

MISSOURI DIVISION OF ELEMENTARY & SECONDARY EDUCATION  
WEBINAR

UNIVERSAL DESIGN IN LEARNING PART 2

HOSTS: MEGAN FREEMAN DR. NANCY AGUINAGA

THURSDAY, APRIL 11, 2013

MS. FREEMAN: WELCOME TO THE WEBINAR ON UNIVERSAL DESIGN FOR LEARNING OR UDL. THIS WEBINAR IS THE SECOND PORTION OF A TWO-PART SERIES ON THIS TOPIC. MY NAME IS MEGAN FREEMAN, AND I'M AN ASSISTANT DIRECTOR IN SPECIAL EDUCATION EFFECTIVE PRACTICES. TODAY'S WEBINAR IS IN LISTEN ONLY MODE WITH TEXT CHAT. WE WELCOME AND ENCOURAGE QUESTIONS RELATED TO OUR TOPIC. YOU MAY ASK QUESTIONS BY TYPING IN THE Q AND A WINDOW, AND THEY WILL BE ANSWERED DURING THE WEBINAR AS TIME ALLOWS. THIS WEBINAR IS BEING RECORDED. IN THE NEAR FUTURE YOU WILL FIND THE RECORDING IN ACCOMPANYING PRESENTATION AND RESOURCES ON THE WEBINAR SECTION OF THE DESE WEBSITE. INFORMATION FROM PART ONE OF THIS UDL WEBINAR SERIES IS ALSO LOCATED ON THIS WEBSITE. THE URL IS LISTED ON THE SCREEN FOR REFERENCE. AT THIS TIME I WOULD LIKE TO INTRODUCE OUR PRESENTER FOR TODAY'S WEBINAR ON UDL. DR. NANCY AGUINAGA HAS BEEN A FACULTY MEMBER AT SOUTHEAST MISSOURI STATE UNIVERSITY SINCE 2008. PRIOR TO SOUTHEAST SHE TAUGHT AT THE UNIVERSITY OF SOUTHERN INDIANA AND THE UNIVERSITY OF CENTRAL FLORIDA. DR. AGUINAGA ATTENDED AND WORKED AT HARVARD GRADUATE SCHOOL OF EDUCATION ON UNIVERSAL DESIGN FOR LEARNING FOR THREE YEARS WORKING WITH EDUCATORS FROM AROUND THE WORLD INTRODUCING UDL. SHE IS A FORMER TEACHER OF HIGH SCHOOL STUDENTS WITH VARYING EXCEPTIONALITIES, PREDOMINANTLY SEVERELY AND EMOTIONALLY DISTURBED AND MIDDLE SCHOOL STUDENTS WITH AUTISM SPECTRUM DISORDER. WITHOUT FURTHER ADO, HERE IS DR. AGUINAGA. DR. AGUINAGA: THANK YOU, MEGAN. GLAD TO BE HERE CONDUCTING THE PART TWO USING FOR USING UNIVERSAL DESIGN FOR LEARNING IN YOUR TEACHING. A COUPLE OF THE GOALS THAT WE HOPE TO ACHIEVE. WE'RE GOING TO DO A REVIEW OF YOUR UNDERSTANDING OF UDL AS AN OVERARCHING FRAMEWORK. WE ARE GOING TO REVIEW THE PRINCIPLES OF UDL AND HOW THEY CAN PROVIDE ACCESS TO THE GENERAL ED CURRICULUM, AND THEN WE'RE GOING TO GET INTO IMPLEMENTING STRATEGIES AND INFUSING DIGITAL MATERIALS. FINALLY WE'RE GOING TO GO THROUGH AN ACTION PLAN OF HOW YOU CAN PUT SOME OF THIS KNOWLEDGE INTO ACTION. OKAY. SO USUALLY WHEN I AM CONDUCTING A WORKSHOP FACE-TO-FACE, I DO A FIST TO FIVE. SO IN THIS CASE I WOULD LIKE YOU TO TYPE IN IF YOU HAVE THE ABILITY TO TYPE ONE, IF YOU ARE NOT FAMILIAR WITH UDL AT ALL, YOU DO NOT ATTEND THE PART ONE WEBINAR, A FIVE IF YOU ARE VERY FAMILIAR WITH UDL OR ANYWHERE IN BETWEEN, AND SO THE NUMBER OF YOUR FAMILIARITY AND THEN A YES OR NO WHETHER OR NOT YOU ATTENDED THE FIRST WEBINAR THAT WAS HELD LAST MONTH. I SEE THEM COMING IN. OKAY. SO WE'VE GOT A GOOD MIX OF PEOPLE. I WOULD SAY THE MAJORITY DIDN'T ATTEND THE FIRST WEBINAR. OKAY. I APPRECIATE THAT. WHAT

WE'RE GOING TO IS THE FIRST FIVE, SIX SLIDES IS GO OVER THE BASIC INTRO OF WHERE UNIVERSAL DESIGN FOR LEARNING CAME FROM. SO THE ORIGIN CAME OUT OF UNIVERSAL DESIGN IN ARCHITECTURE, CONSIDERING THE NEEDS OF THE BROADEST POSSIBLE RANGE OF USERS FROM THE BEGINNING. SO IF WE THINK ABOUT THAT HOW ARE WE ABLE TO PROVIDE ACCESS TO THE MAJORITY OF PEOPLE? SO SOME EXAMPLES THAT YOU WOULD SEE OF FOR UNIVERSAL DESIGN FOR LEARNING WOULD BE AN ELEVATOR, A RAMP, A CURB CUT, ANYTHING THAT IS GOING TO PROVIDE ACCESS TO CONSTRUCTION OR TO A BUILDING. SO WHAT WE'RE DOING IS LOOKING AT HOW WE CAN PROVIDE ACCESS TO THE LEARNING. SO CAST, WHICH IS THE CENTER FOR APPLIED SPECIAL TECHNOLOGY, NONPROFIT RESEARCH DEVELOPMENT ORGANIZATION, BELIEVES THAT THE BARRIERS ARE NOT, IN FACT, INHERENT IN THE CAPACITIES OF THE LEARNERS BUT INSTEAD ARISE IN THE LEARNERS' INTERACTIONS WITH INFLEXIBLE EDUCATIONAL GOALS, MATERIALS, METHODS AND ASSESSMENTS. THAT'S REALLY WHAT WE'RE GOING TO GET AT IS HOW WE CAN MAKE THOSE MATERIALS AND ASSESSMENTS MORE FLEXIBLE. DAVID ROSE IS THE FOUNDER OF CAST. HE IS ALSO A NEURO SCIENTIST, SO HE HAS REALLY STUDIED THE BRAIN A LOT, AND THAT'S WHERE THE PRINCIPLES OF YEAR OLD FOR LEARNING COME FROM. SO WE'RE LOOKING AT THIS PARADIGM SHIFT IN EDUCATION WHEN WE TALK ABOUT UDL, NOT THE FIX THE CHILD WHO HAS THE PROBLEM BUT FIX THE CURRICULUM. SO AGAIN, HOW CAN WE MAKE THAT CURRICULUM ACCESSIBLE IS GOING TO BE THE REOCCURRING GOAL. UNIVERSAL DESIGN FOR LEARNING AGAIN IS A FRAMEWORK. IT IS NOT A SPECIFIC INTERVENTION. WE'LL TALK A LITTLE BIT LATER. BY ITSELF IT IS NOT A PEDAGOGY. IT IS A FRAMEWORK OF HOW YOU ARE GOING TO DO YOUR TEACHING. THE THREE PRINCIPLES ARE MULTIPLE MEANS OF REPRESENTATION, MULTIPLE MEANS OF EXPRESSION AND MULTIPLE MEANS OF ENGAGEMENT. WE'LL GET INTO THOSE VERY SPECIFICALLY BUT TAKING THOSE INTO CONSIDERATION, WE ARE PROVIDING ACCESS TO THE GREATEST NUMBER OF