UDL IN PRACTICE WORKBOOK: LEVEL 1 WORKSHOP

# **UDL Strategies List**

You can use this strategy list to identify strategies used the UDL workshop and make notes. More UDL strategies can be found on the Cast [website](https://udlguidelines.cast.org/).

## ENGAGEMENT

* Individual choice and autonomy (e.g., small groups research different topics and share with whole class; providing a video as an alternative or supplement to reading a textbook chapter; hands on activities;)
* Involve all students in whole-class discussions (e.g., build safety into this by using think/pair/share, Mentimeter, digital whiteboard, post-it notes, ‘graffiti’ brainstorms)
* Relevant and authentic content application clearly linked to learning outcomes (e.g., opportunities to learn through hands on activities and practice, case studies, exploration and experimentation activities)
* Providing opportunities/strategies for self-regulation (e.g., guided brain breaks; body breaks)
* Provide tasks that allow for active participation, exploration and experimentation
* Time for Self-reflection and goal setting (eg: formative feedback quizzes to assess progress)
* Invite personal response, evaluation and self-reflection to content and activities

**Your Notes**

|  |
| --- |
|  |

## REPRESENTATION

* Provide accessible and customisable documents and content (e.g., provide raw document files - PowerPoint/Word, share course materials well in advance, closed captioning on videos and alt-text for graphics)
* Embed support for unfamiliar references (e.g., definitions; overview of key concepts at the beginning of each class; hyperlinks to explanatory information)
* Present information in multiple forms (e.g., expository text + video; reading + podcast)
* Provide multiple examples and non-examples to emphasise critical features (e.g., variety of exemplars demonstrating successful outcomes; worked examples; examples and explanation of common student errors)
* Provide explicit step by step and sequential instructions (e.g., provide visuals to support each step; live/video demonstrations; allow students to record live demonstration)
* Incorporate opportunities for review and practice (e.g. case-study, quizzes, discussion, Q&A in class)

**Your Notes**

|  |
| --- |
|  |

## Action and Expression

* Opportunities for safe interaction (e.g., safe collaboration activities such as think, pair, share; collaborative experimentation; model building; roleplay; debate; setting group norms and expectations for discussions; peer-to-peer teaching)
* Build fluency (time for practice; multiple attempts)
* Provide a variety of exemplars that achieve the same outcome
* Support the use of technology (e.g., online or recorded classes; in-class online quizzes or polls; discussion forums; allowing use of tools like spelling/grammar checkers, dictation software)
* Use physical manipulatives (e.g. 3D models)
* Guide self-monitoring and reflection

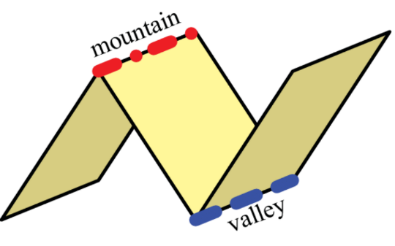
**Your Notes**

|  |
| --- |
|  |

**Origami Herringbone Tessellation Instruction**

Miura-Ori fold

Tips:

* Crease sharply – using a ruler or blunt edge tool helps
* The tessellation is made up of a series of mountain and valley folds. Reversing the long folds as much as possible before you create each row of short folds makes the folding easier.
* It is easier to work mountain folds than valley folds

|  |  |
| --- | --- |
| 1. Fold paper into 4 even sections along the long edge | Photographic image representing step one |
| 1. Reverse folds so paper resembles an accordion and the letter M (2 long mountain folds and 1 long valley fold) | Photographic image representing step two |
| 1. Fold flat then fold top left corner down to create a right triangle | Photographic image representing step three |
| 1. Unfold. | Photographic image representing step four |
| 1. Fold the two triangles in to create 4 short mountain folds. | Photographic image representing step five  Short mountain folds x 4 |
| 1. Fold flat | Photographic image representing step six |
| 1. Fold up length of paper so bottom long edge meets top corner of right triangle. When you turn it, it will resemble a boot. | Photographic image representing step seven |
| 1. Unfold, flip over and “pop up” the short mountain folds. The long folds will need to be reversed each time you do this step. It helps to do this before trying to pop up the short folds. | Photographic image representing step eight  Long Mountain folds |
| 1. Repeat steps 6-8 until you cannot fold anymore, ensuring you are creating equilateral triangles as you go. | Photographic image representing step ninePhotographic image representing step nine  Equilateral triangles |
| 1. When finished your paper should look like image (a) folded; and like image (b) unfolded | 1. Photographic image representing step 10Photographic image representing step ten b) |

**You can use the above process to create smaller folds by initially folding your paper into 8 or 16 even sections in step 1.**

**The more sections the more difficult the folding.**