Artifact #5

Virtual and Blended Learning Plan

SPED 841: Advanced Methods & Assessment Learning Strategy & Content Mastery for Struggling Learners & Students with High-Incidence Disabilities

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SPED 898: Masters Project

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Reflection: Virtual Blended Learning Plan

Purpose

This assignment provided an opportunity to design an inclusive, one-week blended math unit on Operations and Algebraic Thinking for Kindergarten and Grade 1 students, addressing diverse academic, social, and behavioral needs. By integrating synchronous and asynchronous activities and applying research-based strategies grounded in Universal Design for Learning (UDL) principles, the unit aimed to foster accessible, meaningful, and equitable learning experiences. Differentiated instruction and assessment opportunities were embedded to ensure all learners could actively engage with and benefit from the content. Hosted on my website, the unit featured interactive activities to support student success. Additionally, I developed an engaging presentation to share insights and strategies with my peers.

Revisions to the Assignment

I received full marks and positive feedback from Dr. Irma Brasseur-Hock, with no suggestions for improvement. After reviewing the rubric and reflecting on the feedback, I made no significant revisions, as the work met the established criteria and aligned well with the objectives.

What I Learned / How It Contributes to My Development as a Special Educator

This assignment reinforced the power of Universal Design for Learning (UDL) and its emphasis on adaptability in supporting diverse learners without needing separate accommodations. Designing this unit deepened my understanding of how flexible instructional design—through multiple means of representation, engagement, and expression—removes

barriers and ensures equitable access, empowering me to create more inclusive, student-centered learning experiences.

Working with children at the assessment and learning center—many with dyslexia, dyspraxia, ADHD, or kinesthetic learning needs—reinforced the importance of meeting students where they are. In designing this blended math unit, I considered my students' challenges with traditional paper-based tasks, such as reading difficulties, fine motor issues, and attention deficits. I integrated UDL principles to address these, using interactive base-ten blocks, audio-supported text, and diverse response formats like touchscreen drawing, verbal explanations, and interactive games. Self-paced components within a Station-Rotation / Individual-Rotation Model ensured flexibility, creating a student-centered environment that promoted meaningful participation and built confidence. Balancing synchronous and asynchronous learning allowed me to provide structured support and autonomy, especially for students with varying processing speeds and attention spans. For students with inattentive ADHD, I introduced asynchronous pre-session activities like videos and math puzzles, enabling them to preview concepts and arrive more prepared, which led to greater engagement and confidence.

I also better understood how proactively addressing student behaviors with choice, predictability, and meaningful engagement can support their learning. Offering students options between interactive games, hands-on tasks, or storytelling promoted ownership over their learning. Predictable routines, with color-coded schedules and visual timers, reduced anxiety and improved focus. This assignment strengthened my ability to design accessible, engaging, and student-centered learning environments. I will continue implementing UDL-driven blended learning strategies to break down barriers and empower all students.

Index

Professor's Feedback (Irma Brasseur , Jul 25, 2023)

"Lakshmi, You have designed an exemplar blended unit. You demonstrated critical thinking regarding your students needs and effective instructional approaches, practices and UDL principles. The detailed lesson plans allow one to understanding your instructional design thinking. Your time spent researching tools and activities showed up in a logical manner for each lesson. Well done. Irma"