Evidence-based Practice #3 Universal Design Learning (U.D.L.)- Establishment of a ***Resilient Fathers Online Learning Collaborative and Resource Center*** utilizing **Universal Design Learning (U.D.L.)** U.D.L. is based upon the most widely replicated finding in educational research: learners are highly variable in their response to instruction. The three U.D.L. principles are engagement, representation, and action and expression. In virtually every report of research on instruction or intervention, individual differences are not only evident in the results; they are prominent. However, these individual differences are usually considered sources of annoying error variance as distractions from the more critical "main effects." U.D.L., on the other hand, treats these individual differences as an equally important focus of attention. These findings are fundamental to understanding and designing effective instruction when viewed through the U.D.L. framework.

Learner-Centered Approach to Collaborative Learning

Social Constructivism is a philosophy that requires participants to build knowledge and skills. Emphasis is put on developing an environment that facilitates, supports, and rewards active learning. Learning through interaction, reflection, and experience is critical to achieving adaptive behavior change.

Five Tenants of Collaborative Learning

- All of us are potential teachers and learners - in a truly collaborative environment, we are both.
- We learn particularly well from creating or expressing something for others to see.
- We learn a lot by just observing the activity of our peers.
- By understanding the contexts of others, we can teach in a more transformational way.
- A learning environment needs to be flexible and adaptable to respond quickly to the needs of the participants within it.

Instructional Design Principals

Universal Design for Learning (U.D.L.) involves using various teaching methods or pedagogical approaches that provide learners with multiple ways to access learning material, engage with it, and exhibit the knowledge they have acquired. Based on scientific insights into how people learn, the U.D.L. Guidelines provide a set of concrete suggestions that guide the design of learning environments that are accessible and challenging for all. Ultimately, U.D.L. aims to support learners to become "expert learners" who are purposeful, motivated, resourceful, knowledgeable, strategic, and goal driven. **U.D.L. seeks to change the environment's design rather than change the learner**. All learners can engage in rigorous, meaningful learning when environments are intentionally designed to reduce barriers.

U.D.L. guidelines are grouped into three key areas:

1. Providing multiple means of engagement (What tools can I use to engage all learners?)
2. Providing multiple means of representation (How can I present information in ways that reach all learners?); and
3. Providing multiple means of action and expression (How can I offer purposeful options for learners to show what they know?).

All of us are potential teachers and learners. In a collaborative environment, we are both.

Learner-Centered Approach to Collaborative Learning

Social Constructivism is a philosophy that requires participants to build knowledge and skills. Emphasis is put on developing an environment that facilitates, supports, and rewards active learning. The act of learning through interaction, reflection, and experience is critical to achieving adaptive behavior change.

We learn particularly well from the act of creating or expressing something for others to see.

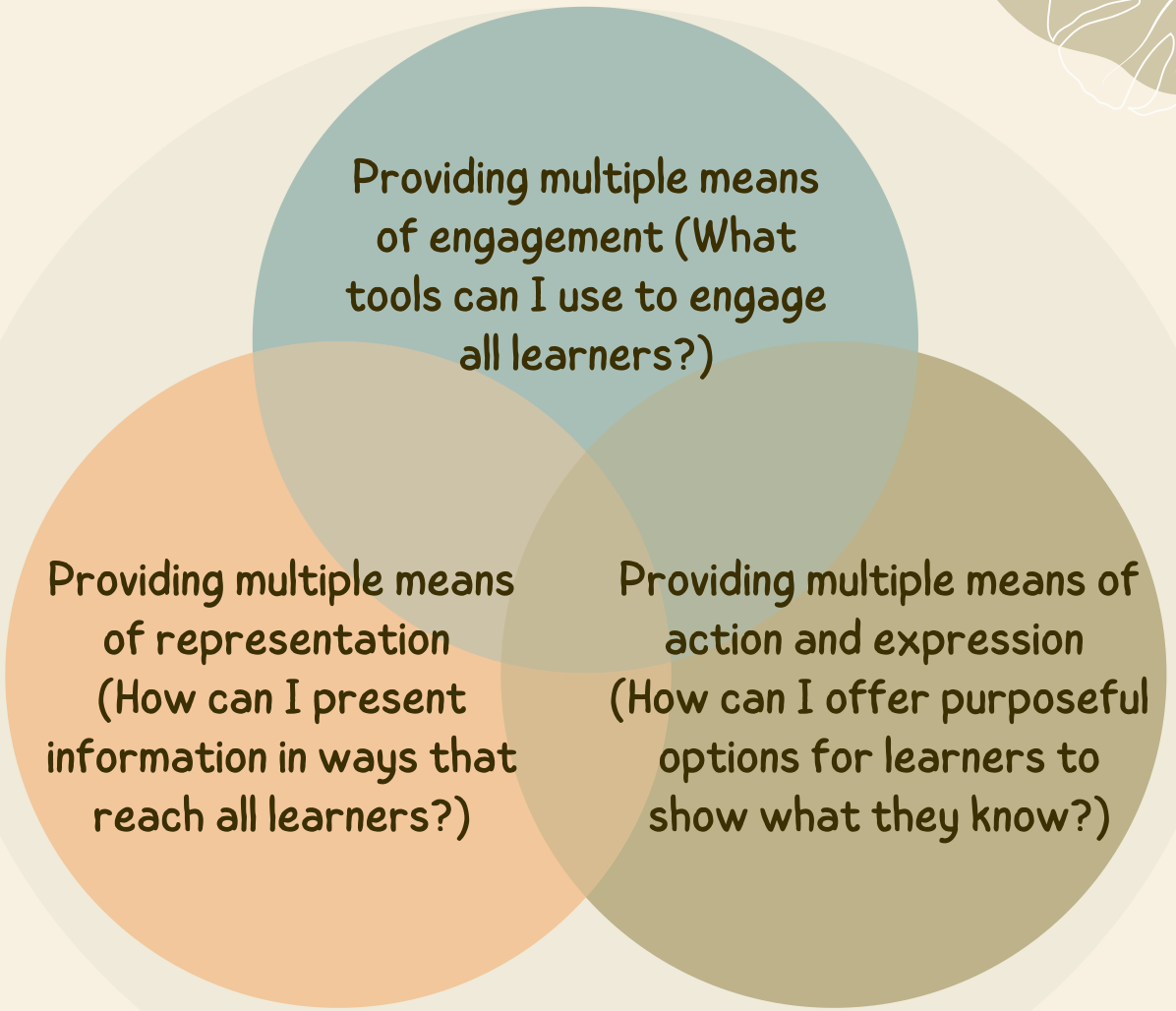
We learn a lot by just observing the activity of our peers

By understanding the contexts of others, we can teach in a more transformational way.

A learning environment needs to be flexible and adaptable to respond to the needs of the participants within it.

