COURSE BLUEPRINT

Instructional Design Document

UDL Micro-Kit for Higher Education Instructors

A 45–60 minute scenario-based, self-paced learning experience

PREPARED BY	Zeina Alazem
PROJECT CONTEXT	Developed as part of a graduate-level instructional design course at Bahçeşehir University (BAU).
DESIGN FRAME	Merrill's First Principles + Pebble-in-the-Pond, informed by UDL
DATE	September 2026

1. Project Foundation

PURPOSE **Project Context**

This module addresses the gap between conceptual understanding and practical application of Universal Design for Learning (UDL) among early-career higher education instructors.

The learning problem is not lack of interest in inclusive teaching. It is the difficulty of translating UDL principles into concrete lesson-level decisions, often reinforced by misconceptions that UDL requires a full course redesign, many options at once, or loss of classroom control.

GOAL **Project Goal**

Develop a complete online learning module that addresses a real educational need and demonstrates intentional instructional design through aligned content, activities, practice, feedback, and assessment.

Reframe UDL as a practical design approach built around small, intentional, realistic changes that respond to identifiable learner barriers.

IMPACT **End Objectives / Expected Impact**

Cognitive: Improve understanding of UDL as a practical design framework.

Affective: Reduce anxiety and increase confidence in applying UDL.

Practical: Enable instructors to implement small, concrete UDL-informed changes in real teaching contexts.

2. Project Requirements

PROJECT OWNER	**Course Professor and Faculty Evaluator: Ali Şimşek**
BUDGET	No dedicated project budget was required. The module was developed using available digital tools and course resources.
TIMELINE	Developed within the academic course schedule. Target learner seat time: 45–60 minutes.
STANDARDS	Alignment among performance goal, objectives, practice, and assessment; Merrill's problem-centered design logic; UDL principles and CAST resources; requirements and constraints of the Articulate Storyline authoring environment.
PLATFORM CONSTRAINTS	The module will be developed in Articulate Storyline 360. Storyline provides greater flexibility for branching scenarios, feedback, triggers, states, variables, and assessment interactions. However, the design must remain manageable within the project timeline and avoid unnecessary interaction complexity. Open-ended learner responses cannot be evaluated reliably by the tool without predefined logic or external AI integration, so constructed-response activities

	will use guided self-assessment, exemplars, or rubric-based comparison.

3. Learning Requirements

	AUDIENCE **Primary Audience** Early-career higher education instructors who teach adult learners, value inclusive and effective teaching, and have limited practical experience applying UDL. The module assumes basic teaching experience but does not assume prior expertise in UDL.
	SECONDARY **Secondary Audience** Graduate teaching assistants, faculty development participants, and instructional designers or educational developers exploring UDL-informed practice.
	CONTEXT **Learning Environment** Online, self-paced, asynchronous, and designed for independent completion without live facilitation. The module is designed primarily for completion on a desktop or laptop through a modern web browser.

4. Performance Goal and Learning Objectives

Performance Goal

After completing the module, instructors will be able to analyze a lesson for potential learning barriers and make a focused UDL-informed design change to better support learner variability.

1	Given a realistic lesson scenario, early-career higher education instructors will identify at least one point where learners may be experiencing difficulty with access, participation, or demonstrating learning.
2	Given a lesson scenario and evidence of learner difficulty, early-career higher education instructors will identify at least one plausible lesson-design barrier and support their identification with evidence from the scenario.
3	Given an identified lesson-design barrier, early-career higher education instructors will connect the barrier to a relevant UDL principle and explain the relationship with conceptual accuracy.
4	Given an identified lesson-design barrier and a relevant UDL principle, early-career higher education instructors will select an instructional response that

	directly addresses the barrier and justify why it is an appropriate match.
5	Given a lesson scenario and an identified learning barrier, early-career higher education instructors will redesign one lesson component by making one focused, realistic UDL-informed change that directly addresses the barrier while preserving the original learning goal.
6	After completing a UDL-informed redesign, early-career higher education instructors will evaluate the change by explaining how it reduces the identified barrier and better supports learner variability.

5. Course Outline and Task Analysis

ORGANIZATION	**Bahçeşehir University (BAU)**
AUDIENCE	Early-career higher education instructors
COURSE TOPIC	Applying Universal Design for Learning (UDL) through focused lesson-level design decisions
COURSE STRUCTURE	Scenario-based, problem-centered sequence: diagnose → decide → redesign → reflect
	WHOLE TASK **Whole Problem** An early-career instructor is teaching a lesson where some learners are struggling to access, participate in, or demonstrate learning. The instructor needs to identify where the lesson design may be creating barriers and make a small, appropriate UDL-informed change.
	TASK ANALYSIS **Component Skills** 1. Examine the lesson and notice where learners may be experiencing difficulty with access, participation, or demonstrating learning. 2. Identify the specific lesson-design barrier that may be contributing to the difficulty. 3. Interpret the barrier using the relevant UDL principle: engagement, representation, or action and expression. 4. Select an instructional method that addresses the barrier and justify why it is a good match. 5. Redesign one lesson component by making a small, realistic UDL-informed change. 6. Evaluate how the redesign reduces the barrier and supports learner variability, and reflect on how the approach could transfer to future teaching.
	DESIGN **Instructional Design Logic** The module is designed around repeated opportunities to see UDL reasoning modeled, practice it with support, practice again with less guidance, and finally

complete the whole task independently.