INDIVIDUALS, AND WE ARE INFUSING THESE INTO OUR TEACHING AND TRYING TO REDUCE THE BARRIERS FOR ALL STUDENTS. FLEXIBLE AND SUPPORTIVE FOR ALL IS OUR GOAL, DECREASING THE BARRIERS THAT LIMIT ACCESS AND AGAIN BASED ON THE BRAIN RESEARCH. IF YOU WANT MORE INFORMATION ABOUT THAT, YOU CAN GO BACK AND LOOK AT THE FIRST WEBINAR WE DID, BUT THE THREE MAIN AREAS OF THE BRAIN ARE DIRECTLY CORRELATED TO THE THREE PRINCIPLES OF UNIVERSAL DESIGN FOR LEARNING. SO WHEN WE ARE PASSIVELY VIEWING WORDS, A CERTAIN AREA OF OUR BRAIN LIGHTS UP. WHEN WE'RE LISTENING TO WORDS, WHEN WE'RE SPEAKING WORDS, WHEN WE'RE GENERATING VERBS EACH ONE OF THESE AREAS OF OUR BRAIN LIGHTS UP. WE KNOW THAT THROUGH PET SCANS. WE KNOW THAT OUR BRAIN IS ENGAGED DIFFERENTLY DEPENDING ON WHAT IT IS THAT WE ARE DOING. SO THIS HANDOUT, THE UNIVERSAL DESIGN FOR LEARNING GUIDELINES, THIS IS ACTUALLY THE SECOND VERSION OF THE GUIDELINES AND THE LATEST VERSION CAME OUT IN JANUARY OF 2011 FROM CAST. THIS IS A HANDOUT THAT IS ALSO LINKED AT THE WEBINAR SITE. BUT OUR THREE PRINCIPLES AGAIN DESIGNATED BY THE THREE COLORS, SO WE HAVE THE MULTIPLE MEANS OF REPRESENTATION. UNDERNEATH THAT IT IS BROKEN DOWN INTO SUBGROUPS, PROVIDING OPTIONS FOR PERCEPTION, PROVISION OPTIONS FOR MATHEMATICAL AND SYMBOLS AND LANGUAGES. BEYOND THAT IT IS BROKEN DOWN EVEN FURTHER. WE'RE GOING TO GO TO SOME RESOURCES THAT WILL PROVIDE US WITH A LOT OF FREE RESOURCES OF HOW WE'RE GOING TO BE ABLE TO DO THAT. THE SECOND PRINCIPLE IS PROVIDING MULTIPLE MEANS OF ACTION AND EXPRESSION. AND AGAIN BROKEN DOWN INTO THREE SUBCATEGORIES, AND THEN THE THIRD ONE PROVIDING MULTIPLE MEANS OF ENGAGEMENT AND BROKEN DOWN. SO ULTIMATELY TRYING TO CREATE RESOURCEFUL, KNOWLEDGEABLE LEARNERS, GOAL-DIRECTED LEARNERS AND PURPOSEFUL-MOTIVATED LEARNERS. ONE OF THE QUESTIONS THAT COMES UP A LOT IS WHY IS UDL EFFECTIVE? IT IS SOMETHING THAT GOOD TEACHERS DO A LOT OF THE THINGS THAT ARE INCORPORATED INTO THE UDL FRAMEWORK. WE KNOW THAT LEARNING IS UNIQUE TO INDIVIDUALS, AS UNIQUE AS A FINGERPRINT. WE KNOW THAT ABILITIES ARE NOT FIXED. THEY ARE CONTINUALLY SHIFTING IN RELATIONSHIP TO

THE ENVIRONMENT. WE HAVE THAT INTERSECTION BETWEEN THE INDIVIDUAL AND THE ENVIRONMENT THAT WE'RE TRYING TO DELIVER CONTENT TO THAT'S GOING TO MAKE SENSE TO THEM, THAT THEY ARE GOING TO BE ABLE TO UNDERSTAND AND HAVE ACCESS TO. THE AVERAGE STUDENT THAT WE BASED A LOT OF OUR CONTENT AROUND IS GETTING MORE AND MORE DIVERSE. WE DON'T REALLY HAVE AN AVERAGE STUDENT ANY MORE. THAT BELL CURVE, THE RESEARCH IS SHOWING THAT'S WIDENING. THE THREE BRAIN NETWORKS THAT ARE ASSOCIATED WITH THOSE THREE AREAS ARE RECOGNITION OR THE WHAT OF LEARNING, THE STRATEGIC OF THE HOW OF LEARNING AND THE AFFECTIVE OR WHY OF LEARNING. SO THE RECOGNITION OR MULTIPLE MEANS OF REPRESENTATION, THE STRATEGIC OR THE MULTIPLE MEANS OF EXPRESSION AND THE AFFECTIVE OR THE MULTIPLE MEANS OF ENGAGEMENTS. NOW I WOULD LIKE YOU GUYS, IF AT ANY TIME DURING THE PRESENTATION YOU HAVE QUESTIONS, PLEASE TYPE THEM OUT UNDER THE Q AND A BOX AND I WILL BE GLAD TO ANSWER THEM AS WE GO, AND WE'LL ALSO HAVE TIME AT THE END OF THE WEBINAR TO ANSWER ANY QUESTIONS YOU HAVE. SO WHEN WE IMPLEMENT UDL, WE'RE TRYING TO ENGAGE ALL THREE OF THE NETWORKS SIMULTANEOUSLY. SO IF WE'RE ABLE TO DO THAT IN OUR DIAGRAM, UDL IS WHERE THEY ARE INTERSECTING SO THAT'S THE ULTIMATE GOAL. APPLYING THE THREE PRINCIPLES TO THE FOUR PILLARS OF THE CURRICULUM, TO GOALS, MATERIALS, METHODS AND ASSESSMENTS. ENSURING THAT WE'RE ENGAGING ALL THREE BRAIN NETWORKS AT THE SAME TIME. ONE OF THE OTHER CONCERNS, I THINK, ABOUT UDL IS ASKED ABOUT RESEARCH. A NETWORK UDL IRN, IMPLEMENTATION AND RESEARCH NETWORK HAS BEEN AROUND TWO OR THREE YEARS NOW, AND THEY ARE STARTING TO REALLY DO A LOT OF RESEARCH IN EDUCATION. THEY HAVE A FEW WHITE PAPERS OUT. IF YOU GO TO UDL IRN YOU CAN GO DIRECTLY TO THEIR WEBSITE AND GET SOME, THE WHITE PAPERS ASSOCIATED WITH THE CRITICAL ELEMENTS. ALSO ONE OF THE HANDOUTS, THE INSTRUCTIONAL PROCESS THAT IS ON THE WEBINAR CAME FROM UDL IRN. BUT THE MAIN ELEMENTS OR THE CLEAR GOALS, INTENTIONAL PLANNING FOR LEARNER VARIABILITY, THE FLEXIBLE METHODS AND MATERIALS AND THE TIMELY PROGRESS MONITORING. SO IF WE'RE LOOKING AT THE CRITICAL ELEMENTS, AND WE'RE LOOKING AT THE THREE MAIN PRINCIPLES, THEN WE'RE GOING TO REACH THE MAJORITY OF STUDENTS POSSIBLE AND THAT, AGAIN, IS OUR ULTIMATE GOAL. THE OTHER THING THAT UDL IRN TALKS ABOUT IS THE BACKWARDS DESIGN INSTRUCTIONAL PROCESS. SO LOOKING AT WHAT YOUR OUTCOMES ARE, ANTICIPATING WHAT THE VARIABILITY OR THE DIVERSE NEEDS OF YOUR STUDENTS ARE GOING TO BE, LOOKING AT THE MEASURABLE OUT COMES AND ASSESSMENT PLAN, THEN INSTRUCTIONAL EXPERIENCE AND THEN REFLECT AND FIGURE OUT WHAT