

Format

POSTER: A two-hour, demonstration-style presentation delivered in an open, multibooth environment that enables presenters to engage their audience in more intimate one-on-one and small-group conversation. Recommended for student presentations featuring K-12 students presenting their own work and global projects involving collaborations across borders.

Audience

***Session Focus/Topic**

Digital Age Teaching & Learning: Covers all aspects of technology use in the learning environment.

- UDL/Differentiated Instruction
- Special populations/assistive & adaptive/UDL technologies

Professional Learning: Focuses on the development of leaders and the accountability of teachers, administrators and educators.

- Teacher education

Technology Infrastructure: Focuses on the technology, resources and policies necessary to build the technology infrastructure for effective learning, teaching, leading and administration.

- 1:1 programs

SUBJECT AREA

All Apply

- Language arts
- Performing/visual arts
- Music
- Computer science
- ESL
- Math
- Science
- Social studies
- World languages
- STEM/STEAM
- Special education
- Career and technical education Health and physical education

*** AUDIENCE ROLE**

- Principals/head teachers
- Curriculum/district specialists
- Teacher education/higher ed faculty m Teachers

*** GRADE LEVEL**

- PK-12
- Community college/university

*** SKILL LEVEL**

- BEGINNER: Limited or no experience or prior topic knowledge; no prerequisite skills required.

*** TITLE**

Adapting to the Learner, Not the Other Way Around.

*** DESCRIPTION**

This demonstration will allow participants the opportunity to explore the meaning of UDL. Educators will learn the process of designing lessons, units, and curriculum that complements and meets the needs of diverse learners. Participants will acquire knowledge that is instrumental to personalized learning and the future of education.

SPECIAL CONDITIONS

- YOUNG EDUCATOR: Primary presenter is 35 or younger.

ATTENDEE RESOURCES

<http://www.cast.org/udl/>

<http://barbarabray.net/2012/06/04/udl-guides-personalizing-learning-to-meet-the-common-core/>

<http://www.udlcenter.org/>

ISTE STANDARDS

2016 ISTE Standards for Students

1) - Empowered Learner

ISTE Standards for Teachers

1) - Facilitate and Inspire Student Learning and Creativity

ISTE Standards for Administrators

4) - Systemic Improvement

STANDARDS ADDRESSED

Empowered Learner: The learner will be empowered because their learning needs will be met. Students will no longer have to adapt to a method of learning that is not compatible to them. Learning will be more natural, resulting in significant increase in student motivation to learn.

Facilitate and Inspire Student Learning and Creativity: This standard will be addressed, as educators will understand the process and benefits of UDL. Using this framework, educators will inspire learning by meeting the needs of all students.

Systemic Improvement: Improving education systematically requires a framework that promotes student learning and achievement. UDL provides the necessary strategies that creates a flexible pathway and learning environment for all students.

LOGISTICS

* ATTENDEE DEVICES

-Devices may be useful, but they are not required for this session.*

SUMMARY

* PURPOSE AND OBJECTIVES

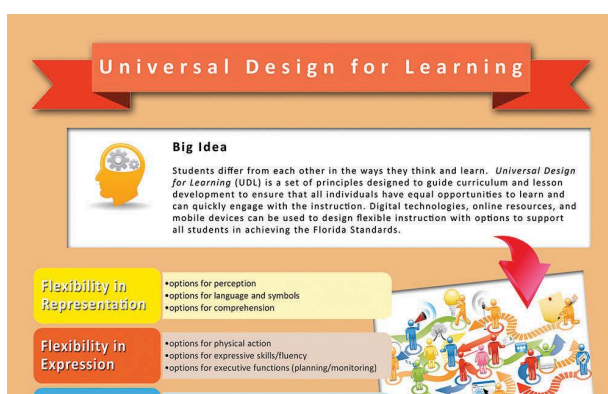
The purpose of this presentation is to highlight the importance of differentiated instruction in the classroom. UDL provides the framework to educate and meet the needs of students, which includes their preference and learning style. In order for educators to meet the needs of the students, they must adapt lessons, units, and the curriculum to address the diverse learning needs, rather than students adapting to the educators preference or style of teaching. UDL is a framework that “minimizes barriers and maximizes learning for all students” (CAST.org). Educators will learn about the three principles of UDL to increase student learning and to provide flexible pathways of learning: 1) Representation: use different mediums to present content, 2) multiple means of action and expression: give multiple options for expressing what they know, 3) multiple means of engagement: give students choices.

* OUTLINE

Posters: Clarify exactly what you intend to share/demonstrate through electronic and/or print media.

<https://www.youtube.com/watch?v=bDvKnY0g6e4>

This item will be folded into a pamphlet for further reading.



These items will be displayed:

Universal Design for Learning

Affective networks:

THE WAY OF LEARNING



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



Stimulate interest and motivation for learning

Recognition networks:

THE WHAT OF LEARNING



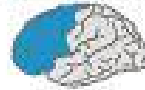
How we gather facts and categorize what we see, hear, and read. Identifying letters, words, or a teacher's style are recognition tasks.



Present information and content in different ways

Strategic networks:

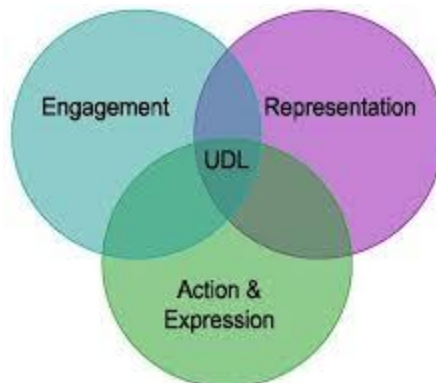
THE HOW OF LEARNING



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



UDL Principles