Universal Design for Learning (UDL)

UDL involves using various teaching methods or pedagogical approaches that provide learners with multiple ways to access learning material, engage with it, and exhibit the knowledge they have acquired. Ultimately, UDL aims to support learners to become "expert learners" who are purposeful, motivated, resourceful, knowledgeable, strategic, and goal driven. UDL seeks to **change the environment's design rather than change the learner**. When environments are intentionally designed to reduce barriers, all learners can engage in rigorous, meaningful learning.



Activities

Chat

Chat activity allows course members to hold real-time, text-based conversations with other course members. Multiple chat rooms can be set up for the same course.

Choice

A facilitator asks a question and specifies a choice of multiple responses

Survey

For gathering data from learners to help facilitators learn about their class and reflect on their teaching

Database

Database activity allows the teacher and/or students to build, display and search a bank of records. The instructor designs the format and structure of these entries, including images, files, URLs, numbers, text, etc.

Glossary

The Glossary activity allows users to create a list of definitions that course participants can search or browse, like a dictionary. Facilitators can restrict access to a glossary so that only they can create entries or allow students to add new entries.

Lesson

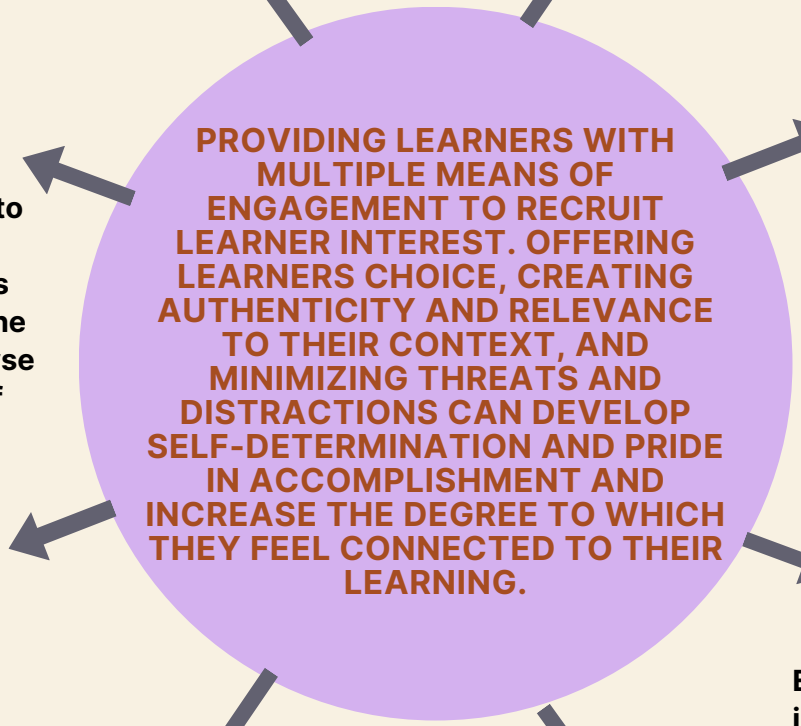
The Lesson module presents a series of HTML pages to the student, who is usually asked to choose underneath the content area. The choice will send them to a specific page in the Lesson. The Lesson can be designed as a simple linear, branching, or adaptive sequence.

Quiz

Are comprised of one or more questions from your course's Question bank. The Quiz activity lets you administer a wide range of question types within a specific layout and order, provide different kinds of feedback based on how a student performed on the quiz, and control how students access the quiz.

Wiki

Wiki is a web page (or set of web pages) that class members can create together, working directly in the browser without needing to know HTML. A Wiki starts with one front page. Any contributor can add additional pages.



RECOGNITION

The type of rewards or recognition available. Badges are an excellent way to celebrate achievement and show progress. Course certificate allows for the dynamic generation of certificates based on predefined conditions set by a facilitator. The Experience Points (XP) plugin contains a gamification point system to reward learner accomplishment.

FACILITATE PARTICIPATION, EXPLORATION AND EXPEREMINTATION

Encourage learner interaction and experimentation. For instance, create learner Groups, set Assignments, encourage collaboration through peer assessment with Workshops, and allow learners to create collaborative project plans and documents through Wiki.

SEQUENCING OR TIMING OF TASKS

Activity completion allows a facilitator to set completion criteria in a specific activity's settings, and Restrict Access feature enables facilitators to restrict the availability of any activity or even a course section based on dates, completion of previous activities, grades, etc.

PERSONAL RESPONSE, EVALUATION, AND SELF-REFLECTION

The Forum activity allows learners and facilitators to exchange ideas by posting comments as part of a 'thread,' while Blogs allow learners to record reflections about their learning activities. In addition, the Feedback activity allows educators to create and conduct surveys to collect feedback.

PERSONAL GOAL SETTING

Blogs allow learners to record personal information and goals as each User has their blog. The checklist module displays progress bars for a single checklist, allowing learners to track their goals' completion.

FOSTER IMAGINATION TO SOLVE NOVEL AND RELEVANT PROBLEMS

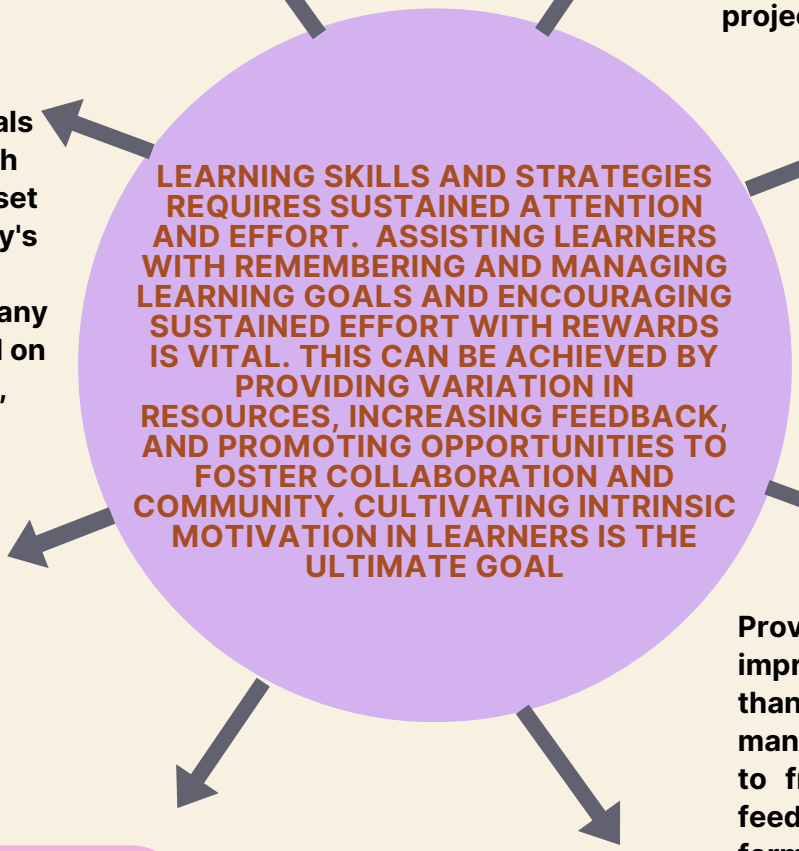
Encourage collaboration and use of imagination by including Groups, Assignments, Workshops, and Wiki.

ACTIVITIES REFLECT CLEAR PURPOSE

Competencies allow educators to create transparent learning outcomes for learners. Educators can add competencies to courses and course activities, view a competency breakdown report, and rate the competencies of learners.

HELP LEARNERS ANTICIPATE AND PREPARE FOR CHANGES IN ACTIVITIES

Use Announcements forum, Calendar, Notifications, and Messaging to provide various tools to keep learners updated with course requirements.



FORMULATE/REINSTATE GOALS

Blogs allow learners to record personal information and express learning goals. The Forum activity will enable learners to communicate with each other and their facilitator about their learning materials and goals as part of a 'thread.'

DIVISION OF LONG AND SHORT TERM GOALS

Encourage learners to break down goals by utilizing Activity completion, which allows a facilitator to break down and set completion criteria in a specific activity's settings. Restrict access enables educators to restrict the availability of any activity or even a course section based on dates, completion of other activities, grades, etc.

ENGAGING IN ASSESSMENT

The Forum allows for lively and live communication between learners and their facilitator to share learnings and perspectives and agree on best practices.

VARYING DEGREES OF FREEDOM

Group and User Override allow you to set different deadlines and timings for learners of differing abilities.

COOPERATIVE LEARNING GROUPS

Creating cooperative learning groups with clear goals, roles, and responsibilities.
Create learner Groups, set roles, Assignments, encourage collaboration through peer assessment with Workshops, and allow learners to create collaborative project plans and documents through Wiki.

PROMPTS TO GUIDE LEARNERS

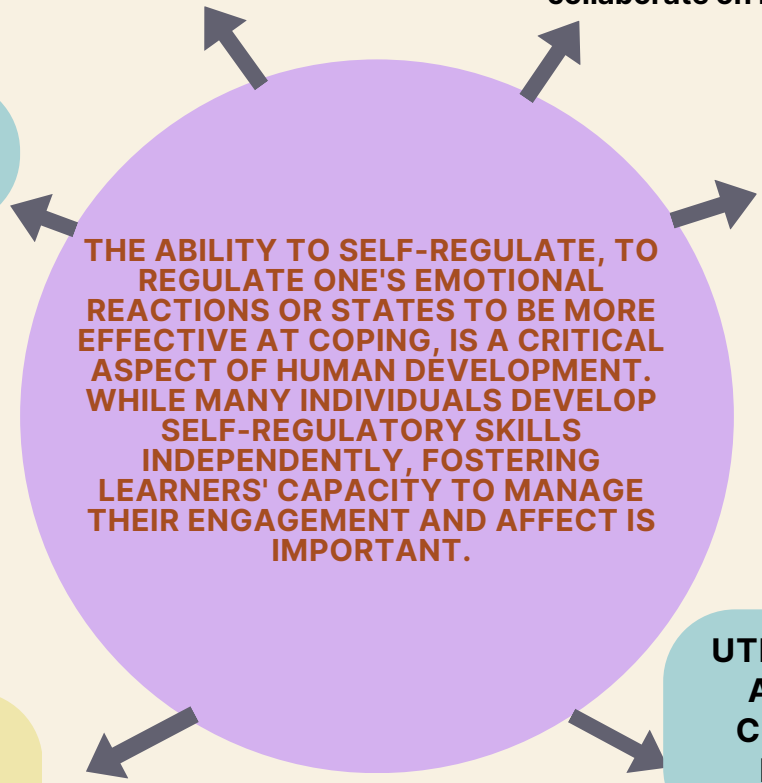
Page Resource provides links to screens that display the content in a more accessible format or embed multimedia prompts into multi-page Book Resources. The Glossary auto-linking filter also provides meaningful prompts for learners engaging with course content.

PROVIDING FEEDBACK ON EFFORT, IMPROVEMENT AND PERFORMANCE

Providing feedback that emphasizes effort, improvement, and achieving a standard rather than relative performance. The Assignment has many feedback options, from premade rubrics to frequently used comments to personalize feedback, including text, audio, and video format.

FREQUENT,TIMELY AND SPECIFIC FEEDBACK

The Quiz can generate feedback for each correct and incorrect question ranging from a general overview to specific hints. One-to-one Forums and private Messaging between learners and facilitators can also facilitate personalized feedback.



ELEVATING THE FREQUENCY OF SELF-REFLECTION AND SELF-REINFORCEMENTS.

Entwine Blogs into course activities to allow learners to record personal information and express learning goals.

USE REAL-LIFE SITUATIONS OR SIMULATIONS TO DEMONSTRATE COPING SKILLS.

Utilize Forum and Wiki to foster facilitator and learner support of each other and simulate the real-life experience by allowing learners to contribute to and collaborate on learning activities and course design.

INCREASING THE LENGTH OF ON-TASK ORIENTATION IN THE FACE OF DISTRACTIONS

Encourage learners to break down goals by utilizing Activity completion, which allows a facilitator to break down and set completion criteria in a specific activity's settings. Restrict access enables educators to restrict the availability of any activity or even a course section based on dates, completion of other activities, grades, etc.

ENCOURAGING LEARNERS TO SEEK EXTERNAL EMOTIONAL SUPPORT – PEERS, MENTORS, AND FACILITATORS.

Encourage the use of one-to-one Forums and private Messaging between learner and educator. Group Messaging and Forums can also be used to encourage social interaction.

SUPPORT ACTIVITIES THAT ENCOURAGE SELF-REFLECTION AND IDENTIFICATION OF PERSONAL GOALS.

The Forum allows for lively and live communication between learners and their facilitator to share learnings and perspectives and agree on best practices.

UTILIZE TOOLS, DEVICES, AND AIDS TO ASSIST LEARNERS IN COLLECTING, CHARTING, AND MONITORING THEIR BEHAVIOR AND FEELINGS OVER A LEARNING PROGRAM.

Both educators and learners can track progress through Grades, Competencies, Activity Completion, and Badges. The Feedback activity and Survey activity collect learners' perceptions about a course. Choices can be useful as quick polls to stimulate thinking about a topic, to allow the class to vote on a course direction, or to gauge progress.

TOPICS FORMAT

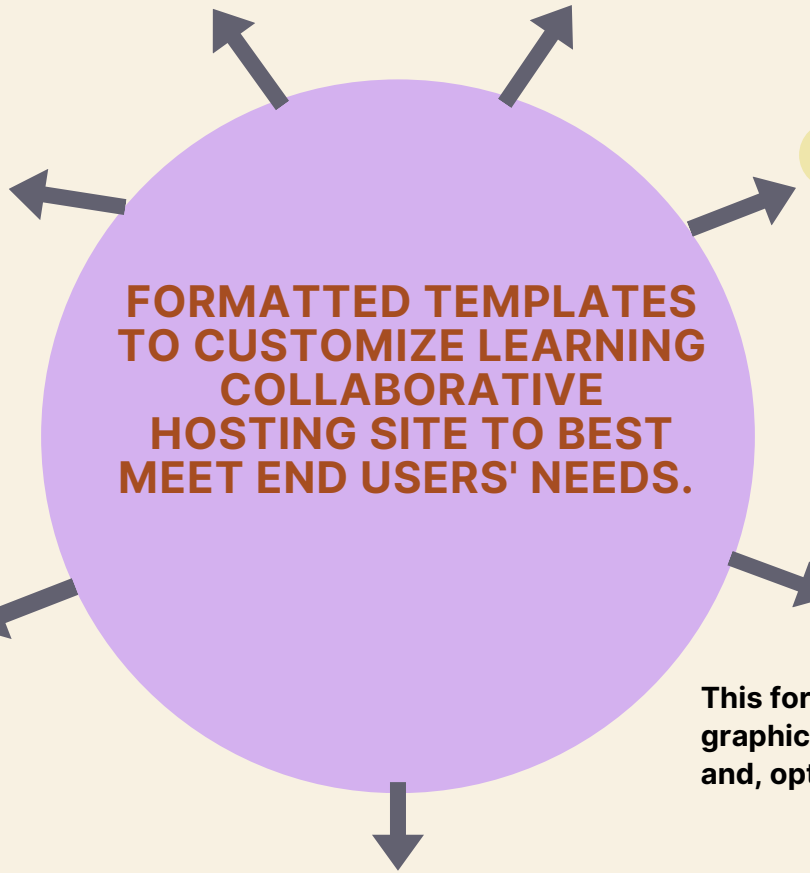
The course is organized into topic sections to which a facilitator can give titles. Each topic section consists of activities, resources, and labels.

SOCIAL FORMAT

This format is oriented around one main Forum, the Social Forum, which appears listed on the main page. It is helpful for situations that are more free-form. They may not even be courses.

GRID FORMAT

Grid displays clickable images that link to your course sections. The format comes with default colors, icons, and blank placeholders for the images. Their style and behavior can be edited in the course settings.



WEEKLY FORMAT

The course is organized with a precise start date and a finish date. You can add content, forums, quizzes, and so on in the section for each week—one section for each week of your course.

SINGLE ACTIVITY FORMAT

This format hides all topics and creates a grid of graphics (one for each topic) with short titles and, optionally, a progress bar.

FLEXIBLE FORMAT

This format hides all topics and creates a grid of graphics (one for each topic) with short titles and, optionally, a progress bar.

TABS (ONE TOPIC) FORMAT

Tabs show one section at a time with optional tabbed navigation at the top of the page. Tabs work particularly well when you have fewer than eight sections and/or keep the titles short. If there are many tabs or long titles, they tend to push down onto three lines on a computer screen, making navigating difficult, especially for learners with dyslexia. If your topics have longer titles, the 'Collapsed topics' format looks better and is equally easy to navigate.

ACTIVITIES

ASSIGNMENT MODULE

Assignments allow for collecting and evaluating the student's work.

1

ONLINE TEXT:

Students enter content directly into a text box on the assignment submission page. Useful for short papers or brief paragraphs.

2

FILE SUBMISSIONS:

Students upload files on the submission page. Useful for longer papers or other file-based work.

3

BOTH ONLINE TEXT AND FILES:

Students can upload files and type text online. For example, a student can upload an essay file and use the online text box to write a brief cover note to the instructor.

4

OFFLINE WORK (NO ONLINE SUBMISSION):

You can create an assignment activity with no online submission options for students. The activity can be graded, and the due date will appear in the Calendar block. Offline is useful for evaluating work such as papers you collect in print, classroom presentations, performances, or lab experiments.

ACTIVITIES

WORKSHOP MODULE

Workshops are composed of several phases, each running on settings configured by the instructor:

1

SETUP PHASE:

In this phase, the instructor sets the general settings for the activity. These include settings for submissions, assessment, availability, and access restrictions. During this phase, the activity is not open to students.

2

SUBMISSION PHASE:

Students upload files on the submission page. Useful for longer papers or other file-based work.

3

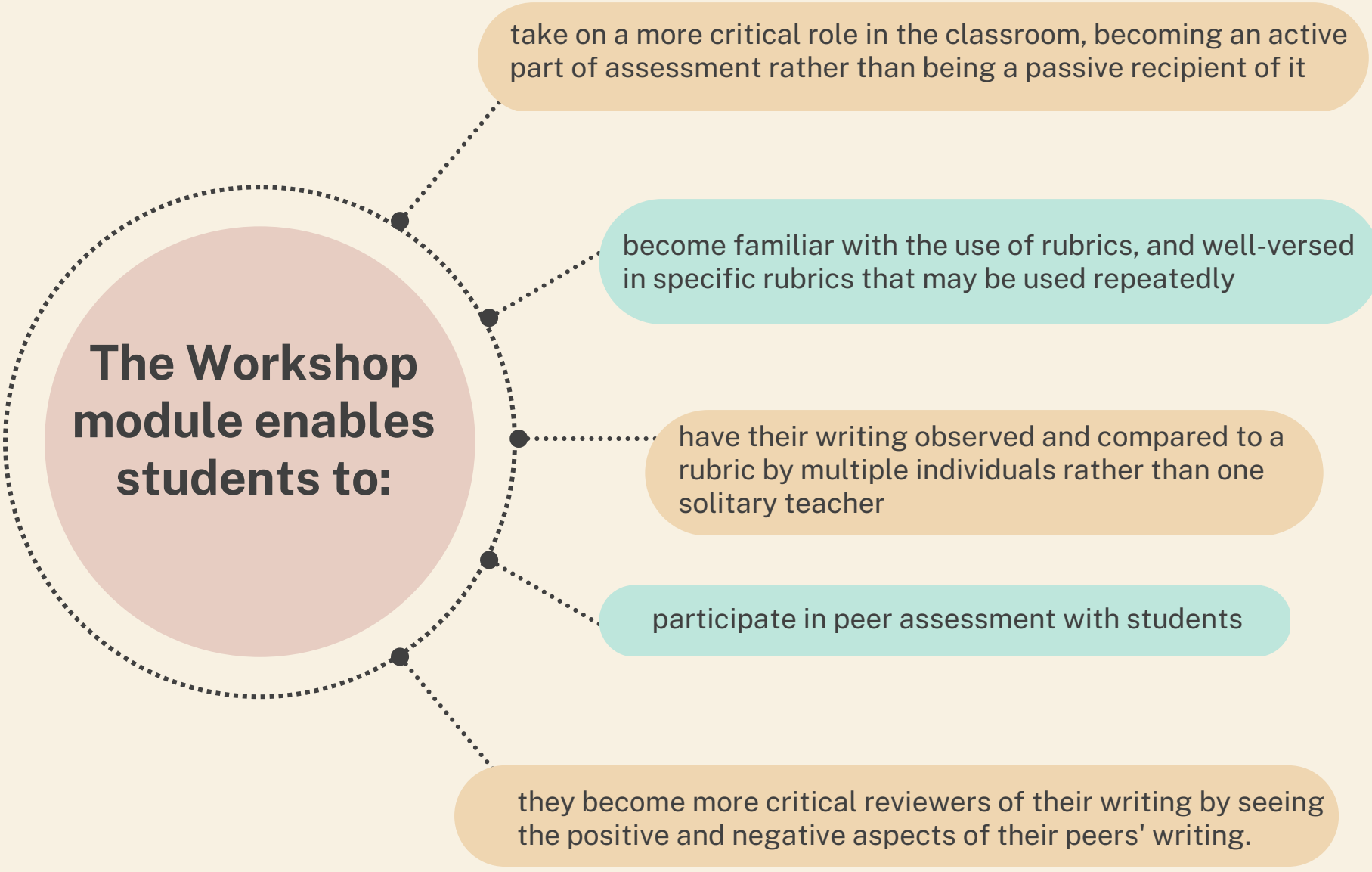
ASSESSMENT PHASE:

In the Assessment phase, students' submissions are open for peer assessment based on settings configured by the instructor, such as the allocation of submissions and assessment form. Transition to this phase from the Submission phase can be done manually by the instructor or set to switch after the submission deadline.

4

GRADING EVALUATION PHASE:

In this final phase of the workshop activity, students' grades are finalized based on the weighted components configured by the instructor. Instructors can override grades during this phase.performances, or lab experiments.


The Workshop module enables students to:
take on a more critical role in the classroom, becoming an active part of assessment rather than being a passive recipient of it
become familiar with the use of rubrics, and well-versed in specific rubrics that may be used repeatedly
have their writing observed and compared to a rubric by multiple individuals rather than one solitary teacher
participate in peer assessment with students
they become more critical reviewers of their writing by seeing the positive and negative aspects of their peers' writing.

The Workshop Peer Assessment:

This is the key feature of the workshop: To encourage students to assess the work of their peers and learn from each other. Through this, they will see the strengths of their classmates' submissions and better understand how to do a good job. In addition, the advice they get from their peers will give them a more comprehensive view of their work: The comments from their peers will point out the weakness of their work, which is generally difficult to find out by themselves.

Students assess their peers' submissions using a multi-criteria assessment form. Both the allocation of submissions and the assessment form is configured by the instructor in the workshop settings. Submissions and reviewers may be anonymous. The Workshop activity can be practiced in advance with example submissions provided by the instructor. Students obtain two grades in a Workshop activity: a grade for their submission and a grade for assessing their peers' submissions. Both grades are recorded in the grade book.

FORUM MODULE:

SINGLE SIMPLE DISCUSSION

Only one topic, started by the instructor, is allowed. This is best suited for short-term, focused conversations.

EACH PERSON POSTS ONE DISCUSSION

Each student may start one new topic. Students are not limited in the number of replies they can post within those topics.

Q AND A FORUM

An instructor posts one topic, for example, posing a question to students. Students must post their responses before they can view other students' responses.

STANDARD FORUM GENERAL

Allows multiple topics arranged in a threaded conversation. Students may start new topics in this format.

STANDARD FORUM DISPLAYED IN A BLOG

Allows multiple topics listed with the most recent topic at the top of the page and replies behind a link. Students may start new topics in this format.

INDIVIDUAL STUDENT JOURNALS

Individual student journals do not come with a preset option for student journals, but you can set one up using a forum to create either a private journal where only instructors can read student posts or blog-like individual journals that everyone in the course can read.

ANNOUNCEMENTS

This unique Forum is automatically created in each course for instructors to post announcements. By default, comments are not allowed, only instructors and TAs can post to the Forum, and all course participants receive an email copy of each post.

BOOK

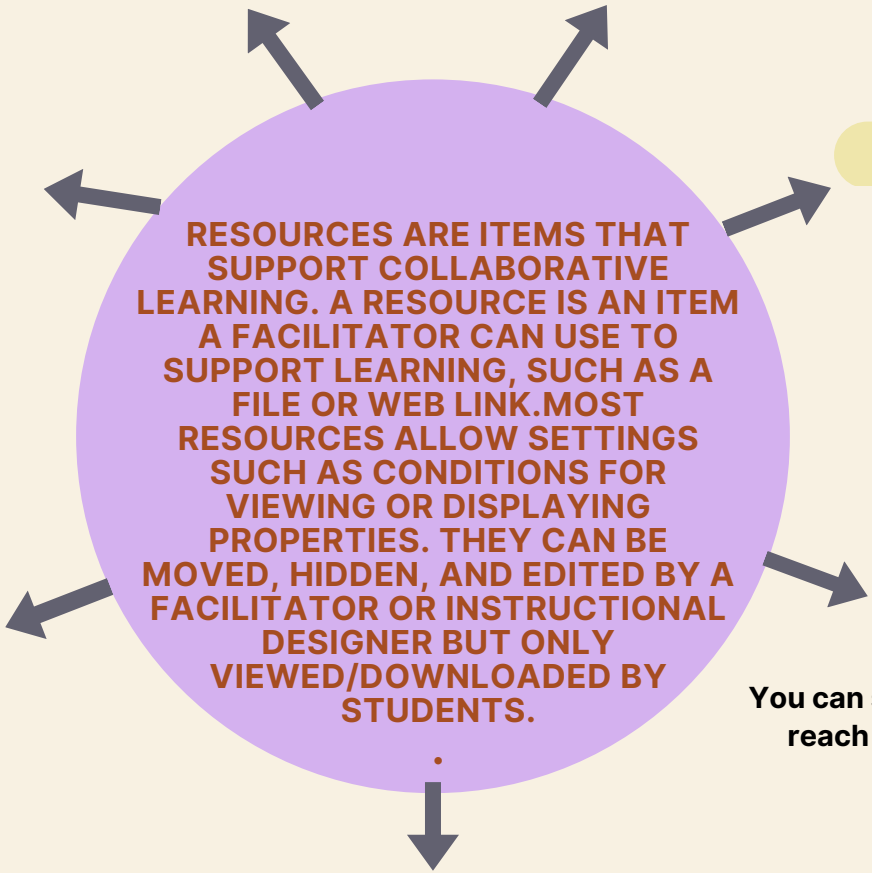
Multi-page resources with a book-like format. Facilitators can export their Books as IMS CP (admin must allow facilitator role to export IMS)

LABEL

This can be a few displayed words or an image used to separate resources and activities in a topic section, or can be a lengthy description or instructions

FILE

A picture, a pdf document, a spreadsheet, a sound file, a video file



PAGE

The learner sees a single, scrollable screen that a facilitator creates with the robust HTML editor

FOLDER

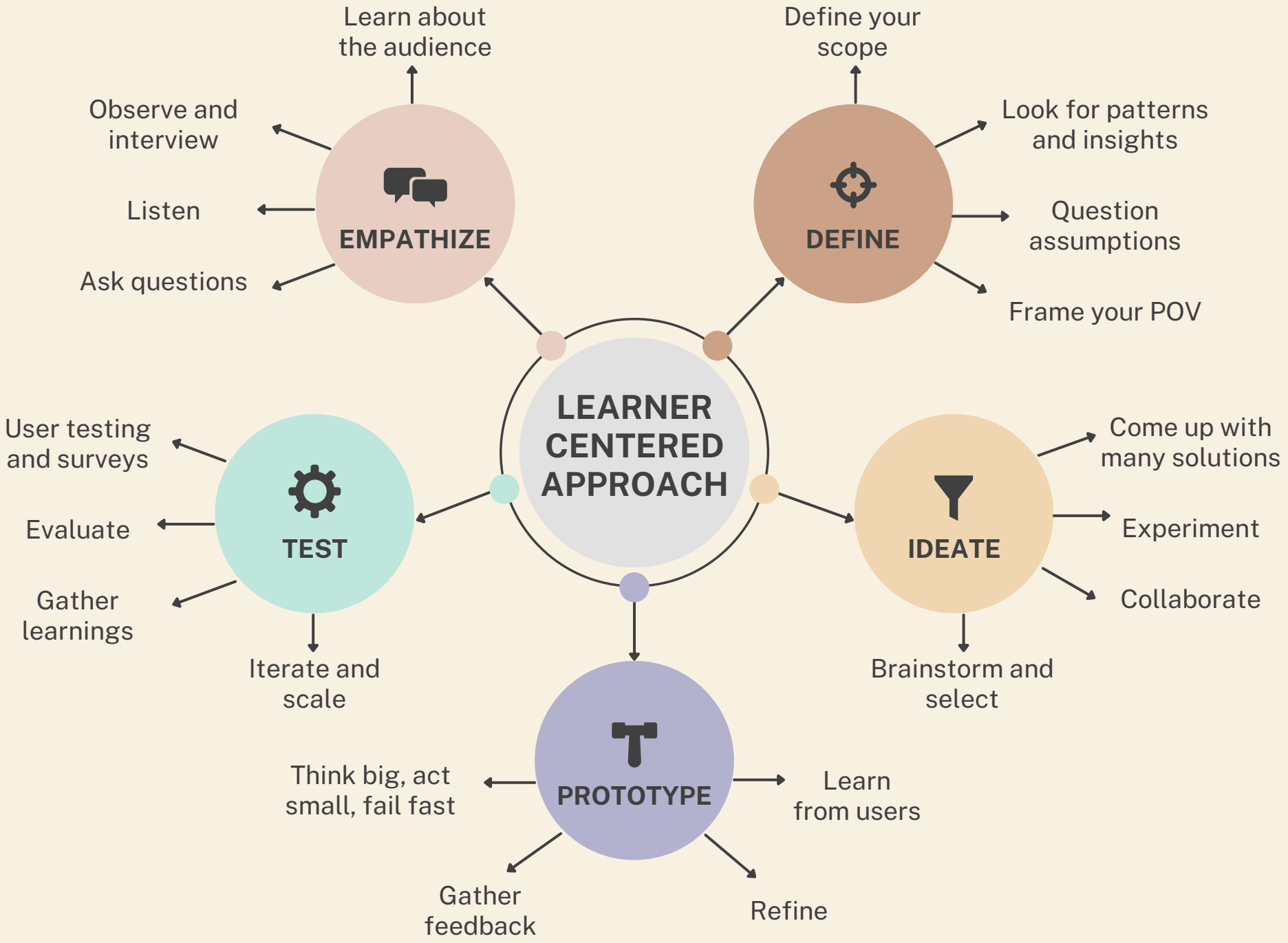
TFor helping organize files, and one folder may contain other folders

URL

You can send the learner to any place they can reach on their web browser, for example, Wikipedia

IMS CONTENT PACKAGE

Add static material from other sources in the standard IMS content package format


LEARNER CENTERED APPROACH
EMPATHIZE
Learn about the audience
Observe and interview
Listen
Ask questions
DEFINE
Define your scope
Look for patterns and insights
Question assumptions
Frame your POV
IDEATE
Come up with many solutions
Experiment
Collaborate
Brainstorm and select
PROTOTYPE
Think big, act small, fail fast
Learn from users
Gather feedback
Refine
TEST
User testing and surveys
Evaluate
Gather learnings
Iterate and scale

U.D.L. Tools in a Virtual Environment

Activities are something that a learner will do that interact with other learners and or the facilitator. Fourteen activities can be used to facilitate the ***Resilient Fathers Online Learning Collaborative and Resource Center***. The following are the primary instructional tools and a brief definition.

Assignments Module: Assignments allow for collecting and evaluating the father's work. Managing father work using an Assignment activity gives you these benefits:

- Paperless management of father work: The Assignment activity provides a convenient database of father submissions you can organize and manage online.
- Grading and feedback: The Assignment activity includes a grading interface through which you can enter grades and provide feedback to each father.
- Due dates automatically appear in the Calendar: If you specify a due date for an assignment, that date will appear in the calendar and the Upcoming events blocks. Fathers can see at a glance when their work will be due.

An Assignment activity can be configured to manage any of the following kinds of father submissions:

- Online text: Fathers enter content directly into a text box on the assignment submission page. Useful for short papers or brief paragraphs.
- File submissions: Fathers upload files on the submission page. Useful for longer papers or other file-based work.
- Both Online text and files: Fathers can upload files and type text online. For example, a father can upload an essay file and use the online text box to write a brief cover note to the instructor.
- Offline work (no online submission): You can create an assignment activity without online submission options for fathers. The activity can be graded, and the due date will appear in the Calendar block. Offline helps evaluate work such as papers you collect in print, classroom presentations, performances, or lab experiments.

Chat - Chat activity allows course members to hold real-time, text-based conversations with other online learning collaborative members. Multiple chat rooms can be set up for the same course.

Choice - A facilitator asks a question and specifies a choice of multiple responses.

Database - Database activity allows the Peer Support Apprentices and/or fathers to build, display and search a bank of records. The instructor designs the format and structure of these entries, including images, files, URLs, numbers, text, etc.

Feedback - For creating and conducting surveys to collect feedback.

Forum Module: This activity allows fathers and Peer Support Apprentices to exchange ideas by posting comments as a 'thread.' Files such as images and media may be included in forum posts. The Fatherhood Peer Support Apprentices can choose to grade and/or rate forum posts, and it is also possible to permit fathers to rate each other's posts. There are multiple forum types. Some forum types allow only the instructor to start a new topic; others allow fathers to create new topics. Available forum types are listed below:

- Single simple discussion - Only one topic, started by the Fatherhood Peer Support Apprentices, is allowed. Single simple discussion is best suited for short-term, focused conversations.
- Each father posts one discussion-Each father may start one new topic. Fathers are not limited in the number of replies they can post within those topics.
- Q and A forum- The Fatherhood Peer Support Apprentices post one topic, for example, posing a question to fathers. Fathers must post their responses before they can view other fathers' responses.
- Standard Forum for general use- Allows multiple topics arranged in a threaded conversation. Fathers may start new topics in this format.
- Standard Forum displayed in a blog-like format- Allows multiple topics listed with the most recent topic at the top of the page and replies behind a link. Fathers may start new topics in this format.
- Individual father journals do not come with a preset option for father journals. Still, you can set one up using a forum to create a private journal where only instructors can read father posts or blog-like individual journals that everyone in the course can read.
- Announcements-This unique Forum is automatically created in each course for Fatherhood Peer Support Apprentices to post announcements. By default, comments are not allowed, only Fatherhood Peer Support Apprentices can post to the Forum, and all fathers receive an email copy of each post.

Glossary - The Glossary activity allows users to create a list of definitions that fathers can search or browse, like a dictionary. Fatherhood Peer Support Apprentices can restrict access to a glossary so that only they can create entries or allow fathers to add new entries.

H5P activity - Enables H5P content created in the Content bank or on h5p.com to be easily added to a course as an activity.

Lesson - The Lesson module presents a series of HTML pages to the father, who is usually asked to choose underneath the content area. The choice will send them to a specific page in the Lesson. The Lesson can be designed as a simple linear, branching, or adaptive sequence.

(L.T.I.) External tool - Allows participants to interact with LTI-compliant learning resources and activities on other websites. (An administrator on the site must set these up before being available in individual courses.)

Quiz - Allows the facilitator to design and set quiz tests, which may be automatically marked and feedback and/or correct answers shown.

SCORM - The SCORM package module enables you to upload a compliant SCORM or AICC package to include in your course. SCORM objects are developed using Articulate Storyline, Camtasia Studios, and Adobe Presenter.

Survey - For gathering data from fathers to help Fatherhood Peer Support Apprentices learn about the fathers and reflect on their teaching

Quizs-Are comprised of one or more questions from your course's Question bank. The Quiz activity lets Fatherhood Peer Support Apprentices administer a wide range of question types within a specific layout and order, provide feedback based on how a father performed on the Quiz, and control how fathers access the Quiz.

Wiki - Wiki is a web page (or set of web pages) that fathers can create together, working directly in the browser without needing to know HTML. A Wiki starts with one front page. Any contributor can add additional pages.

Workshop - The Workshop module enables fathers to

- take on a more critical role in the training, becoming an active part of the assessment rather than being a passive recipient of it
- become familiar with rubrics and well-versed in specific rubrics that may be used repeatedly.
- have their writing observed and compared to a rubric by multiple individuals rather than one solitary Fatherhood Peer Support Apprentices
- participate in peer assessment with other fathers
- they become more critical reviewers of their writing by seeing the positive and negative aspects of their peers' writing.

The Workshop activity enables the collection, review, and peer assessment of fathers' work. Fathers can submit their work as follows:

- Online text: Fathers enter content directly into a text box on the workshop submission page. Useful for short papers or brief paragraphs.
- File submissions: Fathers upload files on the submission page. Useful for longer papers or other file-based work. Instructors may specify a list of acceptable file types for files, e.g., only accepting .pdf files from fathers.
- Both Online text and files: Fathers can upload files and type text online. For example, a father can upload a file containing an essay and use the online text box to write a brief cover note to the instructor.

Fathers assess their peers' submissions using a multi-criteria assessment form. Both the allocation of submissions and the assessment form is configured by the instructor in the workshop settings. Submissions and reviewers may be anonymous. The Workshop activity can be practiced in advance with example submissions provided by the instructor. Fathers obtain two grades in a Workshop activity: a grade for their submission and a grade for assessing their peers' submissions. Both grades are recorded in the grade book.

Workshops are composed of several phases, each running on settings configured by the instructor:

- Setup phase: In this phase, the Fatherhood Peer Support Apprentices sets the general settings for the activity. These include settings for submissions, assessment, availability, and access restrictions. During this phase, the activity is not open to fathers.
- Submission phase: Fathers submit their work for peer assessment based on the submission settings configured by the instructor in the Setup phase.
- Assessment phase: In the Assessment phase, fathers' submissions are open for peer assessment based on settings configured by the instructor, such as the allocation of submissions and assessment form. Transition to this phase from the Submission phase can be done manually by the instructor or set to switch after the submission deadline.

- Grading evaluation phase: In this final phase of the workshop activity, fathers' grades are finalized based on the weighted components configured by the Fatherhood Peer Support Apprentices. Fatherhood Peer Support Apprentices can override grades during this phase.

Peer assessment: This is the key feature of the workshop: To encourage fathers to assess the work of their peers and learn from each other. Through this, they will see the strengths of their classmates' submissions and better understand how to do a good job. In addition, the advice they get from their peers will give them a more comprehensive view of their work: comments from their peers will point out the weakness of their work, which is generally difficult to find out by themselves.

Resources are items that support collaborative learning. A Resource is an item a Fatherhood Peer Support Apprentices can use to support learning, such as a file or web link. Each resource appears as a link preceded by an icon representing the resource type (File, Folder, Page, URL, etc.). Most resources allow settings such as conditions for viewing or displaying properties. They can be moved, hidden, and edited by a facilitator or Instructional Designer but only viewed/downloaded by fathers.

Types of Resources

Book - Multi-page resources with a book-like format. Facilitators can export their Books as IMS CP (admin must allow facilitator role to export I.M.S.)

File - A picture, a pdf document, a spreadsheet, a sound file, a video file

Folder - For helping organize files, one folder may contain other folders.

I.M.S. content package - Add static material from other sources in the standard I.M.S. content package format.

Label - This can be a few displayed words, an image used to separate resources and activities in a topic section, or can be a lengthy description or instructions

Page - The learner sees a single, scrollable screen that a facilitator creates with the robust HTML editor.

URL - You can send the learner to any place they can reach on their web browser, for example, Wikipedia.

U.D.L. Best Practices in a Virtual Environment

Recruit learner interest by providing choices or alternatives in:
In providing learners with multiple means of engagement, it is essential to present alternative ways to recruit learner interest. Offering learners choice, creating authenticity and relevance to their context, and minimizing threats and distractions can develop self-determination and pride in accomplishment and increase the degree to which they feel connected to their learning.

1. The type of rewards or recognition available. **Badges** are an excellent way to celebrate achievement and show progress. **Course certificate** allows for the dynamic generation of certificates based on predefined conditions set by a facilitator. The Experience Points (XP) plugin contains a gamification point system to reward learner accomplishment.

2. The sequence or timing for completion of subcomponents of tasks. **Activity completion** allows a facilitator to set completion criteria in a specific activity's settings. The **Restrict Access** feature enables facilitators to restrict the availability of any activity or even a course section based on dates, completion of previous activities, grades, etc.

