HIGHER EDUCATION: UNIVERSAL DESIGN WITH TECHNOLOGY FOR STUDENT LEARNING AND SUCCESS

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https://goo.gl/LU3eNm

Agenda

UDL Overview

Instruction & Assessment Strategies

Q & A

UNIVERSAL DESIGN IN OUR DAILY LIVES

UNIVERSAL DESIGN IN OUR DAILY LIVES

Think College
CHANGING EXPECTATIONS. INCREASING OPPORTUNITIES.

UNIVERSAL DESIGN IN OUR DAILY LIVES

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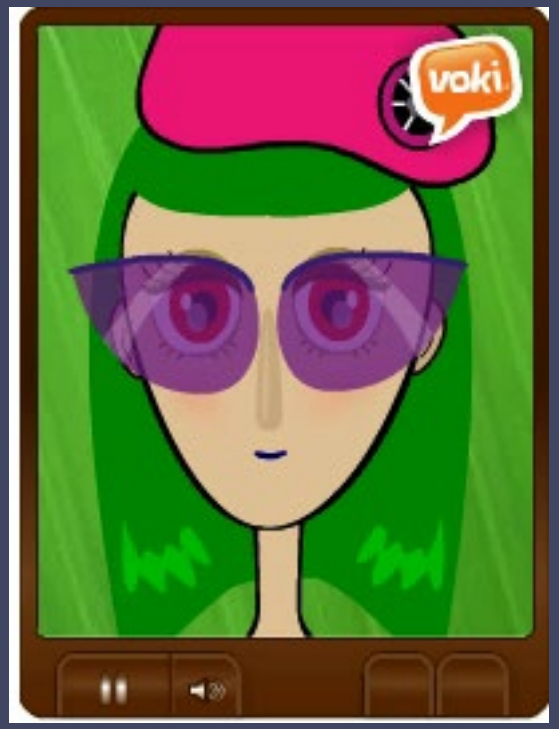
UNIVERSAL DESIGN FOR LEARNING

UNIVERSAL DESIGN IN HIGHER EDUCATION

Universal Course Design (UCD) is the design of college courses including the course curriculum, **instruction, assessment** and the environment, to be usable by all students, to the greatest extent possible, without the need for accommodations.



"Minimizes barriers and maximizes learning" (CAST)

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BENEFITS OF TECHNOLOGY IN EDUCATION

- Organizing
- Communication
- Note-taking
- Collaboration
- Paperless
- Light
- Research
- DIGITAL ACCESS

SHIFT TO DIGITAL INSTRUCTIONAL MATERIALS

"The Accessibility of Learning Content for All Students, Including Students with Disabilities, Must be Addressed in the Shift to Digital Instructional Materials (SETDA)"

http://www.setda.org/wp-content/uploads/20 14/0 3/SETDA_PolicyBrief_Accessibility_FNL.5.29.pdf

Instruction & Assessment: Strategies

Active Teaching

Active Learning

Strategies

ACTIVITY AND ASSESSMENT STRATEGIES

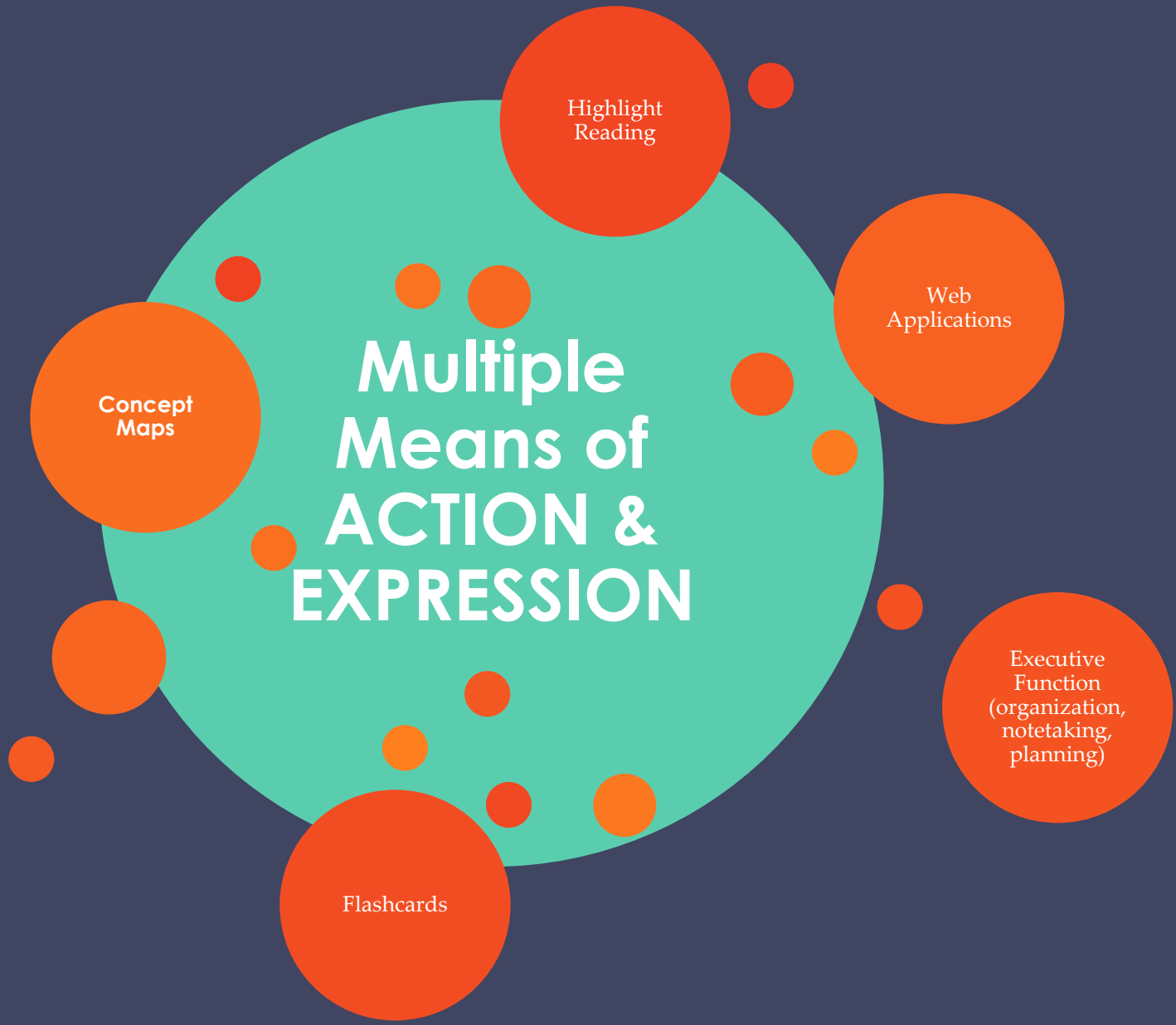
- Encourage students to choose their medium (e.g. video, speech, paper)
- Offer extra exam time to all students
- Post notes on course site
- E-portfolios
- Rubrics

INSTRUCTIONAL STRATEGIES

Students Summarize Topic/Lesson

UDL Suggested activities:

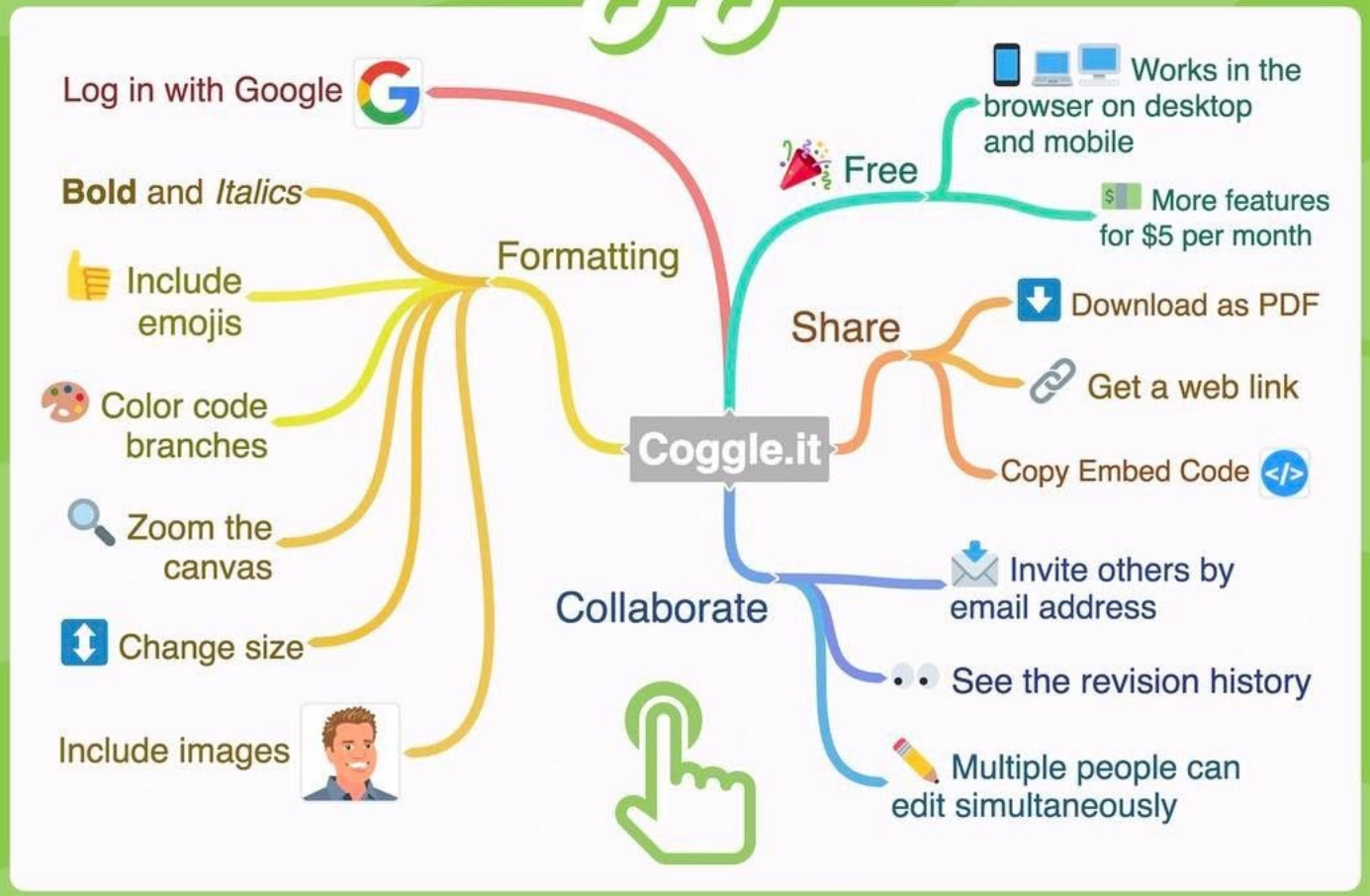
- Write a 2-minute paper
- Draw a picture or cartoon
- Record your summary
- Online or face-to-face class discussion


