Michaela Mabe Challenge #2 1/30/23 EDCI 60002b Spring '23	
SUPRA-BADGE:	Professional Foundations in LDT
SUB-BADGE:	Ethical, Legal, and Political Implications of Design
CHALLENGE:	Recognize, respect, and comply with organizational constraints
ARTIFACT:	EDCI 513 LDT Code of Ethics and Citations from Assignments
CRITERIA:	**Criteria for successful completion of this challenge:** Evidence of following a code of ethics including giving credit to others' ideas (such as proper use of citations) – or— demonstration of complying with constraints (budget issues, organizational rules or regulations, available technology, student demographics, etc.). **Reflection must address:** How your evidence demonstrates complying with organizational constraints.

Competency and artifact identification

My **LDT Code of Ethics, Small Scale Literature Review, and my ID Model Aid** from EDCI 513 provide the evidence for the sub-badge, Ethical, Legal, and Political Implications of Design, and the challenge, "Recognize, respect, and comply with organizational constraints ". These artifacts provide evidence that I am able to follow a code of ethics and give credit to others' ideas.

Description of how the artifact supports the competency

For the LDT Code of Ethics, I read through the organization's program policies and student expectations. I signed it, agreeing to all the policies and expectations and following it in every course I have and will complete it in the LDT Graduate Program. The small-scale literature review and the ID model aid support the competency because it shows that I'm able to give credit to others' ideas through proper in-text citations and proper reference pages. The two assignments also worked under organizational constraints because I completed the assignment with certain time constraints and using certain technology. The small-scale literature review needed to be submitted in Microsoft Word. The ID model aid needed to be completed as an infographic so I used Canva.

Competency alignment with prior knowledge and experience

I have had some prior knowledge in following organizational constraints in my current role as a teacher. I have to follow a contract from my district and with my teaching license and make sure that I give proper credit to resources and other educators. I've also had organizational constraints such as time, budget, regulations, technology, and working with students with disabilities. My day-to-day job helps me understand working within certain organizational constraints.

Reflection on experiences

Overall, this challenge has been a good way to reflect on the ways I work through and with

organizational constraints and help use the resources I have to help me. I will continue to use the information from this challenge in my workplace, in future instructional design courses, and in my future job in instructional design.

Online M.S. in Education in Learning Design and Technology
Program Policies and Student Expectations

Statement of Program Commitment

The Learning Design and Technology MSEd online program at Purdue University is designed as a highly rigorous, challenging five-semester program. In order to accomplish the goals and maintain the academic rigor, students must follow a structured curriculum of sequenced courses. To be successful, students must recognize, accept, and strive to accomplish each of the following performance expectations.

Students are expected to:

- Follow the curriculum and the schedule of classes developed for them. If this structured plan of study is not followed (e.g., due to illness, pregnancy, vacation, military service), the consequences could include a delay in graduation as well as potential student loan difficulties.
- Devote the needed amount of effort to accomplish the course requirements. Assignments will vary from course to course; however, the work will require an average time commitment of 15-20 hours per week on readings, assignments, and discussions.
- Be actively involved in all classes and complete all of the assignments on or before the due dates listed. Failure to do so will incur a course penalty.
- Complete all of their own work and reference all material from other sources correctly per APA style guidelines.
- Discuss course-related concerns (e.g. structure, assignment directions, grades, feedback) with the instructor first. If no resolution is found, then contact the Student Services Coordinator.

Academic Progress / Satisfactory Progress

According to Purdue's *Graduate School Policies and Procedures Manual,* each "student's progress should be reviewed each session by the student's department… Should the student fail to perform in either coursework or research on a level acceptable to the advisory committee, the departmental graduate committee, or the dean of the Graduate School, he or she may be asked to discontinue graduate study at Purdue" (p. VI-1).

In the College of Education, the faculty of each program area is empowered by the departmental graduate committee to review the progress of students in the program and to take action as appropriate. Evaluation of student progress is based on an assessment of the student's: course work, earning of competency badges, research, technical skills related to the area of study, writing skills, and professional and ethical behavior. If the student's progress is deemed to be unsatisfactory in one or

more of these areas, the student shall be considered to be on probationary status in his/her graduate program.

A student who does not enroll for a period of 3 consecutive semesters (including summer) loses eligibility to register and may be dismissed. The student must reapply and reentry is subject to favorable approval by the program area.

