



## LILIE, LLC Course Information

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*\*More detailed course curriculum, including graduate level, alignment with standards, culturally responsive practices, assessments and resources, can be provided upon request*

**Title of Course:** The Flexible Classroom: Empowering Equity with UDL & Blended Learning

### Course Description:

This course, The Flexible Classroom: Empowering Equity with UDL & Blended Learning, introduces the intersection of Universal Design for Learning (UDL) and Blended Learning to support student well-being and academic growth. It explores how these frameworks work together to create inclusive, adaptable learning environments that meet the diverse needs of all students.

Educators have the opportunity to enhance their teaching by integrating multiple initiatives, such as social-emotional learning, blended learning, and UDL, into a cohesive approach. This course highlights the powerful connection between UDL and blended learning, demonstrating how they work together to create flexible, student-centered environments. By combining UDL's emphasis on engagement, representation, and expression with the dynamic adaptability of blended learning models, educators can effectively support all students while embracing diverse and evolving educational landscapes.

The course explores digital tools and AI platforms, offering hands-on experiences in digital creation. Educators will also engage with curated resources, including readings, videos, and interactive materials, tailored to different learning preferences. Educators will also have opportunities to share insights and practical applications with a broader educational community. With multiple pathways for exploration, the course enables educators to navigate the content in a way that aligns with their interests and goals. By the end, they will feel confident in using these frameworks to design flexible, inclusive, and effective learning environments.

### Instructor Consultation and Interaction

The course is an asynchronous online course that is available for instructor and student participation 24/7. The four-week duration of the class is broken down into four weekly sections each comprised of lecture in the form of instructor created articles and content, web links to academic and professionally reviewed articles in the discipline of general education, and instructor created discussion questions which are, in and of themselves, formative assessments to determine the extent to which the enrollees have comprehended and mastered the skills and information and begun to apply it to their personal teaching practices. The answers to these questions are the basis for the class interaction, as enrollees are required to respond to each other within the classroom.

### Proof of Course Completion

LILIE, LLC is committed to assuring that enrollees fully participate in and receive the educational benefits provided by the course. Enrollees must demonstrate participation by making detailed postings designed to foster dialogue among colleagues and instructor that reflect the content, skills/ strategies learned and assessments covered in course. These enrollee postings must be made six times each week, in separate sessions, and including a minimum of 4 academic posts and at least 2 peer-peer comments of others' postings and possible shared assignments. Enrollees are required to submit a detailed reflective feedback in combination with the archived work. Attempts to falsify record or discussion board entries will result in denial of credit and a report to the enrollee's employer.



**Scope & Sequence/Weekly Topics and Objectives**

**Session I**

<p><b>Objectives</b></p>	<p><b>Educators will:</b></p> <ul style="list-style-type: none"> <li>• <b>define</b> the concept of equity in education and reflect on its role in creating inclusive learning environments, addressing systemic challenges and inequities.</li> <li>• <b>evaluate</b> how equity impacts their teaching practices, analyzing UDL and differentiated instruction to propose flexible, equitable learning pathways.</li> <li>• <b>explore</b> the core principles of UDL and assess how it ensures access to grade-appropriate instruction, supporting diverse learners in removing barriers to learning.</li> <li>• <b>compare</b> various blended learning models and identify strategies for promoting student agency, differentiation, and flexible control over learning pace and path.</li> <li>• <b>reflect</b> on how to design lessons with firm goals but flexible methods, integrating UDL and blended learning to create inclusive, equitable learning environments.</li> <li>• <b>apply</b> UDL principles and blended learning models to develop a clear plan for fostering student engagement and building flexible, inclusive classrooms.</li> </ul>
<p><b>Topics</b></p>	<ol style="list-style-type: none"> <li>1. <b>Module 1A: Equity and Access</b> <ul style="list-style-type: none"> <li>○ Introduction to equity and flexible learning</li> <li>○ Explore 2 resources on equity in education</li> <li>○ Analyze <i>The Opportunity Myth</i> and <i>I Sued the School System</i></li> <li>○ Discussion Post 1A: Reflections on equity</li> </ul> </li> <li>2. <b>Module 1B: Universal Design for Learning (UDL)</b> <ul style="list-style-type: none"> <li>○ Introduction to UDL</li> <li>○ Choose resources on UDL principles</li> <li>○ Reflection on UDL's impact on equity</li> <li>○ Discussion Post 1B: UDL and equitable learning</li> </ul> </li> <li>3. <b>Module 1C: Blended Learning</b> <ul style="list-style-type: none"> <li>○ Explore blended learning models and how they create flexible learning paths for diverse learners to succeed.</li> <li>○ Reflection on blended learning and student agency</li> <li>○ Discussion Post 1C: Applying blended learning to meet all students needs</li> </ul> </li> <li>4. <b>Module 1D: Integrating UDL and Blended Learning</b> <ul style="list-style-type: none"> <li>○ Explore UDL and blended learning integration through playlist activity</li> <li>○ Reflection on UDL, blended learning, and removing barriers</li> <li>○ Final submission of insights and classroom applications</li> </ul> </li> </ol>
<p><b>Application to Instruction &amp; Student Learning</b></p>	<p>The framework of this module equips educators with tools and strategies to use Universal Design for Learning (UDL) and blended learning to remove barriers and create flexible pathways that meet students where they are. By emphasizing personalized learning, these approaches provide flexibility in time, place, and path, allowing students to engage with content at their own pace and in ways that suit their individual needs.</p> <p>UDL ensures that all learners have access to content through multiple means of representation, engagement, and expression, accommodating diverse learning styles and abilities. Blended learning enhances this by integrating both online and offline opportunities, enabling students to take more control over their learning journey. This personalized approach supports differentiated instruction, offering students</p>