Highlight Reading
Web Applications
Concept Maps
Multiple Means of ACTION & EXPRESSION
Executive Function (organization, notetaking, planning)
Flashcards

Executive Function in Education

- Planning projects
- Choice activities
- Time management
- Sequencing in storytelling
- Initiating tasks
- Generating ideas
- Retaining information

coggle



Create simple mind maps and invite others to collaborate at **Coggle.it**

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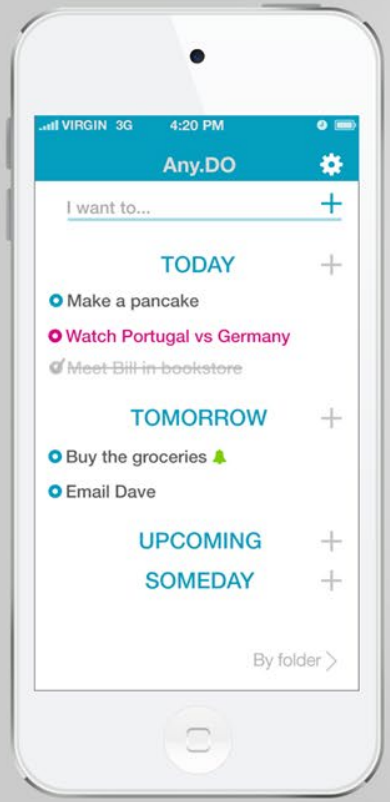
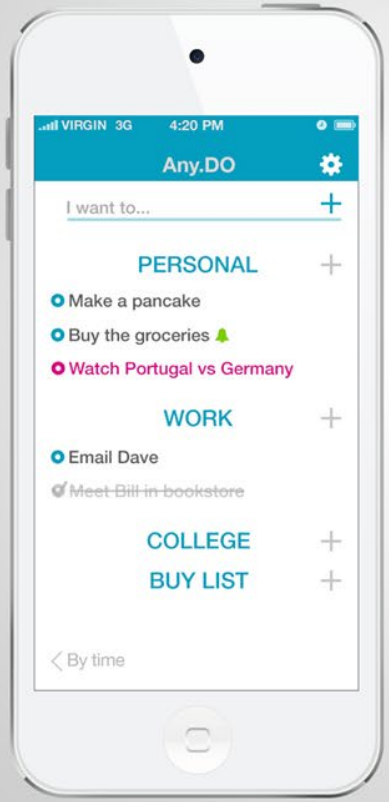
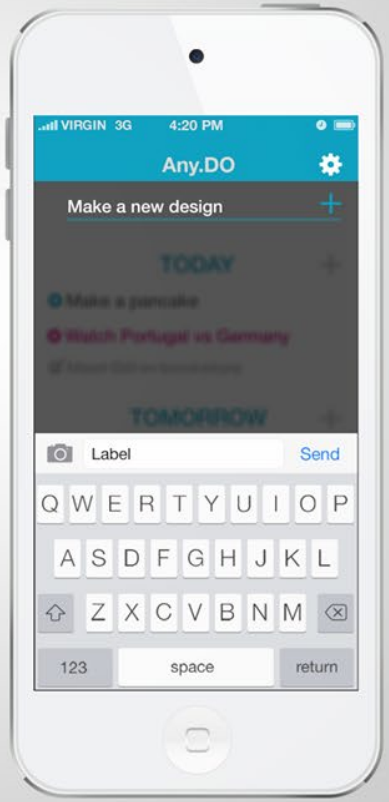
Any.DO
REDESIGNED



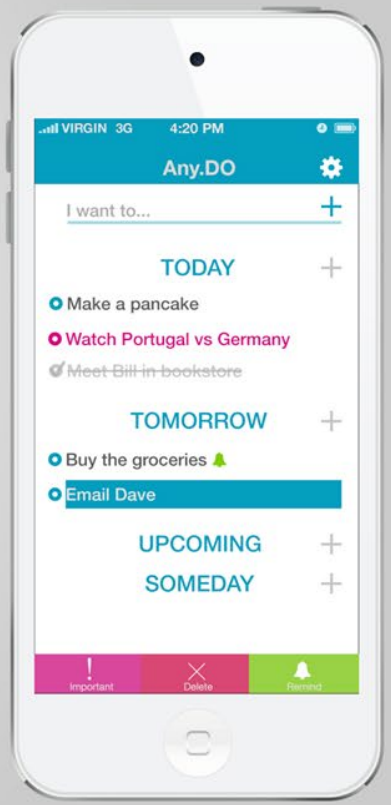
SORT BY FOLDER



SORT BY TIME



ADD NEW ACTIVITY



LONG PRESSED-OPTION

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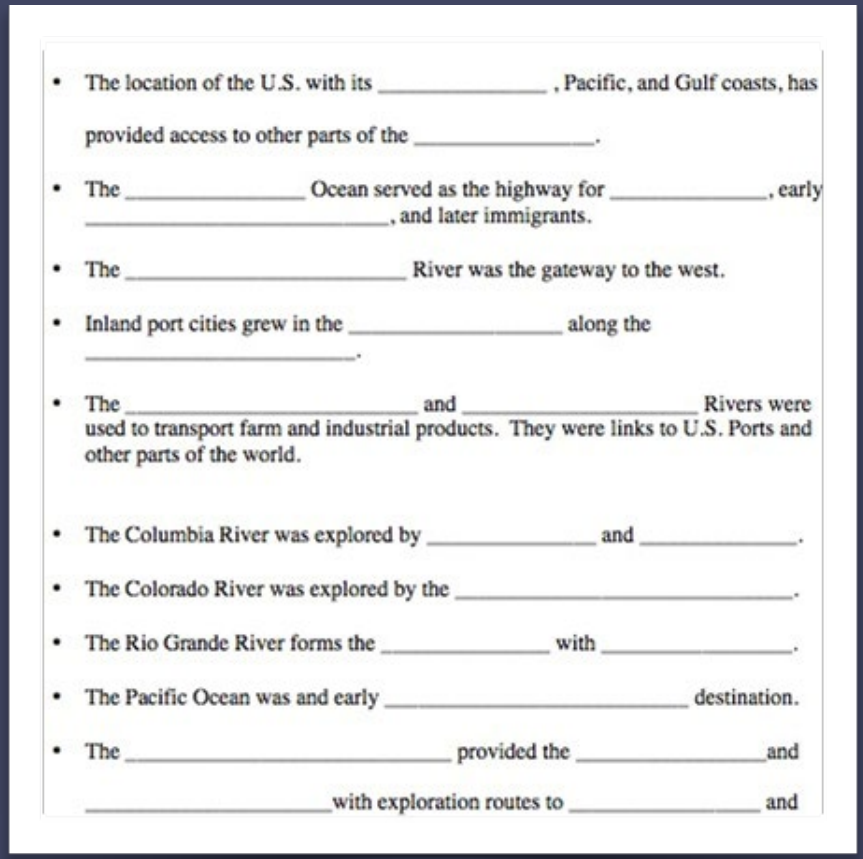
NOTETAKING STRATEGIES

- Sticky notes
- Highlighters
- Drawings
- Different Paper
  - Colored
  - Lined
  - Graphing

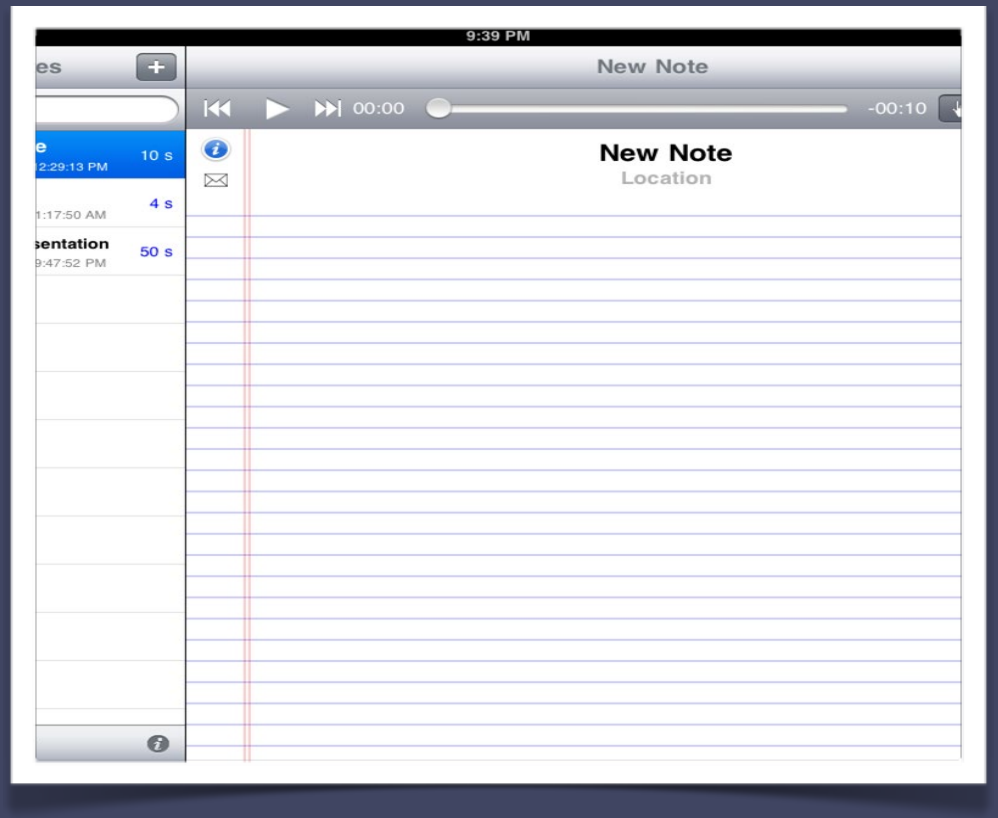
GUIDED NOTES

- Pre-lecture notes with essential information
- Word, PPT or Keynote, Google, Web 2.0
- Students actively participate during lecture, reading, etc.

