

Diverse Literacies

Technology for Voice and Choice

tinyurl.com/oetcudl



Pear Deck™

<https://www.joinPD.com>



At the end of today, you will be able to...

- Define literacy and explain what it looks like in our classrooms
- Evaluate classroom activities for UDL principles
- Create digital discussions to give students multiple means of expression.
- Select digital tools to increase voice and choice in your classroom.
- Identify assignments where voice and choice are needed to improve engagement and success.

The 4 Stages of Teacher Confidence in the Use of Technology

By Mark Anderson

@ICTEvangelist

1 SURVIVAL

- I'm scared of breaking it.
- I'm not sure what to do.
- I think I should use this in lessons but I'm not sure how.

2 MASTERY

- I've received training.
- I've practiced with apps.
- I've trialled it in lessons with success.
- I'm feeling more confident.

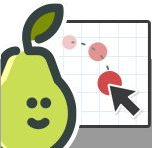
3 IMPACT

- Students & I are using tech effectively.
- Tech is embedded in my lessons and planning, where appropriate.

4 INNOVATION



- Technology use is pervasive.
- I am as digitally literate as I am with pedagogy and subject knowledge.
- I innovate & share.



Students, drag the icon!

@sylvia duckworth

A black and white photograph showing several hands of different people holding a large, light-colored wooden heart. The heart is the central focus, and the hands are positioned around its edges, some with fingers spread, suggesting a collective effort. The background is blurred, showing indistinct shapes of what might be other people or objects in a room. The text 'Building a common definition' is superimposed in the center of the heart in a black, serif font.

Building a
common definition

Let's get on the same page...& share!

1. **Think on Your Own**

- a. Grab some post-its!
- b. 5 words that come to your mind when you hear or use the word "Literacy"

2. **Organize and Theme** As a table, group your post-its into themes

3. **Post**

- a. Using images, video, drawings or text, post themes to the padlet



<http://tinyurl.com/literacyUDL>





The illiterate of the 21st century will not be those who cannot read and write, but those who cannot learn, unlearn, and relearn.

— *Alvin Toffler* —

AZ QUOTES

NCTE Definition of 21st Century Literacies (2013)



- Develop proficiency and fluency with the tools of technology;
- Build intentional cross-cultural connections and relationships with others so to pose and solve problems collaboratively and strengthen independent thought;
- Design and share information for global communities to meet a variety of purposes;
- Manage, analyze, and synthesize multiple streams of simultaneous information;
- Create, critique, analyze, and evaluate multimedia texts;
- Attend to the ethical responsibilities required by these complex environments.

Industrial Age to Information Age

- No longer “depositing information” (banking concept, Freire)
- Engaged learning or “Reality Pedagogy” (connecting to learners’ lives)
- Spectator vs. creator/re-creator
- Consumer vs. Producer



Industrial Age



Information Age



"If we teach today's students as we taught yesterday's, we rob them of tomorrow."

--John Dewey

Multiple Literacies

“What is needed today is for students to learn **how to learn**, **how to find** what they need to know when they need to know it. And to have the thinking skills to **critically analyze and evaluate** whether the information they find is useful for what they want to know.”



Universal Design for Learning

Affective networks:

THE **WHY** OF LEARNING



How learners get engaged and stay motivated. How they are challenged, excited, or interested. These are affective dimensions.



Stimulate interest and motivation for learning

Recognition networks:

THE **WHAT** OF LEARNING



How we gather facts and categorize what we see, hear, and read. Identifying letters, words, or an author's style are recognition tasks.



Present information and content in different ways

Strategic networks:

THE **HOW** OF LEARNING



Planning and performing tasks. How we organize and express our ideas. Writing an essay or solving a math problem are strategic tasks.



