

Universal Design for Learning Grant

Course: LDR 435: Women and Leadership

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Course Organization Highlights	Alignment between Course Learning Outcomes (CLOs), Learning Activities, and Assessment			Varied Learning Activities and Instructional Tools
<p>Start Here: LDR 435 opens to the Start Here page where students can easily access files they will need frequently throughout the course, including the syllabus, course calendar, CLOs, and Course Help resources. Under Course Help, students can find a resource that demonstrates how each instructional tool is used in the course. Asking students to engage with this resource early can help them become familiar with the course tools before they are expected to use them for course assignments.</p>	<p style="text-align: center;">CLO</p>	<p style="text-align: center;">Learning Activity</p>	<p style="text-align: center;">Assessment</p>	<p>VoiceThread (VT): Students can upload a variety of video, audio, and text files to display and share their work with peers. The audio/video options provide the opportunity for students to build deeper connections with one another in an asynchronous course. Students are asked to introduce themselves using video during the first week of class, and after, are provided a choice of how to engage with VT in subsequent learning activities throughout the course.</p>
<p>Learning Units (LUs): LDR 435 is organized by weekly LUs that were designed to provide a consistent look and feel throughout the 16-week term. Each LU provides alignment to the CLOs and contains folders with all the content students need for the week, including: readings, assignment guidelines and rubrics, tool links, and assignment dropboxes. Next steps are provided at the end of each unit so students know they have finished the unit and are ready to move on to the next unit when it becomes available.</p>	<p>Summarize the historical foundations of women as leaders, considering the role of social context, relevant leadership approaches and theories, and gender differences in norms, styles, and effectiveness.</p>	<p>Frayer Model: After completing this week's readings, choose one leadership theory/approach to investigate further. Then, complete a Frayer Model to demonstrate your understanding of the approach. A Frayer Models is a graphic organizer designed to help students learn and comprehend the meaning of a vocabulary term or concept. While you are only required to create one model for this learning activity, you may find it helpful to use this model with other concepts you are learning in this course or in your other classes. (Tutorial videos and templates are provided for students.)</p> <p>Students are asked to share their models with peers on the Discussion Board and comment on two other (different) models using the following guiding questions:</p> <ol style="list-style-type: none"> 1. How does you peer's interpretation of the theory/approach help you understand its meaning? 2. What do you still have questions about? 	<p>Rubric Criteria:</p> <p>Discussion post includes a completed Frayer Model for one leadership theory/approach discussed in the chapter.</p> <p>The Frayer Model is directly pasted in the post (does not need to be downloaded) and can be easily read.</p> <p>Student responds to at least two peers' posts. Responses are substantive, add to the discussion, and are at least 2-3 sentences in length.</p>	<p>Google Jamboard: Students have the opportunity to collaborate in one place - a Jamboard - and engage in a variety of ways. For example, students can choose how they want to demonstrate their understanding of the content by adding text, sticky notes, images, drawings, etc. to the Jamboard.</p>
				<p>Journals: For topics that are more personal and reflective in nature, the Journal tool is used as a private way for students to communicate their knowledge, understanding, and thinking about particular ideas with the instructor.</p>
				<p>Twitter: An outward facing network that encourages students to engage with their peers and the world in conversation around the topic of women and leadership using the course hashtag #WVU_LDR435.</p>