

2 February 2019

# UDL for Student Voices

## STARTING THE CONVERSATION

Brooke Hessler, Learning Resources

Bobby White, Teaching Support Studio

# AGENDA

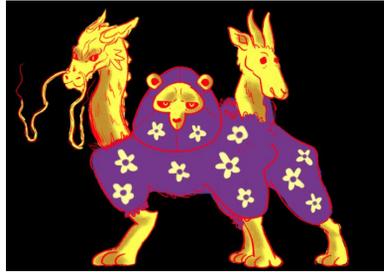


- UDL & Chimeric Learners
- Starting with Names: Moodle profiles & discussion boards
- VoiceThread
- Resources for Next Steps



# UDL & Chimeric Learners

# IT'S NOT JUST A MASCOT



The Chimera is also a metaphor for the creative, cultural, and cognitive diversity of each student.

UDL & Chimeric Learners

# LISTENING TO DIVERSE LEARNERS



Chimera self-portraits from students in WRT2-EL, SP2018

# 3 PRINCIPLES



Recognition Networks

Provide **multiple means of representation** to give students various ways of acquiring, processing, and integrating information and knowledge.



Strategic Networks

Provide **multiple means of action and expression** to provide students with options for navigating and demonstrating learning.



Affective Networks

Provide **multiple means of engagement** to tap individual learners' interests, challenge them appropriately, and motivate them to learn.

*Note: The illustrations and explanations of UDL featured here and throughout the slide presentation are primarily from the Center for Applied Special Technology (CAST): <http://udlguidelines.cast.org/>*

## UDL & Chimeric Learners

# DESIGNING MORE INFORMAL SPOKEN INTERACTION & REFLECTION . . .



Recognition Networks

Encourages students to activate or supply prior knowledge about a topic.



Strategic Networks

Gives students the opportunity to use their own bodies as well as multiple media to communicate knowledge and ideas.



Affective Networks

Engages students as communicators/storytellers and as listeners.

And it gives you more ways to tap into your own diverse strengths and interests as an educator and lifelong learner.

# Starting with Names

Starting with Names  
**SHARING NAMES**



By CCA student Shaheen Beardsley

This comic is by a student in Anne Shea's class, writing about the challenges of naming and it leads us into an activity very much in the spirit of our morning's discussion about naming with the keynote speaker Allison Yasukawa.

Starting with Names

## YOU GO FIRST: ANALOG DEMO (A STORY)



\_\_\_\_\_ | We invite you to turn to someone beside  
you and tell them your name and a little  
factoid or story about it, such as:

- something you like about your name
- how you got it
- what it means
- how one might remember it

If our group today is tiny, we might ask  
you to introduce your partner

Many of us already do this kind of ice breaker. So is that an example of UDL? In a way, yes. But what makes it truly UDL-informed is *intentionally* creating multiple *iterative and multimodal ways* to integrate an important lesson--in this case, our names--into the class. So in our workshop today we started by creating tabletop cards with our names and pronouns, then introduced ourselves informally to a partner, then reflected upon and shared a personal story or anecdote to engage our partner and help them remember our name, then presented that information about our partner to the whole group. NEXT, we're also going to use a little basic teaching technology for another iteration: the spoken name directory and discussion board.

Starting with Names

# YOU GO FIRST: MOODLE PROFILE DEMO



For many people, learning names requires repetition, practice, and multiple modalities.

Make your own name's pronunciation accessible to students via, for example, your Moodle profile.

We will practice doing this as a hands-on experience during the workshop using your phone's Voice Memo app for the recording.

Starting with Names

# USING DISCUSSION BOARDS FOR STUDENT NAME-SHARING



We're viewing a Moodle discussion board to show how this process can play out as a simple class activity.

We'll discuss options for using Google Classroom for this activity as well.



# VoiceThread Case Study

## VoiceThread Case Study



# PRE-CLASS REFLECTION SPARKS IN-CLASS DISCUSSION

We're sharing two VoiceThread projects from a student in Professor Leslie Townsend's Writing Skills Workshop class.

In each example, the student demonstrates UDL principles in action: activating prior knowledge, communicating through multiple modalities and media, and engaging her classmates (and her own memories) as she shares her perspective on public art and on a significant journey.

As we view the projects, look for ways the student (or the assignment behind it) demonstrates or indicates aspects of the 3 UDL goals: (1) giving the student multiple ways to represent their learning (activating background knowledge and connecting it to the topic); (2) using more than one way to act on or express their learning; (3) using more than one way to engage personally with the material and to engage others with it.

# Resources

Resources



# ANOTHER HANDS-ON EXPERIENCE . . . OR TWO



& Bobby is available for consultations  
after the closing session today!

See you soon!

Bobby: [bobbywhite@cca.edu](mailto:bobbywhite@cca.edu)

Brooke: [bhessler@cca.edu](mailto:bhessler@cca.edu)



# UDL Strategies for Global Teaching & Learning: Starting the Conversation

## How to Add Your Spoken Name to Your Moodle Profile

### Record your audio file.

- You can use your phone's built-in recording software (ex: Voice Memo app) to do this. (The file should be one of the following: .mp3, .aac, .flac, .m4a, .oga, .ogg, .wav)

### Transfer the file to your computer.

- Email it to yourself and then download the file.

### Upload it to [Moodle](#).

- Log into Moodle and go to your **Profile Page**.
- Click on the **Edit Profile** text in the middle of your page under **User** details.
- Scroll down to the **Description** section and click the icon that looks like film (labeled **Media**).
- Click on the tab labeled **Audio**.
- Click **Browse repositories....**
- Click **Choose File** and browse your computer for the file.
- Click **Upload this file**, then click **Insert media**.
- If desired, you may title it with **"Here's how I say my name."**

### Ready for more?

Visit the Faculty Retreat links we've posted to the UDL@CCA Portal site:  
<https://tinyurl.com/UDLatCCA>

You'll find ways to:

- sign up for TSS workshops
- join the Teaching Tech Seminar
- learn about using VoiceThread in your classes



# Universal Design for Learning: The Basics

## Provide multiple means of ENGAGEMENT



### Provide options for Recruiting Interest

- Optimize individual choice and autonomy
- Optimize relevance, value, and authenticity
- Minimize threats and distractions

### Provide options for Sustaining Effort & Persistence

- Clarify the value of goals and objectives
- Foster collaboration and community
- Increase mastery-oriented feedback

### Provide Options for Self Regulation

- Promote expectations and beliefs that optimize motivation
- Facilitate personal coping skills and strategies
- Develop self-assessment and reflection

## Provide multiple means of REPRESENTATION



### Provide options for Perception

- Offer ways to customize the display of information
- Offer alternatives for auditory information
- Offer alternatives for visual information

### Provide options for Language & Symbols

- Clarify vocabulary, syntax, and structure
- Support decoding of text, mathematical notation, and symbols
- Promote understanding across languages
- Illustrate through multiple media

### Provide options for Comprehension

- Activate or supply background knowledge
- Highlight patterns, critical features, big ideas, and relationships
- Guide information processing and visualization

## Provide multiple means of ACTION & EXPRESSION



### Provide options for Physical Action

- Vary the methods of response and navigation
- Optimize access to tools and assistive technologies

### Provide options for Expression & Communication

- Use multiple media for communication
- Use multiple tools for construction and composition
- Build fluencies with graduated levels of support for practice and performance

### Provide options for Executive Functions

- Guide goal-setting, planning, strategizing
- Facilitate managing information and resources
- Enhance capacity for monitoring progress