

Universal Design for Learning: A **Tool Parade** of Possibilities for Digital Engagement

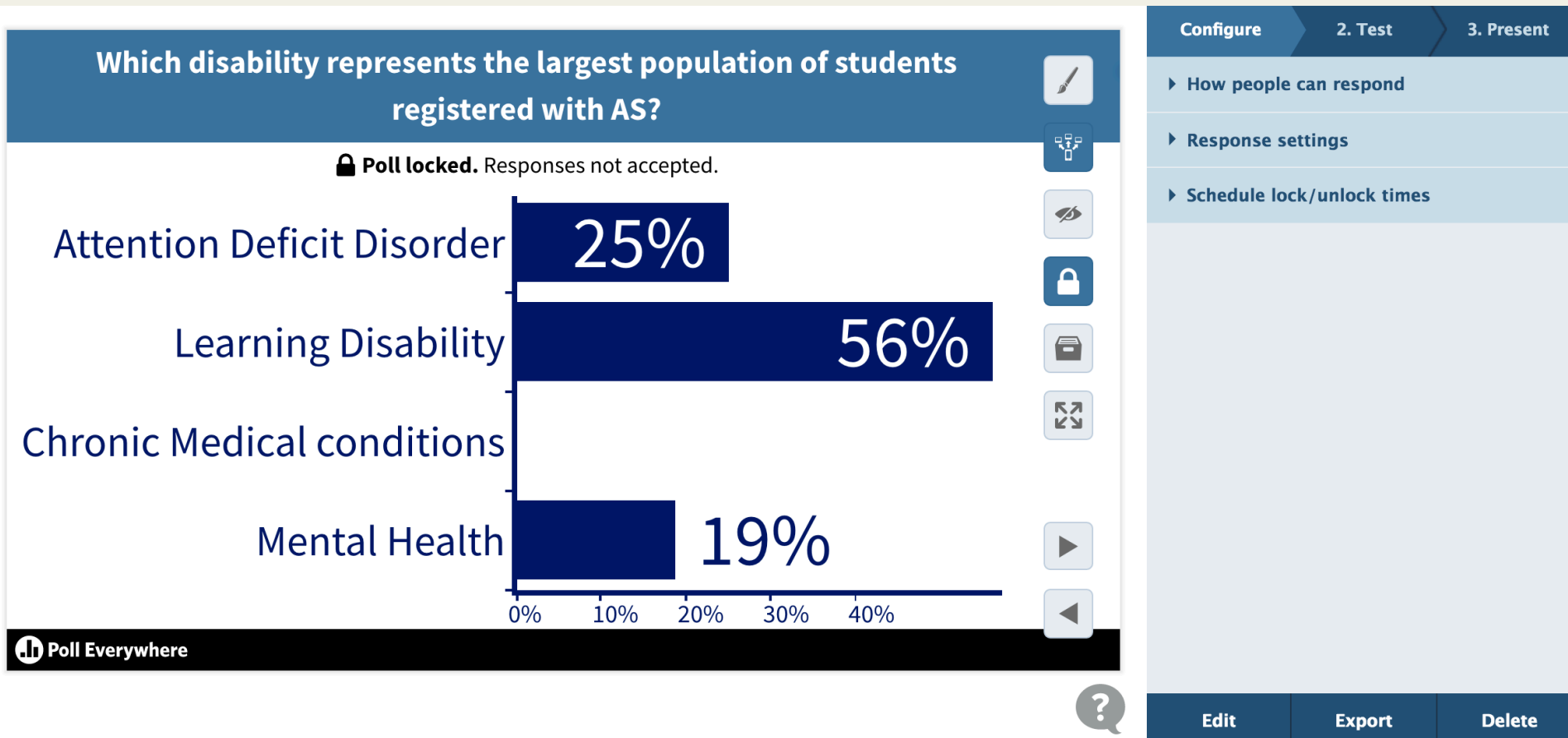


Megan MacKenzie & Bonnie Stewart
University of Prince Edward Island



Activity: Poll Everywhere

- Pollev.com/mfmackenzie



and / or ...

- Decide where on the spectrum you fall for each of the questions.
 - Gather & re-gather along the wall in the area appropriate to each specific answer.
 - Note the people whose answers are similar – and different.

There is no grade, no “right answer.”



The Digital Engagement Spectrum

Clear institutional
roles, chain of
command, division of
personal/professional



Individuated power relations
& engagement, blurring of
personal/professional

Tech ≠ Digital Engagement



<http://www.telecomtv.com/articles/tablets/retro-chic-apples-original-macintosh-reimagined-12100>

TECHNICAL PROBLEMS VS. ADAPTIVE CHALLENGES

The single biggest failure of leadership is to treat adaptive challenges like technical problems.

