

“The class structure was different ... but a good difference ...”
UDL Redesign of a Motor Development Course



Goal

Critically evaluate course structure for opportunities to:

- (a) integrate UDL principles, and
- (b) build student competencies around designing motor development interventions within a UDL framework



Process

- **Instructional materials were varied** – e.g. Weekly content previews for student "class prep" assignments included options for reading, audio or video content to explore a critical issue or key concept.
- **Redesigned semester project** – Students designed a playground based on motor development theories and UDL principals for inclusive play opportunities.
- Varied representation of learning:
 - Traditional essay, or
 - Audio recorded presentation



Outcome

- Students reported using varied course material formats including:
 - videos (67.9%),
 - textbook readings (73.6%),
 - website materials (92.4%) and
 - podcasts/audio (30.2%)
- *“The class structure was different from my other classes, but a good difference. This is because for each module there was different type of assignments/ ways of learning for all types of ways to learn”*
- 86.8% of students (53 total responses) responded "Yes, one or more of the final project options effectively demonstrated what I have learned."