Learning enhancements include concrete examples, elaboration through justification, and dual coding through concise explanations plus visual organizers/hotspots.

6. Instructional Strategy Overview

The learner journey progresses from a familiar teaching tension to expert modeling, guided practice, increasingly independent decision-making, and transfer to the learner's own teaching context. The module will be scenario-based character dialogue with interactive layers, text-entry responses, feedback layers, and downloadable job aids.

Phase	Learning Beat	Time	Primary Mode	Guidance
A	Introduction & Setting the Scene	4 min	Tell / Frame	High
B	Activation & Whole Problem	6 min	Show / Activate	High
C	Scenario 1: Dense Information	7 min	Demonstration	High
D	Scenario 2: Multi-Step Instructions	7 min	Guided Application	High
E	Scenario 3: Whole-Group Discussion	7 min	Application	Reduced
F	Scenario 4: Fixed Response Format	8 min	Final Demonstration	Expert modeling
G	Scenario 5: Complex Lesson Case	10 min	Final Application	None
H	Real-World Application & Reflection	5 min	Transfer	Self-check only

ASSESSMENT **Assessment Strategy**

Application scenarios function as formative assessments. Learners respond to authentic cases, receive focused feedback, and revise when needed.

The final application is a scenario-based case analysis and performance task evaluated against criteria for barrier identification, UDL alignment, redesign quality, and justification/impact.

Reflection is not graded for correctness; its purpose is integration and transfer.

7. Detailed Learner Experience

A	A. Introduction & Setting the Scene	4 min

OUTCOME	Learners understand the purpose of the module and recognize the tension between valuing UDL and finding it difficult to apply.
PLATFORM / TOOL	Articulate Storyline 360 — character-based dialogue scenes, speech bubbles or audio, layers, visual summary
COMPONENTS	• Introduce the UDL Micro-Kit as practical, lesson-level professional learning rather than a checklist course. • Surface common misconceptions: full-course redesign, many options at once, loss of control. • Introduce Maya as an early-career instructor who values inclusive teaching but is unsure how to translate UDL into daily decisions.

Design intent: establish relevance and emotional resonance before presenting formal UDL content.

B	B. Activation & Whole Problem	6 min
OUTCOME	Learners activate prior knowledge about learner variability and see the whole problem they will learn to solve.	
PLATFORM / TOOL	Articulate Storyline 360 — narrative dialogue + open-response prompt, visual slide, clickable hotspots/layers, short explanation	
COMPONENTS	• Present a familiar teaching situation in which some learners struggle to access, participate in, or demonstrate learning. • Prompt: “Who might struggle here, and why?” • Use the response to shift attention from learner deficits to possible lesson-design barriers. • Preview the module’s design loop: diagnose → decide → redesign → reflect.	

Activation draws on learners’ own teaching experience rather than beginning with a definition-heavy UDL lecture.

C	C. Scenario 1 — Dense Information	7 min
OUTCOME	Learners see expert UDL reasoning modeled in a relatively clear access/representation problem.	
PLATFORM / TOOL	Articulate Storyline 360 — guided dialogue + visual organizer	
COMPONENTS	• Scenario: an important concept is presented mainly through dense reading plus verbal explanation; some learners miss key ideas. • Dr. Salih models how to examine the design before assuming the learners are the problem. • Introduce / reinforce the three UDL principles through a concise visual map. • Model the reasoning chain: notice difficulty → identify barrier → connect to principle → choose a focused response → explain expected impact. • Critical question: What in the lesson design may be making access to the content unnecessarily difficult?	

Tell + Show. This is the first explicit modeling of the core decision process.

D	D. Scenario 2 — Multi-Step Instructions	7 min

OUTCOME	Learners practice identifying a barrier, linking it to UDL, and proposing a small change with structured support.
PLATFORM / TOOL	Articulate Storyline 360 — interactive checklist or card-based prompt, feedback layers
COMPONENTS	• Scenario: learners repeatedly ask what to do next during a multi-step activity or miss parts of the task. • Prompt: Identify the likely design barrier, connect it to a relevant UDL principle, and suggest one small change. • Guidance: Barrier Finder questions direct attention to the design features that may be contributing to the difficulty. • Feedback emphasizes alignment between the identified barrier and the proposed change rather than one exact answer. • Learners may revise their response after feedback.

Do with high guidance. This is formative practice, not a gatekeeping assessment.