TECHNICAL PROBLEMS

1. Easy to identify
2. Often lend themselves to quick and easy (cut-and-dried) solutions
3. Often can be solved by an authority or expert
4. Require change in just one or a few places; often contained within organizational boundaries
5. People are generally receptive to technical solutions
6. Solutions can often be implemented quickly—even by edict

ADAPTIVE CHALLENGES

1. Difficult to identify (easy to deny)
2. Require changes in values, beliefs, roles, relationships, & approaches to work
3. People with the problem do the work of solving it
4. Require change in numerous places; usually cross organizational boundaries
5. People often resist even acknowledging adaptive challenges.
6. "Solutions" require experiments and new discoveries; they can take a long time to implement and cannot be implemented by edict

Technical vs. Adaptive Responses

EXAMPLES

- Take medication to lower blood pressure
- Implement electronic ordering and dispensing of medications in hospitals to reduce errors and drug interactions
- Increase penalty for drunk driving
- Change lifestyle to eat healthy, get more exercise and lower stress
- Encourage nurses and pharmacists to question and even challenge illegible or dangerous prescriptions by physicians
- Raise public awareness of the dangers and effects of drunk driving, targeting teenagers in particular

Adapted from Ronald A. Heifetz & Donald L. Laurie, "The Work of Leadership," *Harvard Business Review*, January-February 1997; and Ronald A. Heifetz & Marty Linsky, *Leadership on the Line*, Harvard Business School Press, 2002



An eternal adaptive challenge:

Lunch Detention

Name Brianna W Period # 4

You are assigned to serve detention during lunch on 11/7/07 wed.

*Reason(s):

- ☐ Not following directions
- ☐ Defiance
- ☐ No homework
- ☒ Off task Reading a book
- ☐ Excessive talking/Disruption
- ☐ Out of seat
- ☐ Chewing gum or eating food
- ☐ _____

You must complete detention before lunch. If you fail to serve detention, **further consequences** will be assigned.

So.

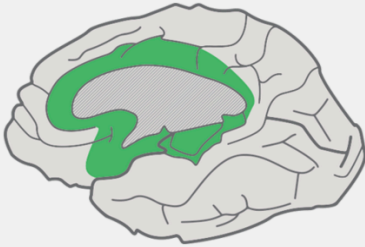
A UDL model for increasing my
OWN
(& students')
digital engagement?

UDL



Multiple Means

AFFECTIVE NETWORKS:
THE **WHY** OF LEARNING



Engagement

For purposeful, motivated learners, stimulate interest and motivation for learning.

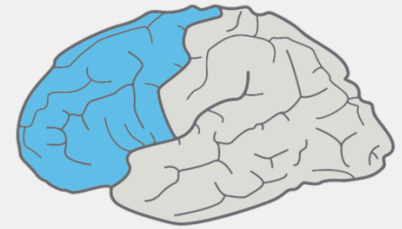
RECOGNITION NETWORKS:
THE **WHAT** OF LEARNING



Representation

For resourceful, knowledgeable learners, present information and content in different ways.

STRATEGIC NETWORKS:
THE **HOW** OF LEARNING



Action & Expression

For strategic, goal-directed learners, differentiate the ways that students can express what they know.

Engagement



"I expect you all to be independent, innovative, critical thinkers who will do exactly as I say!"

Socrative

START VOTE

4 answers

What countries are ruled by a King?

Remove

What is a despot?

Remove

How do countries allow bad leaders to take power?

Remove

Has the USA ever had a tyrant as president?

Remove

What is the definition of democracy?

