

Michaela Mabe		Challenge #2	7/1/22	EDCI 60001
SUPRA-BADGE:	Professional Foundations in LDT			
SUB-BADGE:	ID Professional Communicator			
CHALLENGE:	Solicit, accept, and provide constructive feedback			
ARTIFACT:	EDCI 513: Small Scale Lit Review paper feedback and revisions, Workplace Handbook Creation and Revisions			
CRITERIA:	<p>Criteria for successful completion of this challenge: Evidence must demonstrate asking for, providing critique, and utilizing feedback to improve one's own performance or work.</p> <p>Reflection must address: How you have asked, utilized, and provided feedback to others.</p>			

Competency and artifact identification

This challenge I decided to work towards the ID Professional Communicator and being able to “solicit, accept, and provide constructive feedback”. To do this, I have chosen an example from an assignment another class that I am taking in the program, EDCI 513: Small Scale Lit Review paper feedback and revisions, and a professional example from a camp that I am working at this summer, which will be a Workplace Handbook Creation and Revisions.

Description of how the artifact supports the competency

The Small Scale Literature Paper feedback and revisions is a paper created and submitted for EDCI 513 which was an opportunity to create a thesis, find research in the topic of the thesis, and summarize it and add my own thoughts to the research being done. I also submitted it for feedback, received feedback from my professor, and changed the paper, highlighting the revisions and submitting it a second time for a final grade. The supports the competency because I was able to ask for and show how I utilized the feedback given to improve my writing personally and improve my final grade for the assignment.

The Workplace Handbook was an employee handbook created by me to be used by myself and other professional leaders in a camp program to help train head counselors and counselors for their roles and responsibilities in the camp. This was created because there were issues in the past with communicating expectations at the camp since the counselors are 15 to 21 and it can be their first job. When I created the handbook, I sent it to the Recreation Director and the other two program leaders to provide feedback and so I could change it from when it was created to when we used it on the first training day with the counselors.

Competency alignment with prior knowledge and experience

I have some prior knowledge and experience with asking for, providing critique, and utilizing feedback to improve my work. I've been soliciting feedback ever since I was in school and have been working on providing my own critique and utilizing the feedback as skills to build from high school to college. In college getting my bachelors, these were all skills that I needed and skills that I used from my general education classes to my specialized classes about education and teaching. I've also used it as a teacher to get better as a professional. Each year, I participate in TDES (Teacher Development Evaluation System), which is a multi-tiered evaluation system where I work with an administrator throughout the

school year to provide evidence of my work in the classroom and where the administrator comes into my classroom to evaluate me, there is a meeting for me to provide feedback and for the administrator, and at the end of the school year I get a rating of how effective I am as a professional according to the district I work for. This has also applied to the camp that I am currently working for as a managerial/administrative role.

Reflection on experiences

Overall, it was nice to reflect on my experience in soliciting and receiving feedback and I think the examples provided for the challenge have provided the evidence needed to show how I am able to be a professional communicator in instructional design. I have been able and built this skill in other areas of my life through trial and error and it is still a skill that I can get better at, but I am able to follow all of the criteria in the challenge. My experience as a student gave me an open chance to learn and grow from school to college and my role as an educator gave and gives me a chance to solicit feedback from my colleagues and administrator and teach this skill to my students.

Designing Instruction and Materials for K-12 Students with Disabilities

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EDCI 513: Foundations of Learning Design and Technology

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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 of 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 regarded as an afterthought or as a process of retrofitting rather than an integral upfront part of course design as a process” (p. 11). This being such a common issue also caused teachers, parents, or tutors to become the “broker of accessibility” (McAlvage and Rice, 2018, p. 11). 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 careers (Rao et al., 2021). The articles looked at the present time of designing instruction for students with disabilities as 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 courses 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" (p. 106). 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). According to Reiser in Chapter 37, he 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).

According to Flanagan et al. (2021), there was another description of 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), giving the students a checklist for the LMS, and giving feedback to students using audio, video, or another format, make a list of resources to help students access information, use assistive technology and integrate it into the LMS, using 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. 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 at 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.

According to Cavanaugh et al. (2013), there can be a spin on UDL by also discussing the 5 Cs of the Student Engagement Framework. The five Cs are “control, curriculum, climate, caring community, and connection” (pp. 2-3). 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 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 as organizing courses around real-world themes. According to Cavanaugh et al. (2013), “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” (p. 5).