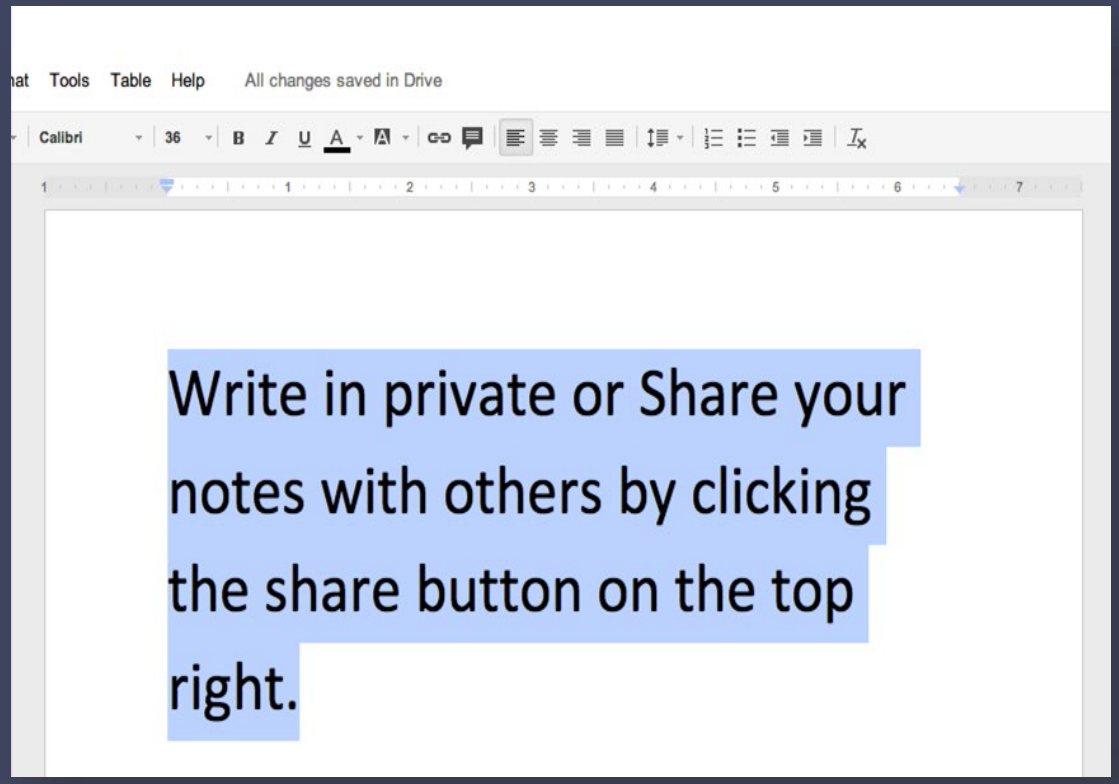


- The location of the U.S. with its _____ , Pacific, and Gulf coasts, has provided access to other parts of the _____.
- The _____ Ocean served as the highway for _____, early _____, and later immigrants.
- The _____ River was the gateway to the west.
- Inland port cities grew in the _____ along the _____.
- The _____ and _____ Rivers were used to transport farm and industrial products. They were links to U.S. Ports and other parts of the world.
- The Columbia River was explored by _____ and _____.
- The Colorado River was explored by the _____.
- The Rio Grande River forms the _____ with _____.
- The Pacific Ocean was and early _____ destination.
- The _____ provided the _____and _____with exploration routes to _____ and

NOTE TAKING USING TECHNOLOGY



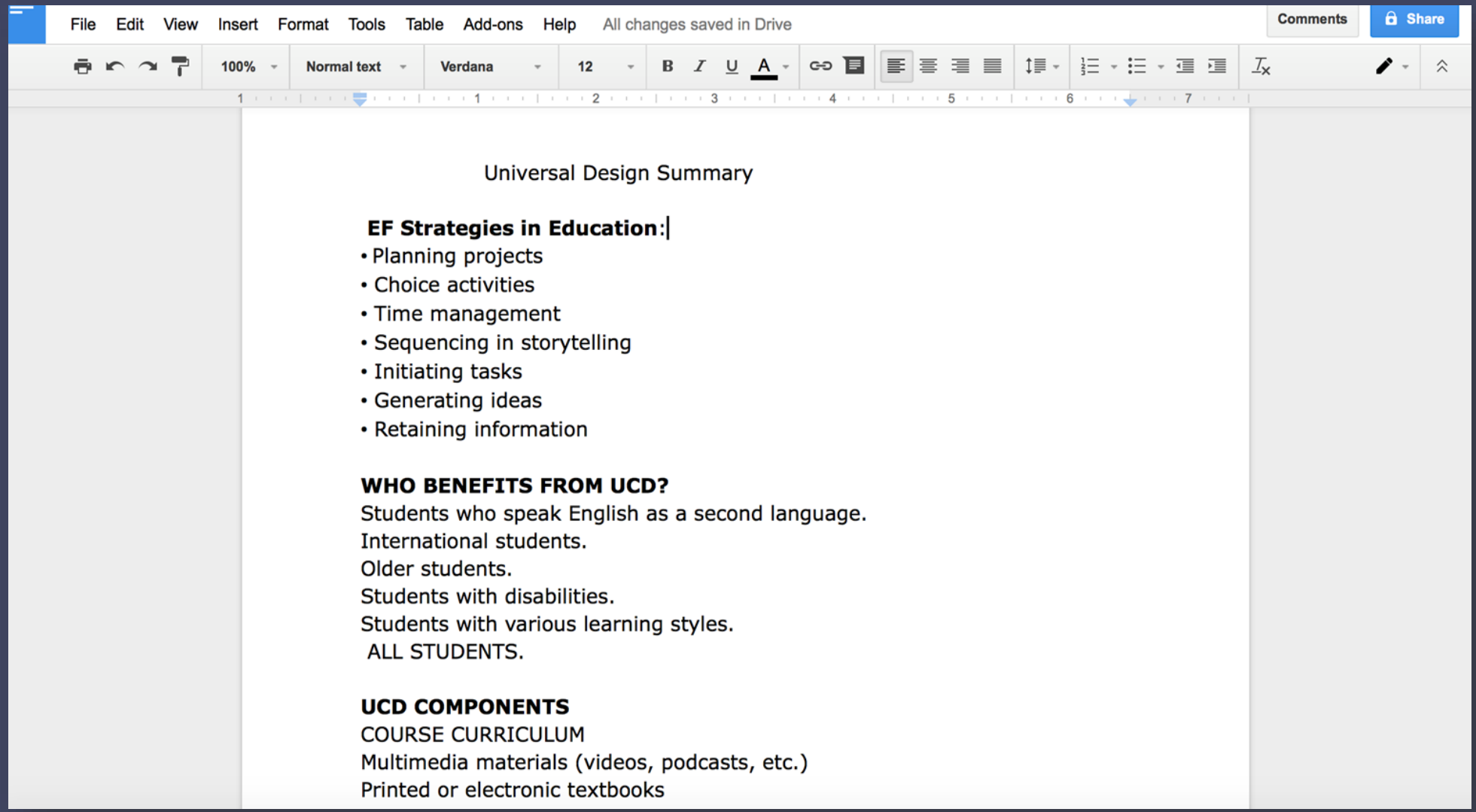
Tablet or Mobile Device



Online (Google, etc.)

ACTIVE LEARNING STRATEGY: TWO MINUTE PAPER

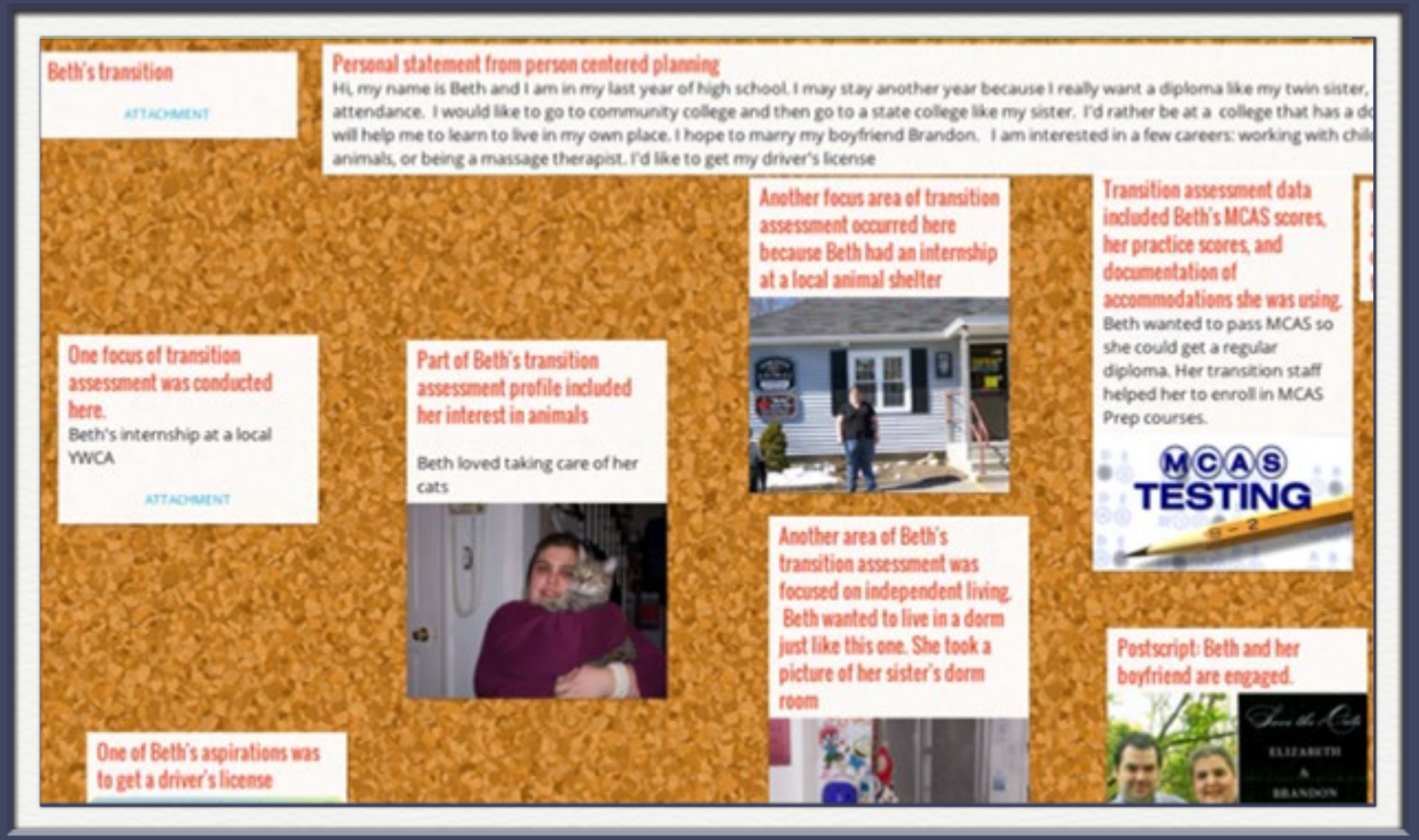
Students summarize the most important points of today's lecture to measure up-to-date learning.


