האוניברסיטה העברית בירושלים
THE HEBREW UNIVERSITY OF JERUSALEM

The Hebrew University of Jerusalem

Syllabus

Universal design for Learning: From theory to practice in special education - 37998

Last update 04-02-2024

HU Credits: *2*

Degree/Cycle: *2nd degree (Master)*

Responsible Department: *Education*

Academic year: *0*

Semester:

Teaching Languages: *Hebrew*

Campus: *Mt. Scopus*

Course/Module Coordinator: *Dr. Michal Levy*

Coordinator Email: *michal.levy3@mail.huji.ac.il*

Coordinator Office Hours: *By appointment*

Teaching Staff:
Dr. Michal Levy

Course/Module description:
The course is designed to examine the Universal Design of Learning (UDL) approach, which creates teaching and learning methods that are accessible and suitable for the entire student population, including students with disabilities. In addition, this course will provide the students with UDL principles to be implemented in the general education system, as well as in inclusive settings.

Course/Module aims:
The purpose of the course is to review the principles of universal design for learning and demonstrate their application in the field.

Learning outcomes - On successful completion of this module, students should be able to:
Students will be able to analyze and change classroom dynamics through principles of universal design for learning

Attendance requirements(%):
85%

Teaching arrangement and method of instruction: Lectures, Presentations, Assignments

Course/Module Content:
Multiple Means of Representation:
a. options for perception
b. options for language
c. options for comprehension

Multiple Means of Action & Expression:
a. options for expression & communication
b. options for physical action
c. options for executive functions

Multiple Means of Engagement:
a. options for recruiting interest
b. options for sustaining effort and persistence

c. options for self-regulation

Required Reading:

• *ליכטינגר, ע. (2012). בניית כלי אבחוני לאיתור תהליכי ויסות עצמי ואסטרטגיות בכתיבה. סחי"ש, 26 (2) . עמ' 74-57.*
• *גוטרמן, ק' (2016). תלמיד חרוץ לכיתתו ירוץ – על שימוש בשפת ההוראה ללמידה משמעותית. החינוך וסביבו, ל"ח, 121-135.*
• *יריב, א' (2018). ניהול כיתה להגברת מוטיבציה. בתוך א' יריב וד' גורב (עורכים), ניהול כיתה (עמ' 229-245). תל אביב: מכון מופ"ת.*
• *ליכטינגר, ע' (2022). קומץ שמיים ביד : קידום תהליכי ויסות עצמי בבית הספר ובגן (44-74). מכון מופ"ת.*
• *גידלביץ, ס' (2021). הכוונה לשיפוט עצמי מטה-קוגניטיבי במהלך פתרון בעיות תובנה מספרית בקרב תלמידים צעירים בכיתה ד'. עיון ומחקר בחינוך מתמטי, 8 ,3-41 .*
• *Armstrong, T. (2011). The Power of Neurodiversity: Unleashing the Advantages of Your Differently Wired Brain. Cambridge, MA: DaCapo Lifelong/Perseus Books.*
• *Diamond, A. (2013). Executive functions. Annual review of psychology, 64, 135-168.*
• *Dweck, C. S. (1986). Motivational processes affecting learning. American Psychologist, 41(10), 1040-1048.*
• *Eichhorn, M. S., Lowry, A. E., & Burke, K. (2019). Increasing Engagement of English Learners Through Universal Design for Learning. Journal of Educational Research and Practice, 9(1), 1-10.*
• *Evmenova, A. (2018). Preparing teachers to use universal design for learning to support diverse learners. Journal of Online Learning Research, 4(2), 147-171.*
• *García-Campos, M. D., Canabal, C., & Alba-Pastor, C. (2018). Executive functions in universal design for learning: moving towards inclusive education. International Journal of Inclusive Education, 1-15.*
• *Glerum, J., Loyens, S. M., Wijnia, L., & Rikers, R. M. (2020). The effects of praise for effort versus praise for intelligence on vocational education students. Educational Psychology, 40(10), 1270-1286.*
• *Moos, D. C. & Ringdal, A. 2012. Self-regulated learning in the classroom: A literature review on the teacher's role. Education Research International, 2012, 1–15.*
• *Peltier, C., & Vannest, K. J. (2018). Using the concrete representational abstract (CRA) instructional framework for mathematics with students with emotional and behavioral disorders. Preventing School Failure: Alternative Education for Children and Youth, 62(2), 73-82.*
• *Rose, D. H., & Strangman, N. (2007). Universal design for learning: Meeting the challenge of individual learning differences through a neurocognitive perspective. Universal Access in the Information Society, 5(4), 381-391.*
• *Zimmerman, B. J., Schunk, D. H., & DiBenedetto, M. K. (2015). A personal agency view of self-regulated learning: The role of goal setting. In F. Guay, H. Marsh, D. M. McInerney, & R. G. Craven (Eds.), International advances in self research. Self-*