START VOTE

4 answers

when people vote

Remove

the government in the united states

Remove

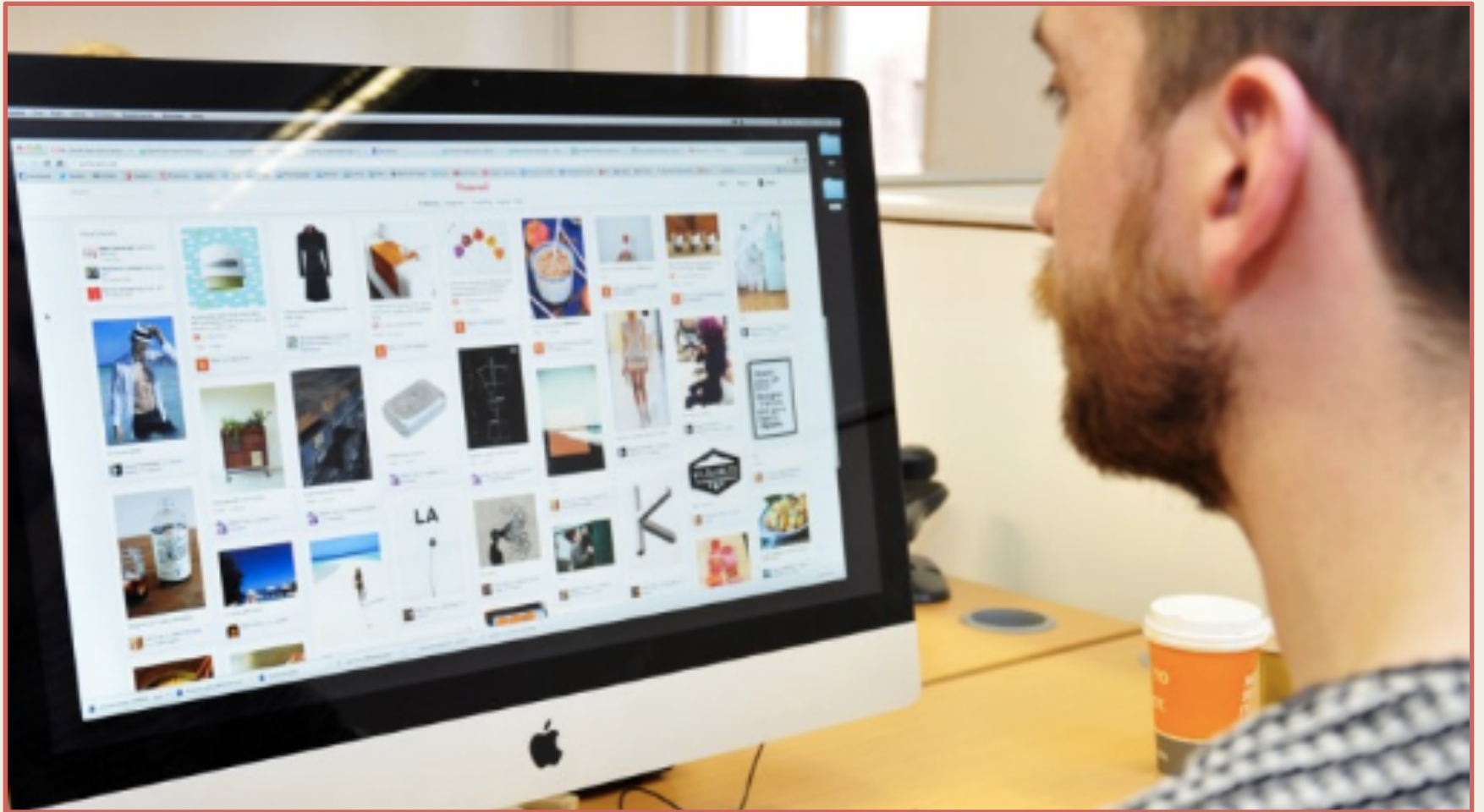
when two people rule

Remove

a type of government where people work together

Remove

Pinterest



hypothes_is

ry.

rather than mute or hide. The very connotation of muting and hiding is uglier, meaner, and asocial to me than clicking the little x in a box.

To mute someone is to de-voice them. To make a person seen and heard is the entire point of social media is communication strikes me as cruel. To even pretend to see them or hear them. In both cases it maintains the relationship that you have no intention of committing yourself to.

my social media and it was static while I had changed.

to move or move on when that happened. Relations died natural deaths of your daily life made it less and less likely that you would connect. Social media has hardened the daily rhythms of life into routines. Implied is a social responsibility to manage those rhythms for the satisfaction of others and often at the expense of yourself.

we are but I am not sure that is where we have to be.

ge and my interests keep pace I choose to shape my social world to



13

Sorted by location

cupoflizard

To mute some

I love this insight
I feel obligated to
or two. I feel "sile
them. Hmmm, I

digpednetwork

3

JamiSiddi

*maintains the
committing y*

Yet many do this
created just for d

1

Slack



dkelly 11:54 AM ☆

Welcome me!



bonstewart 9:48 PM

@dkelly: a genealogy blog that models some of the different kinds of tips, which ppl love - <https://girlwithapast.com/tag/digital-genealogy>



Girl With a Past

digital genealogy | Girl With a Past

Posts about digital genealogy written by freshcron



bonstewart 10:30 PM

@ajcondon: looking for graphic designers/graphic design educators asked for some input, too. @merryspaniel (Lisa) is a friend/former # conversations & tribe beyond the PEI context. 😊



bonstewart 8:10 AM

@ajcondon: more suggestions: @paulnini @rbrianstone @BrRib @a @keithinstone @amganci



ajcondon 9:04 AM

Thanks! Arron Draplin is awesome. I just ordered his new book this

musical.ly



Twitter



#ed1to1 Twitter NodeXL SNA Map and Report for Friday, 17 July 2015 at 17:00 UTC

(to get started in **open** networks:)

