

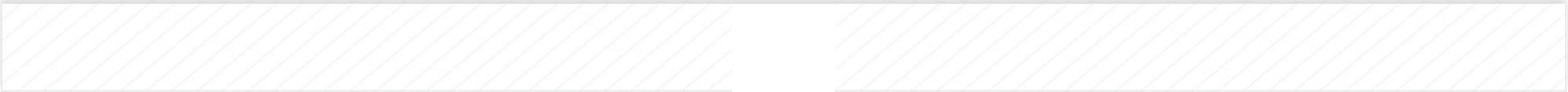


WASHINGTON STATE
UNIVERSITY

UDL and Technology Across the Disciplines



Ali Asiri and Priya Panday-Shukla



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”



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.



Provide Multiple Means of
Engagement



Recruiting Interest

Provides autonomy, relevance, value, and authentic content



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





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.**



[1]

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've been a-climbin' on,

And reachin' landin's,

And turnin' corners,

And sometimes goin' in the dark

[10]



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

Provide Multiple Means of Representation



ASSIGN "ALEXANDER THE GREAT" TO: ✕

Assign this text:

- To one or more classes
 - Period 1 English
 - Period 3 History
- To one or more individual students

Enable Guided Reading Mode? ?

- For the entire class
- For one or more individual students

Select a due date for this assignment:

Date:

Once students are assigned a text, they will be prompted to read the text and answer the text-dependent questions.

ASSIGN

ACTIVITIES ^

- Teacher Overview
- Guiding Questions
- Assessment Questions
- Discussion

Question 1 of 9

How did the Salem witch trials begin?

- A couple of young girls accused others of witchcraft.
- The town of Salem fell ill under a mysterious illness.
- The reverend of Salem saw witches dancing in the woods.
- A fire broke out in Salem caused by disgruntled witches.

