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IMPLEMENTATION OF UDL IN PRESERVICE TEACHER UNIT**

Intensive Online Workshop Guidelines	Implementation of UDL in Unit
a. <b>Goal setting autonomy and curiosity principle:</b> Instructors guide students to intentionally set individual and group goals for each day, the outcome of which they do not know but will get a chance to determine through their own creativity. Students report outcomes to each other at the end of each day.	Undertake needs assessment and explore the goals for change.
b. <b>Disequilibrium and variety principle:</b> Instructors develop problem-based settings so students could explore, inquire, interpret, reflect upon, judge, and construct new understandings.	Prepare and align resources.
c. <b>Responsive feedback-and-encouragement cycle principle:</b> Instructors of the course are present and engage daily with students, providing feedback and support to individuals and to groups. Peer scaffolding is equally essential in this principle. Teacher presence prevails over teaching presence (see Chapter 1, “Teaching Presence in Online Teaching”) in this situation.	Integrate through instruction, facilitation, scaffolds, and evaluation.
d. <b>Community and relevance principle:</b> Instructors prioritize development of an online community by setting up multiple channels for private and public and collaboration. A sense of authenticity emerges through students’ sustained interactions with fellow practitioners and instructors as well as a sense of identification and relevance with issues they share.	Integrate through community of practice.
e. To be implemented in teachers’ own schools	Scale.
f. To be implemented in teachers’ own schools	Optimize.