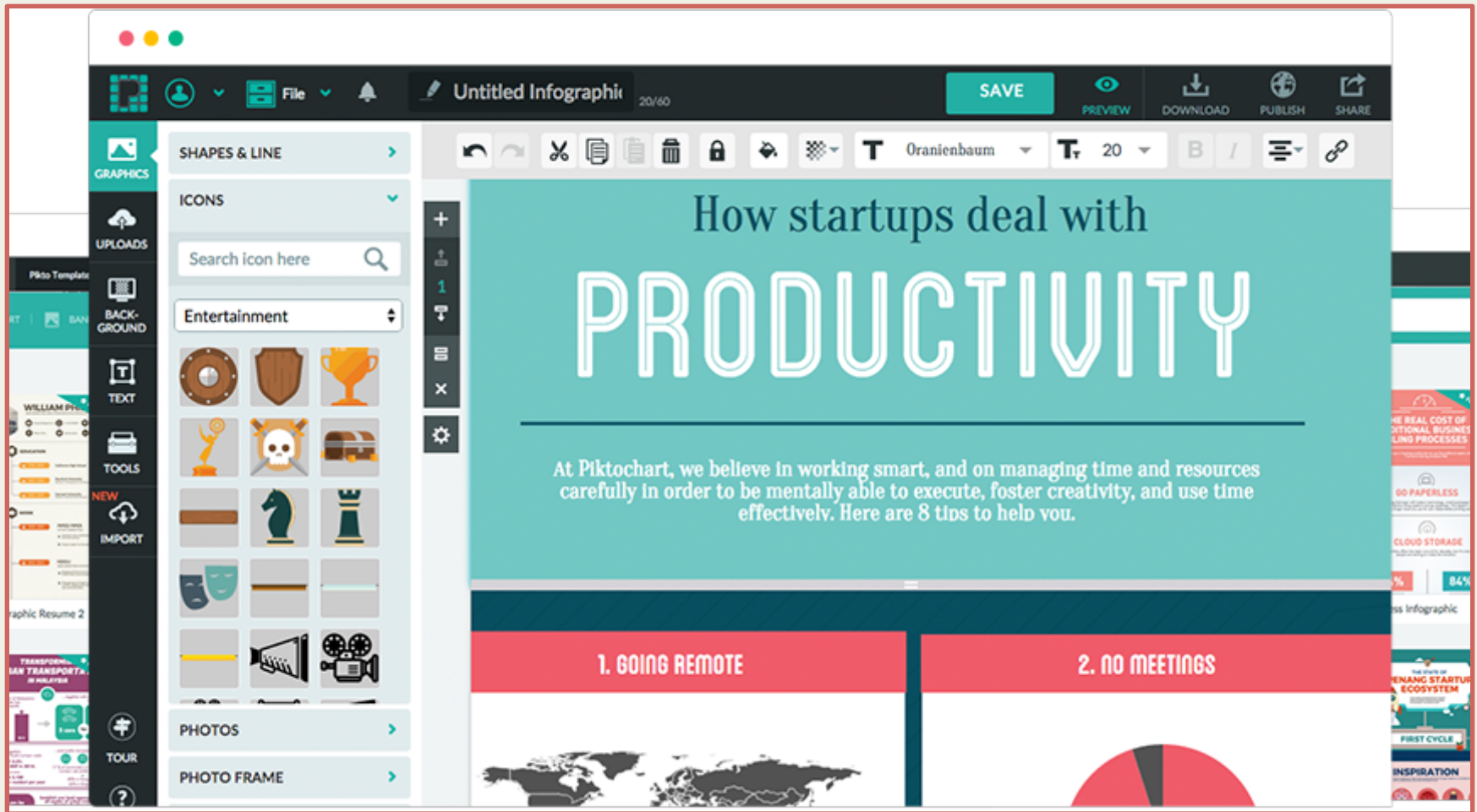


- 1 ORIENT
- 2 DECLARE
- 3 NETWORK
- 4 CLUSTER
- 5 FOCUS

Representation



Piktochart



Instagram



teachingspecialthinkers

Follow

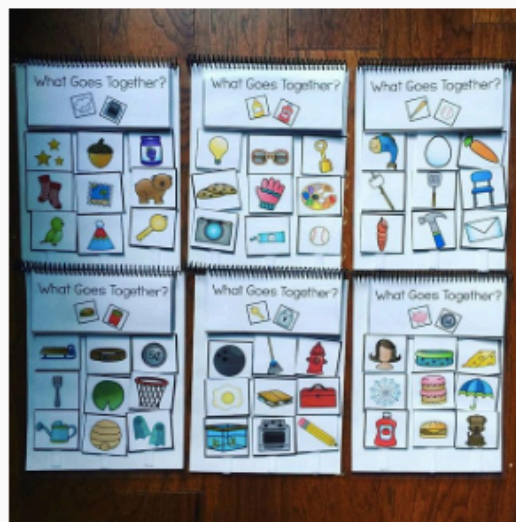


Mrs. Dixon Wife & Momma 🧑🏻🧑🏻🧑🏻 Autism Classroom Teacher 🍎
www.shopteachingspecialthinkers.com

1,143 posts

17.3k followers

1,052 following



Sketchnotes



Sketchnote Video Primer for Teachers, by @braddo:
<https://www.youtube.com/watch?v=YIK9lhKoy5I>

Glogster

Asynchronous Learning

According to Bali & Meier
Synchronous Learning is Biased to:

- Time Zones
- Culturally unaware
- Families and Busy People
- Technology
- Language

Advantages of Asynchronous Learning

- Convenience
- Time
- Individual Pace

THE TROUBLE IS, YOU THINK YOU HAVE TIME
Buddha

References:

1. <http://www.hybridpedagogy.com/journal/entry/asynchronous-learning/>
2. <http://hybridpedagogy.files.wordpress.com/2011/01/01-clock.jpg>
3. <http://hybridpedagogy.files.wordpress.com/2011/02/01-computer-problem.jpg>
4. <http://www.hollywoodadulthood.com/parenting/parents/2011/05/buddha-time-quotes-100q225.jpg>
5. <http://www.hollywoodadulthood.com/parenting/parents/2011/05/buddha-time-quotes-100q225.jpg>
6. <http://www.hollywoodadulthood.com/parenting/parents/2011/05/buddha-time-quotes-100q225.jpg>
7. <http://www.hollywoodadulthood.com/parenting/parents/2011/05/buddha-time-quotes-100q225.jpg>

TIKI-TOKI BLOG

The latest news and developments from the world of Tiki-Toki Timeline Software.

2nd March 2016

NEW FEATURES

Round up of new features

2nd March 2016



We have launched a raft of new features, including autoplay, improved timeline printing, added Japanese support and updated our desktop apps with...

[More →](#)

DID YOU KNOW HOW TO...

Use Tiki-Toki in the classroom

29th April 2016



Using Tiki-Toki in the classroom can be rewarding for both you and your students, but how can you get the most out of the experience? Depending on the...