	various pathways to success and allowing them to demonstrate their understanding in ways that align with their strengths.
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## Session II

<p><b>Objectives</b></p>	<p><b>Educators will:</b></p> <ul style="list-style-type: none"> <li>• evaluate key messages from “The Myth of Average” and “Embracing Learner Variability in Schools” to understand the importance of designing learning experiences that address diverse student needs.</li> <li>• analyze strategies for implementing UDL principles to create inclusive, student-centered classrooms that remove barriers to learning.</li> <li>• design flexible learning pathways through small-group instruction, focusing on meeting the diverse needs of marginalized and underrepresented students.</li> <li>• create a Station Rotation lesson plan that incorporates differentiated instruction to ensure equity and inclusion for all learners.</li> <li>• explore methods to amplify student voice and choice in learning environments, particularly for students from marginalized or underrepresented groups.</li> <li>• apply UDL strategies to promote student agency and reduce bias, helping learners to access content in ways that align with their strengths and preferences.</li> <li>• reflect on their own teaching practices to identify opportunities for incorporating flexible learning pathways that meet the unique needs of all students.</li> <li>• implement small-group, student-centered learning through the Station Rotation Model to provide personalized support and foster an inclusive, equitable classroom environment.</li> </ul>
<p><b>Topics</b></p>	<ul style="list-style-type: none"> <li>• <b>Module 2A: Tailoring Learning for Every Student – One Size Does Not Fit All</b> Explore how embracing learner variability moves away from standardizing students and instead nurtures individual strengths to create a more inclusive learning environment.</li> <li>• <b>Module 2B: Equitable, Engaging, and Inclusive Instruction</b> Examine how the updated UDL 3.0 guidelines promote flexible, inclusive, and equitable learning environments through learner agency, co-creating learning experiences, and reducing bias.</li> <li>• <b>Module 2C: The Station Rotation Model: Transitioning from Whole Group to Small Group to Achieve Equity in Education</b> Discover how the Station Rotation Model transitions from whole-group to small-group instruction, offering flexible learning pathways that address the diverse needs of all students, particularly marginalized learners.</li> <li>• <b>Module 2D: Midterm – Station Rotation Lesson Plan</b> Create a Station Rotation lesson plan that uses small-group instruction to support the diverse needs of your students, with a special focus on removing barriers to learning for marginalized and underrepresented students.</li> </ul>
<p><b>Application to Instruction &amp; Student Learning</b></p>	<p>Educators will walk away with a deep understanding of learner variability and how embracing students' unique strengths can foster more inclusive learning environments. They will reflect on their own practices and move away from one-size-fits-all models, ensuring every student is supported. By integrating UDL principles, educators will be equipped to create more equitable, flexible, and inclusive classrooms. They will understand how focusing on executive function, learner agency, and co-creating learning experiences can enhance student engagement, reduce biases, and remove learning barriers, ultimately improving student outcomes. Educators will also learn to implement the Station Rotation Model to shift from whole-group to small-group instruction, providing more personalized learning pathways. This strategy will better meet the needs of diverse learners, particularly marginalized students, fostering higher engagement and growth. Through designing and applying a Station Rotation lesson plan, educators will enhance student learning by differentiating instruction, removing barriers, and creating adaptable learning environments that promote equity and success for all students.</p>