YOU CAN DO TO CHANGE YOUR LESSON OR YOUR INSTRUCTION. A COMMON ACADEMIC TASK OR INSTRUCTIONAL CHALLENGE THAT WE TYPICALLY GIVE IN A TRADITIONAL CURRICULUM WOULD BE TO READ A CHAPTER IN A SCIENCE TEXTBOOK. THERE'S TYPICALLY DEFICITS IN BACKGROUND KNOWLEDGE, BELOW LEVEL READING SKILLS, POOR FLUENCY OR COMPREHENSION OR DIFFICULTY WITH NEW VOCABULARY. WE ANY ABOUT WHAT CAN WE DO IN ORDER TO PLAN FOR DIVERSE LEARNING ENVIRONMENT. SO THE SAME ASSIGNMENT, READ A CHAPTER IN A SCIENCE BOOK, WE MIGHT SCAN THE TEXTBOOK. NOW THESE DAYS WE'RE GOING TO GO TO A COUPLE OF DIFFERENT SITES WHERE THERE'S A LOT OF TEXTBOOKS THAT YOU CAN GET THAT ARE ALREADY IN DIGITAL FORMAT WHICH WOULD ELIMINATE THAT PIECE. BUT YOU ARE STILL ULTIMATELY WOULD RATHER HAVE ANY KIND OF PRINT MATERIAL IN DIGITAL FORMAT SO THAT IT CAN BE FLEXIBLE. THEN THEY ARE GOING TO LOCATE OR CREATE MATERIALS WITH AUDIO SUPPORT. SO THERE ARE SEVERAL LINKS WITHIN THE PRESENTATION, AND I'M GOING TO GO TO A FEW OF THEM BUT KNOW THAT YOU WILL BE ABLE TO ACCESS ALL OF THESE LINKS AT A LATER TIME. SO IN THIS CASE WE WOULD GO TO THE STAR -- I CLICKED

ON HOW THINGS WORKED THERE BUT STAR CHILD WAS THE FIRST ONE. THIS WOULD BE ANOTHER ONE. GO TO KIDS.GOV AND HOW THINGS WORK. SO JUST KNOW THAT YOU CAN CLICK ON EACH ONE OF THESE LINKS AND SEE SOME MORE OF THE SPECIFIC INFORMATION. THIS PERIODIC TABLE THAT'S LINKED HERE, THIS IS THE ELEMENTS BY THEODORE GRAY. THIS IS A GREAT EXAMPLE OF USING MULTIPLE REPRESENTATION OF SOMETHING LIKE THE PERIODIC TABLE, BUT IT IS TAUGHT THROUGH MULTIPLE EXAMPLES. IT IS TAUGHT THROUGH HUMOR AND IN A VISUAL FORMAT. ANOTHER EXAMPLE WOULD BE SOLVING MULTIPLE STEP MATH PROBLEMS. SO TRADITIONAL CHALKBOARD, PAPER AND PENCIL AND/OR BECAUSE AGAIN ONE OF THE PIECES OF ENGAGEMENT IS WE GIVE CHOICES, WE GIVE OPTIONS SO YOU ARE STILL GOING TO HAVE THE STUDENT THAT WANTS TO DO AN ASSIGNMENT TRADITIONALLY, BUT THE IDEA OF UDL IS THAT WE PROVIDE FLEXIBILITY, MAYBE ONE TIME THEY WANT TO DO TRADITIONALLY, ANOTHER TIME THEY WANT CALCULATION SUPPORT THROUGH WEB MATH OR THROUGH VIRTUAL MATH MANIPULATIVES I KNOW THAT THROUGH LEON MATH MOVIES SO I KNOW THE SAME REPRESENTATION IS REPRESENTED DIFFERENTLY. SO IT IS A LITTLE CLUNKY WHEN I GO TO THE WEBSITES. BUT AGAIN, I HOPE THAT YOU WILL TAKE THE TIME TO GO THROUGH AND LOOK AT THEM BECAUSE THERE IS A LOT OF INFORMATION AT EACH ONE OF THESE LINKS. SO THE I-PAD, YOU ARE HEARD A LOT ABOUT ONE-ON-ONE INITIATIVES WITH THE I-PAD. THERE'S SO MUCH ACCESSIBILITY OR FLEXIBILITY BUILT INTO THE I-PAD SO YOU CAN, MUCH LIKE YOU CAN DO ON COMPUTERS WITH ACCESSIBILITY, TEXT TO SPEECH IN DIFFERENT PROGRAMS WITH MICROSOFT WORD THAT WE'LL GET INTO A LITTLE BIT THAT'S THERE. MANY PEOPLE DON'T KNOW THAT IT'S SOMETHING THAT WE CAN USE FOR OUR STUDENTS THAT NEED IT. KIDREX IS A SEARCH ENGINE THAT IS SAFE FOR KIDS, IT WAS DEVELOPED BY GOOGLE, SO THIS IS ANOTHER SUPPORT THAT WE CAN USE THE INTERNET FOR. GENERALLY WE MIGHT BE AFRAID OR GOOGLE MIGHT BE BLOCKED AT SOME OF OUR SITES, BUT IF WE WORK WITH THE I. T. DEPARTMENT AND WE USE SITES THAT WE KNOW THAT ARE SAFE FOR KIDS, THEN WE OPEN UP THAT WHOLE WORLD TO THEM. SO THAT'S ONE THAT YOU CAN DEFINITELY CHECK OUT AND GET ON YOUR LIST THAT I. T. WOULD CLEAR. INTERNET FOR CLASSROOMS HAS MULTIPLE RESOURCES IN ALL DIFFERENT SUBJECT MATTERS. 42EXPLORE, TEACH WITH TECHNOLOGY, ALL OF THOSE COVER A WIDE VARIETY OF SUBJECTS. THEN YOU HAVE THE MORE SPECIFIC RESOURCES, DIGITAL HISTORY, DIGITAL UNIVERSE, THEN LEARNING THROUGH LISTENING WHERE YOU HAVE ACCESS TO ALL KINDS OF AUDIO BOOKS, PDF'S, THINGS THAT YOU WOULD USE IN YOUR LESSON THAT CAN BE CONVERTED QUICKLY INTO AN AUDIO FILE. DISCOVERY.EDU, YOU HAVE KATHY SCHROCK'S GUIDE FOR EDUCATORS. TEXT TO SPEECH, NATURAL READER IS A FREE PROGRAM. IF YOU ARE NOT USING MICROSOFT AND YOU WANT TO USE TEXT TO SPEECH ON SOMETHING ON A WEBSITE OR IN DIGITAL FORMAT THAT YOU CAN USE NOT THE COMPUTER VOICE BUT THERE'S NATURAL SPEAKING VOICES. PUBLIC DOMAIN LITERATURE IN AUDIO FORMAT IS A SITE WHERE ANYTHING THAT IS PUBLIC DOMAIN YOU CAN GET IN AUDIO FORMAT FOR THE MOST PART. YOU CAN CREATE SPEECH GENERATION, YOU CAN USE DRAGON NATURALLY SPEAKING FOR VOICE RECOGNITION, SO THE RESOURCES THAT ARE AVAILABLE TO US, HOW TO MAKE OUR MATERIAL FLEXIBLE AND PROVIDE MULTI MEANS OF REPRESENTATION. IT IS ALL AROUND US. THAT'S WHAT MAKES UDL SO IMPORTANT RIGHT NOW. BECAUSE WE HAVE THE CAPABILITY TO MAKE THINGS FLEXIBLE. SOME OTHERS THAT I'M SURE MANY OF YOU USE OR YOUR COLLEAGUES USE IN THE CLASSROOM OR WIKIS AND BUILDING THIS COLLABORATIVE ENVIRONMENT WHERE THINGS CAN BE SHARED AND AT THE SAME TIME BE FLEXIBLE. PODCASTING, USING GOOGLE DOCS OR DROP BOX, THE SMART BOARD. THIS PARTICULAR LINK IS LINKED TO SMARTTECH.COM. SMARTTECH.COM AND THEN IT IS THE SPECIAL ED -- BACK SLASH SPECIAL ED. IF YOU GO UNDER RESOURCES, WE HAVE VIDEOS ABOUT CREATING ENGAGING LESSONS. I KNOW MANY OF US HAVE SMART BOARDS AND THEY ARE NOT REALLY USED TO THEIR FULLEST POTENTIAL. BUT SMART BOARD HAS DONE A GREAT JOB OF PUTTING LESSONS, PDF'S, VIDEOS. THEY ARE USING MULTIPLE MEANS OF

