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UDL and Technology Across the Disciplines

Ali Asiri and Priya Panday-Shukla

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Acknowledgement of America's First Peoples

"Washington State University acknowledges that its locations statewide are on the homelands of Native peoples, who have lived in this region from time immemorial. The University expresses its deepest respect for and gratitude towards these original and current caretakers of the region. As an academic community, we acknowledge our responsibility to establish and maintain relationships with these tribes and Native peoples, in support of tribal sovereignty and the inclusion of their voices in teaching, research and programming"

Adapted for this presentation. For a complete version of the acknowledgement, please visit https://strategicplan.wsu.edu/acknowledgement-of-americas-first-peoples-4/

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Overview

- Universal Design for Learning
- CommonLit
- Google Apps
- Resources

CommonLit

The CommonLit Literacy Model is built on a foundation of over 2,000 high-quality free reading passages for grades 3-12, complemented by aligned interim assessments, growth-oriented data, and expert-led teacher development.

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Provide Multiple Means of **Engagement**

Recruiting Interest

Provides autonomy, relevance, value, and authentic content

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Provide Multiple Means of **Representation**

Perception

Provides ways to customize information, auditory, and visual information

Comprehension

Activates background knowledge, highlights big ideas and critical features, and guide information processing and visualization

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Provide Multiple Means of **Representation**

MOTHER TO SON

by Langston Hughes • 1922 7th Grade

FONT SIZE A A A A

Langston Hughes (1902-1967) was an American poet, activist, novelist, and playwright. He is also considered one of the leaders of the Harlem Renaissance, which was the cultural, social, and artistic movement of black artists that took place in Harlem between the end of World War I and the mid-1930s. **As you read, take notes on the metaphor and larger message presented in the text.**

Well, son, I'll tell you:
Life for me ain't been no crystal stair.
It's had tacks in it,
And splinters,
And boards torn up,
And places with no carpet on the floor —
Bare.
But all the time
I'se been a-climbin' on,
And reachin' landin's,
And turnin' corners,
And sometimes goin' in the dark

"new york - manhattan" by Heather Phillips is licensed under CC BY-NC-ND 2.0.

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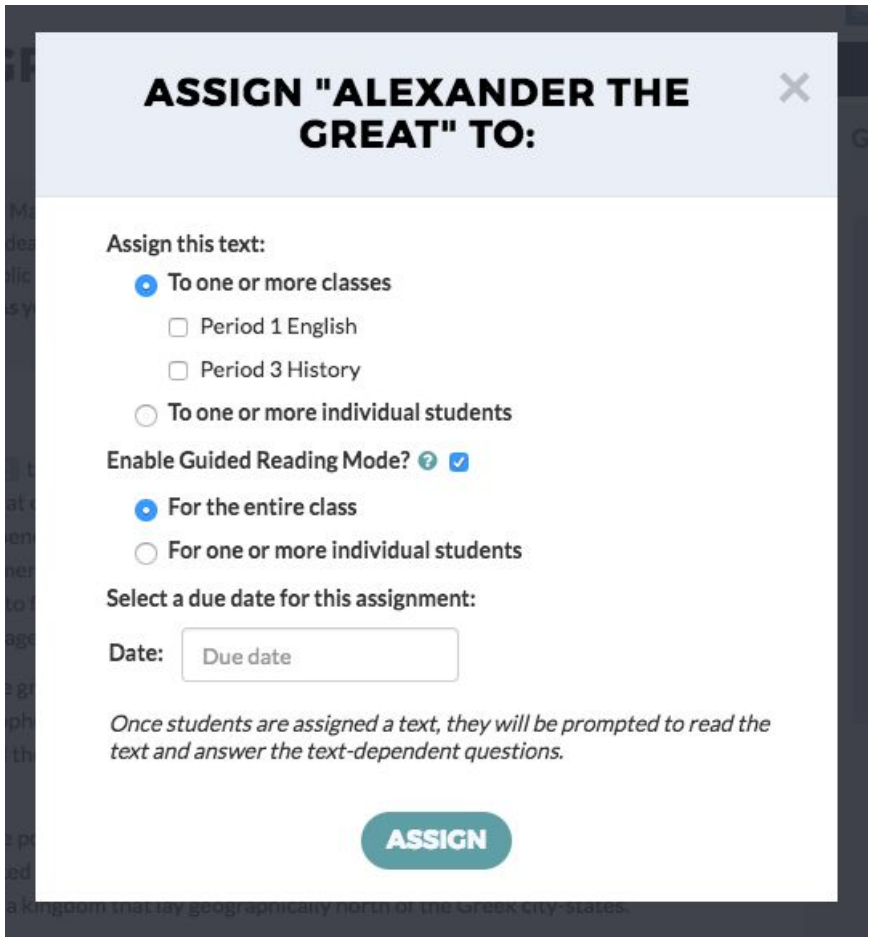
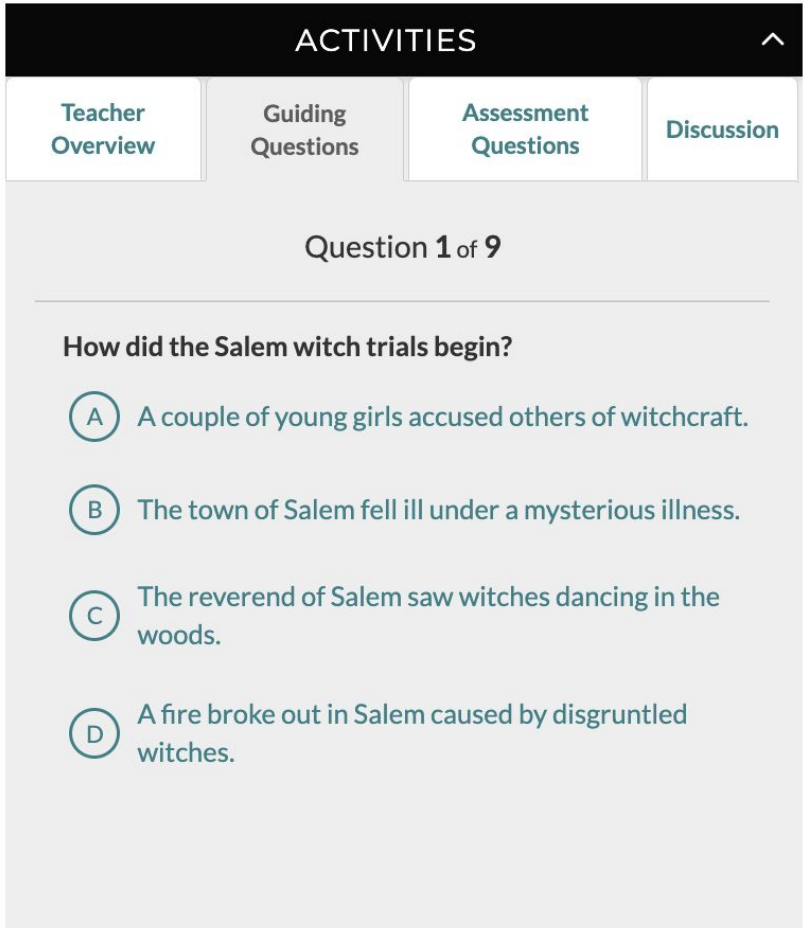
Provide Multiple Means of **Representation**