[More →](#)

3d

2nd March 2016

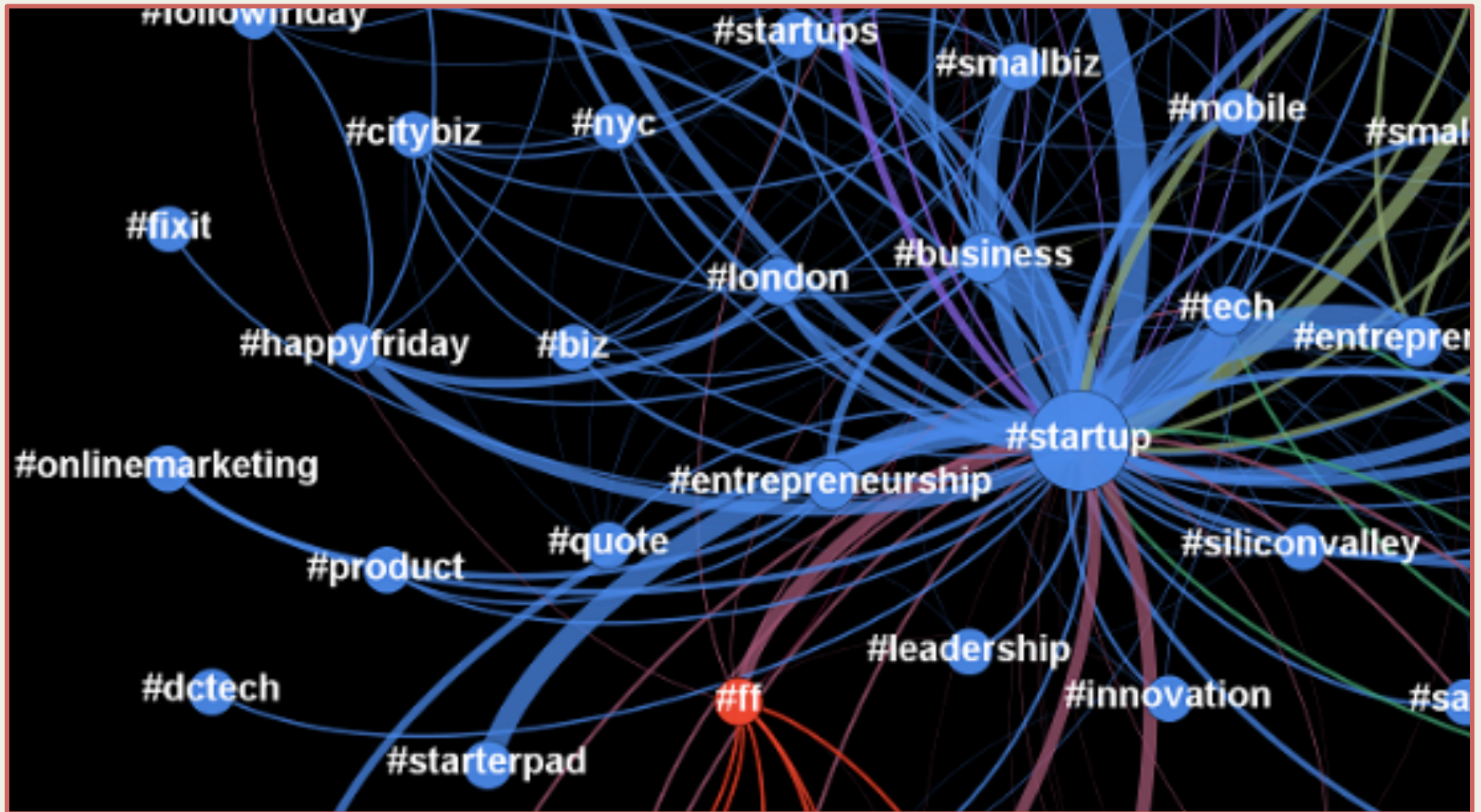
29th April 2016

2013

2014

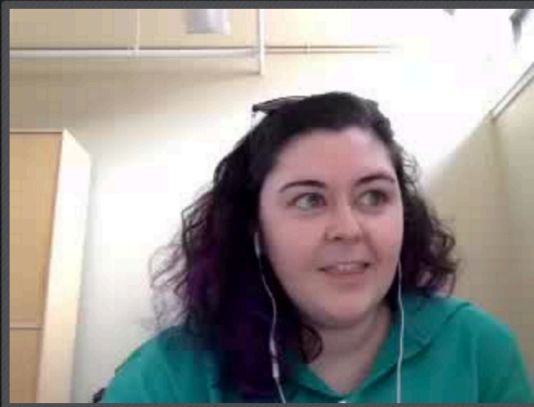
2014

Socioviz

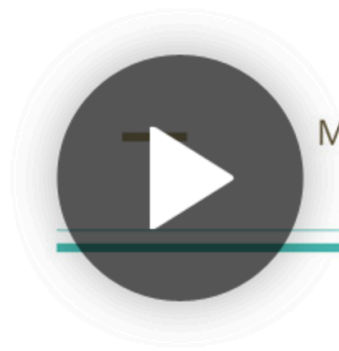


Activity: Movenote

- <https://docs.google.com/presentation/d/1R0bNUZ-JwMtaARgp8BP0y96W5PTH1KqRG9c3rbhc13I/edit#slide=id.p>