Differentiate the ways that students can express what they know

Universal Design for Learning Guidelines

Provide multiple means of
Engagement

Affective Networks
The "WHY" of Learning



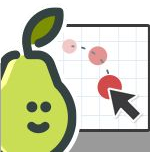
Provide multiple means of
Action & Expression

Strategic Networks
The "HOW" of Learning



Provide multiple means of
Representation

Recognition Networks
The "WHAT" of Learning



Students, drag the icon!



Evaluate and Improving Learning: UDL Tools

Use the [UDL reflection sheet](#), the [UDL checklist](#), and the [interactive graphic organizer](#) to evaluate and improve a lesson.

1. As a table, choose a lesson from the folder to consider.
2. Evaluate and improve the lesson using the UDL tools provided.
3. Track your suggestions in the [Editable UDL Graphic Organizer](#)
4. Consider:
 - a. Where are the strengths of the lesson
 - b. Challenges?
 - c. What tools could you use to meet these challenges?
5. Share with your table your improvements.

Students browse: docs.google.com/document/d/1V2cD3PpWXYNucxHmP92iwTtXHnMjYciVeWNOIS...



Let's take a break!

10 minutes

Post questions here to get
answered when we return.



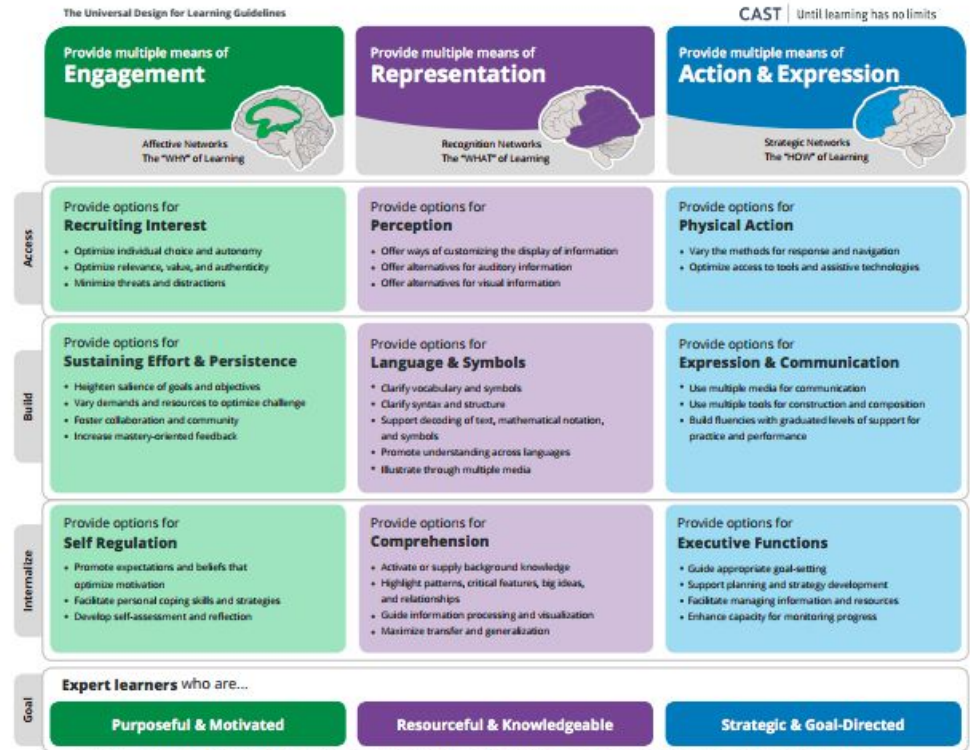
Students, write your response!

Evaluate and Improve a Lesson: UDL Checklist

Use This!

What areas do you feel
are missing?

Need to be enhanced?



Consider this...



Consider a lesson from your own classroom that could use some voice and choice.

- **Voice**: What does it look/sound like?
- **Choice**: What can we give?
- **Engagement**: How does it happen? Why should learners care?
- How are we building **literacy**?
- What **tools** can we use?

Let's Share Our Favorites!



Consider a lesson you use in your classroom.
Review the UDL tool.