Provide Multiple Means of **Action & Expression**

Expression & Communication

Uses multiple media for communication

Executive Functions

Helps to monitor learners' progress



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... ▾

ALL CLASSES: SUBMITTED ASSIGNMENTS DOWNLOAD TO CSV PRINT REPORT

Eric Crowder's Classes

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



Provide Multiple Means of **Representation**



Translate

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

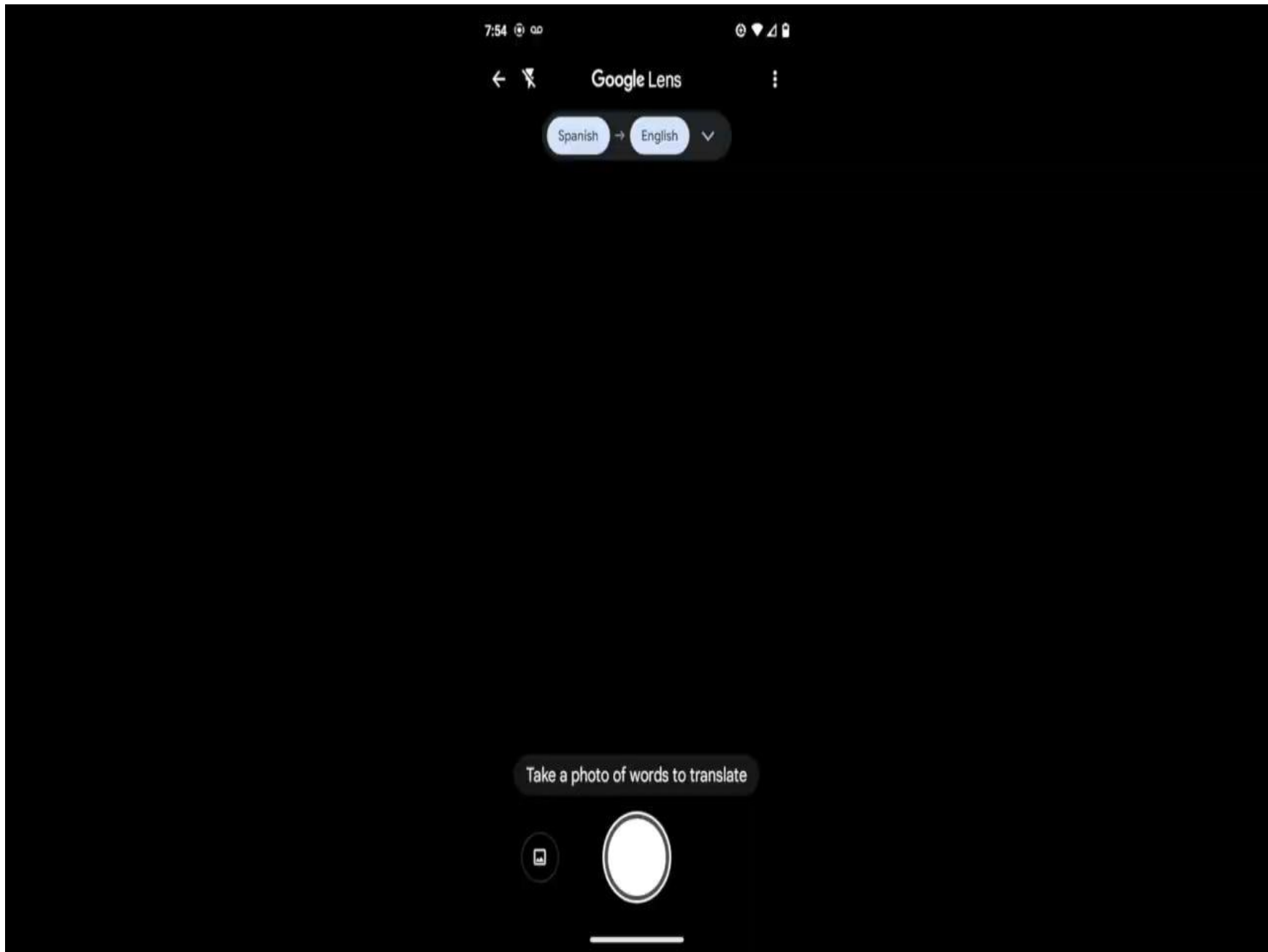




WASHINGTON STATE UNIVERSITY



WASHINGTON STATE UNIVERSITY



Provide Multiple Means of **Engagement**



Forms

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



A screenshot of the Google Forms web interface. The browser address bar shows 'docs.google.com/forms/u/0/'. The page header includes a search bar and a user profile icon. The main content area is divided into two sections: 'Start a new form' and 'Recent forms'. The 'Start a new form' section features a 'Template gallery' with six options: 'Blank', 'Contact Information', 'Assessment', 'Exit Ticket', 'Customer Feedback', and 'Work Request'. The 'Recent forms' section displays five previously created forms with their titles and opening dates. At the bottom of the screen, a macOS dock is visible with various application icons.

Google Forms

docs.google.com/forms/u/0/

Forms Search

Start a new form

Template gallery

Blank Contact Information Assessment Exit Ticket Customer Feedback Work Request

Recent forms Owned by anyone

IALLT 2022 Webinar Survey
Opened Jan 4, 2022

Assessment
Opened Dec 31, 2021

Health Promotion Team C...
Dec 15, 2021

The Wizard's Challenge
Opened Dec 15, 2021

Exit Ticket
Opened Dec 12, 2021

Provide Multiple Means of **Action & Expression**



Keep

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





Google Keep

keep.google.com/u/0/#home

Keep Search

Take a note...

- Notes
- Reminders
- Edit labels
- Archive
- Trash

Dark theme is here
Enjoy a more comfortable reading experience. Toggle it on or off in Settings.
Got it Turn it on

Grab image text

A screenshot of the Google Keep web interface. The browser address bar shows 'keep.google.com/u/0/#home'. The interface includes a search bar, a 'Take a note...' input field with icons for checklist, edit, and image, and a left sidebar with navigation options: Notes, Reminders, Edit labels, Archive, and Trash. A notification card for 'Dark theme is here' is displayed, with 'Got it' and 'Turn it on' buttons. Below it is an image of a chalkboard with Spanish text: 'HORARIO ABRIMOS CUANDO LLEGAMOS CERRAMOS CUANDO NOS VAMOS Y SI VIENES Y NO ESTAMOS ES QUE COINCIDES CON NUESTRO HORARIO'. Below the image is a 'Grab image text' button. The bottom of the screen shows a macOS dock with various application icons.

UDL: Mix & Match



Slides

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





The screenshot shows a Google Slides presentation titled "TEACHx_UDL" in a browser window. The address bar shows the URL: docs.google.com/presentation/d/1cvWOGZ1a-KHUG6vLLxTfbdvGzswxvHLToCNSHneMNK4/edit#slide=id.p9. The presentation interface includes a top menu bar with options like File, Edit, View, Insert, Format, Slide, Arrange, Tools, Extensions, and Help. A toolbar below the menu contains various editing tools. The main slide area displays the title "UDL: Mix & Match" in large black font, followed by a red horizontal line. Below the title, there is a "Slides" section with a yellow document icon and the text "Slides". To the left of the main content is a vertical sidebar with the Washington State University logo and the text "WASHINGTON STATE UNIVERSITY". The slide content includes a bulleted list:

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

Below the list, a box contains the text "edit" followed by a red arrow pointing to "copy". The slide number "17" is visible in the bottom left corner of the slide area. The browser's address bar and the Google Slides interface are visible at the top of the screenshot.

UDL: Mix & Match



Slides

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





A screenshot of a Google Slides presentation. The browser address bar shows the URL: docs.google.com/presentation/d/1cvWOGZ1a-KHUG6vLLxTfbdvGzswxvHLToCNSHneMKN4/edit#slide=id.g16f31c257ae_1_530. The presentation title is 'TEACHx_UDL'. The current slide (slide 19) is titled 'UDL: Mix & Match' and features a vertical sidebar on the left with the text 'WASHINGTON STATE UNIVERSITY' and the university's cougar logo. The main content area of the slide is mostly blank with a red horizontal line. The slide navigation pane on the left shows slides 19 through 23, with slide 22 titled 'Resources' and slide 23 titled 'THANK YOU'. The bottom of the screen shows a macOS dock with various application icons.

UDL: Mix & Match



Slides

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



The image is a screenshot of a Google Slides presentation. The browser's address bar shows the URL: docs.google.com/presentation/d/1cvWOGZ1a-KHUG6vLLxTfbdvGzswxvHLToCNSHneMNK4/edit#slide=id.g16f31c257ae_1_539. The presentation title is 'TEACHx_UDL'. The main slide is titled 'UDL: Mix & Match' and features the Washington State University logo on the left side. A red horizontal line is positioned below the title. The left sidebar shows a slide navigation pane with slides 19 through 23. Slide 21 is currently selected. The bottom of the screen shows a macOS dock with various application icons.

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>





WASHINGTON STATE
UNIVERSITY

THANK YOU

If you would like more information, please contact us:



Ali Asiri

ali.asiri@wsu.edu

Priya Panday-Shukla

p.pandayshukla@wsu.edu