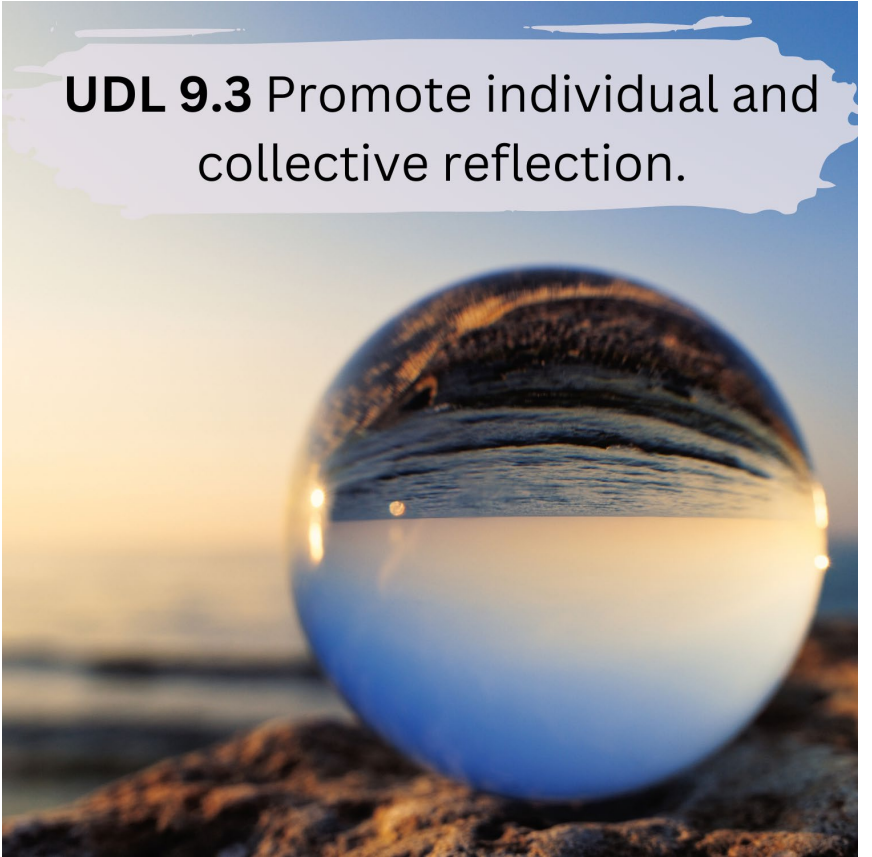






# Reflection

- Week 1 survey and journal prior to group formation
- Week 5 and 7 milestone reflections
- Week 6 and 10 individual and peer assessment
- Week 10 individual reflection



**UDL 9.3** Promote individual and collective reflection.



# ○ Templates

## Module 5 Milestone One Template

The purpose of the milestone is to complete a draft of portions of the final course project. One group member will submit the completed template to the group assignment folder in Canvas.

### Course Context

- Restate course analyzing from [Canvas Commons LOR](#)
- Target learner demographic

### Section 2: Module Overview

- Learning objectives:
- Types of materials:
- Activities:
- Assessments:
- Engagement strategies:

### Section 3: Learner Perspectives

Analyze ways in which the module design works well and how the module design presents obstacles for at least three learner demographic perspectives, citing the UDL framework for each strength and opportunity.

- Learner Demographic A:
  - Description of demographic
  - Strengths
  - Obstacles
- Learner Demographic B:
  - Description of demographic
  - Strengths
  - Obstacles

# Technology

- LMS-based discussion space
- Collaborative documents
- Web conferencing meeting space
- Project-specific tools





# Role of the Instructor

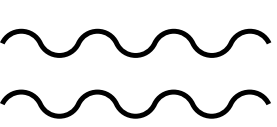
## **Guideline 8: Sustaining Effort and Persistence**

- Offer action-oriented feedback (*UDL 8.4*)

## **Guideline 9: Emotional Capacity**

- Recognize expectations, beliefs, and motivations (*UDL 9.1*)
- Develop awareness of self and others (*UDL 9.2*)





# What's Your Next Step?



**EX**pectations



**P**rocess and  
Practice



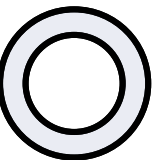
**E**ncouraging  
Autonomy



**R**eflection



**T**emplates and  
Technology







# Continue the Conversation

Amanda.Hardman@cccs.edu

<https://tinyurl.com/UDLGroupWork>