- Where are the strengths of your lessons?
- Where are the challenges?
- What tools do you use for each of these?

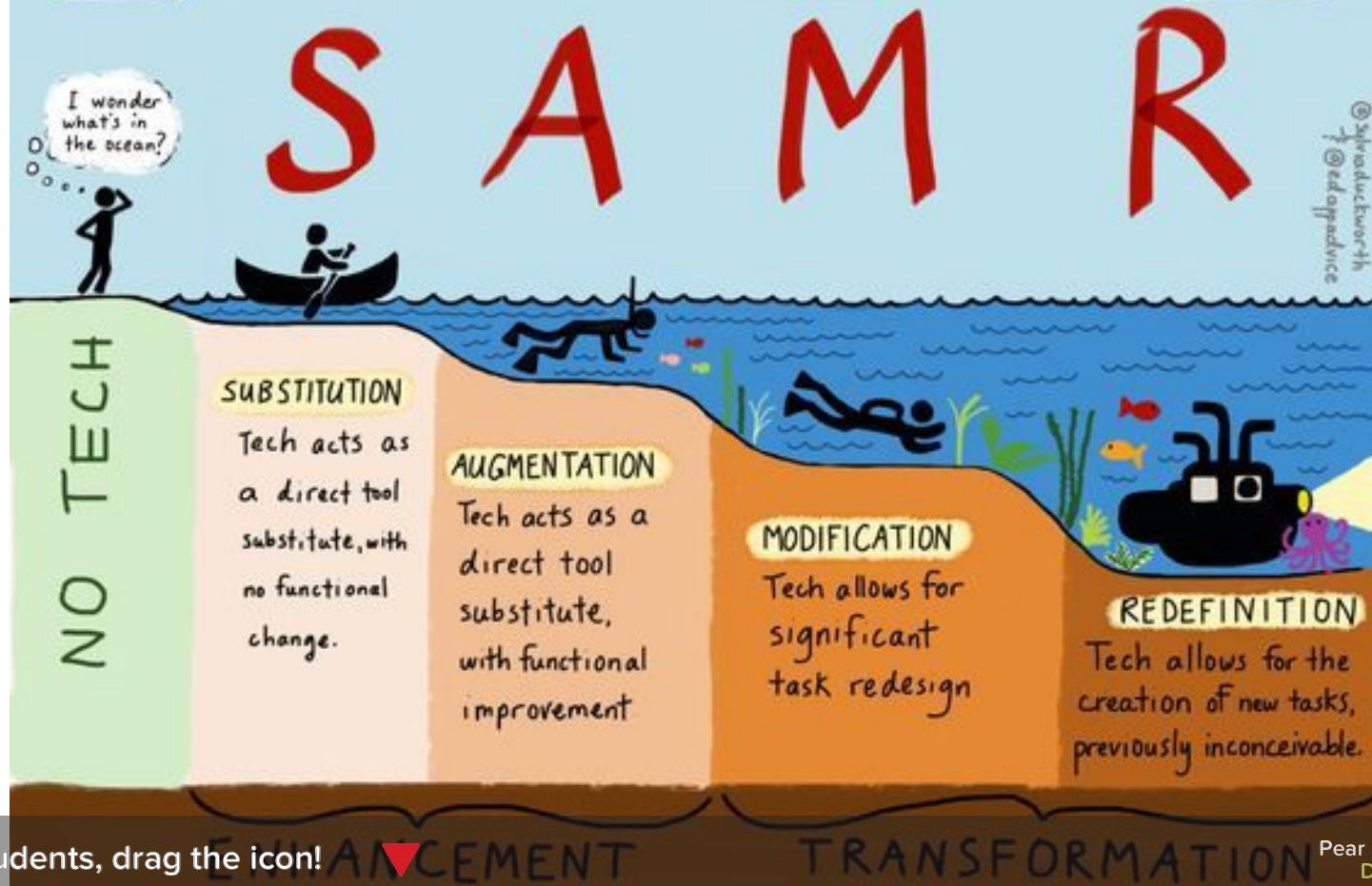
Share 1-2 tools and discuss how it can
accomplish the UDL Voice and Choice goals
with that tool. Post to our Google Slide Deck
(linked) to take away with you!



