Transcript: UDL Strategy: Guided Notes

Hi friends. My name is Kelly Langley Cook. I'm one of the teaching coaches through CETL. My coaching title, I have to write it down, it's inclusive learning opportunities. And today I want to talk to you about how you can employ some very quick and simple inclusive learning opportunities through the ideas of universal design. So I'm going to get my face out of the way. You can see here that universal design is one of my very favorite things to do. And if we end up meeting together and doing a coaching session, we can use many of these ideas to help you solve a teaching problem. So universal design for learning has several very quickly employable strategies in order to help you have a more productive and fun and inclusive and connected and student-centered and teacher-happy classroom. Those are a lot of good promises, and UDL knows how to deliver. So first of all, we look through these ideas here that we can have multiple means of engagement, representation, and action and expression. In order to just do our quick, little video today, I'm going to show you ways to provide for options of multiple means of comprehension or representation. So for a class I taught last semester -- and I'm a really big fan of Google Docs as well. Those can solve many teaching problems and be more inclusive. Let me just give a little pitch for Google Docs even though I know we use Microsoft Suite on Canvas and that can be useful as well. Nice thing about Google Docs is they're very user-friendly on phones and tablets. We know that students who cannot afford computers almost always still have a smartphone and so they're able to collaborate, save, and see all of the information right here on these Google Docs. Please excuse my voice. I've got some allergies, and the allergy pill isn't quite kicking in. So first of all, I created essentially what's called, in the secondary education world, a year-long plan or a semester-long plan. It fits nicely with my syllabus. And then here for my year-long plan, I have all of my topics over on the left and then I have all of my resources on the right. So this is very accessible for many students if we're looking at being inclusive for learning opportunities. Making sure our students can access our lectures, our notes, the homework all in one space can be super useful, especially, as we know, that students are often developing their organization and time management skills. So if you notice here, I also like how Google Docs happened to give a little preview, and they create a button instead of a long UDL or sorry URL. I've got UDL on the brain. Let me just show you how that works. If I go to a Google Doc and I paste, I can actually choose a button. Isn't that fun? So I have my buttons here with clear titles. And a student can come here and they can see all of my lecture. So now you can see here getting into a little bit the content of the lecture. And the UDL tip for today is that they can also see what are called guided notes. These are simple for you to create, simple for you to distribute, and let me show you what those look like. So oftentimes, especially in a class like a class on Asian history, some of the words and names can be difficult to pronounce or hear for both the learner and the instructor. I know that I struggle through some of these names myself, especially when we were in masks. It was particularly hard for students to hear or they couldn't see my mouth at all, pronunciation on these things. So what I do is I create a half sheet of guided notes, as you can see right here, with all of the main topics that will be something that they should take-away from my lecture for that day. So particularly here when you see the names of daimyo, the warlords in Japan like Oda Nobunaga, it's really nice to be able to also see that. And so there will be actually a slide that corresponds with that-that my students know what they should write down, what they should take notes on, and this also helps them to employ handwritten notes without panicking about -- oh, I have to write everything on the slide. So forgive me. My dog is in the background. This is a part of universal design because it gives us these pieces of comprehension. One, a guide for visualization and processing. Right? For example, we're giving explicit prompts for each step in a sequential process. So you might think of that as something along the lines of when we tell someone to do something in order but this actually also helps them to sequence out the material. Right? We can also have them chunk information into smaller elements by using the guided notes and giving them the chunks that I want them to pay attention to. Okay. Another piece of this, and you can find all of these on this website right here udlguidelines.cast.org, is maximize transfer and generalization. Right? We're providing, in some ways, organizers. Right here we're providing organizers for students because we are giving them a visual organizer, a guided notes or sometimes people call this like a note catcher. Right? So we're also giving templates. And you could do this in graphic organizers, especially I could see this in the math and sciences where you might give them a handout that has an actual Venn diagram or math formula on it. And so this, a normal lecture that we all do with just a little bit of extra help, a guided note sheet which I do actually print out, cut in half in order to be a little bit more paper entry friendly and give to each student allows them to better access the information.