REPRESENTATION TO GET US TO USE SMART BOARDS MORE EFFECTIVELY. SO THAT'S SOMETHING I HOPE THAT YOU WILL CHECK OUT. THE WORDLE, BUILDING WORD CLOUDS, A GREAT ENGAGING SITE OR A PROGRAM THAT IS A MULTIPLE REPRESENTATION. AT THIS LINK IT DOESN'T TAKE YOU TO WORDLE, BUT IT TAKES YOU TO TEN WAYS THAT TEACHERS CAN USE WORDLE IN THEIR CURRICULUM. BUBBL.US IS A FREE MIND MAPPING LINK. SO IF YOU GO TO -- SOME OF US YOU HAD KIDSPIRATION OR INSPIRATION FOR CONCEPT MAPPING. BUBBL.US IS FREE TO CREATE MIND MAPS. EDUTOPIA IS FROM THE GEORGE LUCAS FOUNDATION, AGAIN A PLETHORA OF INFORMATION. GEORGE LUCAS WAS A HORRIBLE STUDENT. HE WASN'T ENGAGED AT ALL. AND HE DEVELOPED THIS ORGANIZATION, THIS WEBSITE SO THAT KIDS THAT AREN'T TRADITIONAL TYPICAL LEARNERS COULD GET THE CONTENT IN WAYS THAT WAS REPRESENTED DIFFERENTLY, AND THAT HE COULD EXPRESS WHAT HE KNEW DIFFERENTLY THROUGH DIFFERENT IDEAS. TIME FOR KIDS, CURRENT EVENTS. BRAIN POP. I KNOW SEVERAL SCHOOL DISTRICTS NOW HAVE SUBSCRIPTIONS TO BRAIN POP. EVEN THE FREE PARTS OF BRAIN POP ARE SOMETHING THAT TEACHERS COULD INCORPORATE IN LESSONS. THERE'S BUILT-IN QUIZZES SO THEY WOULD HAVE MULTIPLE MEANS OF ASSESSMENT OR EXPRESSION, AND AS SOON AS MANY OF OUR KIDS GO INTO THE CLASSROOM WHERE TECHNOLOGY ISN'T BEING USED OR THEY DON'T HAVE CHOICES OR OPTIONS OR FLEXIBILITY, THEY PRETTY MUCH IN MANY CASES THAT I HAVE OBSERVED, THEY KIND OF ZONE OUT. THEY ARE IN A WORLD THAT'S CONNECTED, THE MAJORITY OF THEIR LIFE AND THEN THEY GO INTO A CLASSROOM AND THEY ARE DISCONNECTED. THEY DON'T KNOW HOW TO BE ENGAGED. AND BY USING TECHNOLOGY, WE CAN STILL GET THE CONCEPTS, THE CONTENT ACROSS, BUT IN A WAY THAT IS MORE ENGAGING FOR THEM. SOMETIMES IT IS NOT ABOUT PRESENTING SOMETHING IN A FUN WAY, IT IS ABOUT APPEALING TO THAT AREA OF THE BRAIN THAT WE NEED TO GET TO SO THAT THEY CAN EVEN HAVE ACCESS TO WHAT WE'RE TRYING TO TEACH. GOORU LEARNING IS A SITE I WAS RECENTLY INTRODUCED TO. THIS IS A REAL NEAT SITE. WHEN YOU PUT SOMETHING IN THE SEARCH ENGINE. IT IS CALLED A SEARCH ENGINE FOR LEARNING, WHEN YOU PUT SOMETHING IN THE SEARCH ENGINE, IT BRINGS BACK OBJECTS. SO IT IS GOING TO BRING BACK A VIDEO, A PDF, SO IT GIVES YOU -- SOMEBODY CAN CHOOSE HOW THEY WANT TO LEARN ABOUT THAT SPECIFIC TOPIC. BLOGS DEFINITELY ARE A WAY THAT TEACHERS CAN CREATE A FREE BLOCK AND EDUBLOCKS. THEY CAN COMMUNICATE WITH PARENTS. THEY CAN HAVE A BLOG FOR A WHOLE GRADE LEVEL, A BLOG FOR A SCHOOL. THEY CAN KEEP TRACK OF WHAT'S GOING ON FROM DAY-TO-DAY, FROM WEEK-TO-WEEK AND THAT GIVES YOU AN OPPORTUNITY TO HAVE THE SAME INFORMATION IN MULTIPLE REPRESENTATIONS. YOU COULD HAVE A NEWSLETTER ON AND YOU COULD USE GOOGLE TRANSLATE AND A SPANISH SPEAKING INDIVIDUAL OR SOMEBODY FROM ANY NUMBER OF LANGUAGES COULD EASILY TRANSLATE THAT SO THEY HAVE ACCESS TO IT. YOUTUBE VIDEOS, WE'RE ALL FAMILIAR WITH YOUTUBE, TEACHER TUBE AND THE CC BUTTON WITHIN THE VIDEOS ON THE BOTTOM RIGHT. IF IT'S CC, THEN YOU CLICK ON THAT YOU KNOW IT IS CLOSED-CAPTIONED. THAT IN ITSELF IS PRETTY COOL THAT WE CAN HAVE VIDEOS THAT ARE CLOSED-CAPTIONED ALREADY BUILT IN. WE DON'T HAVE TO DO THE CAPTIONING. WHAT'S EVEN MORE FASCINATING TO ME IS IF YOU CLICK ON THAT AGAIN, THERE'S AN OPTION FOR YOU TO TRANSLATE THE CLOSED CAPTIONING INTO 60 DIFFERENT LANGUAGES. SOME LANGUAGES I DIDN'T EVEN KNOW EXISTED ARE THERE, AND THAT IS AUTOMATICALLY BUILT INTO ANY VIDEO THAT HAS THE CC THAT'S RUN THROUGH THE YOUTUBE VIDEO ENGINE. THE LAST ONE THAT I WILL TALK ABOUT RIGHT NOW FOR FLEXIBLE TECHNOLOGIES IS MI VIDA LOCA. IT IS LEARNING SPANISH THROUGH IMMERSION, HISTORY AND HUMOR. SO THIS IS JUST SCRATCHING THE SURFACE OF SOME OF THESE FLEXIBLE TECHNOLOGIES THAT ARE AVAILABLE TO US THAT TEACHERS DON'T HAVE TO CREATE. THEY ARE THERE FOR US, AND THEY ARE THERE FOR THE STUDENTS SO THAT THEY ARE ABLE TO HAVE OPTIONS OF HOW THEY ARE GOING TO LEARN SOMETHING. THIS IS A WORDLE I DID BY TAKING MY NOTES FROM A CONFERENCE THAT I WENT TO. MY NOTES OVER SEVERAL SESSIONS. OBVIOUSLY ABOUT UDL AND LEARNING, AND THIS