Students browse: docs.google.com/presentation/d/1WV8u1cjDG-rSa2OecKkD2Nbf1knhviF33S...

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The SAMR Model for Technology Integration



Students, drag the icon!

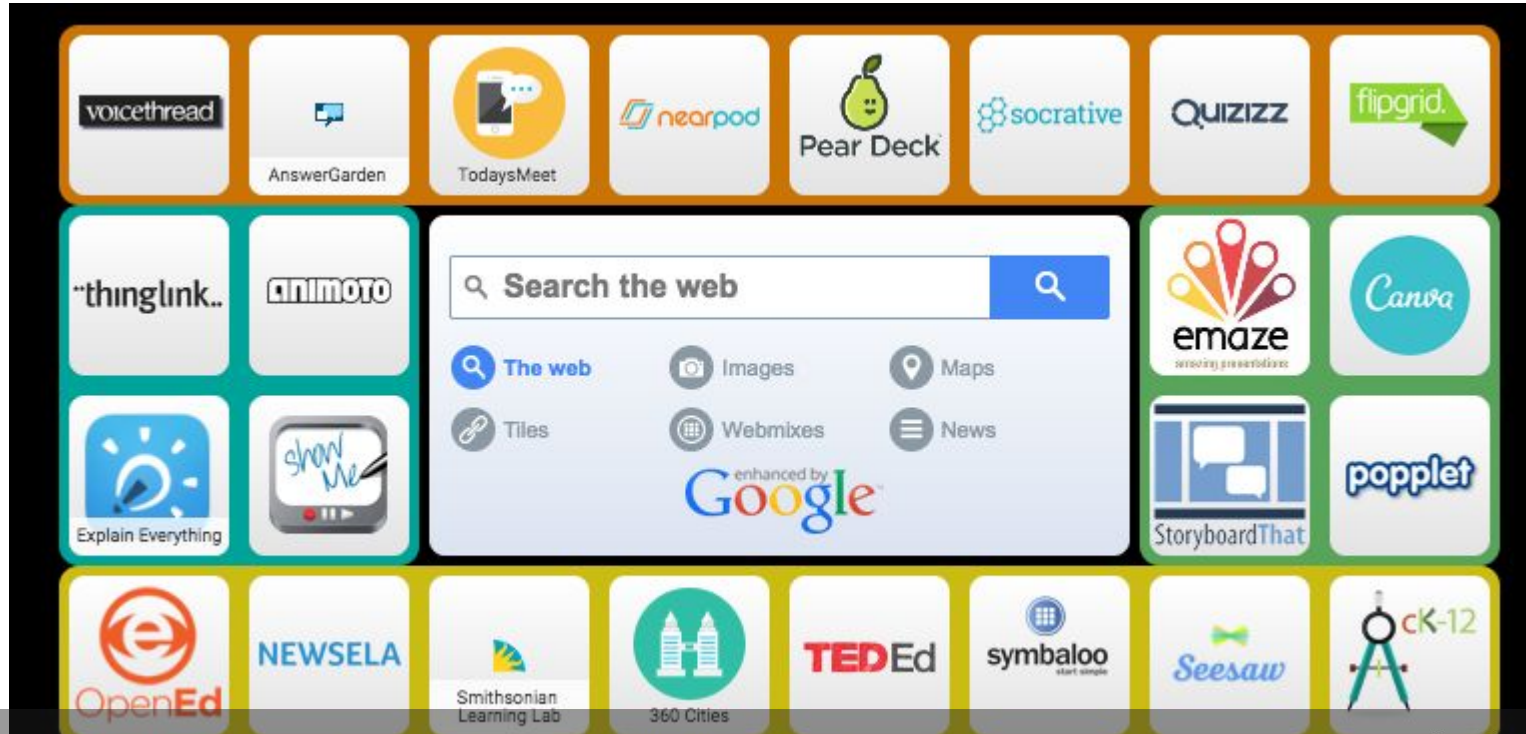


TRANSFORMATION

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Let's Play!