Conditional Admittance

A student who is admitted to graduate study conditionally must meet all conditions (e.g. grades, other requirements) established at the time of admission. If a student fails to meet those conditions, he or she may be dismissed. Conditions can be placed by both the Department and the Graduate School. Department conditions can be found in the "Welcome" email sent from the College of Education at the time of acceptance. Graduate School conditions can be found in a student's acceptance letter located in the ApplyYourself application system.

Grades

According to Purdue's *Graduate School Policies and Procedures Manual,* "A graduate student is expected to maintain a graduation index representing a B average (3.0/4.0 GPA.) or better. Indices below this level are marked 'low' on the grade reports" (p. VI-1). A graduate student in the College of Education whose GPA falls below 3.0 shall be considered to be on probationary status in his/her graduate program.

Minimum Grade Policy For Students Starting Program Fall 2020 or later
Students who receive a grade lower than a B- in a core course, elective course, or tech selective course will be required to retake the course and pass with a B- or better. Grades below C- cannot be used on a Plan of Study; students who receive a grade lower than a C- in a competency course will be required to retake the course. Courses are allowed to be retaken once.

Minimum Grade Policy For Students Starting Program Prior to Fall 2020
Students who receive a grade lower than a B- in a core course will be required to retake the course and pass with a B- or better. Grades below C- cannot be used on a Plan of Study; students who receive a grade lower than a C- in a competency course or elective course will be required to retake the course or drop the elective course from the Plan of Study and take another elective course in its place. Courses are allowed to be retaken once.

Pass/No Pass Grade Mode
It is program policy that no courses being used toward the MSEd in Learning Design and Technology degree may be taken in pass/no pass grade mode.

Competency Courses

Any time a student does not successfully earn 50% of the challenges required for a competency badge-earning course the student will be placed on probation. If a student on probation again earns less than 50% of required challenges in the subsequent competency badge-earning course, then the student will be dismissed from the program. If the student earns at least 50% of required challenges in the next competency badge course while on probation, the student will be removed from probation as long as all other program requirements are met for good academic standing.

Failure to complete challenges on time slows down the process of earning competency badges and can result in:

1. Increased workload on your part as you progress through the program.
2. The potential for being removed from the program if you fail to make adequate progress in completing challenges. Badge-earning courses are the only time that you can make progress towards earning competency badges during the program.
3. An increase in program cost and changes to your registration (additional credits may be needed in order to complete challenges and earn badges).
4. Delaying your planned graduation date. In order to graduate from the LDT Program, all challenges and badges must be earned.

Dismissal & Academic Probation

A graduate student may be dismissed from graduate study in the College of Education, based on Graduate School and departmental policies, in instances where the student fails to:

1. Earn satisfactory course grades and/or maintain a satisfactory grade index;
2. Make satisfactory progress, including progress in research, and complete the program in a timely fashion;
3. Pass graduate preliminary or final examinations;
4. Adhere to standards of academic honesty, research integrity, and student conduct;
5. Successfully earn more than 50% of the challenges in a badge-earning course while already on probation.

A student who fails to meet the expectations set forth above may be placed on probationary status in his/her graduate program.

- A student who is placed on probationary status shall be notified in writing by his/her advisor or program area faculty.
- A plan of remediation will be developed by the student's advisor in collaboration with the student's advisory committee and/or program area faculty, and a specific time frame for remediation will be identified.
- If the student fails to satisfy the conditions of the remediation plan, he or she may be dismissed from the graduate program.

- In special circumstances, program faculty may decide that remediation is not appropriate and dismissal from the graduate program may be immediate. Students dismissed from the graduate program shall be notified in writing by the program area convener and/or department head.
- A student who believes a dismissal decision is unfair or who has additional information that he or she believes should be considered may appeal the decision in writing to the department's Graduate Committee, which will consider the appeal and make a recommendation to the department head who will make a final decision.

Degree Completion Maximum Timeframe

Students enrolled in master's degree programs in the College of Education are required to complete their degree programs within 5 years of initial enrollment in the master's program. Students who fail to obtain their degrees within the specified time period may appeal to the program area faculty for an extension. The program area faculty shall determine whether an extension should be granted and, if so, the length and conditions of the extension.

Academic Integrity

According to Purdue *Regulations Governing Student Conduct, Disciplinary Proceedings, and Appeals*, "dishonesty in connection with any University activity" is conduct for which students may be subject to informal action or disciplinary sanctions. "Cheating, plagiarism, or knowingly furnishing false information to the University are examples of dishonesty."