File Edit View Insert Format Tools Table Add-ons Help All changes saved in Drive
Comments
Share
100%
Normal text
Verdana
12
Universal Design Summary
EF Strategies in Education:
• Planning projects
• Choice activities
• Time management
• Sequencing in storytelling
• Initiating tasks
• Generating ideas
• Retaining information
WHO BENEFITS FROM UCD?
Students who speak English as a second language.
International students.
Older students.
Students with disabilities.
Students with various learning styles.
ALL STUDENTS.
UCD COMPONENTS
COURSE CURRICULUM
Multimedia materials (videos, podcasts, etc.)
Printed or electronic textbooks

Google Docs

VOICE THREAD

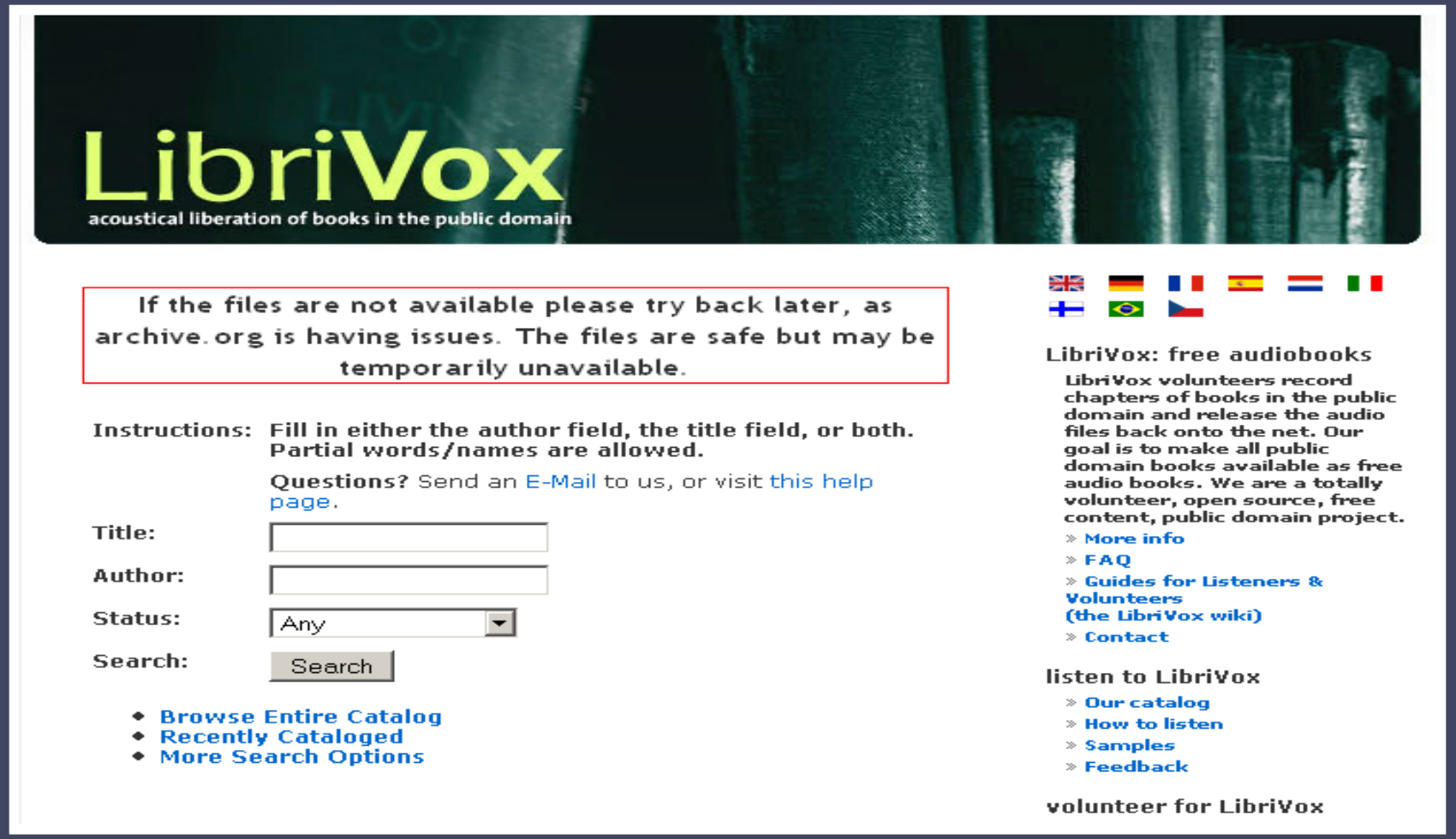
http://www.voicethread.com


Beth's transition
ATTACHMENT
Personal statement from person centered planning
Hi, my name is Beth and I am in my last year of high school. I may stay another year because I really want a diploma like my twin sister, attendance. I would like to go to community college and then go to a state college like my sister. I'd rather be at a college that has a do will help me to learn to live in my own place. I hope to marry my boyfriend Brandon. I am interested in a few careers: working with chil animals, or being a massage therapist. I'd like to get my driver's license
Another focus area of transition assessment occurred here because Beth had an internship at a local animal shelter
Transition assessment data included Beth's MCAS scores, her practice scores, and documentation of accommodations she was using.
Beth wanted to pass MCAS so she could get a regular diploma. Her transition staff helped her to enroll in MCAS Prep courses.
MCAS TESTING
One focus of transition assessment was conducted here.
Beth's internship at a local YWCA
ATTACHMENT
Part of Beth's transition assessment profile included her interest in animals
Beth loved taking care of her cats
Another area of Beth's transition assessment was focused on independent living. Beth wanted to live in a dorm just like this one. She took a picture of her sister's dorm room
Postscript: Beth and her boyfriend are engaged.
One of Beth's aspirations was to get a driver's license

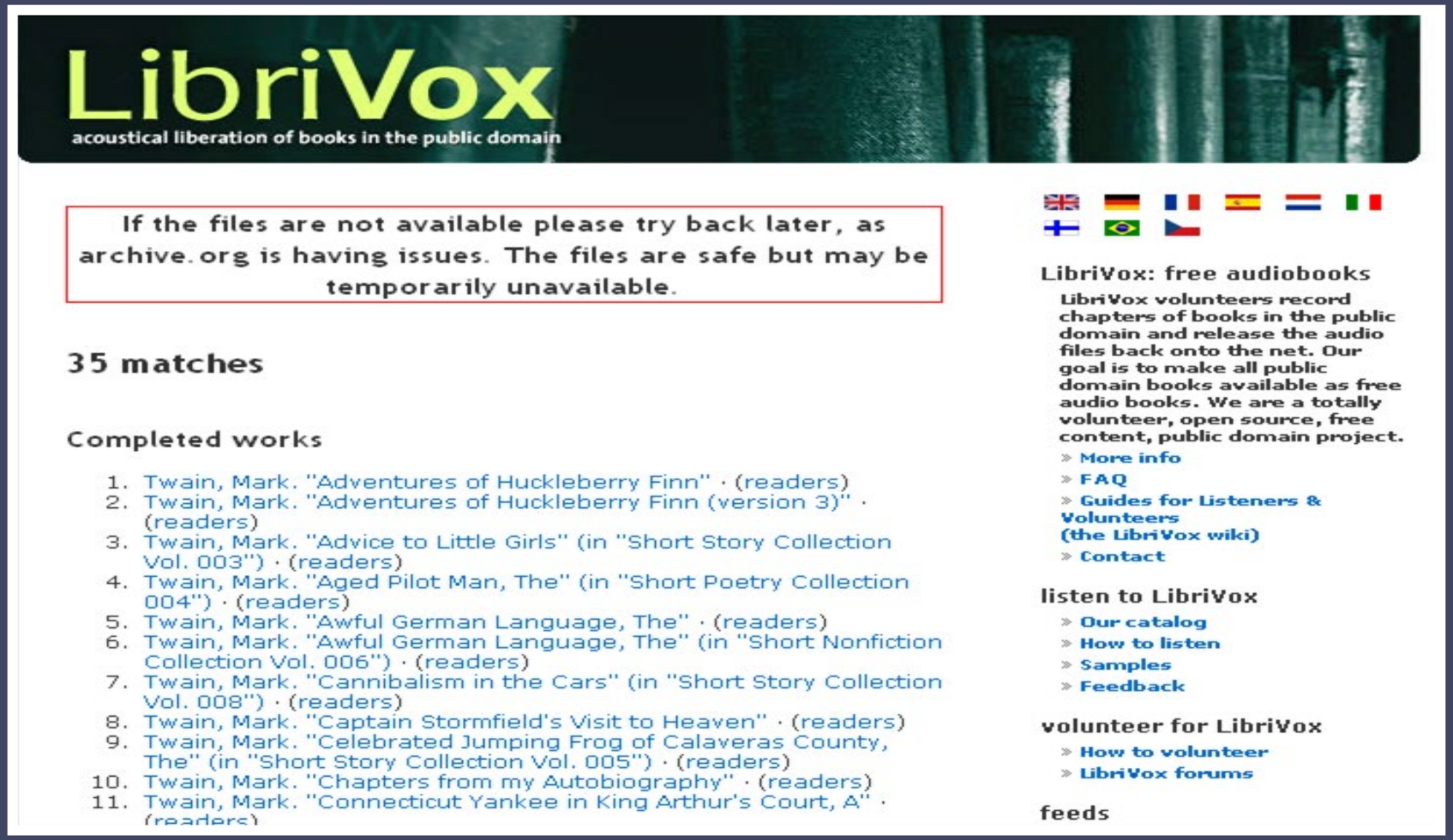
Padlet.com

LIBRIVOX

www.librivox.org



LIBRIVOX (SEARCH)



LIBRIVOX (TWAIN)

LIBRIVOX (READ & LISTEN)

www.librivox.org

HUCKLEBERRY FINN

Scene: The Mississippi Valley Time: Forty to fifty years ago

CHAPTER I.

YOU don't know about me without you have read a book by the name of The Adventures of Tom Sawyer; but that ain't no matter. That book was made by Mr. Mark Twain, and he told the truth, mainly. There was things which he stretched, but mainly he told the truth. That is nothing. I never seen anybody but lied one time or another, without it was Aunt Polly, or the widow, or maybe Mary. Aunt Polly--Tom's Aunt Polly, she is--and Mary, and the Widow Douglas is all told about in that book, which is mostly a true book, with some stretchers, as I said before.