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Provide Multiple Means of **Action & Expression**

Expression & Communication

Uses multiple media for communication

Executive Functions

Helps to monitor learners' progress

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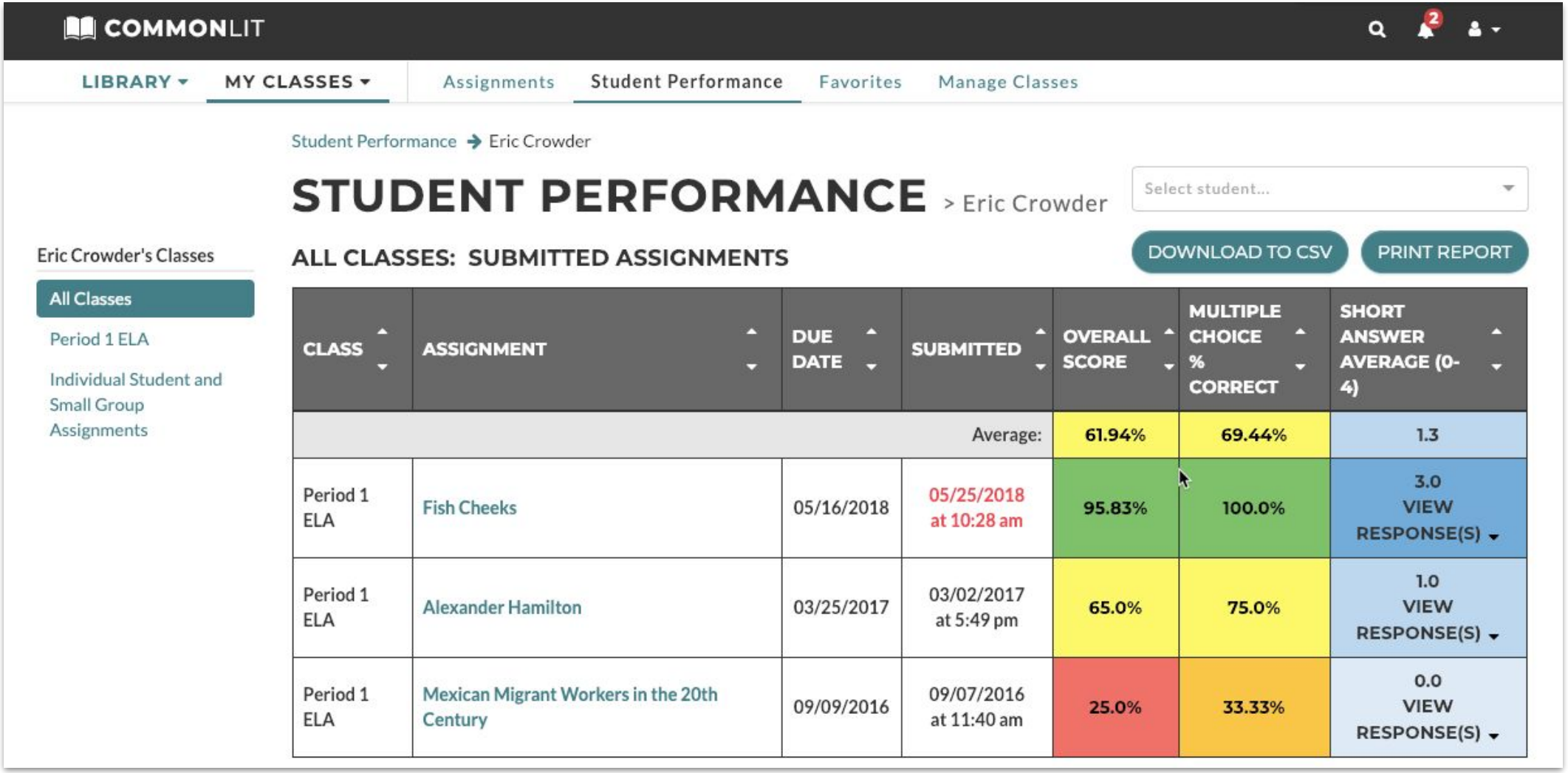
Provide Multiple Means of **Action & Expression**