Any alleged instance of academic dishonesty involving a graduate student in the College of Education shall be referred to the Office of the Dean of Students. If the Office of the Dean of Students determines that academic dishonesty occurred, the student shall be considered to be on probationary status in his/her graduate program. Any additional instances of academic dishonesty that occur while a student is on probationary status may result in immediate dismissal from the program.

Academic dishonesty that occurs in the context of a graduate examination may result in failure of the examination as determined by the student's examining committee. According to Purdue Policy on Research Misconduct (VIII.3.1), "Every Purdue Associate involved in any aspect of research at Purdue must encourage integrity in research, assign credit and responsibility for research appropriately, maintain careful research records, and establish and follow well-defined research protocols." Any alleged instance of research misconduct involving a graduate student in the College of Education shall be referred to the Research Integrity Officer for the university, who will initiate a research misconduct proceeding. If the research misconduct proceeding determines that research misconduct occurred, the student may be dismissed, or, if not dismissed, he/ she shall be considered to be on probationary status in his/her graduate program.

Intellectual Property

Online educational environments, like all learning environments, should provide opportunities for students to reflect, explore new ideas, post opinions openly, and have the freedom to change those

opinions over time. Students enrolled in and instructors working in online courses are the sole proprietors of their work, opinions, and ideas. It is expected that other students will not copy, reproduce or post to any other outlet (e.g., YouTube, Facebook, or other open media sources) any work in which they are not the sole author or have not obtained the permission of the author(s). Based on the success of LDT graduates, students in this course will likely be or become K-12 or university instructional technologists, instructional designers, instructors or administrators, or corporate trainers. The open, public nature of these careers is certainly unavoidable; however, our online classroom is not an open "public forum." Therefore, all opinions, ideas, and work conducted in a password-protected online educational environment like Brightspace are owned by the author, intended for educational purposes, and are not intended for public dissemination or consumption without the permission of the author(s). This includes all areas of the online academic environment, including, but not limited to email, papers, reports, presentations, videos, chats, blogs and discussion board posts.

Copyrighted Materials

Among the materials that may be protected by copyright law are the lectures, notes, and other material presented in class or as part of the course. Always assume the materials presented by an instructor are protected by copyright unless the instructor has stated otherwise. Students enrolled in, and authorized visitors to Purdue University courses are permitted to take notes, which they may use for individual/group study or for other non-commercial purposes reasonably arising from enrollment in the course or the University generally.

Notes taken in class are, however, generally considered to be "derivative works" of the instructor's presentations and materials, and they are thus subject to the instructor's copyright in such presentations and materials. No individual is permitted to sell or otherwise barter notes, either to other students or to any commercial concern, for a course without the express written permission of the course instructor. To obtain permission to sell or barter notes, the individual wishing to sell or barter the notes must be registered in the course or must be an approved visitor to the class. Course instructors may choose to grant or not grant such permission at their own discretion, and may require a review of the notes prior to their being sold or bartered. If they do grant such permission, they may revoke it at any time, if they so choose.

Professional Attitude and Conduct

Working within the field of instructional design, you will have many opportunities to interact with individuals in various settings (particularly school and business environments) and in numerous capacities (friends, co-workers). In all areas of interaction, conscious civility, respect, and professionalism are expected from the faculty, students, and graduates of our LDT program. It is important that we exhibit these attitudes and behaviors at all times during our LDT program and beyond.

Students are expected to:

- Read, understand, and follow the Code of Ethics as outlined by the national Association of Educational Communication and Technology (AECT). In particular, note the significance of Section 1:9 which states, "… shall refrain from any behavior that would be judged to be discriminatory, harassing, insensitive, or offensive and, thus, is in conflict with valuing and promoting each individual's integrity, rights, and opportunity within a diverse profession and society."
- Always seek clarification and potential solutions when misunderstandings, disagreements, or problems occur. Do not focus on placing blame.
- Seek assignment feedback and strive to understand its constructive value, even if the feedback is critical.
- When needed, deliver any feedback in a constructive, professional manner, regardless of the setting (face to face, phone, e-mail, online discussion forum, etc.).
- Avoid any statement or action (e.g., made via verbal statements, emails, online discussions) that could be interpreted as discriminatory, harassing, insensitive, offensive, or disrespectful against any other student, staff or faculty member.