concept, motivation and identity: Underpinning success with research and practice (pp. 83-114). Charlotte, NC, US: IAP Information Age Publishing.

Additional Reading Material:

• סטורי, מ. פ., מולר, ג.ל ומייס, ר.ל (2006). עיצוב אוניברסלי: לעצב לבני כל הגילים ולבעלי יכולות שונות. עניין של גישה, 4 .עמ' 15-24
• אבישר, ג' (2010). הכלה ונגישות, מכון מופת. עמ'. 156-162
• *Ok, M. W., Rao, K., Bryant, B. R., & McDougall, D. (2017). Universal design for learning in pre-K to grade 12 classrooms: A systematic review of research. Exceptionality, 25(2), 116-138.*
• *Seok, S., DaCosta, B., & Hodges, R. (2018). A Systematic Review of Empirically Based Universal Design for Learning: Implementation and Effectiveness of Universal Design in Education for Students with and without Disabilities at the Postsecondary Level. Open Journal of Social Sciences, 6(05), 171.*
• *Schunk, D. H. (1990). Goal setting and self-efficacy during self-regulated learning. Educational psychologist, 25(1), 71-86.*
• *Dalton, B., & Proctor, C. P. (2007). Reading as thinking: Integrating strategy instruction in a universally designed digital literacy environment. In D. S. McNamara (Ed.), Reading comprehension strategies: Theories, interventions, and technologies (pp. 421-439). Mahwah, NJ: Lawrence Erlbaum Assoc Inc.*
• *Rappolt-Schlichtmann, G., Daley, S. G., Lim, S., Lapinski, S., Robinson, K. H., & Johnson, M. (2013). Universal Design for Learning and elementary school science: Exploring the efficacy, use, and perceptions of a web-based science notebook. Journal of Educational Psychology. 105(4), 1210-1225, doi: 10.1037/a0033217*
• *Meyer, A., Rose, D.H., & Gordon, D. (2014). Universal design for learning: Theory and Practice. Wakefield, MA: CAST Professional Publishing.*
• *Hall, T. E., Meyer, A., & Rose, D. H. (Eds.). (2012). Universal design for learning in the classroom: Practical applications. Guilford Press.*
• *Cuevas, J. (2015). Is learning styles-based instruction effective? A comprehensive analysis of recent research on learning styles. Theory and Research in Education, 13(3), 308-333.*
• *Eccles, J. S., & Wigfield, A. (2002). Motivational beliefs, values, and goals. Annual review of psychology, 53(1), 109-132.*
• *Watts, T. W., Duncan, G. J., & Quan, H. (2018). Revisiting the marshmallow test: A conceptual replication investigating links between early delay of gratification and later outcomes. Psychological science, 29(7), 1159-1177.*
Meier, B. S., & Rossi, K. A. (2020). Removing instructional barriers with UDL. Kappa Delta Pi Record, 56(2), 82-88.
Griful-Freixenet, J., Struyven, K., Vantieghem, W., & Gheyssens, E. (2020). Exploring the interrelationship between universal design for learning (UDL) and differentiated instruction (DI): A systematic review. Educational Research Review, 29, 100306.

Grading Scheme:

Essay / Project / Final Assignment / Home Exam / Referat 70 %

Submission assignments during the semester: Exercises / Essays / Audits / Reports / Forum / Simulation / others 30 %

Additional information: