What should we be thinking about? Teaching, Learning and Assessment in the COVID-19 era.

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UDL-IRN Instructional Planning Process

1) The establishment of clear learning goals

2) Anticipation of learner variability

3) Measurement of learning goals

4) Implementation of the UDL principles

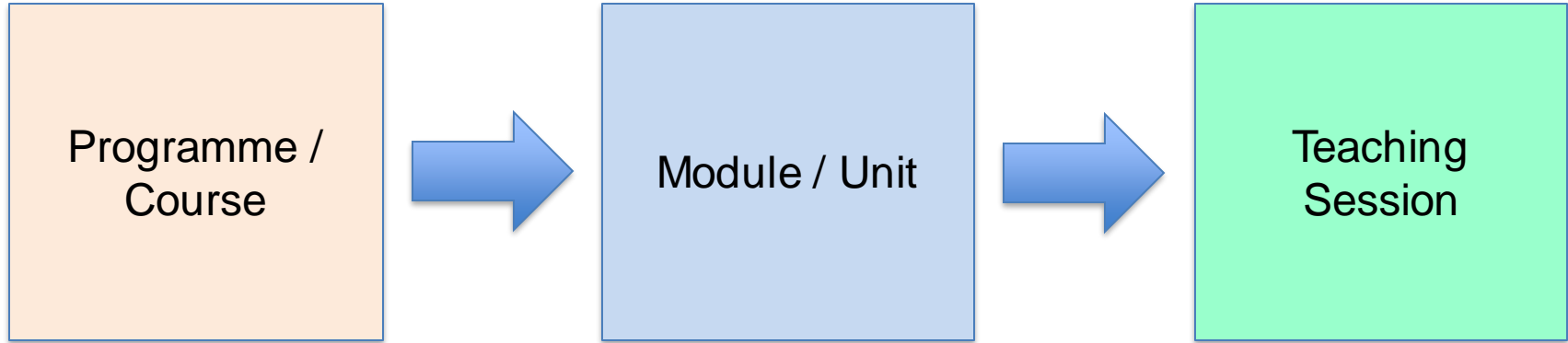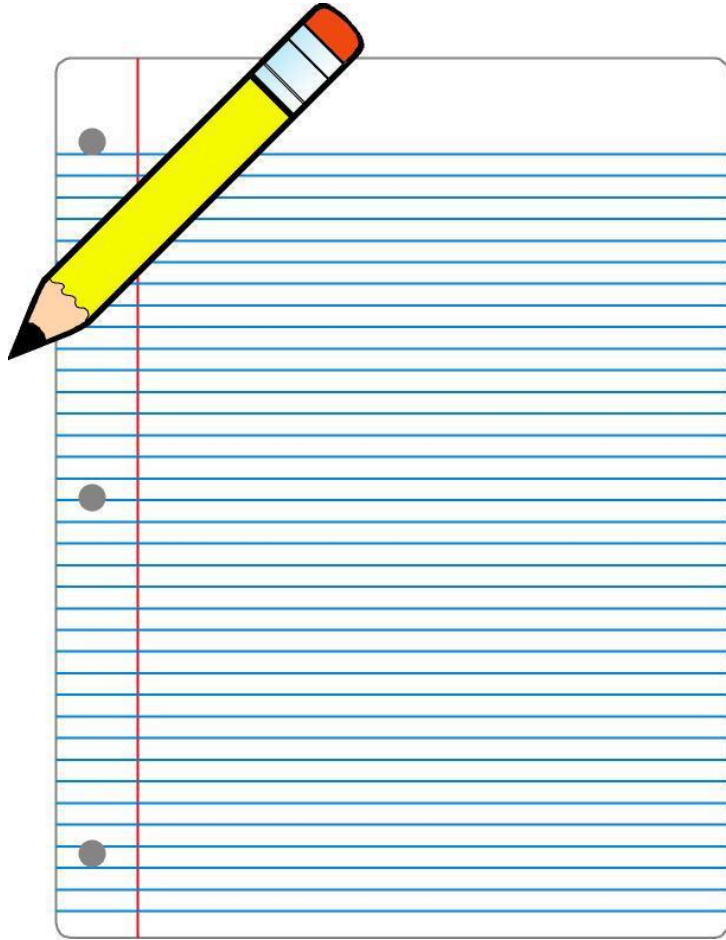5) Reflection on and development of the learning experience

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Purposeful and Motivated

Resourceful and Knowledgeable

Strategic and Goal Oriented

Programme / Course → Module / Unit → Teaching Session

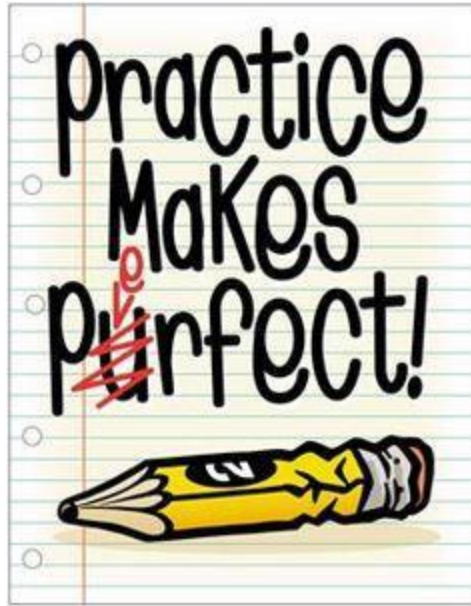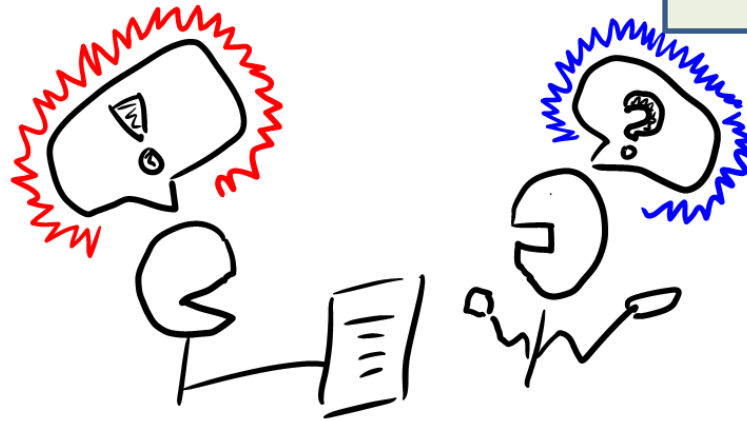PEOPLE AND ORGANISATIONAL DEVELOPMENT

Assessment for Learning

Assessment as Learning

Assessment <u>as</u> Learning

I can do this!

I'm getting there.

I need help!

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Get to know your learners

Learner Variability

Learning Mindset	Interest and Learning Mode	Social Learning	Cultural Relevance
• Self perception • Interest in learning • Perceived role • Motivation for learning • Engagement	• Curiosity • Task type • Resource type • Capability for self-direction • Demonstration of understanding	• Response to individual learning • Response to group learning • Perceived value to group • Response to differentiation	• Cultural learning perspectives • Representation in the curriculum • Dominant cultural norms influencing learning • Mindset influences

Useful Tools

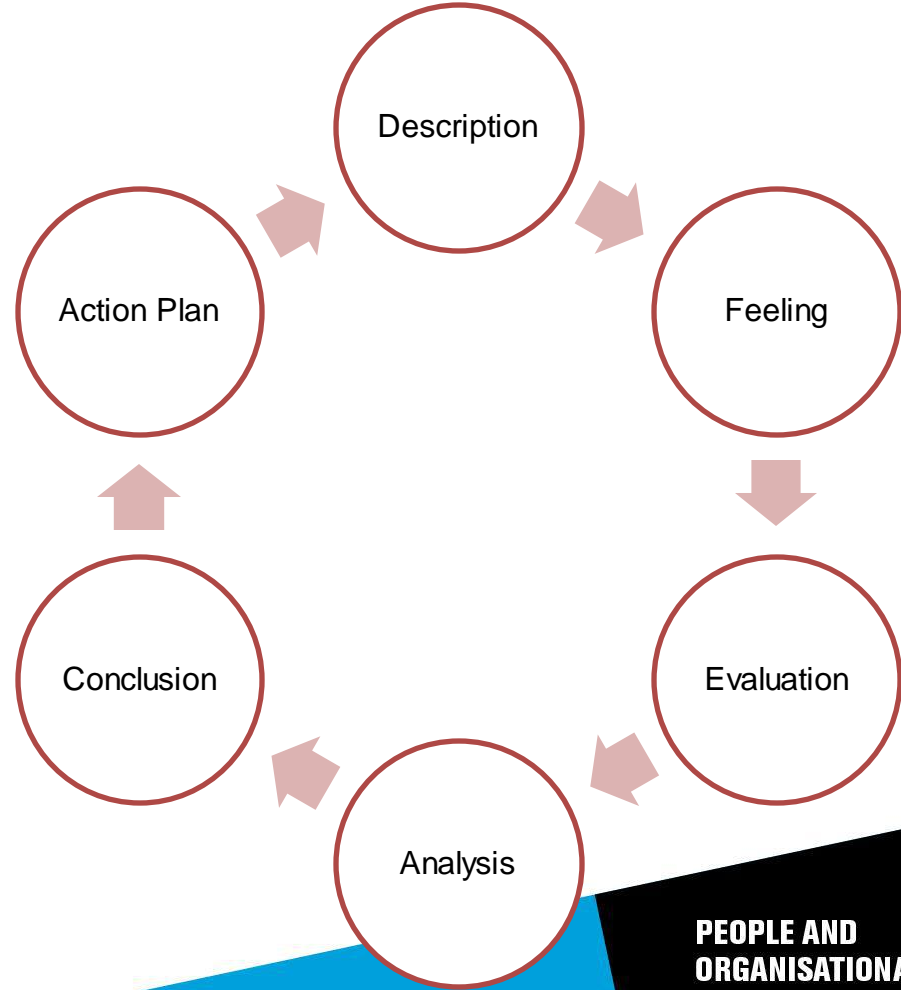| Possibilities for Learning Survey (PLS)	Approaches and Study Skills Inventory for Students (ASSIST)	Learning and Study Strategies Inventory (LASSI)
Motivated Strategies for Learning Questionnaire (MSLQ)	VARK Questionnaire	Online Learning Readiness Questionnaire

Sample Learner Profile	
Name:	Age:
Programme:	
Level:	
Date:	

Sources of information
(List sources of information used to compile this profile here. Note dates when information has been compiled including the date of any diagnostic assessment)

Findings from Information Sources – Strengths, Areas of Need, Preferences			
Current achievement level, learning skills, learning habits and readiness and motivation to learn	Learning styles / preferences and needs, interests, task preference, assessment preference	Social / emotional strengths / needs, individual / group working preferences	Cultural / racial perspectives and experiences, key cultural perspectives to consider

Assessment and Instruction		
Considerations for instructional strategies	Considerations for assessment	Learning resources and support

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Summary

- Independent learning via self-directed study is emphasised in virtual learning….

- Subsequently, it is critical that clear, realistic and measurable learning goals are set…

- Goals should be measured (assessed) with assessment *for* and *as* learning effective approaches…

- Planning for learner variability is imperative – you must get to know your students if you are to support them effectively.