Procedure for Attitude/Disposition Professionalism Problems

Within the LDT program, faculty members and course instructors will monitor student disposition and behavior. Any deficiencies in professionalism will be reported and addressed using the following procedure:

1. On the first offense:

   a. The faculty member/instructor will discuss the incident directly with the student and explain the problem that was noted and potential ways for it to be addressed. In addition, the faculty advisor (the chair of the student's graduate plan of study) will discuss the ramifications/consequences of continued problems in this area.

2. On the second offense (or if the first continues to be a problem):

   a. The faculty member/instructor will again discuss the incident directly with the student.
   b. A written description of the incident will be submitted to the program convener by the faculty member/instructor (including a copy of any document that contains the incident).
   c. The faculty member/instructor will meet with the program convener and the student's faculty advisor and discuss the incident and determine additional actions needed.
   d. The incident report will be placed in the student's permanent file and the student will be informed of any steps that must be taken in order to correct the problem.

3. On the third offense:

a. A new incident report will be completed and copies sent to the department head, program convener, and student committee chair.
b. The student will meet (face to face or via conference call/Skype) with the department head, convener of the LDT program, and the student's faculty advisor to discuss the repeated professionalism disposition problems and the ramifications of those continued problems.
c. The department head, program convener, and faculty advisor will meet to determine the continued enrollment status of the student.

Information regarding student's rights and responsibilities, code of conduct and disability resources can be found on the Dean of Students website http://www.purdue.edu/odos/.

Guidelines for Student Concerns with an Instructor or Course
Steps for students with concerns regarding an instructor or course:

a. Students should contact the course instructor and attempt to resolve the issue outside of class communications (e.g. – discussion board, Brightspace email). Students should provide to the instructor in writing, their concerns including information such as the dates, assignments, other concerns, and the requested change.
b. Second, if the issue is not resolved with the instructor, the student should contact the Student Services Coordinator. Students should contact the Student Services Coordinator in writing providing the information noted above and evidence that they have already attempted to resolve the issue with their instructor. The Student Services Coordinator will serve as the liaison to resolve the issue potentially addressing the issue with the student, contacting the instructor, the lead instructor or the program conveners as needed.
c. Third, if the student concern(s) is/are not resolved with the assistance of the Student Services Coordinator, the student should contact the course lead instructor whose name and contact information can be found in Brightspace and myPurdue. As the course lead is most familiar with the course, they will know the course best and may be able to resolve some issues before they escalate further. Students should contact the course lead instructor in writing providing the information noted above and evidence that they have already attempted to resolve the issue with their instructor and the Student Services Coordinator.
d. Fourth, if the student concern(s) are not resolved after the instructor, the Student Services Coordinator, and the lead instructor have investigated the student's grievance, the student can contact the LDT Online Program Coordinators (Dr. Tim Newby and Dr. Jennifer Richardson). The Coordinators will contact the instructor and the Student Services Coordinator regarding the issue.

Acknowledgment of Understanding
The Statement of Program Commitment must be reviewed and acknowledged as part of the EDCI 60001 course which students take during their first term. This document is also available in the LDT Student Center. Any significant updates to the policies contained in this document will be communicated by the

LDT Student Services Coordinator as they occur. Students are responsible for having full knowledge of all information contained in this document as well as adhering to all program policies, including any updates communicated via email.

Quiz Submissions - Statement of Program Commitment

Michaela Mabe (username: mmabe)

Attempt 1

Written: Apr 30, 2022 4:39 PM - Apr 30, 2022 4:39 PM

Submission View

Your quiz has been submitted successfully.

Attempt Score: A

Overall Grade (highest attempt):   A

Done

Designing Instruction and Materials for K-12 Students with Disabilities

Michaela Mabe

Learning Design and Technology Program, Purdue University

EDCI 513: Foundations of Learning Design and Technology

Dr. Sunnie Watson

May 29th, 2022

Abstract

With the increased knowledge and awareness of instructional design and technology, including the creation of courses and materials for digital learning due to COVID-19, there is an increased need to look at how those courses and materials have been, are, and should be designed for students with special needs. This article is a dive into the past, present, and future of instructional design including tools and strategies to help improve educational outcomes for these students. The biggest strategy that is a common theme in the research articles, textbook, and TED Talk is Universal Design for Learning. A common theme in this research is to be mindful and purposeful about the way that courses and materials are created and communicated to students to make them more successful in their coursework.