3. Setting their own personal academic and behavioral goals. **Blogs** allow learners to record personal information and goals as each User has their blog. The **checklist** module displays progress bars for a single checklist, allowing learners to track their goals' completion.

4. Design activities so learning outcomes are authentic, communicate to real audiences and reflect a clear purpose to the participants. **Competencies** allow educators to create transparent learning outcomes for learners. Educators can add competencies to courses and course activities, view a competency breakdown report, and rate the competencies of learners.

5. Provide tasks that allow for active participation, exploration, and experimentation. Encourage learner interaction and experimentation. For instance, create learner **Groups**, set **Assignments**, encourage collaboration through peer assessment with **Workshops,** and allow learners to develop collaborative project plans and documents through **Wiki**.

6. Invite personal response, evaluation, and self-reflection to content and activities. The **Forum** activity allows learners and facilitators to exchange ideas by posting comments as part of a 'thread,' **Blogs** enable learners to record reflections about their learning activities. In addition, the **Feedback activity** allows educators to create and conduct surveys to collect feedback.

7. Include activities that foster imagination to solve novel and relevant problems.
Encourage collaboration and use of imagination by including **Groups, Assignments, Workshops, and Wiki.**

8. Help learners anticipate and prepare for changes in activities, schedules, and novel events.
Use **Announcements forum, Calendar, Notifications, and Messaging** to provide various tools to keep learners updated with course requirements.

Provide options for sustaining effort and persistence.
Many kinds of learning, particularly the learning of skills and strategies, require sustained attention and effort. While cultivating intrinsic motivation in learners is the ultimate goal, any learning environment, including those delivered online, should promote the development of these qualities by assisting learners with remembering and managing learning goals and encouraging sustained effort with rewards. Sustaining effort and persistence can be achieved by providing variation in resources and demands, increasing feedback, and promoting opportunities to foster collaboration and community.

1. Requiring learners to formulate or restate goals explicitly. **Blogs** allow learners to record personal information and express learning goals. The **Forum** activity will enable learners to communicate with each other and their facilitator about their learning materials and plans as part of a 'thread.'

2. Encouraging division of long-term goals into short-term objectives. Educators can encourage learners to break down goals by utilizing **Activity completion,** which allows a facilitator to break down and set completion criteria in a specific activity's settings. **Restrict access** enables educators to restrict the availability of any activity or a course section based on dates, completion of other activities, grades, etc.

3. Engaging learners in assessment discussions of what constitutes excellence. The **Forum** allows for lively and live communication between learners and their facilitator to share learnings and perspectives and agree on best practices.

4. Differentiating the degree of difficulty or complexity within which activities can be completed. **Restrict access** to learning material based on complexity or utilize **Lesson activity** to create "branching" or differentiated exercises to accommodate different learning preferences or abilities. Use Branching Scenarios on Quiz activity to allow questions to be introduced based on the success or failure of previous questions. Equally, H5P will enable facilitators to create a range of text-based and audio-visual content of varying complexity.

5. Varying the degrees of freedom for acceptable performance. **Group and User Override** allow you to set different deadlines and timings for learners of differing abilities.

6. Creating cooperative learning groups with clear goals, roles, and responsibilities.
Create learner **Groups**, set roles, **Assignments**, encourage collaboration through peer assessment with **Workshops,** and allow learners to create collaborative project plans and documents through **Wiki**.

7. Providing prompts that guide learners in when and how to ask peers and/or facilitators for help. Learners can access a **Page Resource** to link to a screen that displays the content created by a facilitator in a more accessible format or embeds multimedia prompts into multi-page **Book Resources**. The **Glossary auto-linking filter** provides meaningful prompts for learners engaging with course content.

8. Providing feedback that emphasizes effort, improvement, and achieving a standard rather than relative performance. The **Assignment** has many feedback options, from premade rubrics to frequently used comments to personalize feedback, including text, audio, and video format.

9. Provide feedback that is frequent, timely, and specific. The **Quiz** can generate feedback for each correct and incorrect question ranging from a general overview to particular hints. One-to-one **Forums** and private **Messaging** between learners and facilitators can also facilitate personalized feedback.

<u>Providing Self-regulation</u>

The ability to self-regulate, to regulate one's emotional reactions or states to be more effective at coping, is a critical aspect of human development. While many individuals develop self-regulatory skills independently, fostering learners' capacity to manage their engagement and effect is essential.

Self-regulate by:

1. Elevating the frequency of self-reflection and self-reinforcements. Entwine **Blogs** into course activities to allow learners to record personal information and express learning goals.

2. Increasing the length of on-task orientation in the face of distractions. Create timed **Quizzes or Assignments** with gradual increments throughout a course.

3. Support activities that encourage self-reflection and identification of personal goals. **Blogs, Forums, and Assignments** can foster collaboration and reflection.

4. Use real-life situations or simulations to demonstrate coping skills. Utilize **Forum** and **Wiki** to foster facilitator and learner support of each other and simulate the real-life experience by allowing learners to contribute to and collaborate on learning activities and course design.

5. Encouraging learners to seek external emotional support – peers, mentors, and facilitators. Encourage the use of one-to-one **Forums** and private **Messaging** between learner and educator. **Group Messaging and Forums** can also be used to encourage social interaction.

6. Utilize tools, devices, and aids to assist learners in collecting, charting, and monitoring their behavior and feelings over a learning program. Both educators and learners can **track progress** through Grades, **Competencies, Activity Completion, and Badges**. The **Feedback Activity** and **Survey Activity** collects fathers' perceptions about training. **Choices** can be helpful as quick polls to stimulate thinking about a topic, allow the class to vote on a course direction, or gauge progress.

Formatted Templates customize learning collaborative hosting sites to best meet end users' needs.

Topics format - The course is organized into topic sections to which a facilitator can give titles. Each topic section consists of activities, resources, and labels.

Tabs (one topic) format - Tabs show one section at a time with optional tabbed navigation at the top of the page. Tabs work particularly well when you have fewer than eight sections and/or keep the titles short. If there are many tabs or long titles, they tend to push down onto three lines on a computer screen, making navigating difficult, especially for learners with dyslexia. If your topics have longer titles, the 'Collapsed topics' format looks better and is equally easy to navigate.

Grid format - Grid displays clickable images that link to your course sections. The Grid format comes with default colors, icons, and blank placeholders for the images. Their style and behavior can be edited in the course settings.

Single activity format - The single activity format only has 1 section and allows the facilitator to add one activity to the course. When the single activity format is selected, a drop-down menu appears for the facilitator to choose the activity they wish to use.

Weekly format - The course is organized with a precise start date and a finish date. You can add content, forums, quizzes, and so on in the section for each week—a one-course section for each week of your course.

Social format - This format is oriented around one central Forum, the Social Forum, which appears listed on the main page. It is helpful for situations that are more free-form. They may not even be courses.

Flexible format - This format hides all topics and creates a grid of graphics (one for each topic) with short titles and, optionally, a progress bar.