COMMONLIT

LIBRARY | MY CLASSES | Assignments | Student Performance | Favorites | Manage Classes

Student Performance → Eric Crowder

STUDENT PERFORMANCE > Eric Crowder

Select student...

DOWNLOAD TO CSV | PRINT REPORT

Eric Crowder's Classes

- All Classes
- Period 1 ELA
- Individual Student and Small Group Assignments

ALL CLASSES: SUBMITTED ASSIGNMENTS

CLASS	ASSIGNMENT	DUE DATE	SUBMITTED	OVERALL SCORE	MULTIPLE CHOICE % CORRECT	SHORT ANSWER AVERAGE (0-4)
			Average:	61.94%	69.44%	1.3
Period 1 ELA	Fish Cheeks	05/16/2018	05/25/2018 at 10:28 am	95.83%	100.0%	3.0 VIEW RESPONSE(S)
Period 1 ELA	Alexander Hamilton	03/25/2017	03/02/2017 at 5:49 pm	65.0%	75.0%	1.0 VIEW RESPONSE(S)
Period 1 ELA	Mexican Migrant Workers in the 20th Century	09/09/2016	09/07/2016 at 11:40 am	25.0%	33.33%	0.0 VIEW RESPONSE(S)

Google Apps

Translate

Forms

Keep

Slides

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Provide Multiple Means of **Representation**

- **Guideline 2: Provide options for language and symbols**
  - Checkpoint 2.4: Promote understanding across languages

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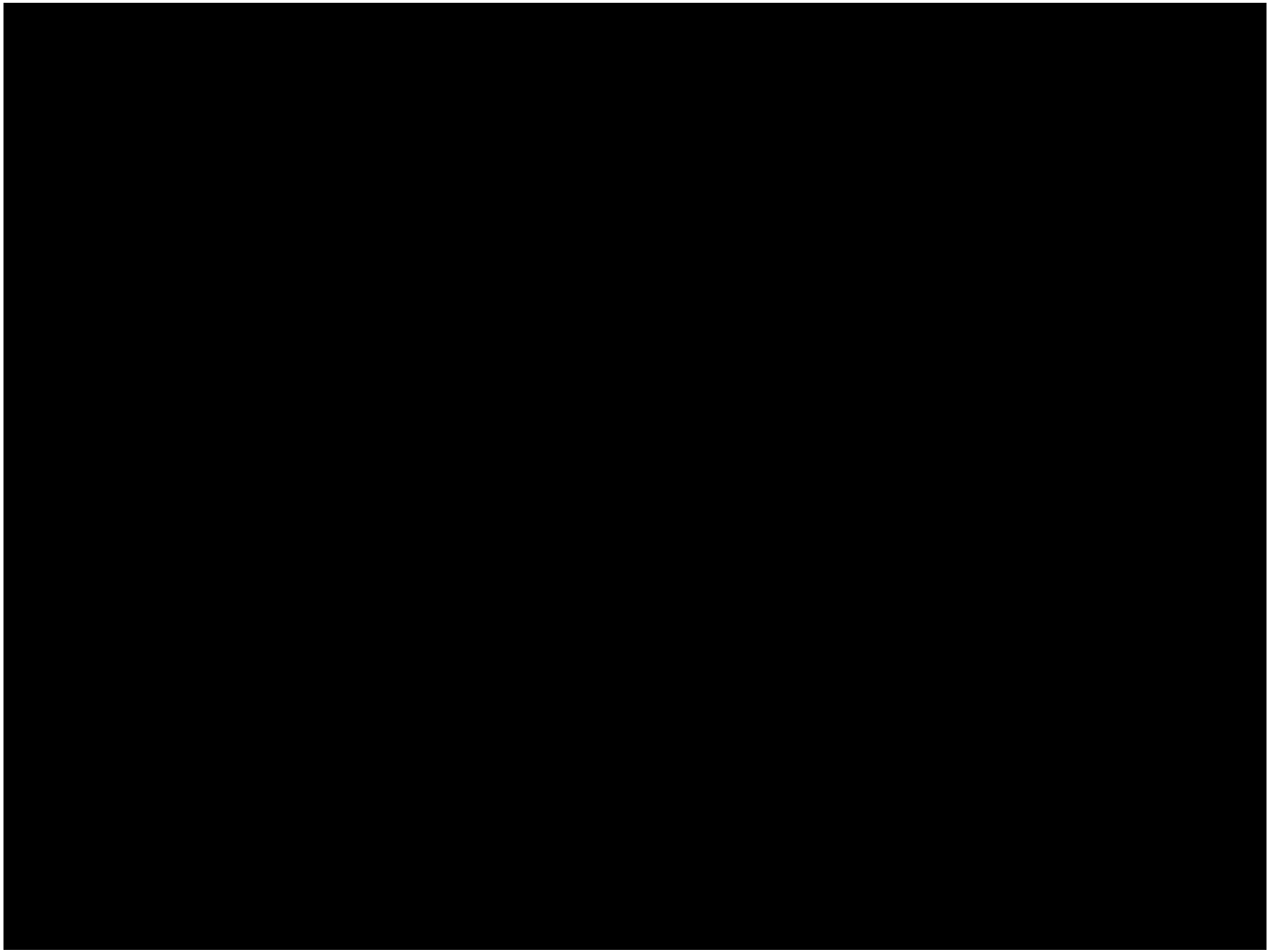

