

UDL Tech Tool Audit

Name of tool: [Edpuzzle](#)

When will this tool be used in the learning process? At the start of the lesson/unit ▾

What do you hope will happen as a result of learners' use of this tool?

I want use the video, questions and notes for students to build their background knowledge of colonial India before reading Rudyard Kipling's "Rikki-Tikki-Tavi" so that they can visualize the settings, the characters and understand some of the underlying context of the story given the historical time period.

This tool will be primarily used to: Active Prior Knowledge (Engagement) ▾

NOTE: This will help guide your evaluation of the tool in the sections below. However, it will be helpful to keep in mind additional considerations.

Engagement:	Representation:	Action & Expression:
This tool's features and implementation will: ☐ Optimize individual choice and autonomy ☒ Optimize relevance, value and authenticity ☒ Minimize threats and distractions ☐ Heighten salience of goals and objectives ☐ Vary demands and resources to optimize challenge ☐ Foster collaboration and community ☐ Increase mastery-oriented feedback ☐ Promote expectations and beliefs that optimize motivation ☐ Facilitate personal coping skills and strategies ☒ Develop self-assessment and reflection	This tool's features and implementation will: ☐ Offer ways of customizing the display of information ☒ Offer alternatives to auditory information ☒ Offer alternatives for visual information ☒ Clarify vocabulary and symbols ☐ Clarify syntax and structure ☐ Support decoding of text, mathematical notation and symbols ☐ Promote understanding across languages ☒ Illustrate through multiple media ☒ Activate or supply background knowledge ☒ Highlight patterns, critical features, big ideas and relationships ☐ Guide information processing and visualization ☐ Maximize transfer and generalization	This tool's features and implementation will: ☒ Vary the methods for response and navigation ☐ Optimize access to tools and assistive technologies ☒ Use multiple tools for construction and composition ☐ Build fluencies with graduated levels of support for practice and performance ☐ Guide appropriate goal-setting ☐ Support planning and strategy development ☐ Facilitate managing information and resources ☐ Enhance capacity for monitoring progress

In what ways do the built-in features of this tool help learners become active participants and own their learning process? <i>(Highlight the specific features from list above)</i> The video I select will be a huge part in helping build background knowledge, but I also plan to add in several notes with links and a variety of questions for students to make connections and process the information!	In what ways do the built-in features of this tool help support learners in interacting with content and constructing meaning? <i>(Highlight the specific features from list above)</i> Students can turn on the closed captioning while watching the videos. With the questions, I can add audio files to support reading or provide additional context or connections.	In what ways do the built-in features of this tool help support learners in navigating, organizing and demonstrating their learning? <i>(Highlight the specific features from list above)</i> I can ask students to process information with either two types of questions: multiple choice or open-ended. When responding to open-ended questions, students can choose to type their responses or use the built-in speech-to-text feature. If I chose to turn it on, I can also allow students to respond with audio.
How might you create opportunities for learners to become active participants and own their learning process while using this tool? In addition to answering the questions inserted into the video, I could also offer an additional reflection guide for them to capture their thinking and be able to refer back to while reading (perhaps more easily accessible than their video responses). I could also deliver this video using Edpuzzle live, so that we could have time for class discussion and work to build clarity based on responses.	How might you create opportunities for students to interact with content and construct meaning using this tool? I can use the Notes feature to add additional clarification around vocabulary, add additional information (such as images or links to other information), or highlight important information. Because Edpuzzle doesn't currently have a feature to allow students to see others' responses, if I weren't delivering the video using Edpuzzle live, I might want to create some additional prompts for students to process the information. I might also want to consider a graphic organizer for students to refer back to later on (as mentioned before).	How might you create opportunities for students to navigate, organize or demonstrate their learning using this tool?

What additional considerations might be required for successful implementation of this tool?

I'll need to think about how to share the Edpuzzle video with my students and might want to use the Google Classroom integration to make it easier for my students to get to the assigned video.

For my students who might be new to Edpuzzle, I might want to make sure they can log in okay.

I might also want to provide a quick tutorial so that they aware of and know how to use the various built-in accessibility features.