

UDL Workshop - Digital Kete **MAKE A COPY**

Workshop Materials and Supporting Resources

1. Walk in my shoes activity

Walk in my shoes (adults)

Common workshop experiences

	Mona	Dennis	Ashasia	Rob	Patricia
Listen to 10 min oral instructions for a task					
Watch 5 min video and have a discussion					
Work in small groups to prepare a role play					
Play an online quiz e.g. Kahoot					
Participate in karakia without words					
Walk around the room to find a partner					
Create a group poem in 10mins and share					
Hold hands in a large group bonding activity					
Add a slide to set google presentation					
Participate in group brainstorm on the board					

2. What impacts your own learning

What kind of things impact your own learning? (Please make your own copy first)

Keep in mind:

- Method (what we do)
- Materials we use
- Physical environment

Engagement	Representation	Action & Expression
<ul style="list-style-type: none"> I can't see the screen if there is light on? I get frustrated if the print is too small? Time of the day Am I interested in the content? groups of people I'm working with walking into a room and not knowing anyone sitting too close to people - no room to move 	<ul style="list-style-type: none"> I don't know the language being used? reading a whole lot of text is boring lots of talking with no pictures no access to digital content complex diagrams videos without captions 	<ul style="list-style-type: none"> I get lost navigating bits of digital content having to share in a group, not being given control no practice time unfamiliar with digital tools being used

3. Modelled - Planning with UDL | Visual Thinking

Planning with UDL
Making thinking visible

- We use the UDL thinking cycle to help us design learning that is flexible, barrier free and rich in supports and options. It helps us plan for diversity and variability.
- This process is the guts of UDL implementation.
 - This activity will walk you through the fine grain of the "design" process.
 - Remember at every stage to keep your bicultural and culturally responsive lenses turned on. Make connections.



4. Blank Copy - Planning with UDL | Visual Thinking

Planning with UDL (Make your own copy First)
Making thinking visible

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- This process is the guts of UDL implementation.
 - This activity will walk you through the fine grain of the "design" process.
 - Remember at every stage to keep your bicultural and culturally responsive lenses turned on. Make explicit and visible connections.



5. Journey Mapping | Example of Visible Thinking

Key Identified Barriers (what I need to focus on in my design)

- Minimise threat and distractions
- Support personal coping skills
- Support access to materials
- Support collaboration and foster community
- Support scaffolding of tasks
- Clarify words

Learning Journey	before the event	colleagues arrive in the room	Welcome and planning of purpose	Whānganga activity	Activity 1 - Adult persons	Share key learning information	Model and walk through cycle
Universal Supports	Extra pen/pencil/eraser Drinks available Tables set up Line string connect E.g. black and blue pens	Sticky notes Words to any Karakia being used Extra copies of all handouts Use videos with captions Supporting visual slides	Share purpose of event Share back on pre-workshop feedback Share digital resources Have model for paper copies Have news	Range of objects and object to choose from	Opportunity to work with someone Have model for able to Person may present in their	Funny photos for connector Link to personal interests in the room Have in on experience in the room Other opportunities to connect in event	connect back to low level of learning

UDL Guide | TKI

Inclusive Education

Guide to Universal Design for Learning

Universal Design for Learning

Design learning to meet the diverse and variable needs of all students in your classroom.

6. Feedback Survey

Workshop Feedback - Kāhui Ako AST and Within Hui

The learning focus of the workshop was to build understanding of UDL and how this can support the design of learning opportunities for adults and colleagues, and also to bring some clarity to what "doing UDL" means.

*Required

I have a greater understanding of how UDL can support me to design inclusive learning opportunities.*

- Yes
- No
- Maybe

Are there any other options or approaches I could have used to support your engagement during the session?

Your answer

UDL | 3 Principles

<p>Engagement</p> <p>Stimulate motivation and sustained enthusiasm for learning.</p>	<p>Representation</p> <p>Present information and content in different ways to support understanding.</p>	<p>Action and expression</p> <p>Offer options and support so everyone can create, learn and share.</p>
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The 3 UDL principles help us recognise and remove barriers to learning and build in universal options and supports.

UDL Thinking Cycle with pictures



UDL Reflection Questions

UDL reflection questions

Area	Multiple means of Engagement	Multiple means of Representation	Multiple means of Action and Expression
Access	<p>1. Provide options for recording interest</p> <ul style="list-style-type: none"> How will this affect and strengthen: Motivation (engage when?) How can I increase relevance, value and authenticity? Others can I offer useful choices/autonomy? How can I minimise threats and distractions? 	<p>2. Provide options for presentation</p> <ul style="list-style-type: none"> How can I create materials adjustable and customisable? How will I make sure information is presented in more than one way, e.g. videos with captions, podcasts with transcripts, spoken instructions with graphic or text support? 	<p>3. Provide options for physical action</p> <ul style="list-style-type: none"> What different work spaces will I make available? Will everyone be able to access all materials, tools, assistive technologies and spaces (physical and virtual)?
Depth	<p>4. Provide options for sustaining effort & persistence</p> <ul style="list-style-type: none"> How will I build understanding of the purpose of the activity? How will I offer level support? How will I support collaboration and foster community? What options will I provide for feedback/peer-review? 	<p>5. Provide options for language and symbols</p> <ul style="list-style-type: none"> How will I clearly understand of vocabulary and language features? How will I support decoding of text, notation and symbols? How will I promote understanding across languages? What media options will I use to support understanding? 	<p>6. Provide options for expression & communication</p> <ul style="list-style-type: none"> What media options will be offered to support communication? What tools will be offered to support the sharing of thoughts & ideas? What options will I provide to support increasing fluency and independence?
Transfer	<p>7. Provide options for self-regulation</p> <ul style="list-style-type: none"> How will I support motivation and self-efficacy in being a learner? What strategies will I offer to support personal coping skills? How will I support self-assessment and reflect? 	<p>8. Provide options for comprehension</p> <ul style="list-style-type: none"> How will I activate or supply background knowledge? How will I challenge my class, games and guide our class development? How will I support the transfer of learning from one context to another? 	<p>9. Provide options for executive function</p> <ul style="list-style-type: none"> How will I support the development of skills in: goal setting, planning, managing/organising information & resources, monitoring progress?