Another important aspect of designing for students with disabilities is the mindset, purpose, and attitude of the designers, teachers, and students. According to Mohammed Ali (2021), “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” (p. 1). The author talks about the fact that even though e-learning was 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. According to Mohammed Ali (2021), he talked about the main goal for the future is to “show a new direction for continuing the transfer of quality education using e-learning” (p. 9). According to Cavanaugh et al. (2013), he discussed that more research and development are needed to help students with disabilities succeed in an online course, needs to connect to the student’s real life and be accessible and supportive using the Universal Design for Learning. According to Rao et al. (2021), he stresses the importance of evaluating new tools and technologies and looking at how they can be used successfully for students with disabilities. Lastly, McAlvage and Rice (2018), suggest “proactive and thoughtful approaches to ensure accessible educational opportunities for students with disabilities” (p. 13).

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 Talk, Roy (2015) states, “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.

Corrections made to the paper

- Took out the words running head and capitalized the header
- Updated the date for the submission date
- Added page numbers to all the direct quotes
- Took out the page numbers for the paraphrases
- Changed the formatting of the in-text citations- Author (Year), “_____” (p. #).
- Took out the titles of the articles so it was not redundant
- Added the URLs to the reference page

References

- Cavanaugh, C., Repetto, J., Wayer, N., & Spitler, C. (2013). Online Learning for Students with Disabilities: A Framework for Success. In *Journal of Special Education Technology JSET* (Vol. 28). <https://doi.org/10.1177/016264341302800101>
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- Rao, K., Torres, C., & Smith, S. J. (2021). Digital Tools and UDL-Based Instructional Strategies to Support Students with Disabilities Online. *Journal of Special Education Technology*, 36(2), 105–112. <https://doi.org/10.1177/0162643421998327>
- Roy, E. (2015). *When We Design for Disability, We All Benefit*. TED Conferences. https://www.ted.com/talks/elise_roy_when_we_design_for_disability_we_all_benefit

Graded by Sunnie Watson

Criteria	Excellent 5 points	Fair 3 points	Unacceptable 1 point	Criterion Score
Introduction	Aim, scope and topic are clearly introduced and rationale is well explained. A strong connection is made to which TED Talk helped developed your idea. ✓	Aim, scope, topic, and rationale are weakly explained. A weak connection is made to which TED Talk helped developed your idea.	Aim, scope, topic and rationale are not explained or pieces are missing. No connection is made to which TED Talk helped developed your idea.	5 / 5
Body	Well organized, demonstrates logical sequencing and structure. The author developed comprehensive review of the literature (clearly explains key ideas and topics). ✓	Weakly organized with no logical sequencing or structure. The author developed review of the literature (lacking some key ideas and topics).	No organization, sequencing, or structure. The author completed an underdeveloped review of the literature (no details regarding key ideas or topics).	5 / 5
Conclusion	Summarizes essential elements and captures all major aspects of the articles in a succinct way. ✓	Summarizes some aspects of the articles (new information is presented that was not mentioned in the body of the review).	No summary is provided (paper abruptly ends).	5 / 5
Article & Paper Length	5+ journal articles were used in the literature review Paper was 3-4 pages (not including reference page) ✓	3-4 journal articles were used in the literature review Paper did not adhere to 3-4 page length requirement.	3 or less journal articles were used in the literature review Paper significantly did not adhere to 3-4 page length requirement.	5 / 5
Organization	The review was organized using subheadings following APA Guidelines. The review was suitably organized considering the contents of the selected articles ✓	Well organized, but demonstrates illogical sequencing or structure	No organization, sequencing, or structure	5 / 5
Mechanics & APA	There were no grammatical, spelling and/or punctuation errors and transitional phrases were used to guide the reader throughout the text The correct APA style was used throughout the paper (Title Page, Abstract, Reference List, headings, citations, etc. are all present) ✓	There was an occasional grammatical, spelling and/or punctuation error that did not distract the reader The correct APA style was used but some errors exist	There were many grammatical, spelling and/or punctuation errors that distracted the reader from the content of the writing The paper does not adhere to complete APA style	5 / 5

Final - Small Scale Lit Review Assignment

33 / 35

Overall Feedback

This is a great list of revisions you made here, Michaela. Thanks for your hard work. You will get better at this as you work through the courses in the program. This is a wonderful start, thanks for your work!

 [View Graded Rubric](#)

Draft - Small Scale Lit Review Assignment

20 / 20

Overall Feedback

Michaela - thanks for all your work on your draft. It is a great topic to explore and I can really see your passion in the topic! I think you have a nice tone as an author and you did a thoughtful job on ID for K12 students with disabilities literature. Nice work on APA in general but formatting with the citations need editing - you are missing comas a lot. And references need work too. You want ot make sure journal articles provide all the information that APA asks for and also make sure you have the urls underlined and linked. Overall excellent work. Looking forward to seeing your final draft!