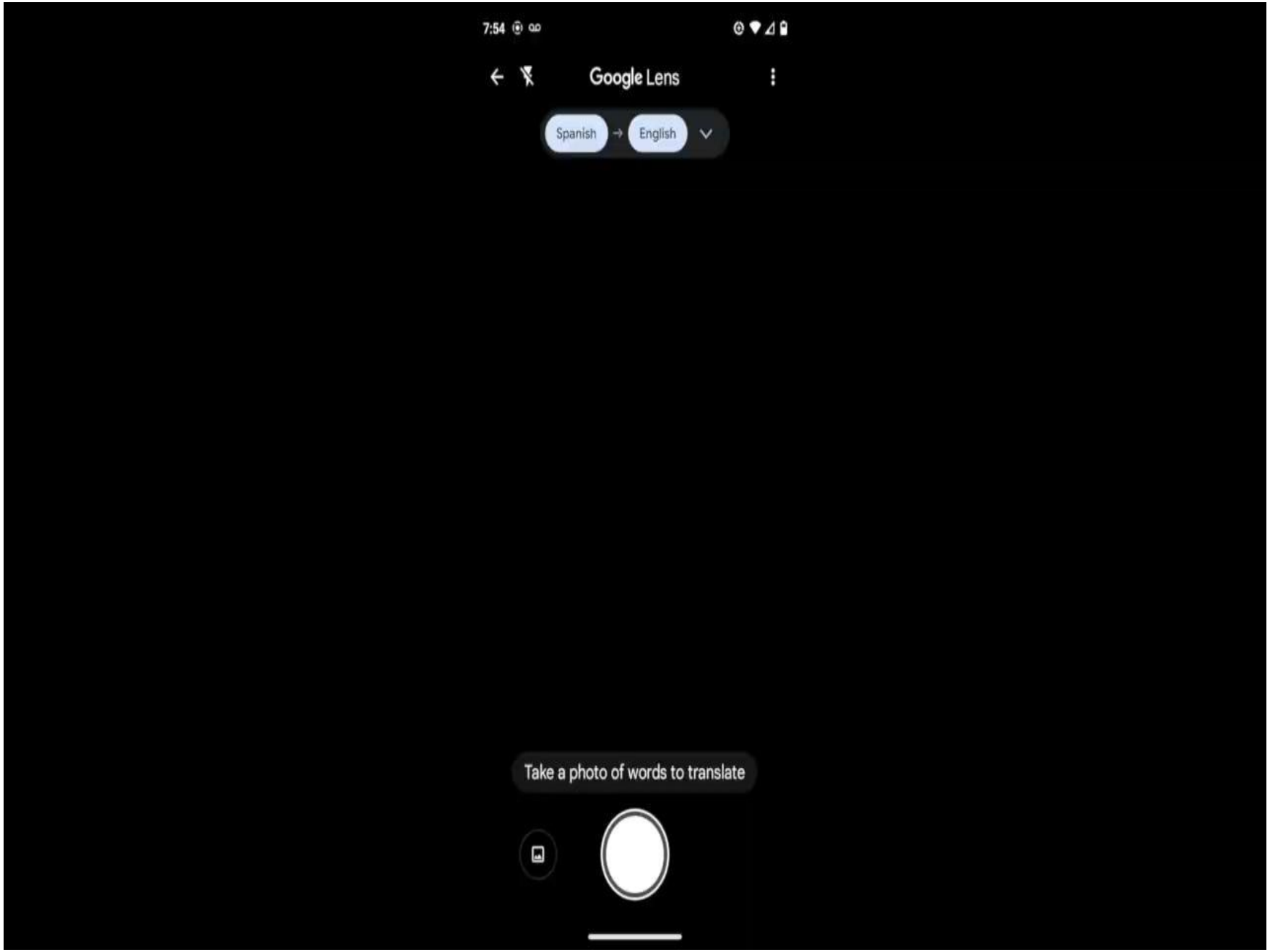
7:54
Google Lens
Spanish
English
Take a photo of words to translate