<https://edu.symboloo.com/mix/udltechforvoice>



Students browse: edu.symboloo.com/mix/udltechforvoice

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Stories Starring YOU!

Google Docs & iPad Camera



Elizabeth's Story about Cleaning Up



Elizabeth loves school!

She works on her work plan and gets to do a lot of fun things.



Elizabeth loves to hurry in to line to be sure she doesn't miss anything.

But first, she has to clean up her workspace.

More Ideas:

- Video Modeling
- Learning reports for Parent conferences (connect them with images in Aurasma)
- School or grade tours for future students or visitors
- Dictate answers

Rich Discussion



Welcome! What's your addiction?

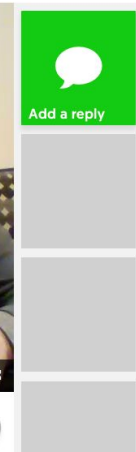
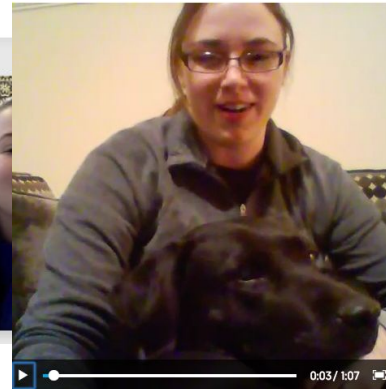
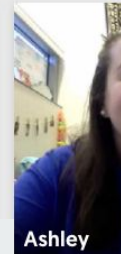
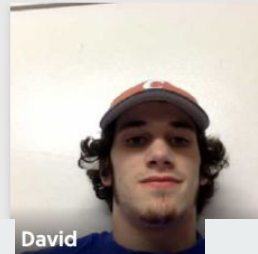
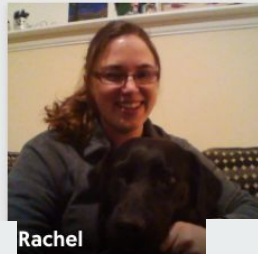
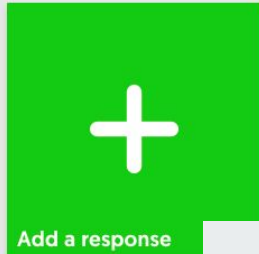
Let's get to know each other and start off with 100% participation! Introduce yourself ever so briefly. Then, introduce your digital communication addiction. What is the one way you communicate digitally or get digital information that you just can't live without. Post, then watch your classmates' and post comments. See you in class!

December 22, 2016 | 22 responses | 1 reply | 424 views

Need more choices? Try:

- Voicethread
- Today's Meet
- Padlet

DATE NAME LIKES VIEWS REPLIES



Now You Try **FLIPGRID.** !

<https://flipgrid.com/0a3608>

Password: 0a3608



Students browse: flipgrid.com/0a3608

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Create or Participate: ThingLink Escape Rooms

thinglink..