All design centers around being intentional and mindful about the audience you are designing for. Looking at various sources specifically about designing online instruction and materials for K-12 students with disabilities, there are many interesting points about the past, present, and future of the development of online modules and courses for this population of students. These include different strategies, advantages, and common pitfalls that instructional designers and course instructors can fall into. The most common theme found in all these sources and that the seed of this paper came from, was designing for disability first, using universal design, and including people with disabilities in the design process.

Instruction Designs Past for Students with Disabilities

The past of instructional and course design for people with disabilities was limited and not designed with students with disabilities in mind. According to McAlvage and Rice (2018), "Unfortunately, accessibility in K-12 course design is often regard as an afterthought or as a process of retrofitting rather than an integral upfront part of course design as a process" (McAlvage et al. 2018). This being such a common issue also caused teachers, parents, or tutors to become the "broker of accessibility" (McAlvage et al. 2018). There were also issues in course design and the design of instructional materials because there was more of a focus on the tools that students could use rather than the actual strategies that the students could use for that course and further into their academic career (Rao et al. 2021). The articles looked at about the present time of designing instruction for students with disabilities is a lot more hopeful.

Instruction Designs Present for Students with Disabilities

Looking at the last five years of the world as a whole and the role that technology has had in letting teachers and students stay safe and take part in school digitally, there have been a lot of new tools and strategies for all students. However, students with disabilities have still been left

as an afterthought. Instead of looking at how designers and instructors got it wrong, the articles in this review focus on problem solving course and material design and how it is currently done and can be done in the future. The common theme of these articles that is part of the solution for design was Universal Design for Learning (UDL). UDL was described by Rao et al. (2021) as, "…three principles of supplying multiple means of 1. Representation, 2. Action and Expression, and 3. Engagement. The UDL framework includes nine guidelines and 31 checkpoints that define how these principles can be applied when designing instruction" (Rao et al. 2021). Some strategies in this article to help utilize design for students with disabilities are to give them multiple different modalities to access and comprehend the instructional materials and the course expectations, giving students multiple varied ways to demonstrate their learning and to practice the skills they're learning, and to build skills in self-determination such as time management (Rao et al. 2021). Also, in *Trends and Issues in Instructional Design and Technology* in Chapter 37, the author gives a multimodal diversity model which follows UDL and gives more strategies that can be used to include all types of learners in the design of courses, instruction, and materials (Reiser et al. 2018).

Flanagan et al. (2021) in *Ensuring Access to Online Learning for All Students Through Universal Design for Learning* also described UDL, barriers to learning for students, and technology-based solutions for course designers and instructors to use. Some of the technology based solutions include utilizing videos or media of interest, using one template that is consistent in the Learning Management System (LMS), give the students a checklist for the LMS, giving feedback to students using audio, video, or other formals, make a list of resources to help students access information, use assistive technology and integrate it into the LMS, use online note taking tools, utilize graphic organizers or concept mapping tools, allow other submission

options for assignments and discussion posts such as video or audio (Flanagan et al. 2021). Another key point for LMS systems and instructors of all types of students is to attain feedback from the students about these solutions to see if they are working for the types of students in that point in time. Designing for students with disabilities can pose a challenge because courses, materials, and resources sometimes must be extremely differentiated and individualized. These solutions listed above are broader to designing learning and instruction intentionally and with everyone in mind, but it must go further for students with disabilities.

In *Online Learning for Students with Disabilities: A Framework for Success*, they put a spin on UDL by also discussing the 5 C's of Student Engagement Framework (Cavanaugh et al. 2013). The five C's are "control, curriculum, climate, caring community, and connection" (Cavanaugh et al. 2013). In the article, the authors bring up the UDL specifically and discuss how it has helped to design courses and instruction by creating and adding in several types of accommodations to support several types of learners (Cavanaugh et al. 2013). Another theme brought up in this article that can help support the design of instruction and materials is the ability to work together and use data from the courses themselves and the individuals in the courses to improve them. One way that this was described was organizing courses around real world themes. According to Cavanaugh et al., "Florida Virtual School's courses are designed with thematic motifs of interest to students, and often include projects that allow students choice in their assignments" (Cavanaugh et al. 2013).