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Provide Multiple Means of **Engagement**

Forms

- **Guideline 9: Provide options for self-regulation**
  - Checkpoint 9.3: Develop self-assessment and reflection

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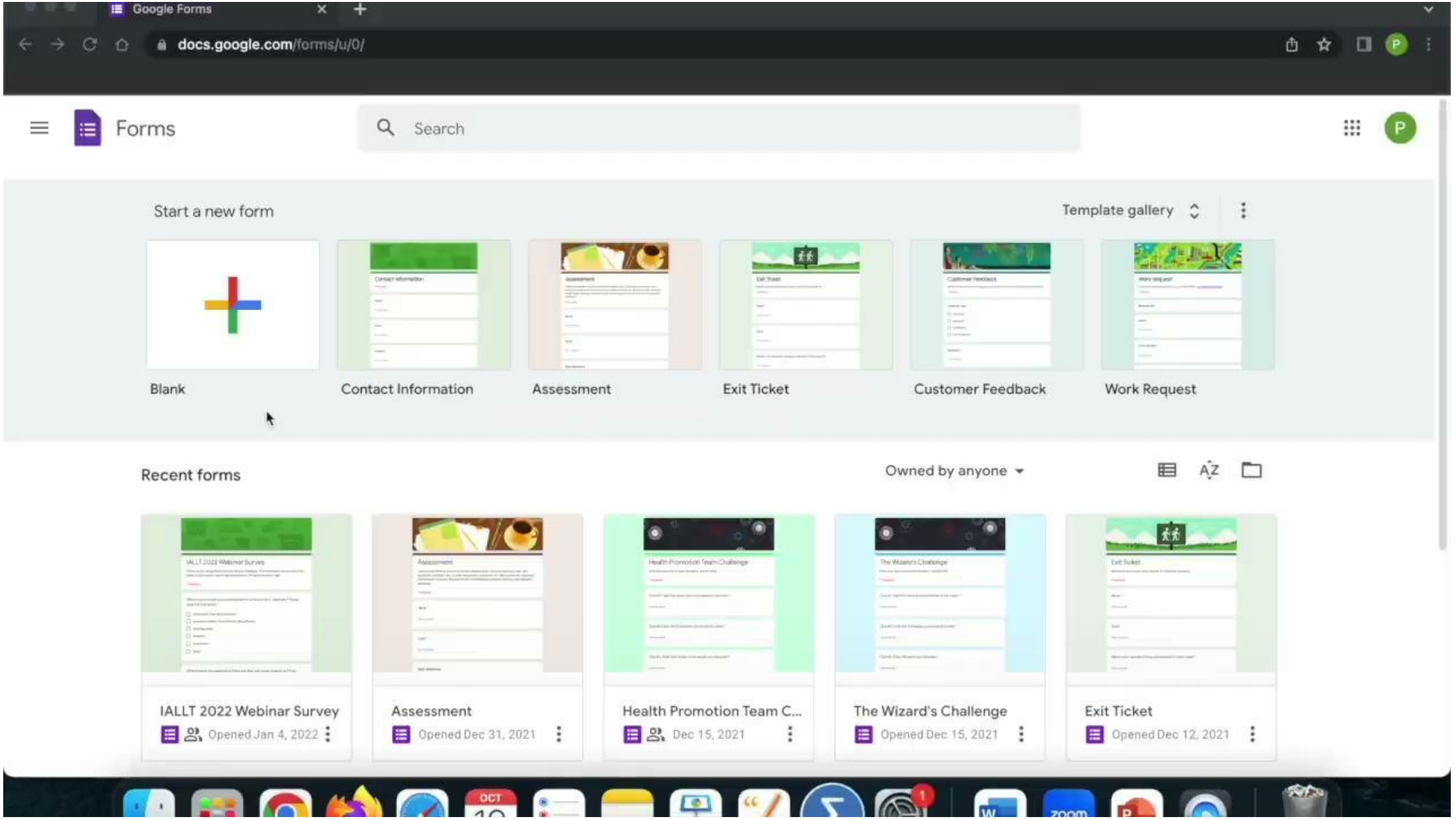

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Provide Multiple Means of **Action & Expression**

Keep

- **Guideline 6: Provide options for executive functions**
  - Checkpoint 6.4: Enhance capacity for monitoring progress