IS WHAT CAME OUT. SO THIS IS JUST AN EXAMPLE OF WHAT YOU CAN DO WITH ANY KIND OF TEXT THAT YOU HAVE. A LITTLE BIT ABOUT ACCESSIBILITY IN FRONT OF US. MICROSOFT PARTNERS IN LEARNING HAS GREAT TUTORIALS OF WHAT WE CAN DO, MOST OF US HAVE MICROSOFT OFFICE OR SOME FORM OF A MICROSOFT OPERATING SYSTEM IN OUR CLASSROOM. IF YOU GO TO THIS SITE, THERE ARE ALL KINDS OF TUTORIALS OF HOW WE CAN USE TEXT TO SPEECH, HOW WE CAN INSERT VOICE COMMENTS, HOW WE CAN INSERT SOME BACKGROUND KNOWLEDGE OR A PROMPT FOR A STUDENT. ONCE YOU PRACTICE WITH IT, IT IS SOMETHING THAT CAN BE DONE QUICKLY AND CAN MEAN EVERYTHING TO THAT ONE STUDENT WHO OTHERWISE WOULD HAVE NO IDEA WHAT'S GOING ON. ACCESSIBILITY FOR EVERY STUDENT, SO HOW TO CHANGE THE FONT OR HOW TO ZOOM OR HOW TO USE TEXT TO SPEECH, SO MANY OPTIONS. WATCH, KNOW, LEARN IS ANOTHER VIDEO REPOSITORY FOR ALL DIFFERENT SUBJECT MATTER. ACADEMIC SKILL CENTER IS ANOTHER FOR EDUCATIONAL VIDEOS. FREE TECHNOLOGY FOR TEACHERS IS A GREAT BLOG THAT A GOOGLE TEACHER HAS CREATED AND IS CONSTANTLY UPDATING ON FREE THINGS THAT TEACHERS CAN USE. AND THEN ANOTHER LINK IS SOMETHING CALLED HUNDREDS OF APPS. AGAIN, I-PADS AND MOBILE DEVICES ARE BECOMING MORE AND MORE PREVALENT IN OUR TEACHING. THIS IS A LIST THAT IS CONSTANTLY UPDATED DEPENDING ON WHAT IT IS YOU ARE TRYING TO DO, THERE DEFINITELY IS AN APP FOR THAT. THESE NEXT THREE SLIDES ARE BASICALLY JUST INFORMATIONAL FOR THOSE OF YOU THAT MAYBE DIDN'T WANT TO GO TO THE TUTORIAL AND WATCH A VIDEO ABOUT IT. THIS JUST TELLS YOU THAT IN WINDOWS XP YOU CAN HAVE TEXT TO SPEECH BY DOING THESE SIMPLE STEPS. IN WORD 2010 YOU CAN ADD SPEAK TO THE QUICK ACCESS TOOL BAR SO YOU ARE SPEAKING EVERYTHING YOU HAVE IN A WORD DOCUMENT BY GOING THROUGH THESE STEPS AND HAVING YOUR COMPUTER TALK TO YOU INSTEAD OF READ. AT THE SAME TIME IF YOU WERE TO DO THAT, YOU COULD CREATE AN MP-3 FILE SO YOU COULD LISTEN TO IT IN THE CAR INSTEAD OF READING A 12-PAGE PAPER OR SOMETHING LIKE THAT. A STUDENT COULD LISTEN TO IT IN THEIR I-POD, INSERTING A VOICE COMMENT IN WORD 2007. THAT'S THE TRICKY THINGS. THAT'S WHY THE TUTORIALS ARE SO GREAT, DEPENDING ON WHAT OPERATING SYSTEM YOU HAVE, WHAT VERSION OF OFFICE YOU HAVE, MICROSOFT, OR MICROSOFT PARTNERS IN LEARNING YOU WILL BE ABLE TO CHOOSE EXACTLY WHICH VERSION, WHAT OPERATING SYSTEM, AND THEN WHAT YOU WANT TO DO AND IT WILL TAKE YOU THROUGH HOW TO DO THAT. SO THAT'S REALLY ACCESSIBILITY RIGHT IN FRONT OF US. SO AGAIN DID WE GO BACK TO THOSE PRINCIPLES OF UNIVERSAL DESIGN FOR LEARNING? CAST HAS DONE A REALLY FABULOUS, CREATED A REALLY FABULOUS RESOURCE BASED ON THESE GUIDELINES. SO AGAIN IF YOU WILL REMEMBER, YOU HAVE THE MAIN THREE GUIDELINES AND IT WAS BROKEN DOWN TO SUBSETS AND BROKEN DOWN AGAIN. SO AS WE LOOK AT THIS SLIDE AND WE GO BACK TO THAT FIRST PRINCIPLE, PROVIDING MULTIPLE MEANS OF REPRESENTATION. IF WE LOOK AT GUIDELINE ONE AND CHECK POINT ONE. IF YOU WERE TO CLICK ON THIS LINK, IT WOULD TAKE YOU TO SEVERAL FREE OPTIONS OF HOW YOU CAN CUSTOMIZE THE DISPLAY. SO HOW YOU COULD HAVE LARGE TEXT OR HIGHLIGHT WORDS, ADJUST THE SPEED OF YOUR TEXT TO SPEECH, HAVE A DICTIONARY, HAVE A DIFFERENT LANGUAGE, SO YOU ARE ABLE TO CHOOSE THE LEVEL OF SUPPORTS NEEDED. FOR SUMMARIZING, YOU COULD START WITH CHOOSING THE BEST SUMMARY, YOU CAN ASK HELP FROM A SCREEN TUTOR, MOVE TOWARD WRITING YOUR OWN SUMMARY OR YOU COULD EVEN ASK ABOUT PREDICTING OR HAVE A LINK FOR BACKGROUND KNOWLEDGE. SO ALL OF THESE, EACH ONE OF THESE GUIDELINES, EACH ONE OF THE CHECK POINTS UNDERNEATH WILL GIVE YOU AN AVERAGE OF FIVE TO TEN FREE RESOURCES THAT YOU COULD USE FOR THAT ONE SPECIFIC CHECK POINT. PRINCIPLE TWO, MULTIPLE MEANS OF EXPRESSION. IF WE WERE TO GO TO OPTIONS FOR THE MODE OF PHYSICAL RESPONSE, YOU WOULD SEE SEVERAL DIFFERENT RESOURCES OF HOW YOU COULD CHANGE. WHETHER YOU COULD USE AN ADDITIONAL TOUCH SCREEN OR DIFFERENT OPTIONS OF HOW YOU ARE GOING TO EXPRESS THAT PHYSICAL KNOWLEDGE. SEEN WITH EXPRESSIVE SKILLS AND FLUENCY AND OPTIONS FOR

EXECUTIVE FUNCTION. SO IF THERE'S ONE PARTICULAR RESOURCE THAT YOU GO TO, I HOPE IT IS LOOKING AT THESE CHECK POINTS AND HOW, WITHIN YOUR CURRICULUM, YOU COULD FOCUS ON THE THREE PRINCIPLES AND WHAT FREE RESOURCES YOU COULD EMBED. THE THIRD PRINCIPLE FOR PROVISION MULTIPLE MEANS OF ENGAGEMENT. THIS ONE, IF YOU ARE LOOKING AT OPTIONS THAT INCREASE INDIVIDUAL CHOICE AND AUTONOMY, AGAIN SEVERAL FREE RESOURCES WOULD BE LISTED OF HOW YOU COULD HAVE OPTIONS OR CHOICES THAT WOULD ENGAGE THE STUDENT A LITTLE BIT MORE. INCLUDING SOME OPTIONS FOR SELF-REGULATION WHICH MANY OF OUR STUDENTS NEED. ONE OF THE BIGGEST IDEAS BEHIND UNIVERSAL DESIGN FOR LEARNING IS THE CONCEPT THAT WE NEED TO SEPARATE THE GOAL FROM THE MEANS. SO IT IS NOT ALWAYS TECHNOLOGY. THERE IS POWER IN THE DIGITAL TEXT AND FLEXIBILITY IN THE DIGITAL TEXT, BUT THE IDEA IS THAT WE HAVE FIRM GOALS, BUT FLEXIBLE NEEDS. SO IF WE THINK ABOUT THAT AND WE THINK ABOUT SOCIAL STUDIES OR WE THINK ABOUT SCIENCE AND WE THINK ABOUT THAT CONTENT, BY LETTING THEM -- LETTING THE STUDENT USE A TEXT TO SPEECH