E	E. Scenario 3 — Whole-Group Discussion	7 min
OUTCOME	Learners apply the same reasoning to a less obvious participation barrier with reduced guidance.	
PLATFORM / TOOL	Articulate Storyline 360 — open response + light prompt	
COMPONENTS	• Scenario: a seminar relies almost entirely on spontaneous whole-group discussion. A few learners participate regularly while others rarely contribute despite evidence of understanding. • Prompt: What part of the activity design may be limiting participation, and how would you redesign it? • Learners identify the barrier, select a focused response, justify the fit, and explain the expected impact. • Guidance is reduced; feedback asks the learner to make the barrier–response connection explicit.	

Do with reduced guidance. The problem is less obvious because low participation could easily be misread as a learner deficit.

F	F. Scenario 4 — Final Demonstration: Fixed Response Format	8 min
OUTCOME	Learners observe the full UDL decision-making process applied to a complex assessment/action-expression case.	
PLATFORM / TOOL	Articulate Storyline 360 — narrative demonstration + modeled reasoning + visual callouts	
COMPONENTS	• Maya notices that several students who seem to understand the lesson during class struggle with a final task that requires everyone to respond through the same written format. • Dr. Salih helps Maya examine whether the response format is creating a barrier and whether that format is essential to the learning goal. • The demonstration explicitly models all six component skills: noticing difficulty, identifying a barrier, interpreting it through UDL, selecting and justifying a response, redesigning one component, and evaluating likely impact.	

	• Key takeaway: UDL does not require many options or a total redesign; one focused change can be appropriate when it directly addresses a meaningful barrier.

This is the most complex expert model before the learner completes the whole task independently.

G	G. Scenario 5 — Final Application: Complex Lesson Case	10 min
OUTCOME	Learners independently complete the whole task by analyzing a complex lesson and making one defensible UDL-informed redesign decision.	
PLATFORM / TOOL	Articulate Storyline 360 — ⍰ text-entry fields, downloadable worksheet or on-screen redesign template, exemplar response, rubric/self-check	
COMPONENTS	• Case: an instructor uses dense slides and fast verbal explanation, spontaneous whole-group discussion, and a single written response. Different learners show difficulties with access, participation, and demonstration of learning. • Prompt: Identify one meaningful design barrier to prioritize. Connect it to a relevant UDL principle, propose one focused change, and explain why the change addresses the barrier and how it could better support learner variability. • Assessment type: scenario-based case analysis and constructed-response performance task. • After submitting their response, learners review an exemplar and use the analytic rubric to evaluate their own reasoning. They may revise their response before continuing.	

No step-by-step guidance. Multiple solutions may be acceptable if the reasoning and alignment are strong.

Final Application Rubric

Criterion	Meets Expectations	Partially Meets	Not Yet
Barrier Identification	Plausible barrier supported by scenario evidence.	Barrier is plausible but weakly supported.	Barrier is missing or unrelated to the scenario.
UDL Alignment	Barrier is connected to a relevant UDL principle with accurate reasoning.	Connection is present but incomplete or vague.	UDL principle is missing or mismatched.
Redesign Decision	Focused, realistic change directly addresses the barrier and preserves the learning goal.	Change is relevant but too broad, vague, or only partly aligned.	Change does not address the identified barrier.
Justification & Impact	Clearly explains why the change fits and how it may reduce the barrier / support variability.	Some reasoning is present but impact is not fully explained.	Little or no justification or expected impact.

H	H. Real-World Application & Integration	5 min
OUTCOME	Learners transfer the design process to their own teaching and leave with one realistic next action.	

PLATFORM / TOOL	Articulate Storyline 360 — reflection + reusable job aid / Redesign Canvas
COMPONENTS	• Learners choose one lesson, activity, set of instructions, or assessment from their own teaching context. • Using the Barrier Finder, Method Matcher, and Redesign Canvas, they identify one barrier and plan one realistic UDL-informed change without step-by-step guidance. • Ponder prompt: How might this change reduce a barrier while preserving the learning goal? • Learners record one near-term action they intend to test in practice.

Integration emphasizes transfer and continued use of the micro-tools beyond the course.

8. Learning Materials and Job Aids

	Barrier Finder A short diagnostic prompt set that helps learners locate where access, participation, or demonstration of learning may be breaking down.
	Method Matcher A decision aid for selecting instructional responses that directly address an identified barrier.
	Redesign Canvas A simple before/after planning template for making one focused UDL-informed lesson change and explaining the rationale.
	UDL Micro-Redesign Guide A reusable one-page job aid combining the three micro-tools for application after the module.
	CAST "UDL in Action" Examples Embedded authentic examples that help learners see UDL principles in real teaching practice.

9. Course Key Takeaways

- Start with the barrier, not with a favorite strategy.
- Learner variability is a design input, not a learner deficit.
- UDL does not mean offering as many options as possible.
- A small redesign can be meaningful when it directly addresses a barrier and preserves the learning goal.
- Strong UDL decisions can be explained: barrier → principle → response → expected impact.
- The goal is not perfect UDL implementation in one step; it is more intentional, testable lesson design.

10. Project Sign-Off

For academic use, this section can be completed by the evaluator and designer as required.

Printed Name	Role	Signature / Approval
Zeina Alazem	Instructional Designer / Developer	Approved
Ali Şimşek	Course Professor / Evaluator	Approved