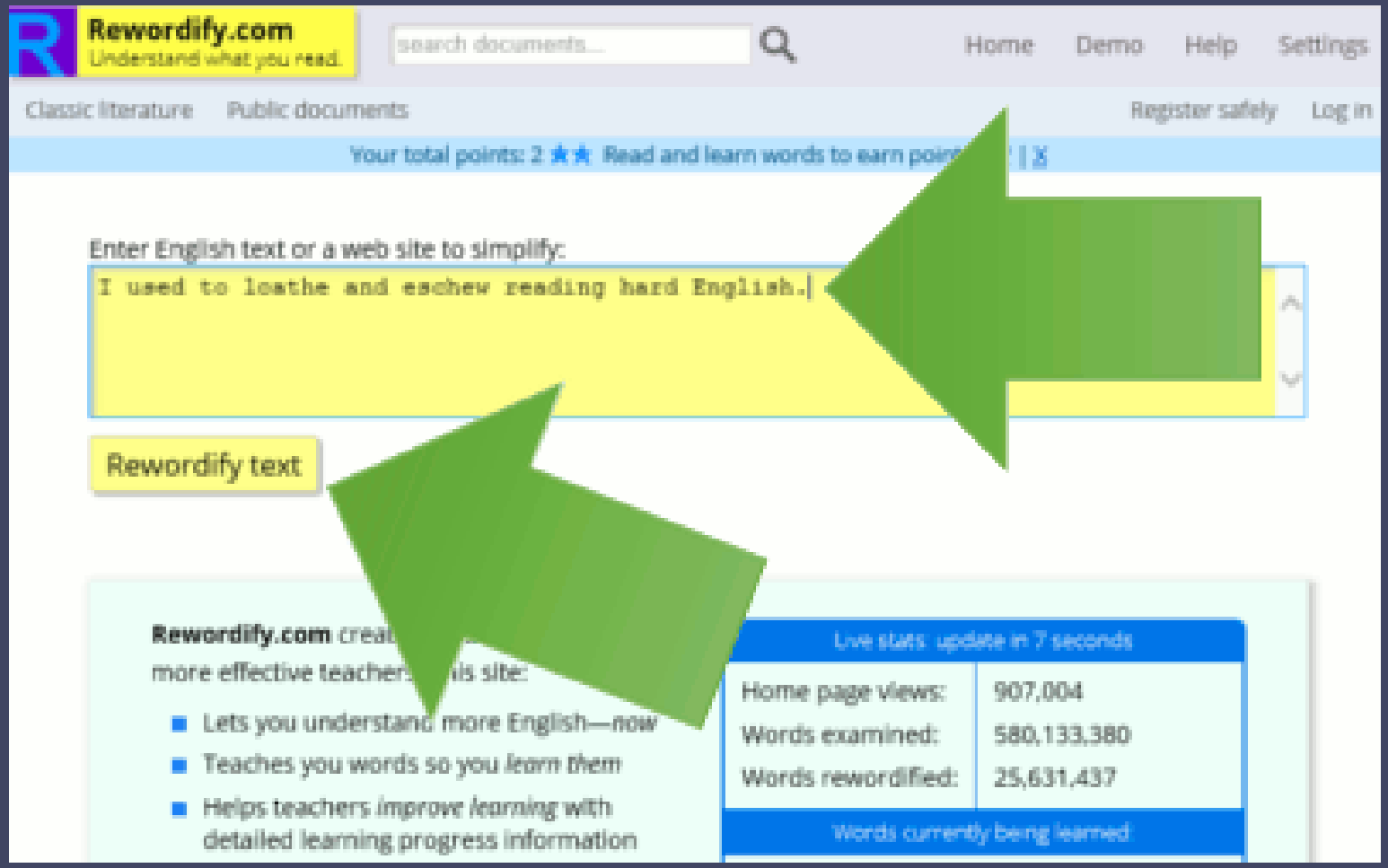
Now the way that the book winds up is this: Tom and me found the money that the robbers hid in the cave, and it made us rich. We got six thousand dollars apiece--all gold. It was an awful sight of money when it was piled up. Well, Judge Thatcher he took it and put it out at interest, and it fetched us a dollar a day apiece all the year round --more than a body could tell what to do with. The Widow Douglas she took me for her son, and allowed she would sivilize me; but it was rough living in the house all the time, considering how dismal regular and decent the widow was in all her ways; and so when I couldn't stand it no longer I lit out. I got into my old rags and my sugar-hogshead again, and was free and satisfied. But Tom Sawyer he hunted me up and said he was going to start a band of robbers, and I might join if I would go back to the widow and be respectable. So I went back.

The widow she cried over me, and called me a poor lost lamb, and she

GUTENBERG PROJECT

www.gutenberg.org

REWORDIFY



https://www.youtube.com/watch?v=WLYUnw3Avm4

QUIZLET - VIDEO

https://www.youtube.com/watch?v=7oJk0IBynoU

Multiple Means of ENGAGEMENT

Presentation Tools

Multi-Media

Assessments

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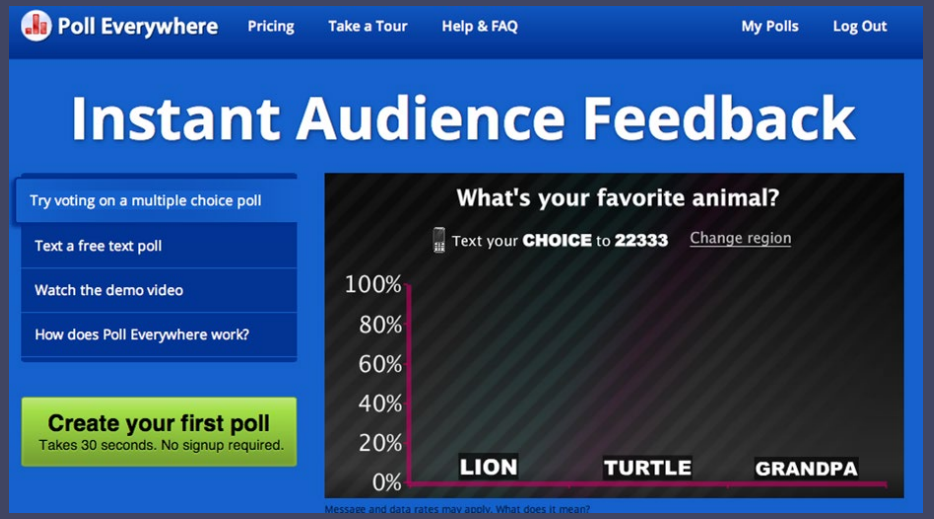
Interactive
Assessments
Game-based
Rubrics

ACTIVE LEARNING STRATEGY:FORMATIVE ASSESSMENT

- End of chapter quizzes
- Polls
  - Poll Daddy
  - Poll Everywhere
  - Socrative
  - Learning Management System
  - Kahoot
  - Twitter

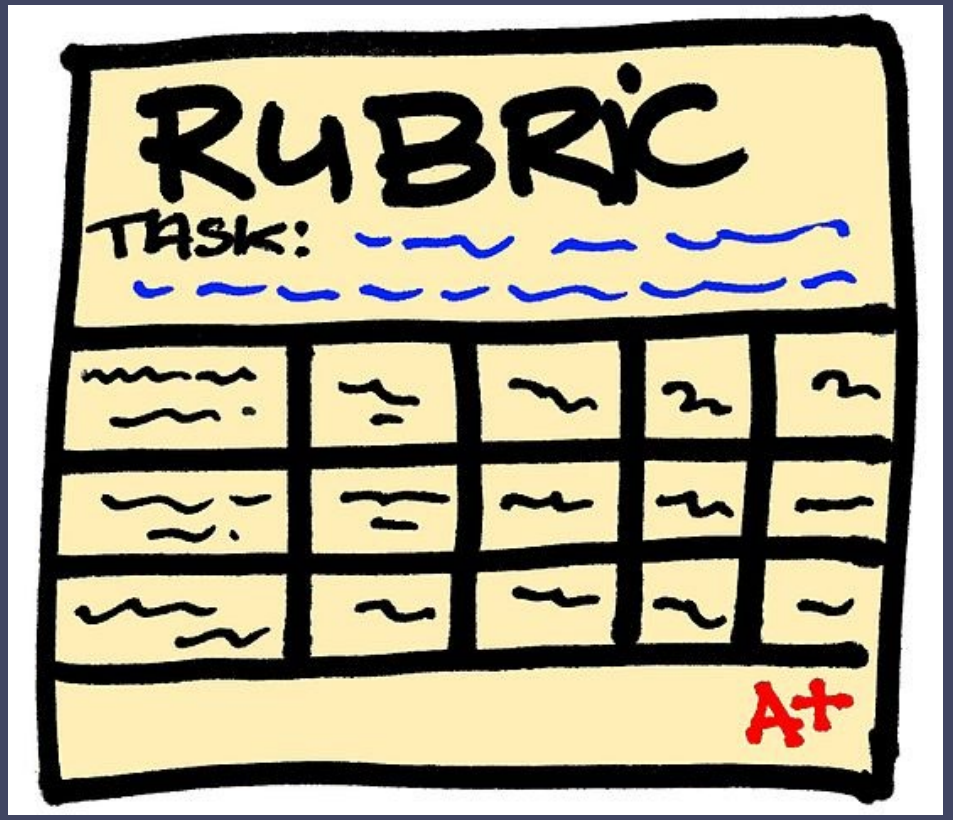


EXAMPLE OF TRADITIONAL ASSESSMENT

- Write a 3-5 page paper
- Use Times New Roman 12 point font
- Double Spaced
- MLA Bibliography

RUBRIC BENEFITS TO STUDENTS

- Provides all students with clear expectations
- Individualized and modified grading criteria
- Consistent academic standards
- Accessible



CHOCOLATE CHIP COOKIE RUBRIC

The cookie elements the students chose to judge were:

- Number of chocolate chips
- Texture
- Color
- Taste
- Richness (flavor)

CHOCOLATE CHIP COOKIE RUBRIC

4 - Delicious:

- Chocolate chip in every bite
- Chewy
- Golden brown
- Home-baked taste
- Rich, creamy, high-fat flavor

CHOCOLATE CHIP COOKIE RUBRIC

3 – Good:

- Chocolate chips in about 75 percent of the bites
- Chewy in middle, outside crispy
- Either brown from overcooking, or light from being 25 percent raw
- Quality store-bought taste
- Medium fat content

CHOCOLATE CHIP COOKIE RUBRIC

2 - Needs Improvement:

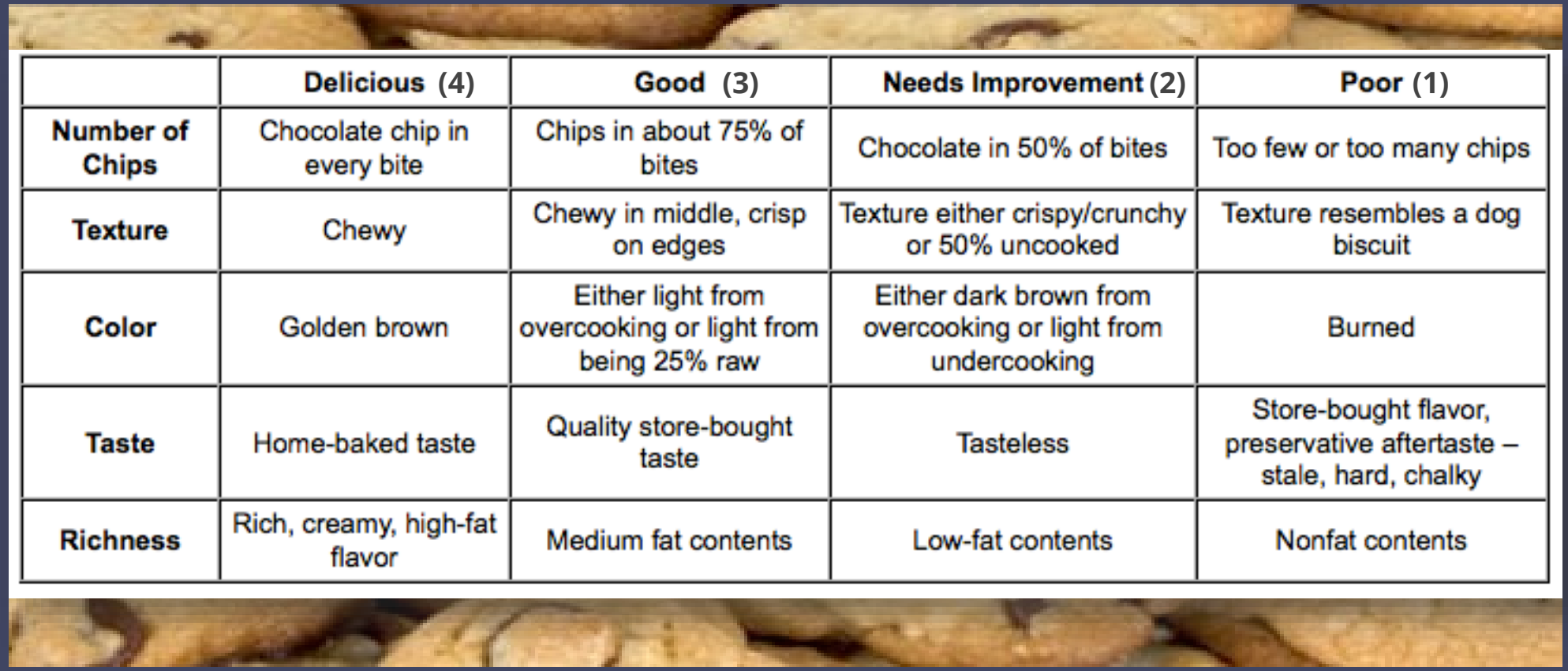
- Chocolate chips in 50% of bites
- Texture is either under or over cooked by 50%
- Either dark brown from overcooking or light from undercooking
- Tasteless
- Low-fat content

CHOCOLATE CHIP COOKIE RUBRIC

1 – Poor:

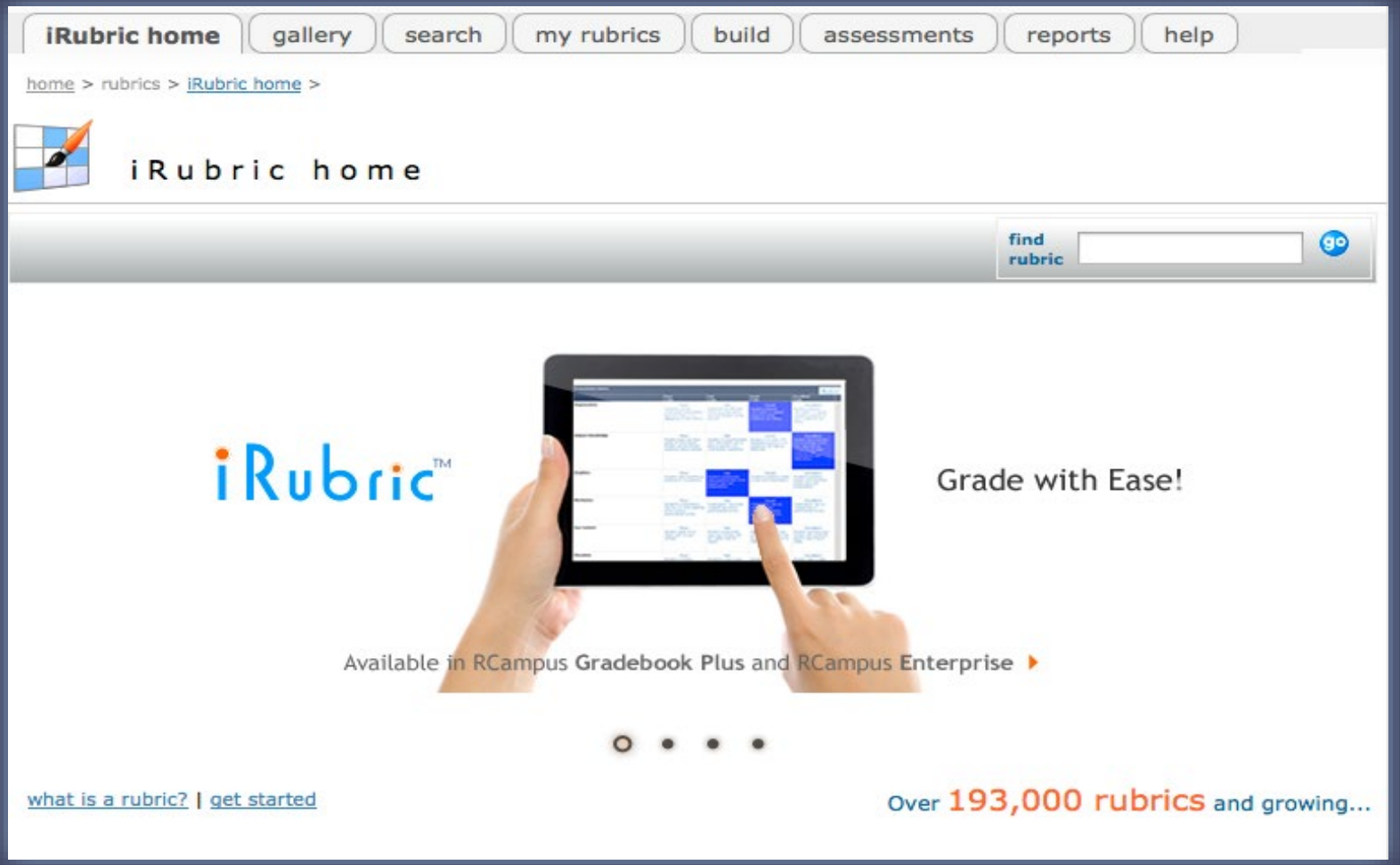
- Too few chocolate chips
- Texture resembles a dog biscuit
- Burnt
- Store-bought flavor with a preservative aftertaste – stale, hard, chalky
- Non-fat contents

CHOCOLATE CHIP COOKIE RUBRIC



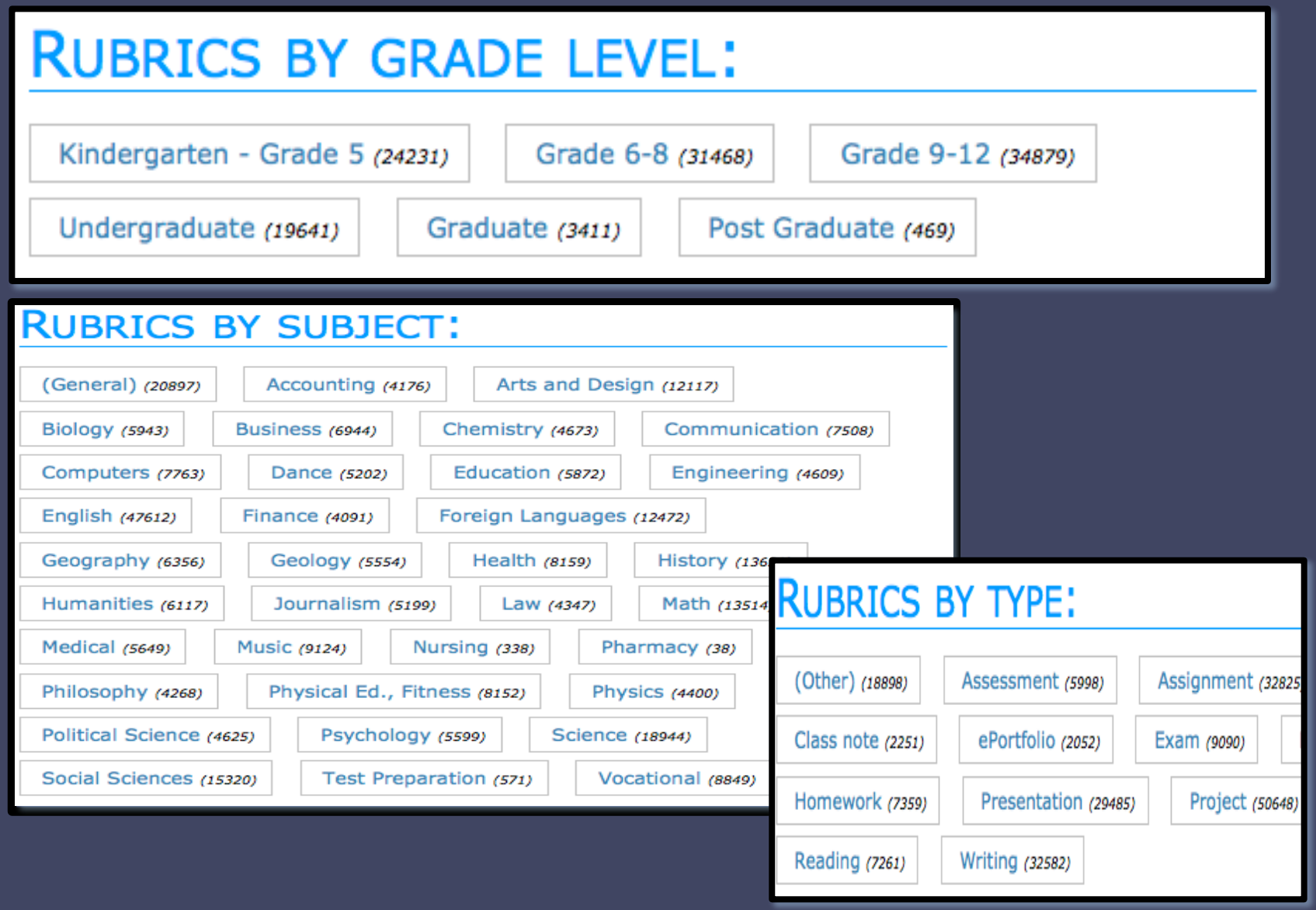
	Delicious (4)	Good (3)	Needs Improvement (2)	Poor (1)
Number of Chips	Chocolate chip in every bite	Chips in about 75% of bites	Chocolate in 50% of bites	Too few or too many chips
Texture	Chewy	Chewy in middle, crisp on edges	Texture either crispy/crunchy or 50% uncooked	Texture resembles a dog biscuit
Color	Golden brown	Either light from overcooking or light from being 25% raw	Either dark brown from overcooking or light from undercooking	Burned
Taste	Home-baked taste	Quality store-bought taste	Tasteless	Store-bought flavor, preservative aftertaste – stale, hard, chalky
Richness	Rich, creamy, high-fat flavor	Medium fat contents	Low-fat contents	Nonfat contents