SOFTWARE, THEY ARE NOT -- WE HAVE SEPARATED THE GOAL BECAUSE IT IS NOT ABOUT READING AT THAT POINT. IT IS ABOUT UNDERSTANDING THAT SCIENCE GOAL OR THAT SOCIAL STUDIES GOAL. ALTHOUGH READING IS OF PARAMOUNT IMPORTANCE, WE STILL WANT TO GIVE THEM ACCESS TO OTHER CURRICULUM WHILE THEY ARE STILL WORKING ON THEIR READING. SO OPTIONS FOR HOW THEY GET THE INFORMATION KEEPING IN MIND WHAT THE ULTIMATE GOAL IS AND HAVING FLEXIBLE NEEDS TO GET THERE, HAVING CHOICES FOR HOW THEY ARE GOING TO BE ENGAGED AND HOW THEY ARE GOING TO DEMONSTRATE WHAT THEY KNOW. GIVE THEM AN OPPORTUNITY TO HAVE MULTIPLE CHOICE TEST OR CREATE A VIDEO OR RECORD WHAT IT IS THAT THEY KNOW BY SPEAKING. AND CREATE A WIKI, ALL KINDS OF OPTIONS THEY CAN DO TO EXPRESS WHAT IT IS THAT THEY KNOW. THE BIGGEST THING IS THAT TEACHERS JUST NEED TO BE FLEXIBLE IN HOW THEY PRESENT IT BY USING MULTIPLE MEANS OF REPRESENTATION, WHICH IS EASIER THAN EVER WITH ALL THE FREE RESOURCES THAT ARE AVAILABLE TO US. AND WHEN I TALK TO TEACHERS, THE BIGGEST THING IS THINKING ABOUT HOW AM I GOING TO HAVE THE TIME TO DO ALL OF THIS? HOW AM I GOING TO, YOU KNOW, HOW TO GET A LESSON THAT HAS ALL THE RESOURCES. THE RESOURCES ARE GREAT, BUT I NEED THE TIME IN ORDER TO EMBED THEM IN MY LESSON. THERE IS A LITTLE BIT OF UPFRONT TIME NEEDED, BUT ONCE YOU DO IT AND ONCE YOU HAVE THAT LESSON, YOU KNOW, IT IS THE FRONT -- THE TIME IS FRONT LOADED. THEN YOU HAVE THAT LESSON SAVED DIGITALLY AND YOU ARE ABLE TO USE THAT AGAIN AND JUST TWEAK IT A LITTLE BIT. BUT THE FLEXIBILITY IS BUILT IF FOR WHAT THE STUDENT NEEDS THROUGH THE TECHNOLOGY. GETTING FROM HERE TO THERE. THIS IS AN ARTICLE THAT BASICALLY CORRELATES GPS TO LEARNING AND HOW WONDERFUL IT WOULD BE IF WHEN WE PUT IN OUR FINAL DESTINATION AND SAY THAT WAS OUR STANDARD, THAT WAS OUR GOAL THAT WE WERE TRYING TO ACHIEVE, IF WE GOT OFF TRACK, IT WOULD BE GREAT IF IT COULD SAY RECALCULATING, YOU NEED TO GET RIGHT BACK ON TRACK RIGHT AWAY RATHER THAN A YEAR OR TWO YEARS DOWN THE ROAD REALIZING YOU NEVER GOT THAT CONCEPT. WE'VE GOT TO GO WAY BACK FOR YOU TO GET BACK ON TRACK TO ULTIMATELY ACHIEVE THAT GOAL. THAT'S A VERY INTERESTING ARTICLE IF YOU WOULD LIKE TO LEARN MORE ABOUT THAT. UDL PRINCIPLES IN PRACTICE. THERE ARE SEVERAL VIDEOS LINKED HERE THAT WILL GIVE YOU SPECIFIC EXAMPLES OF CLASSROOMS WHERE TEACHERS HAVE EMBEDDED THE PRINCIPLES OF UDL INTO THEIR -- OF UDL INTO THEIR CURRICULUM. THIS IS WAY TOO MUCH TEXT ON A SLIDE, BUT I WANTED TO GIVE YOU AN OVERVIEW ON ONE SLIDE OF HOW UDL IS APPEARING IN THE FEDERAL LEGISLATION AND POLICY RIGHT NOW SO THAT HIGHER EDUCATION OPPORTUNITY ACT, UDL HAS BEEN IN THAT FOR SEVERAL YEARS. SO THE WAY THAT TEACHERS ARE PREPARED, UDL HAS TO BE VETTED IN THEIR COURSE WORK AND THEY HAVE TO BE FAMILIAR WITH WHAT UDL IS. THE LEARN ACT IS A LITERACY BILL THAT IS CURRENTLY IN THE HOUSE AND SENATE WHERE UDL IS HIGHLIGHTED. U.S. DEPARTMENT OF EDUCATION'S NATIONAL EDUCATIONAL TECHNOLOGY PLAN HIGHLIGHTS UDL. GUIDANCE ON RECOMMENDED USE OF

RECOVERY ACT HIGHLIGHTS UDL. COMMON CORE STUDENTS HAVE AN UDL PIECE AND ALSO ON THE WEBINAR WEBSITE WE HAVE A HANDOUT LINKED ABOUT FREQUENTLY ASKED QUESTIONS REGARDING UDL AND THE COMMON CORE STANDARDS. THEN IN THE U.S. DEPARTMENT OF EDUCATION'S BLUEPRINT FOR REFORM, REAUTHORIZATION OF NO CHILD LEFT BEHIND OTHERWISE NOW AS REAUTHORIZATION OF ELEMENTARY AND SECONDARY EDUCATION ACT SPECIFICALLY DISCUSSES UDL AS A BEST PRACTICE. SO THIS YOU CAN FIND MORE INFORMATION AT THE WEBSITE LISTED ON THIS SLIDE ABOUT WHERE UDL IS IN LEGISLATION CURRENTLY. A LITTLE BIT MORE ABOUT NATIONAL DIRECTION. THE HIGHER EDUCATION ACT OF 2008, UDL IS DEFINED IN IDEA 2004 AND THE ASSISTIVE TECHNOLOGY OF 1998. SO UDL HAS BEEN AROUND, BUT WE HAVE THE OPPORTUNITY, WE HAVE ACCESS TO THE TECHNOLOGY NOW, FREE TECHNOLOGY IN EVERY CLASSROOM WHERE WE'RE ABLE TO REALLY USE UDL TO THE BEST POSSIBLE END. NATIONAL EDUCATION TECHNOLOGY PLAN WE TALKED ABOUT, COMMON CORE STANDARDS INITIATIVE, AND THERE ARE SEVERAL FACT SHEETS AND VIDEOS AT THE NATIONAL UDL TASK FORCE LINK THAT YOU CAN ALSO SEE WHERE UDL IS BEING TALKED ABOUT AROUND THE NATION. SOME HIGHLIGHTS FOR MISSOURI. STATE DOCUMENTS THAT MENTION UDL OR UNIVERSAL DESIGN, RACE TO THE TOP APPLICATION SPECIFICALLY TARGETED THE HIGH QUALITY ASSESSMENT. SOME OTHER ACTIVITIES, THERE'S A WHITE PAPER FROM MISSOURI STATE ON THE COMMITMENT TO UNIVERSAL DESIGN AT MISSOURI STATE AND THEN PARTNERSHIP FOR ASSESSMENT OF READINESS FOR COLLEGE AND CAREERS CONSORTIUM COMMITTED TO DEVELOPING ASSESSMENTS. AT THE ADVOCACY SITE AT UDL CENTER.ORG YOU CAN FIND OUT WHAT'S GOING ON IN EACH STATE AS FAR AS UDL. RTI AND UDL BOTH HAVE THE SAME OBJECTIVE FOR IMPROVING EDUCATIONAL OUTCOMES. THEY BOTH RECOGNIZE THAT