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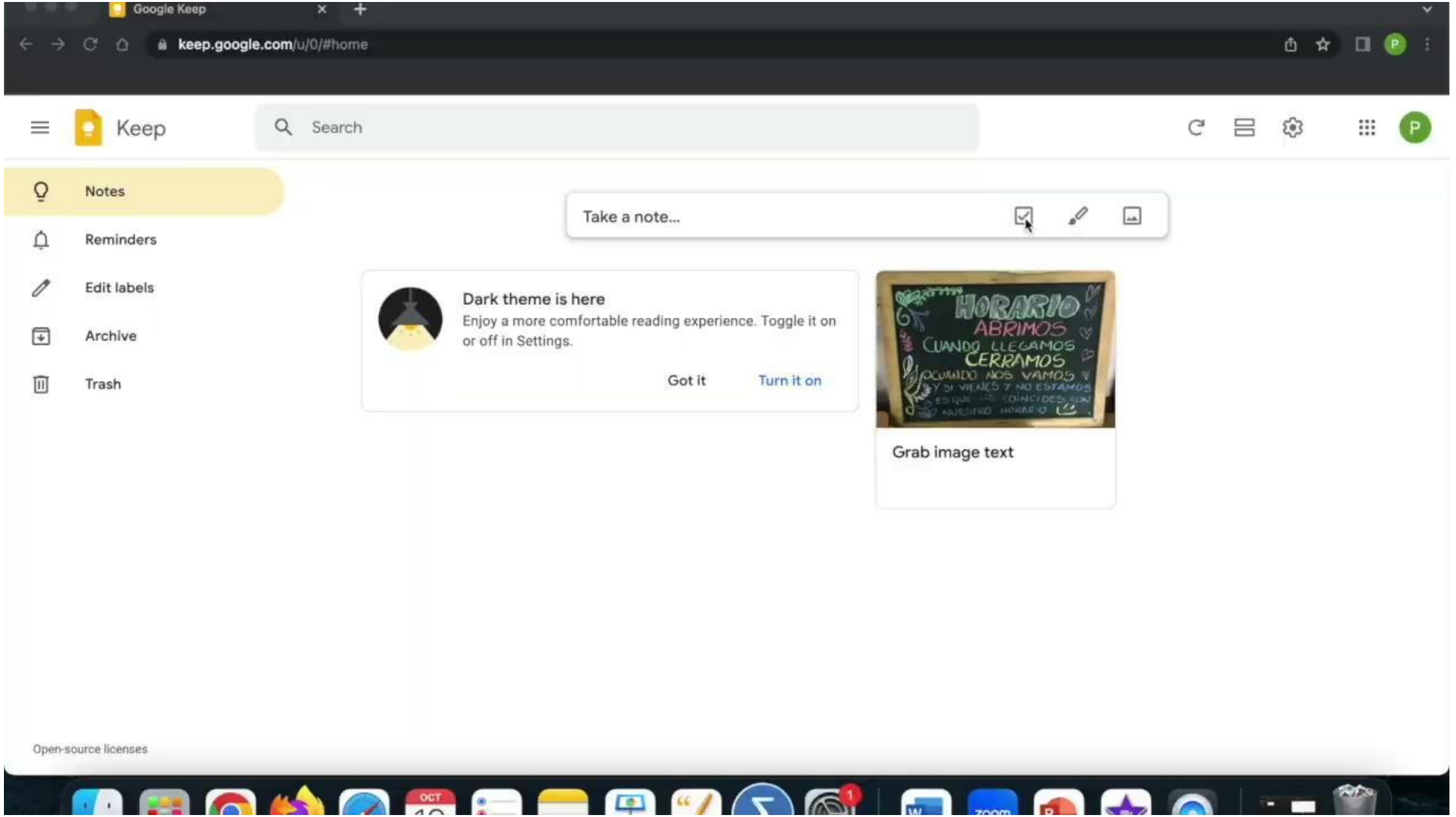

UDL: Mix & Match

Slides

- **Guideline 1: Provide Options for Perception**
  - Checkpoint 1.1: Offer ways of customizing the display of information