REPLY

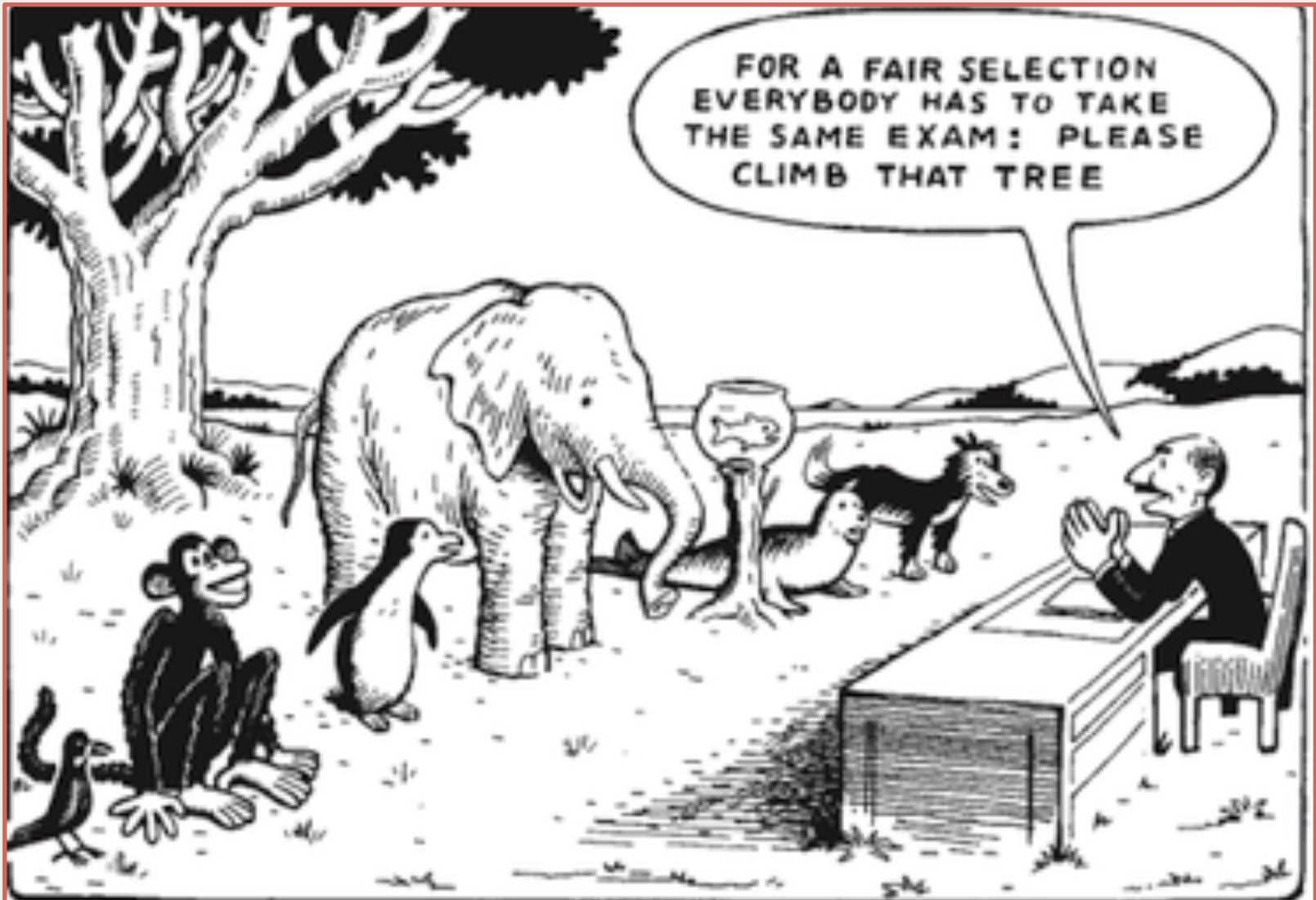


Week 9

March 7 - 13, 2016



Action & Expression



Evernote



EVERNOTE

Padlet

 Meaghan Lister + 1

Educational Technology Tools

Digital Dialogue

Tiki-Toki

Create interactive timelines

<http://www.tiki-toki.com/>

Ad for Bonnie

KEYNOTE Open to the public. Wednesday, July 13 at 3pm, MacDougall Hall, UPEI campus.

<http://www.digitalpedagogylab.com/pei/>

Kahoot

Similar to Timeplay - great for quizzing and fun assessment in the classroom with students using their devices.

<https://getkahoot.com/>

Hypothes.is

<https://hypothes.is/>

Could be used for annotating an article or reading

3DGameLab

This site allows you to do some work with Gamification. You can set up a free educator account with up to 75 students.

<http://rezzly.com/>

Canva

www.canva.com

Students could use this to make posters or presentations.