The following rubric adapted from Elizabeth Wikfors Hall from the Ella Cline Shear School of Education, State University of New York, and Susan Salmon from the College at Geneseo. https://journals.sagepub.com/doi/abs/10.1177/004005990303500401



iRubric

www.irubric.com


RUBRICS BY GRADE LEVEL:
Kindergarten - Grade 5 (24231)
Grade 6-8 (31468)
Grade 9-12 (34879)
Undergraduate (19641)
Graduate (3411)
Post Graduate (469)
RUBRICS BY SUBJECT:
(General) (20897)
Accounting (4176)
Arts and Design (12117)
Biology (5943)
Business (6944)
Chemistry (4673)
Communication (7508)
Computers (7763)
Dance (5202)
Education (5872)
Engineering (4609)
English (47612)
Finance (4091)
Foreign Languages (12472)
Geography (6356)
Geology (5554)
Health (8159)
Humanities (6117)
Journalism (5199)
Law (4347)
Medical (5649)
Music (9124)
Nursing (338)
Pharmacy (38)
Philosophy (4268)
Physical Ed., Fitness (8152)
Physics (4400)
Political Science (4625)
Psychology (5599)
Science (18944)
Social Sciences (15320)
Test Preparation (571)
Vocational (8849)
RUBRICS BY TYPE:
(Other) (18898)
Assessment (5998)
Class note (2251)
ePortfolio (2052)
Exam (9090)
Homework (7359)
Presentation (29485)
Project (50648)
Reading (7261)
Writing (32582)

US History Song/Rap Rubric

Derived from rubric: US History Song/Rap Rubric

built by millerc6684

Rubric Code: S7X746

Ready to use Public Rubric

Directly link to this rubric or embed it on your website:

url: http://www.rcampus.com/r

link: <a href='http://www.rcam

Students will write a song/rap that incorporates all the elements on the Nationalism project guideline. they will create their own lyrics and create their own music. It must be a song/rap, complete with lyrics, original music and performance.

Keywords: songwriting, History, music, lyrics

Categories: Subjects: History Music
Types: Project Presentation Assignment

Musical Composition

Powered by iRubric

	Needs Improvment 18 pts	Work in Progress 20 pts	Decent 22 pts	High Quality 25 pts
Melody Does your music sound like it all belongs together? Do the notes and tones flow?	Needs Improvment Notes and tones vary and even clash. The song has no flow.	Work in Progress The song has a basic flow, yet notes and tones clash occasionally.	Decent The notes, tones, and keys flow. The types of tunes enhance the song.	High Quality The notes, tones and song keys are polished. Each section brings meaning to the overall song and aids in the understanding of the lyrics.
Lyrics A set of words, phrases or sounds that make up a song. Do the words cover the details of your topic and the majority of the elements in the Nationalism guideline?	Needs Improvment Lyrics clash with the melody and have little relationship to the topic.	Work in Progress Lyrics are starting to give some details related to the topic.	Decent Lyrics are meaningful and connect to the topic.	High Quality The lyrics are meaningful to the, flow with the melody and connect to the overall topic.
Tempo and dynamics Tempo is how fast or slow the song moves and dynamics describe the way the song ebbs and flows in relation to volume etc.	Needs Improvment The song is choppy with a unnatural mix of tempo. It has no change in dynamics.	Work in Progress Tempo and rhythm are coming together but detract from the message.	Decent Tempo and rhythm are consistent. The dynamics flow, but could be used more fluently.	High Quality The tempo, rhythm and dynamics complete the overall song and experience. The use of volume helps with the understanding of the lyrics.
Audience Response How you react to the song.	Needs Improvment Song has little or no impact on you as you listen. You have little to say about it.	Work in Progress You may tap your foot, smile occasionally and nod to the rhythm. You may have few comments, but not many.	Decent You definitely want to interact with the song with body movement, laughter, talk or dance. You have a greater understanding of the topic because of the song.	High Quality It's a potential hit song. You have a strong positive reaction to the song. You want to listen to it again and again. I t helps you to remember the details of the topic

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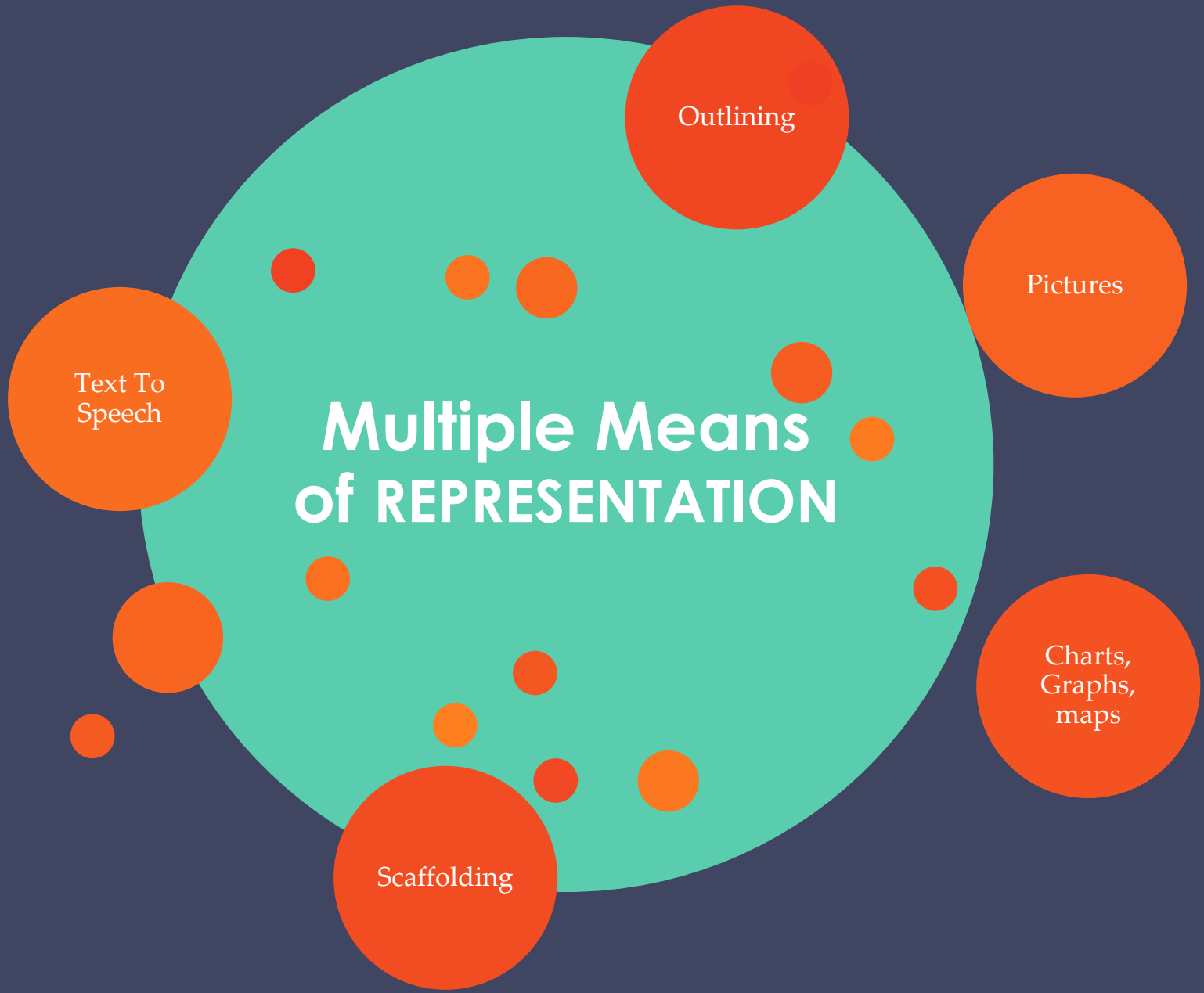
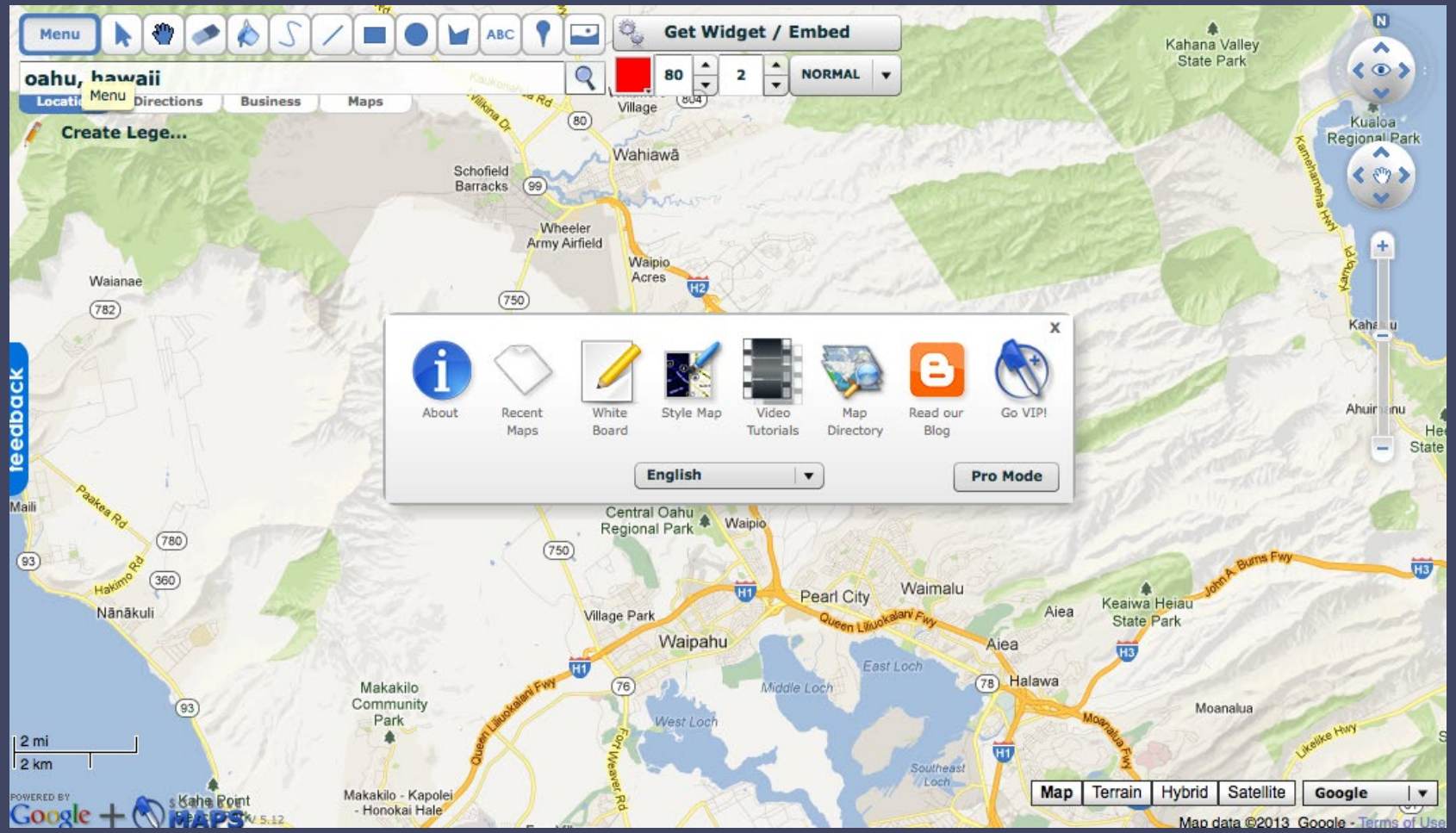
KAHOOT.IT

