Module Overview

● Part 1: Implementation and Research
  ○ Garron will share insights about Universal Design for Learning and provide tools and resources for the mini-project

-> Part 2: Demo

  ○ CAST will provide expert feedback on your projects

● Part 3: Final Project Demo

● Part 4: End of Unit Survey/ Accessibility
  ○ Garron will review rubric for mini-project 3
Class Outline

● Part 1: UDL and Assessment (Reading)
● Demos
  ○ Organized by How/What/Why
● Break
● Group Discussion
  ○ Organized by How/What/Why
● Review Rabbit Hole: Accessibility Standards
● Exit Ticket
UDL AND
Assessment
### UDL & Assessment - Rubik's Cube

<table>
<thead>
<tr>
<th>Why</th>
<th>What</th>
<th>How</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fun</td>
<td>Match squares surfaces</td>
<td>Twist</td>
</tr>
<tr>
<td>Flex</td>
<td><strong>Solve one or two handed</strong></td>
<td></td>
</tr>
</tbody>
</table>

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# What is a Rubik's Cube?

<table>
<thead>
<tr>
<th>Why</th>
<th>What</th>
<th>How</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Learning (Class 1)</strong></td>
<td>Fun</td>
<td>Twist</td>
</tr>
<tr>
<td>Flex 🏋️‍♂️</td>
<td>Match squares surfaces <strong>Solve one or two handed</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Assessment (Class 2)</strong></td>
<td>Competition “World Champion”</td>
<td>Timed solution</td>
</tr>
</tbody>
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Construct Irrelevance

A Spectrum of Cubes VS. A Cube for the Spectrum

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Clarified Goal & Flexible Means

Universal Design for Learning removes undesirable barriers

“Construct Irrelevant Barriers”

In assessment we consider

If variation relates to the goal

“Construct Irrelevant Variance”

Relevance is Defined by Goals!!!
**Construct Irrelevant Variance**

The Construct

Construct Under-representation

The Test

Valid

Construct Irrelevant Variance

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Example: UDL & Game Based Learning Example

You Make Me Sick | Filament Learning

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Example: UDL, Game Based Learning, & Assessment

1. When asked if scores on the end of the unit test would be an accurate students responded
   a. “The tests were hard. I’m just not good at tests and I get all nervous and then I don’t know what to do.”
   b. “I don’t know why we have to take all these tests anyway. When I need to put together something, like the other day my mom got a new vacuum . . . and she was reading the directions for like an hour and couldn’t put it together and I just looked at it and figured out how to do it in 10 minutes.
   c. “The problem with those tests is that all the words sound so much alike in my head. First I think I know the answer, then I think its something else, then I just get confused. Usually I give up when that happens.”
Demos
Break - please return in 10 minutes
Preparing for the next class
Next Class

Demo UDL Mini-Projects / No Readings

Rabbit Hole:

Identify 1–3 WCAG 2.1 standards and describe or demonstrate how your design meets (or the remaining work you would need to do in order to meet) the success criteria (e.g., if your design includes video does it meet Success Criterion 1.2.2 Captions (Prerecorded)?)
WRAP UP