## Session III

<p><b>Objectives</b></p>	<p>Educators will:</p> <ul style="list-style-type: none"> <li>analyze the benefits of flexible learning landscapes and implement strategies to enhance student agency.</li> <li>evaluate evidence-based literacy practices and integrate scaffolds to support diverse learners across grade levels.</li> <li>design learning experiences that incorporate partnership principles to foster a more inclusive and student-centered environment.</li> <li>create blended learning activities that address learning barriers and support equitable student engagement.</li> <li>develop strategies to foster student autonomy and engagement through flexible and student-led learning approaches.</li> <li>identify and apply UDL principles to create inclusive, accessible, and differentiated learning environments for all students.</li> <li>collaborate to design and share innovative blended learning practices that promote student agency and self-paced learning.</li> </ul>
<p><b>Topics</b></p>	<ul style="list-style-type: none"> <li> <p><b>Module 3A: Designing Flexible Opportunities for Student-Led Learning</b> Focuses on introducing culturally responsive teaching, exploring the shift from teacher-centered to student-centered learning, and providing strategies to enhance student agency and autonomy. Educators will reflect on their cultural perspectives and engage in open discussions to share experiences and best practices.</p> </li> <li> <p><b>Module 3B: Bridging the Knowledge Gap through Literacy Skills</b> Covers the science of reading across diverse contexts, addressing biases in literacy instruction, and offering strategies for inclusive literacy through scaffolding and supports. Participants will engage in structured discussions to analyze challenges for multilingual learners and collaboratively design equitable literacy practices.</p> </li> <li> <p><b>Module 3C: Embracing a Partnership Model with UDL and Blended Learning</b> Introduces the partnership model combining UDL and blended learning, emphasizing the creation of collaborative, student-centered environments. Educators will reflect on teacher-student dynamics, practice giving and receiving feedback, and design lessons that embrace flexibility and inclusivity.</p> </li> <li> <p><b>Module 3D: Designing Instruction That Is Equitable, Engaging, and Inclusive</b> Explores the 3 pillars of high-quality blended learning, focusing on differentiation, pacing, and adapting instruction for equity. Participants will collaboratively create culturally responsive blended learning plans and reflect on how to support all students through engaging, inclusive practices.</p> </li> </ul>
<p><b>Application to Instruction &amp; Student Learning</b></p>	<p>This module support teachers in creating positive learning outcomes by equipping them with strategies that prioritize equity, engagement, and inclusivity. Educators learn to shift to student-centered approaches that value students’ cultural backgrounds, enhancing student agency and autonomy to foster more engaging and personalized learning experiences. Inclusive literacy strategies address the needs of multilingual learners and diverse reading levels, ensuring equitable practices and effective scaffolding to boost student confidence and comprehension. Through UDL and blended learning, teachers can create flexible, collaborative environments that support diverse learning styles, fostering mutual respect and stronger teacher-student partnerships. By implementing differentiation and adaptive pacing, educators can build more inclusive settings that promote engagement and success, particularly for traditionally underserved students.</p>

**Session IV**

<p><b>Objectives</b></p>	<p>Educators will:</p> <ul style="list-style-type: none"> <li>formulate a mission statement that articulates their goals for a flexible, student-centered learning environment using UDL and blended learning strategies.</li> <li>design a personalized, student-centered mission that prioritizes accessibility, engagement, and equity in the classroom.</li> <li>analyze barriers to equity within their learning environments, using insights from Dr. Pedro Noguera on social, emotional, and systemic challenges.</li> <li>apply UDL and blended learning strategies to address equity barriers and enhance engagement in the classroom.</li> </ul>
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	<ul style="list-style-type: none"> <li>• evaluate methods for assessing prior knowledge and collecting formative data to understand student needs.</li> <li>• design routines that empower students to communicate their learning progress with families, fostering self-advocacy and strengthening home-school connections.</li> <li>• reflect on how UDL and blended learning approaches promote equity, accessibility, and student-led learning in diverse classrooms.</li> </ul>
<b>Topics</b>	<p>4A: Final Assignment: Flexible Classroom through UDL and Blended Learning</p> <ul style="list-style-type: none"> <li>• Recap course goals and introduce final assignments. Emphasize the importance of UDL and blended learning for flexible classrooms.</li> </ul> <p>4B: Fostering Equity and Engagement</p> <ul style="list-style-type: none"> <li>• Reflect on systemic barriers in your environment and strategies to address them. Explore UDL, blended learning, flexible seating, and SEL for fostering equity.</li> </ul> <p>4C: Data-Driven Design &amp; Differentiation</p> <ul style="list-style-type: none"> <li>• Explore strategies for using pre-assessment and formative data to differentiate. Reflect on a key takeaway and share how it supports diverse learners.</li> </ul> <p>4D: Empowering Students to Lead Family Communication</p> <ul style="list-style-type: none"> <li>• Learn strategies for student-led communication with families. Reflect on current practices and plan improvements.</li> </ul>
<b>Application to Instruction &amp; Student Learning</b>	<p>This module enhances student academic outcomes by empowering educators with strategies to create flexible, student-centered classrooms using UDL and blended learning. UDL principles help remove barriers, ensuring multiple pathways for students to access content and demonstrate understanding, while blended learning fosters engagement by integrating technology and interactive models. Addressing systemic barriers promotes equity, creating an inclusive environment where all students feel supported and ready to learn. Data-driven differentiation enables educators to tailor instruction to diverse needs, supporting struggling learners and enriching advanced ones. By fostering student ownership, self-regulation, and goal-setting, this module equips educators to improve academic achievement and equity.</p>