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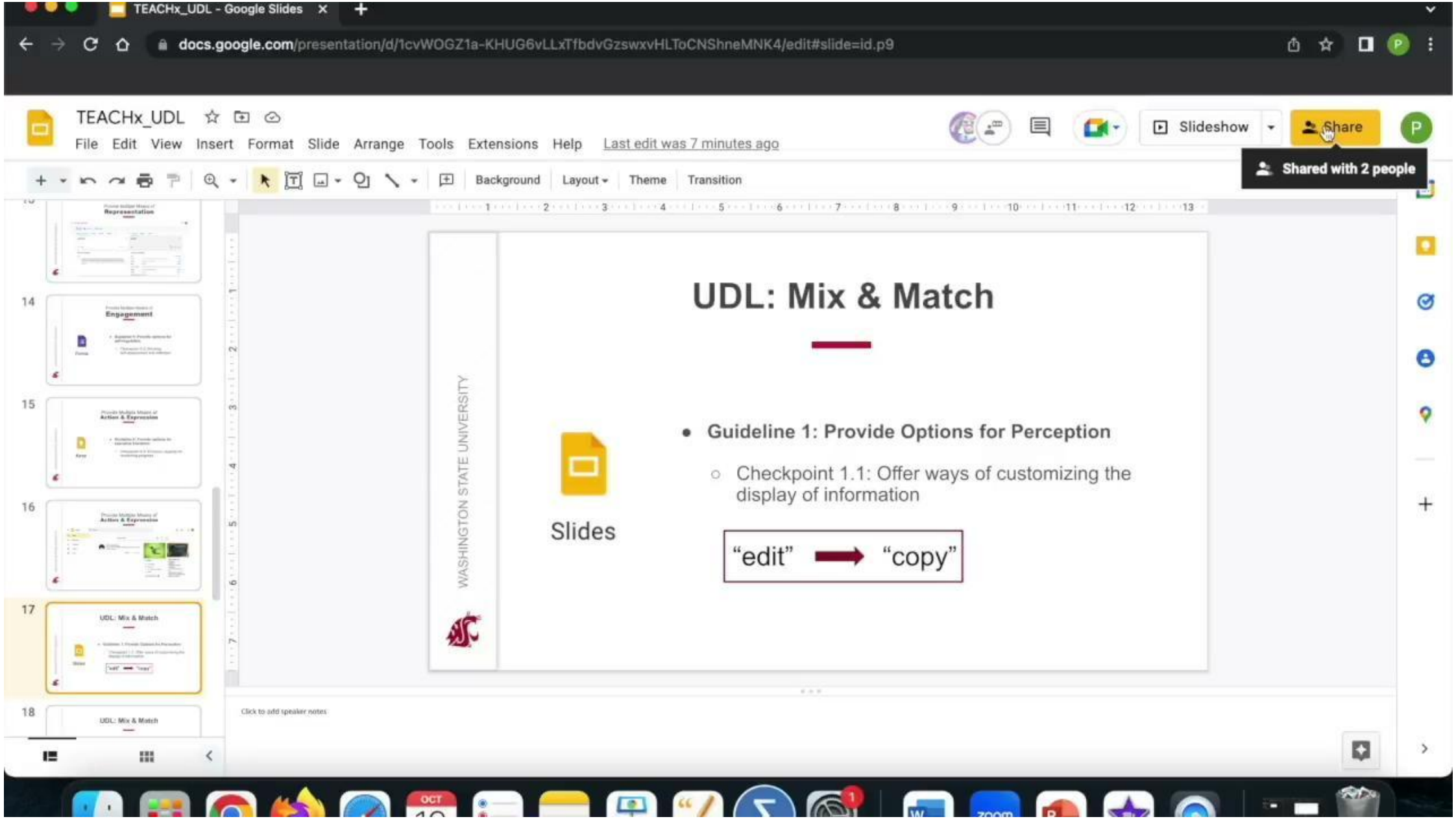

UDL: Mix & Match

- **Guideline 5: Provide options for Expression & Communication**
  - Checkpoint 5.1: Use multiple media for communication

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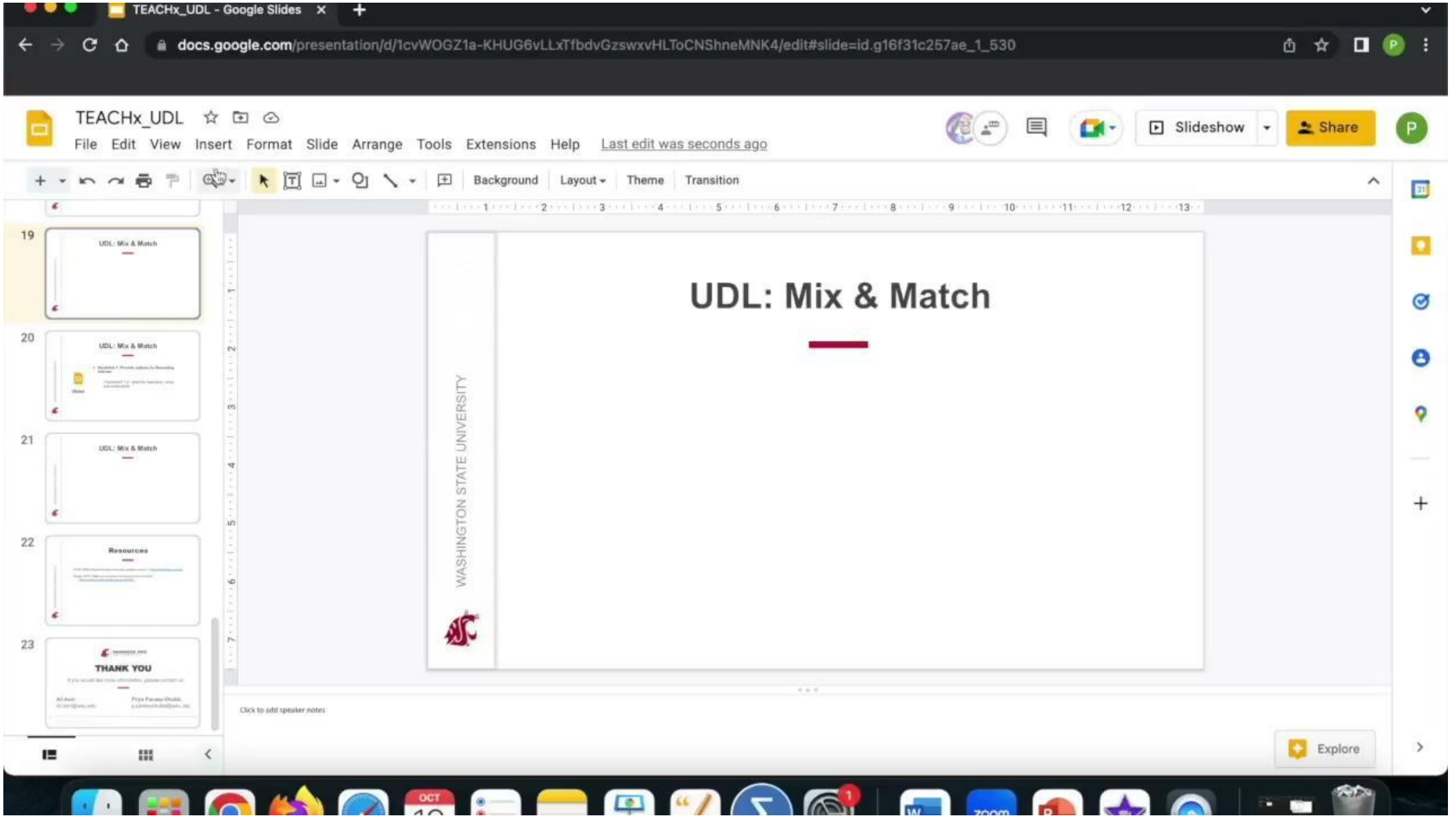