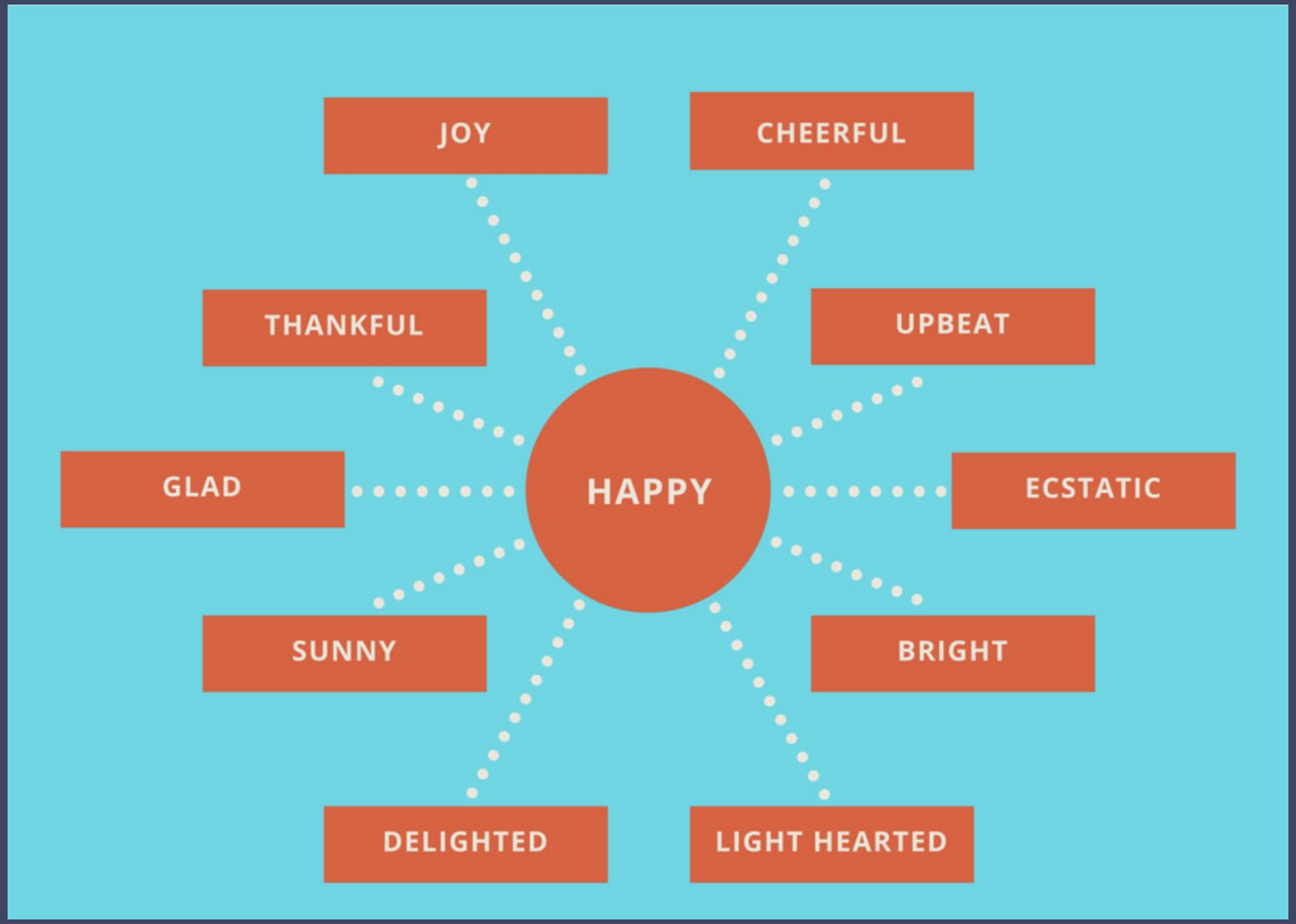

Outlining
Pictures
Text To Speech
Multiple Means of REPRESENTATION
Charts, Graphs, maps
Scaffolding



SCRIBBLE MAPS

http://www.scribblemaps.com

www.canva.org



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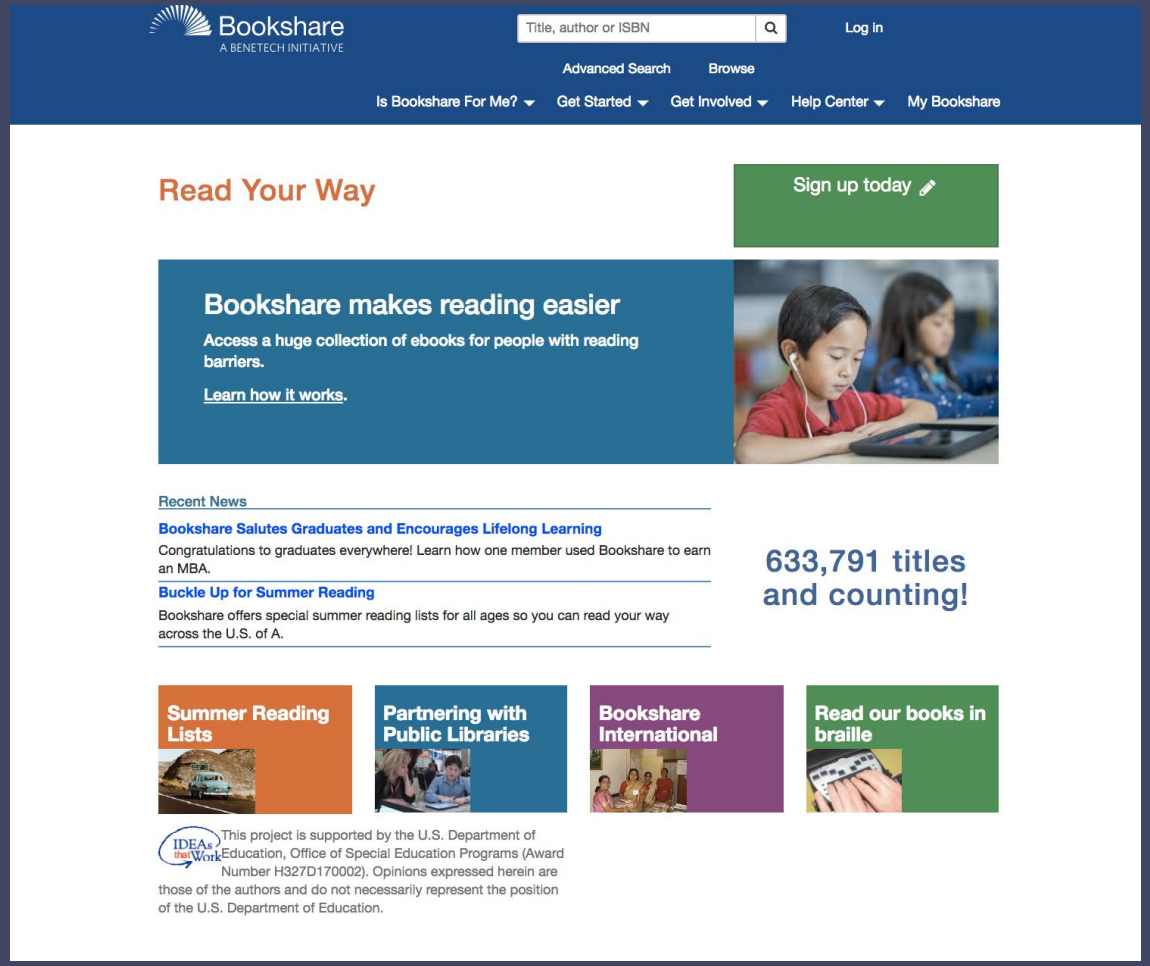
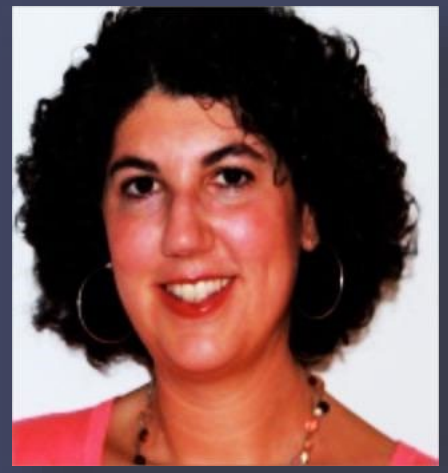
EXAMPLE OF TRADITIONAL ASSESSMENT



- Listen with text-to-speech and adjust speed
- Read words are highlighted
- Adjust font size
- Choose colors
- Reads in Braille

CONTACT INFORMATION



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link to presentation: https://goo.gl/LU3eNm