POOR ACHIEVEMENT ISN'T NECESSARILY BECAUSE OF A DISABILITY. IT MAY BE POOR INSTRUCTION. THEY BOTH INCORPORATE RESEARCH-BASED PRACTICE IS. THEY BOTH UNDERSTAND THAT WHAT'S EFFECTIVE FOR ONE STUDENT MAY NOT BE EFFECTIVE FOR ANOTHER STUDENT AND THE DIVERSE NEEDS OF TODAY'S STUDENTS. THEY BOTH TREAT ASSESSMENT AS SOMETHING THAT SHOULD INFORM INSTRUCTION AND INTERVENTION AND CONSTANTLY GETTING MORE INFORMATION RATHER THAN LOOKING AT A ONCE A YEAR TEST SCORE TO DETERMINE THE ABILITY OF A STUDENT. SO RTI AND UDL REALLY GOES SIDE IN SIDE IN WHAT IS THE GOAL OF IMPROVING EDUCATIONAL OUTCOMES SHOULD BE. ONE OF THE MAIN TENETS ALSO IS WE WANT TO ANTICIPATE DIFFERENCES. FUNDAMENTAL CHARACTERISTICS OF UDL IS WE HAVE STUDENTS THAT LEARN VERY DIFFERENTLY AND THAT ARE GOING TO CHOOSE DIFFERENT OPTIONS FOR GETTING SOMEWHERE. IF THEY ARE GIVING ACCESS TO THE CURRICULUM IN A TRADITIONAL CLASSROOM, THEIR POTENTIAL IS NOT ALWAYS REACHED. BUT IF YOU ARE -- IF THEY ARE GIVING AN ALTERNATIVE PATH, WE CAN REACH MORE STUDENTS. SO IF YOU PLAN FOR INSTRUCTION FOR STUDENTS WHO MAY BE NONVERBAL, COGNITIVE IMPAIRED, BLIND, DEAF, STRUGGLING READERS OR GIFTED AND TALENTED, YOU ARE GOING TO REACH ALL OF THOSE TYPICAL OR AVERAGE STUDENTS. SO WE'RE TALKING ABOUT TEACHING TO THE ENDS OF THE SPECTRUM. TEACHING TO THE MARGINS. WHEN YOU THINK ABOUT A BELL CURVE WE'RE NOT TEACHING TO THE MIDDLE. WE'RE TEACHING TO THOSE WHO NEED MORE SUPPORT OR NEED MORE ENHANCEMENTS. SO NOT CREATING A ONE SIZE FITS ALL CURRICULUM BUT A VARIETY OF ACTIVITIES TO GIVE MORE STUDENTS AN OPPORTUNITY TO ACCESS THE LEARNING. THE LINK FOR TIC-TAC-TOE IS A LINK FROM DAVE ETTUBURN WHICH HAS NINE DIFFERENT ACTIVITIES. IF THEY CHOOSE THREE OF THEM, YOU KNOW, THEY HAVE OPTIONS OF HOW THEY ARE GOING TO CHOOSE THREE OF THEM AND STILL ALL ACHIEVE THE SAME GOAL BUT GET THERE DIFFERENTLY. SO TEACHERS TODAY ARE DESIGNERS OF LEARNING ENVIRONMENTS, THEY ARE FACILITATORS OF LEARNING. THE TECHNOLOGY HAS CHANGED INSTRUCTIONAL DESIGN OF IT. SO WE'RE GOING FROM INSTRUCTION TO DISCOVERY, FROM INDIVIDUAL TO COLLABORATIVE LEARNING, FROM BROADCAST TO INTERACTIVE LEARNING AND FROM TEACHER CENTRIC TO STUDENT CENTRIC LEARNING. SO WE REALLY NEED TO THINK ABOUT HOW WE CAN DESIGN OUR ENVIRONMENT WHERE WE CAN BE MOST EFFECTIVE AS A

FACILITATOR. SO I MENTIONED CAST BEFORE. IT IS A NONPROFIT RESEARCH AND DEVELOPMENT GROUP THAT DEFINE AND PROMOTED UDL. WITHIN CAST'S SITE WE HAVE SEVERAL FREE ON-LINE TOOLS. ONE IS THE UDL GOAL SETTER, SO YOU CAN GO THERE AND LOOK AT A GOAL THAT YOU HAVE AND SEE IF -- SEE WAYS THAT YOU CAN MAKE THAT ATTAINABLE FOR THE GREATEST NUMBER OF STUDENTS. UDL BOOKBUILDER IS A FREE RESOURCE THAT HAS BUILT IN TEXT TO SPEECH, BUILT-IN CHARACTER SUPPORT, BUILT-IN BACKGROUND KNOWLEDGE. CAST STRATEGY TUTOR OFFERS READERS AND TEACHERS MENTORING AND SUPPORT AS THEY DO RESEARCH IN OUR READING WEBSITES. LESSON BUILDER HELPS EDUCATORS BUILD PRINCIPLES INTO THEIR LESSONS AND CURRICULUM SELF-CHECK WILL LET YOU PUT YOUR LESSON INTO THIS TEMPLATE AND DECIDE WHERE YOU MIGHT HAVE BARRIERS FOR STUDENTS IN YOUR CLASS. THIS IS THE BOOKBUILDER SITE. BASICALLY YOU SIGN UP FOR FREE. YOU CREATE AN ACCOUNT FOR FREE AND THEN THE CLASS IS ABLE TO BUILD A BOOK. THERE'S SEVERAL MODEL BOOKS THAT HAVE BEEN CREATED THAT YOU CAN USE. THIS IS THE UDL EDITIONS SITE, SO THIS CURRENTLY IT WAS DEVELOPED WITH GOOGLE. THEY ONLY HAVE SEVEN TITLES BUT IT IS BASICALLY MIDDLE SCHOOL, CLASSIC TITLES AND IT HAS A TEXT HELP TOOL BAR THAT YOU ARE ABLE TO MAKE A FLEXIBLE AMOUNT OF SUPPORTS DEPENDING ON WHAT THE INDIVIDUAL NEEDS. THERE'S A VIDEO THAT WALKS YOU THROUGH WHAT UDL EDITIONS HAS AND HOPEFULLY THERE'S GOING TO BE MORE TITLES WITH UDL ADDITIONS. BACK TO THE UNIVERSAL DESIGN FOR LEARNING GUIDELINES. THERE'S A LINK AT THE BOTTOM OF THIS PAGE, SYSTEM CHANGE TEMPLATE. THAT WILL TAKE YOU THROUGH HOW, IF WE WERE GOING TO TRY TO TAKE THE CURRENT CURRICULUM WE HAVE AND START TO EMBED THE PRINCIPLES OF UNIVERSAL DESIGN FOR LEARNING HOW COULD WE DO THAT. THAT'S WORTH TAKING A LOOK AT. DEFINITELY ON THE HORIZON, TABLETS, I-PADS, SMART PHONES, APPS. THE FLIPPED CLASSROOM AND USING VIDEOS LIKE THE CON ACADEMY TO PROVIDE CONTENT, THEN IN THE CLASSROOM HAVE THE DISCUSSION OF THAT INFORMATION. SO LEADERS IN THE FIELD OF EDUCATION REALLY NEED TO BE INSTRUMENTAL IN PROVIDING RESOURCES AND LETTING PEOPLE KNOW WHAT'S AVAILABLE FOR THEM IN TERMS OF HAVING FREE RESOURCES TO MAKE THEIR LESSONS MORE REPRESENTATIONAL THROUGH MULTIPLE MEANS AND PROVIDING WAYS WHERE STUDENTS CAN HAVE MULTIPLE MEANS OF EXPRESSION AND ENGAGEMENT. THIS IS JUST A SHORT CLIP ABOUT A NEW LEARNERS OF THE 21ST CENTURY, HOW THROUGH DIGITAL MEDIA WE CAN EMPOWER YOUNG PEOPLE TO DIRECT THEIR