UDL: Mix & Match

Slides

- **Guideline 7: Provide options for Recruiting Interest**
  - Checkpoint 7.2: Optimize relevance, value, and authenticity

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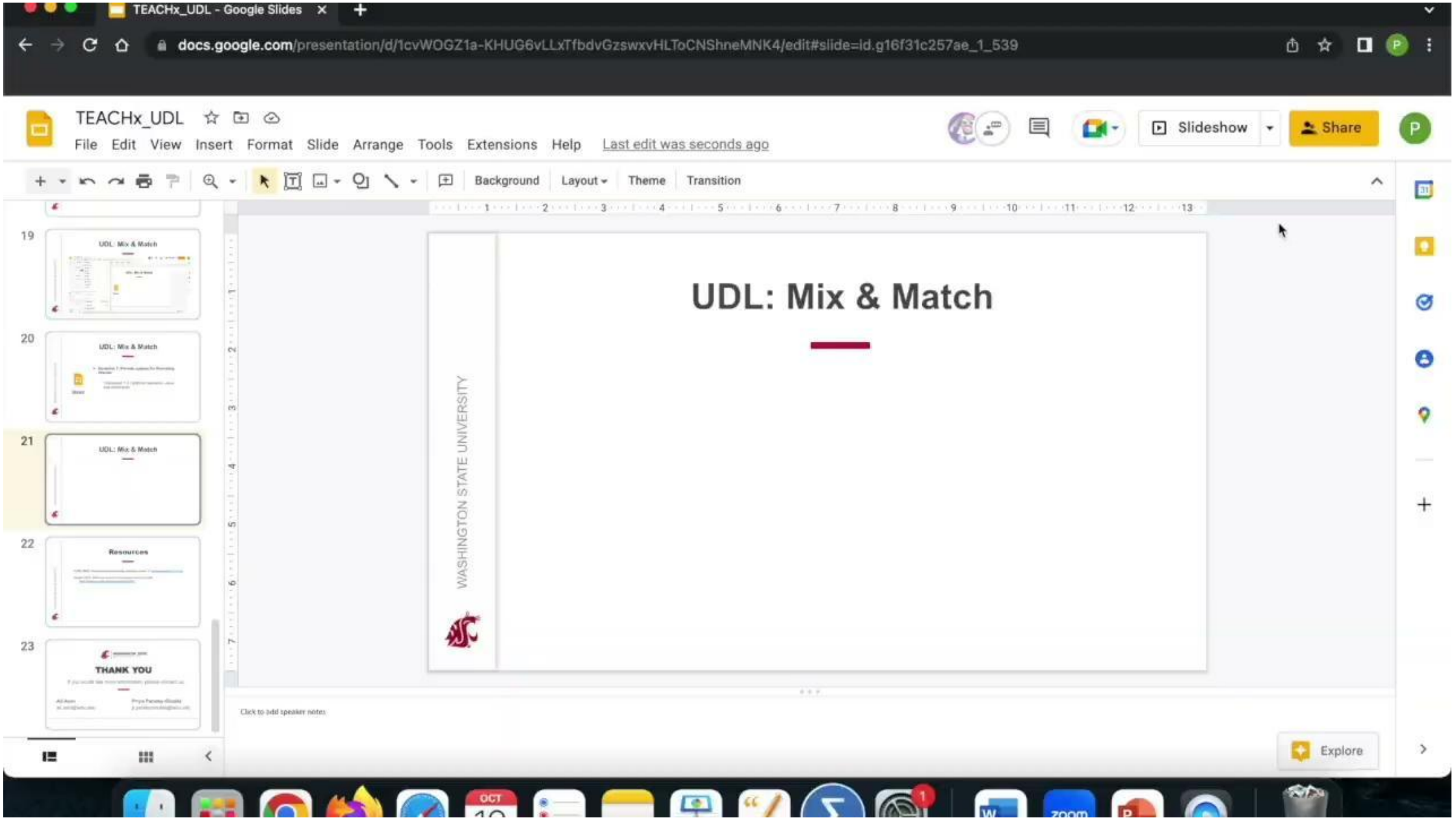

Resources

CAST. (2018). *Universal design for learning guidelines version 2.2.* http://udlguidelines.cast.org

Google. (2021). *Make your document or presentation more accessible.* https://support.google.com/docs/answer/6199477

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THANK YOU

If you would like more information, please contact us:

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