Shakespeares Globe 360 by Lorinda Ottaway

19 days ago 12

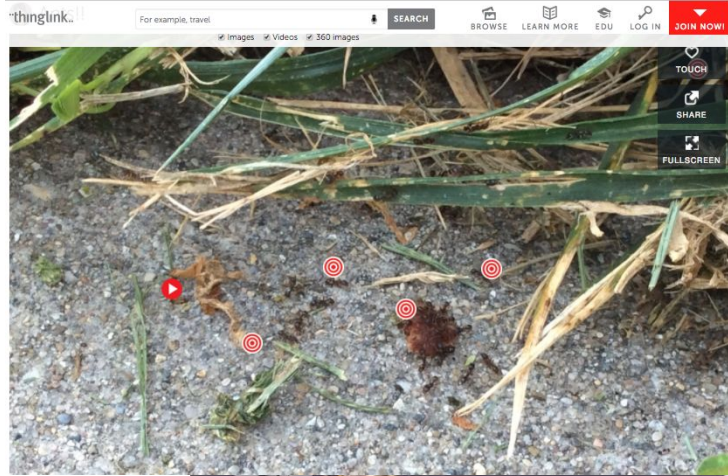


Students browse: www.thinglink.com/video/1013598591039569921



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Report Alternatives



ShowMe

Animoto

Thinglink

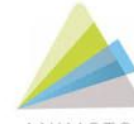
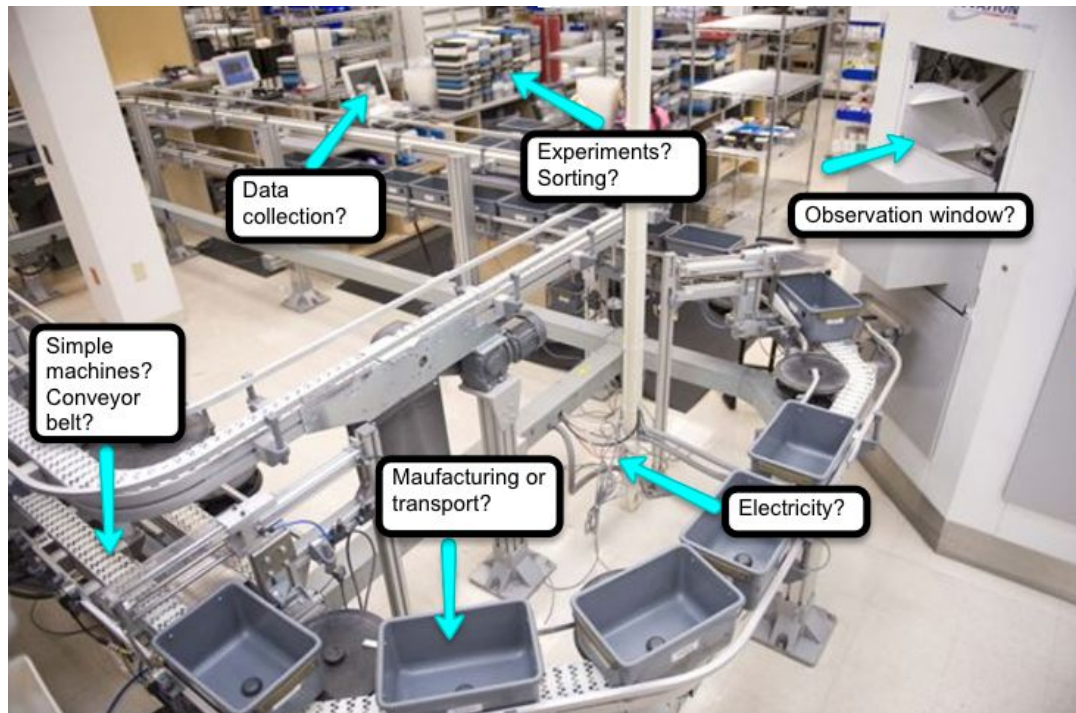


Image Driven Online Discussions

What is “scientific” discussion.



What is the world teaching us about gender?