Socioviz

<http://socioviz.net>

This is used for analytics with Twitter. You can see

Duckduckgo

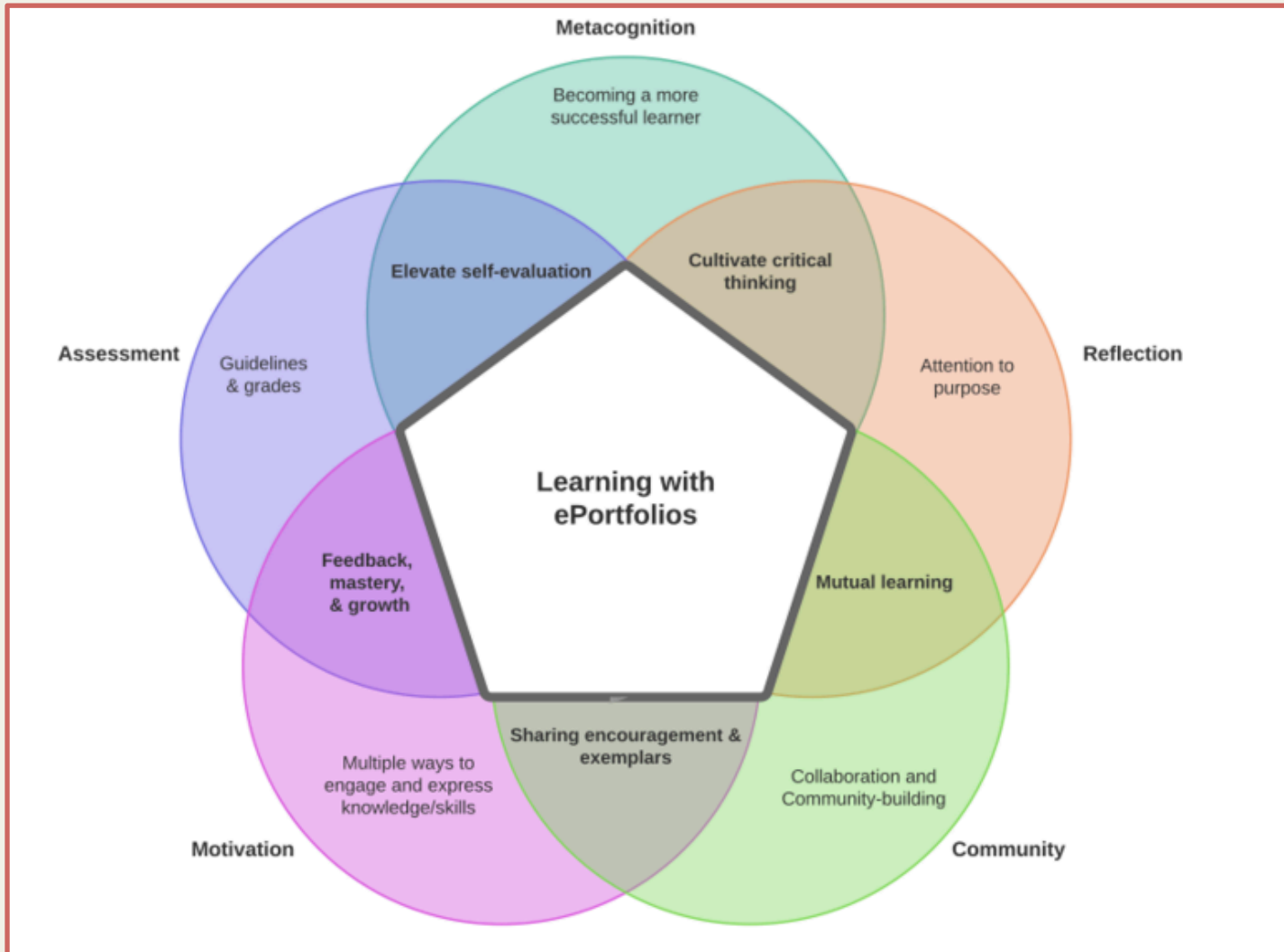


DuckDuckGo



Already a fan? [Help Spread DuckDuckGo!](#)