Another important aspect of designing for students with disabilities is the mindset, purpose, and attitude of the designers, teachers, and students. According to *E-learning for Students with Disabilities During COVID-19: Faculty Attitude and Perception*, "Students with disabilities face different issues with e-learning because they were not having access to the

resources required to access the learning material and they were not having sufficient level of support from their mentors and teachers" (Mohammed Ali 2021). The author talks about the fact that even though e-learning was ultimately helpful for students with disabilities, teachers found that it was overwhelming and too time consuming to understand all of it and how to adapt it for these students (Mohammed Ali 2021). But even though there are barriers to creating and implementing online instruction for students with disabilities, as said in each of the articles, we need to talk about it and make sure to have a dialogue about barriers and solutions to creating and implementing these courses.

Instruction Designs Future for Students with Disabilities

Each of these articles also has some input on the future of course design and implementation for students with disabilities. In *E-learning for Students with Disabilities During COVID-19: Faculty Attitude and Perception,* the authors main goal for the future is to "show a new direction for continuing the transfer of quality education using e-learning" (Mohammed Ali 2021). In *Online Learning for Students with Disabilities: A Framework for Success,* the authors discuss more research and development to help students with disabilities succeed in an online course, needs to connect to the students real life, and be accessible and supportive using the Universal Design for Learning (Cavanaugh et al. 2013). In *Digital Tools and UDL-Based Instructional Strategies to Support Students with Disabilities Online,* the authors stress the importance of evaluating new tools and technologies and looking at how they can be used successfully for students with disabilities (Rao et al. 2021). Lastly, *Access and Accessibility in Online Learning Issues in Higher Education and K-12 Contexts*, the authors suggest "proactive and thoughtful approaches to ensure accessible educational opportunities for students with disabilities" (McAlvage et al. 2018).

The future of instructional design for students with disabilities starts with dialogue, data, and understanding of designing courses and materials for everyone. In the TED video, *When We Design for Disability, We All Benefit*, Roy even states that, "As you see, when we design for disability first, we often stumble upon solutions that are not only inclusive but also are often better than when we design for the norm.". To include our most vulnerable populations, we must design with everyone in mind. If the priority when designing instruction and materials is designing for individuals with disabilities first instead of as an afterthought, the product will be better and more inclusive to everyone, and everyone will get to use products that include and cater to everybody's unique needs.

References

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MICHAELA MABE
EDCI 513

PISCES
PEBBLE-IN-THE-POND ID MODEL

A content-first and problem-centered approach to learning design, pebbles-in-the-pond uses real-life context and problems to create meaningful learning experiences to further the learner's knowledge. Problem solving and design for the instructional designer and the learner.
(Thomas H, 2019).

Element: Water

Color: Mauve, Lilac, Purple, Violet, Sea green

Quality: Problem Solving

Lucky Numbers: 3, 9, 12, 15, 18, 24

Dates: February 19 - March 20

Pisces/Pebble-In-The-Pond Traits

Strengths: Results in a functional prototype, aligned with the First Principles of Instruction, gives an example of the goal to achieve by the end, centered around problem solving, and its prototypes evolve and adpt quickly (Reiser & Dempsey, 2017, pg. 37-38).

Weaknesses: Tends to be more restrictive than other models, assumes that the problem can be solved using instruction rather than an alternative, design model instead of a development model (Reiser & Dempsey, 2017, pg. 35)

Likes: designing content for different types of skills, authentic and meaningful learning experiences, and real-world problems, making paperwork more efficient

Dislikes: fake problems, taking too much time, busy work, too much work for the final product rather than making one good model and refining it from there, too much documentation

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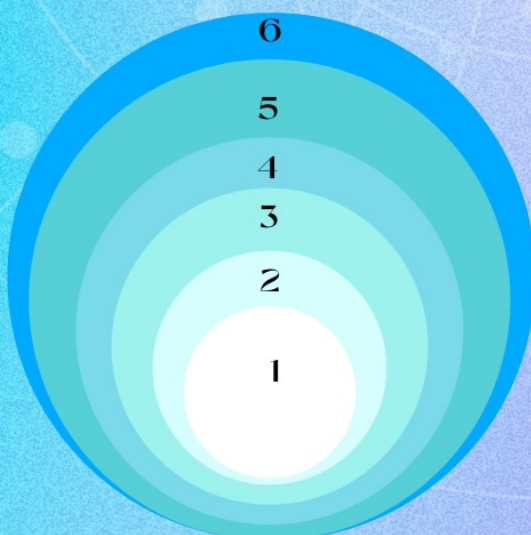
#1) PROBLEM
#2) PROGRESSION
#3) COMPONENT SKILLS
#4) ENHANCE STRATEGIES
#5) FINALIZE DESIGN
#6) EVALUATION