OWN LEARNING, I THINK THAT IS WORTH TAKING A LOOK AT. AND CURRENTLY THE GOAL OF EDUCATION, YOU KNOW, 21ST CENTURY SKILLS TALK ABOUT PROBLEM SOLVING, TALK ABOUT CRITICAL THINKING AND LIFE LONG LEARNING AND HOW EDUCATORS REALLY NEED TO HELP NOVICE LEARNERS LEARN TO BE LIFE LONG LEARNERS AND BECOME EXPERT LEARNERS. SO I BELIEVE THAT UDL IS REALLY WHERE WE CAN GO TO MAKE THAT HAPPEN. SO AT THIS POINT THIS IS WHERE I ENCOURAGE YOU TO DEVELOP AN ACTION PLAN OF THINKING ABOUT WHAT DO I WANT TO DO -- WHAT DO I WANT TO IMPLEMENT? WHAT WOULD BE THE BENEFITS OF THAT? WHAT WOULD SUCCESS LOOK LIKE FOR ME? WHAT BARRIERS DO I HAVE? WHAT POSSIBLE SOLUTIONS DO I HAVE? WHAT RESOURCES COULD I ASK FOR OR COULD I TRY TO GET OR TRY TO COLLABORATE WITH SOMEBODY FOR? THEN SOME KIND OF A TIMELINE SO YOU CAN MOVE TOWARDS ACHIEVING THAT PLAN. I WOULD BE HAPPY TO OPEN IT UP TO QUESTIONS AT THIS POINT. WHEN WE DID THAT IN PART ONE, WE DIDN'T HAVE MANY QUESTIONS. SO WE WENT AHEAD AND DEVELOPED A FEW FREQUENTLY ASKED QUESTIONS HAVING TO DO WITH UNIVERSAL DESIGN FOR LEARNING. SO I WILL GO AHEAD WITH THOSE. IF YOU HAVE A QUESTION OF YOUR OWN, PLEASE TYPE IT IN THE Q AND A BOX AND I WILL BE GLAD TO RESPOND TO THAT. ONE OF THE QUESTIONS THAT COMES UP IS UDL COMPATIBLE WITH THE PRINCIPLES OF DIFFERENTIATED INSTRUCTION? THE ANSWER IS YES. IT DEFINITELY, UDL DEFINITELY GOES HAND-IN-HAND WITH DI OR DIFFERENTIATED INSTRUCTION BUT IT PLACES MORE EMPHASIS ON READILY AVAILABLE TECHNOLOGY AND ACCESSIBLE MATERIALS THAT MEET THE NEEDS OF OUR DIVERSE LEARNERS. SO SOME EDUCATORS ANY OF DIFFERENTIATION INSTRUCTION AS A VARIETY

OF LEARNING BASED ON THEIR DIFFERENCES. UDL PROVIDES FLEXIBLE OF MANY OPPORTUNITIES AS THESE FLEXIBLE OPPORTUNITIES. THEY ALLOW THEM TO INTERACT WITH CURRICULUM MATERIALS IN A WAY THAT WORKS FOR THEM, TEACHING STUDENTS TO MAKE CHOICES BASED ON THEIR LEARNING NEEDS AND PREFERENCES ESSENTIAL TO UDL. WHAT MAKES UDL DIFFERENT FROM DIFFERENTIATED INSTRUCTION? BASICALLY UDL CURRICULUM HAS FLEXIBLE STRATEGIES FRONT LOADED, SO WITH UDL WE FOCUS ON MAKING STRATEGIES AVAILABLE TO ALL STUDENTS RATHER THAN DESIGNING ACCOMMODATIONS FOR INDIVIDUAL STUDENTS AFTER THE PLANNING PROCESS. IN ADDITION, UDL FOCUSES ON THE USE OF TECHNOLOGY BECAUSE IT SUPPORTS THE CREATION OF FLEXIBLE MATERIALS. ANOTHER ONE IS IS UDL JUST USING TECHNOLOGY IN TEACHING? NO. WE TALKED A LOT ABOUT TECHNOLOGY AND UDL IS BECOMING MORE POPULAR BECAUSE OF OUR ACCESSIBILITY TO TECHNOLOGY, BUT TERMS LIKE NO TECH AND LOW TECH MAKE THE POINT THAT UDL IS NOT JUST ABOUT USING TECHNOLOGY. IT IS ABOUT PROVIDING THE MULTIPLE MEANS OF REPRESENTATION, ENGAGEMENT AND EXPRESSION SO THAT ALL STUDENTS CAN LEARN. HOWEVER YOU ARE ABLE TO DO THAT. WHETHER YOU USE TECHNOLOGY TO DO SO IS NOT WHAT'S IMPORTANT. THE NO TECH AND LOW TECH STRATEGIES ARE THOSE WHICH PROVIDE THE STUDENTS WITH CHOICES IN THEIR LEARNING. THE HIGH TECH STRATEGIES LEVERAGE THE TECHNOLOGY IN ORDER TO PROVIDE THAT FLEXIBILITY. SO UDL RECOGNIZES THE POWER OF TECHNOLOGY TO ADD FLEXIBILITY IN THAT DESIGN AND THOSE FLEXIBLE DIGITAL MATERIALS. ONE OF THE LEARNING EDGE HAS A QUOTE THAT SAYS WHEN TECHNOLOGY IS A SUPPORT WITHIN UDL, UDL IS THE PEDAGOGY. SO THAT IS AN IMPORTANT WAY FOR ME TO LOOK AT IT. SO WHEN TECHNOLOGY IS A SUPPORT WITHIN UDL, THEN UDL IS THE PEDAGOGY. THE LAST ONE ISN'T UDL JUST FOR STUDENTS WITH DISABILITIES? THAT IS ABSOLUTELY NOT. UDL WAS FIRST MENTIONED WITH REGARD BUT IT GIVES OPPORTUNITIES FOR PEOPLE. VIDEO CAPTIONING IS A GREAT HELP WITH HEARING IMPAIRMENTS, STUDENTS WHO ARE LEARNING ENGLISH, WITH STRUGGLING READERS AND EVEN STUDENTS WORK IN A NOISY CLASSROOM. SO UDL MAKES SENSE FOR ALL STUDENTS AND IS BEST PRACTICE FOR ALL STUDENTS. IF I DON'T HAVE ANY OTHER QUESTIONS, ONE THING THAT I WOULD LIKE TO LEAVE YOU WITH IS THIS LAST CARTOON WHICH BASICALLY FOR A FAIR SELECTION EVERYONE HAS TO TAKE THE SAME EXAM. PLEASE CLIMB THAT TREE. OBVIOUSLY, YOU KNOW, THAT ISN'T GOING TO WORK FOR EVERYBODY. SO THAT'S SOMETHING -- A THOUGHT TO LEAVE YOU WITH. AND I APPRECIATE YOUR TIME AND IF YOU HAVE ANY OTHER QUESTIONS, YOU CAN REACH ME AT THIS E-MAIL ADDRESS AND I HOPE THAT IT WAS BENEFICIAL FOR YOU. THANK YOU. MS. FREEMAN: THANK YOU, DR. AGUINAGA, FOR A VERY INFORMATIVE PRESENTATION. THANKS ALSO TO YOU, OUR PARTICIPANTS FOR JOINING OUR WEBINAR TODAY. WE HOPE YOU HAVE GAINED A GREATER UNDERSTANDING OF UDL, INCLUDING TOOLS AND RESOURCES BENEFICIAL FOR THE IMPLEMENTATION OF UDL PRINCIPLES. PLEASE BE SURE TO COMPLETE THE SHORT SURVEY VIA THE LINK AT THE BOTTOM OF THE SCREEN. YOUR FEEDBACK IS ESSENTIAL IN HELPING US DEVELOP FUTURE WEBINARS. AGAIN, THANK YOU AND BEST WISHES AS WE ALL WORK TOGETHER TO HELP MISSOURI BE TOP 10 BY 20. \* \* \* \* \*