ePortfolios



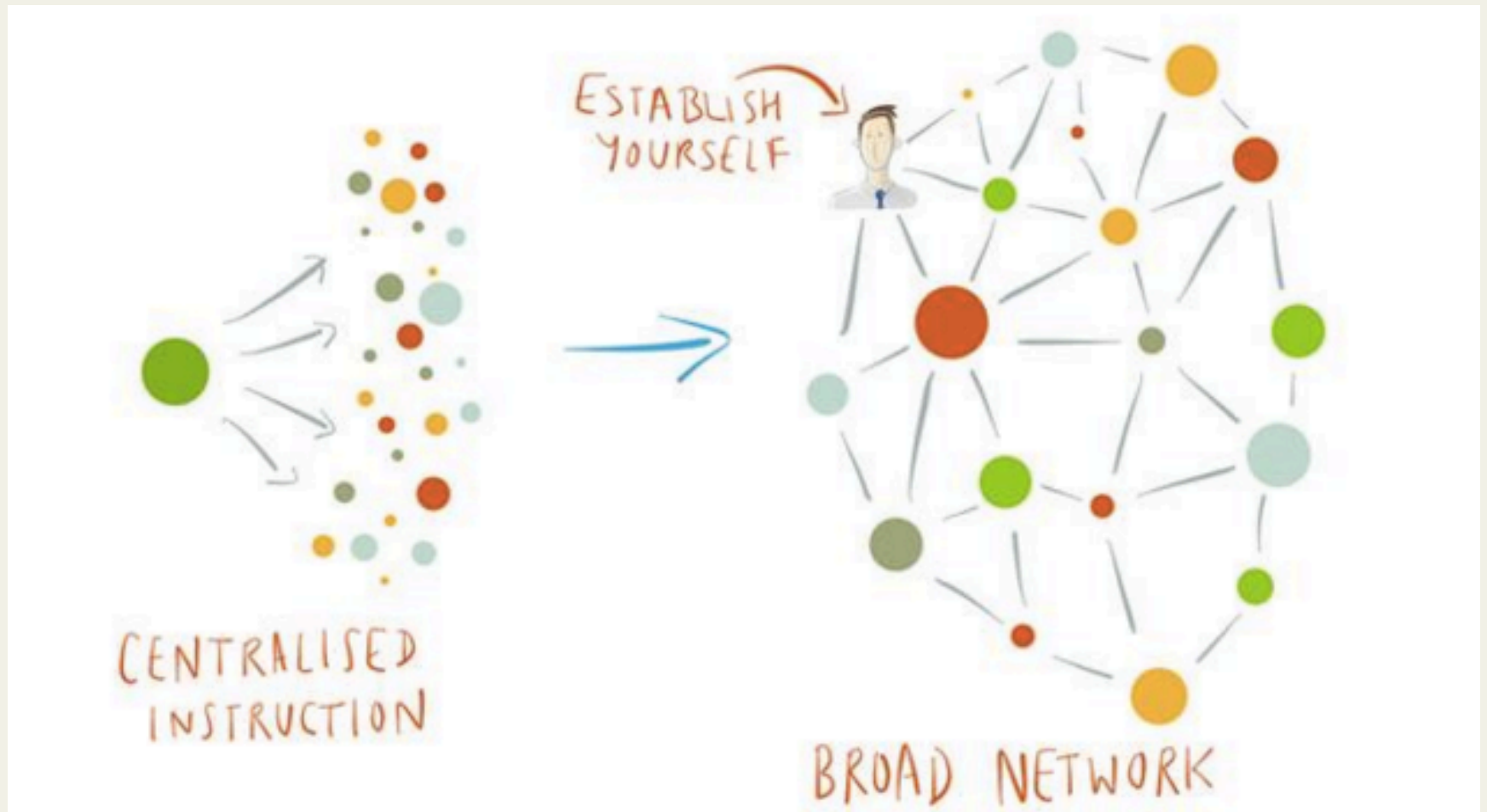
Activity: bubbl.us



TAKEAWAY:
Digital
engagement
requires new
ways of thinking
about
communications



...and (sometimes) means **teaching**
& **learning** look like THIS.



Questions to ask:

Critically Evaluating Digital Tools

“To teach in a manner that respects and cares for the souls of our students is essential if we are to provide the necessary conditions where learning can most deeply and intimately begin.” ~ bell hooks

“Learning to be a critical consumer of Web info is not rocket science. It's not even algebra. Becoming acquainted with the fundamentals of Web credibility testing is easier than learning the multiplication tables. The hard part, as always, is the exercise of flabby think-for-yourself muscles.” ~ Howard Rheingold

1. Who owns the tool? What is the name of the company, the CEO? What are their politics? What does the tool say it does? What does it actually do?
2. What data are we required to provide in order to use the tool (login, e-mail, birthdate, etc.)? What flexibility do we have to be anonymous, or to protect our data? Where is data housed; who owns the data? What are the implications for in-class use? Will others be able to use/copy/own our work there?
3. How does this tool act or not act as a mediator for our pedagogies? Does the tool attempt to dictate our pedagogies? How is its design pedagogical? Or exactly not pedagogical? Does the tool offer a way that “learning can most deeply and intimately begin”?

+ a checklist:

| | | | | | | |
|--|---|---|-----|----|-----|---|
| File Edit View Insert Format Data Tools Add-ons Help Last edit was made 2 days ago by Dave Cormier | | | | | | |
| <div> \$ % .0 .00 123 Arial 10 B <i>I</i> <u>A</u> </div> | | | | | | |
| Introduction | | | | | | |
| A | B | C | D | E | F | G |
| Introduction | So you're looking to integrate technology into your work/teaching/professional life | | | | | |
| General Overview | | | | | | |
| | Criteria | | Yes | No | N/A | |
| | The tool is free to use or you have purchased accounts for it | | | | | |
| | You have a plan for how the accounts are going to be created | | | | | |
| | You know that accounts can be created on different computers | | | | | |
| | Prerequisite knowledge and skills are clearly stated. | | | | | |
| | Expectations for etiquette in the tool are clearly stated. | | | | | |
| | You have discussed the 'open' quality of the tool with your students | | | | | |
| | Does the tool have an effective notification system to encourage presence? | | | | | |
| Learning Objectives | | | | | | |
| | Criteria | | Yes | No | N/A | |
| | Have you included networked participation in your learning objectives? | | | | | |
| | The tool is consistent with the course-level objectives. | | | | | |
| Assessment | | | | | | |
| | Criteria | | Yes | No | N/A | |

<https://docs.google.com/spreadsheets/d/1c2Kw0iKKQfzzfz5bTpdBYx66NAxPVkZdJ8iEvvO22cM/edit?ts=5762e637#gid=0>

THANK YOU.



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