Image Driven in Class Discussion

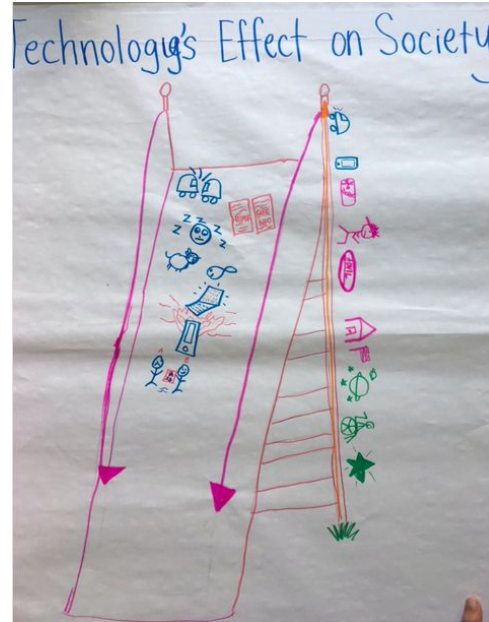
What does curation look like?
([Google Slides](#))

Max, Alicia, Gavin

Curation: Synthesization, Distribution, Research, Transformation, Connection



Share your findings.



Surveys for Student Driven Expression

Student Driven Review



Peardeck



Student Redesign of Expression of Learning

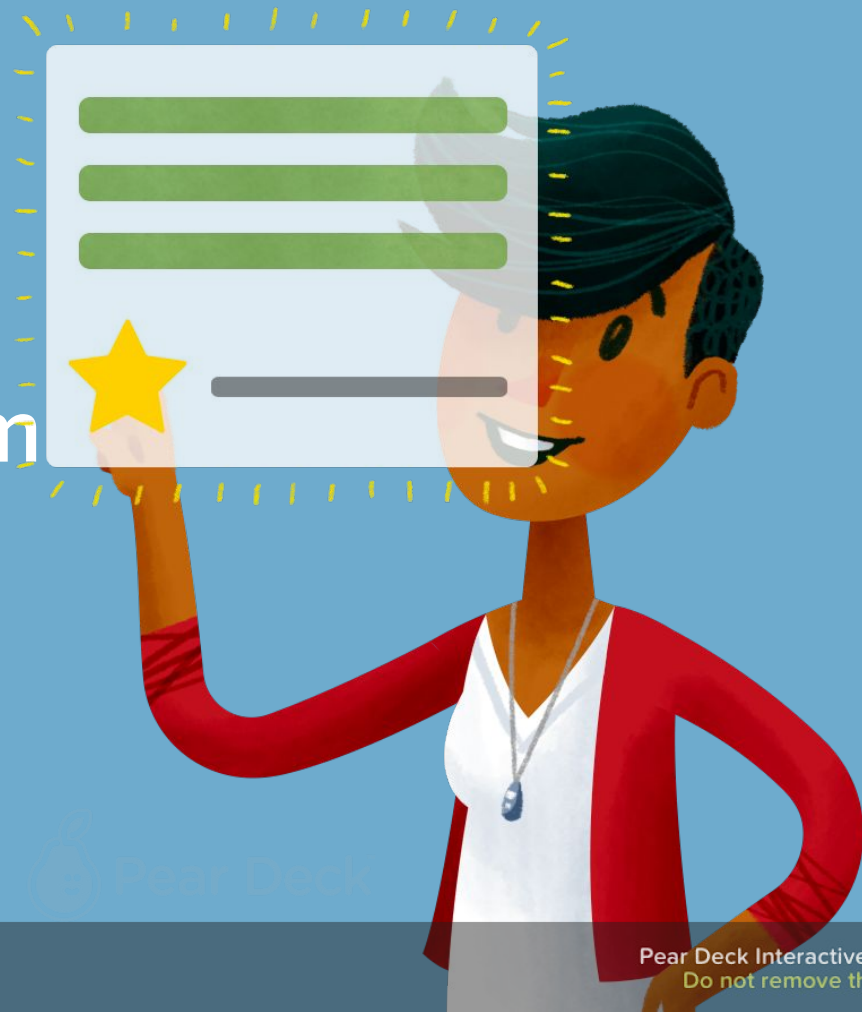
Today'sMeet

Enhance classrooms. Enable discussions. Empower students.
Today'sMeet gives everyone a voice



A Blank Wall for Student Ideas...

In one minute,
write the most
important thing from
today's
lesson.



Students, write your response!



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