



# Reference Card Workshop



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05 November 2016

# Class Room Management - UDLnet





# The workshop today:

Short  
Summary  
Of Project  
Aims and  
Products

Presentation  
Of the Quick  
Reference  
Card

A Good Practice  
related to the  
Quick Reference Card

Questions  
and  
Answers

# UDLnet is

*‘A Framework for Addressing Learner Variability building upon experience of previous and current projects aims at exchanging/creating good practices on inclusive education for students with disabilities, and not only, across Europe, in order to cater for their wholesome development, smooth transition in the next grades and consequently for employability, working inclusion and for active European citizenship’.*

# UDLnet Consortium



- ▶ 9 Project Partners across 7 EU countries
  - ▶ Greece, Ireland, Cyprus, Germany, The Netherlands, Spain & Finland
- ▶ Our website: [udlnet-project.ea.gr/](http://udlnet-project.ea.gr/)
- ▶ Our Inventory: [udlnet.di.uoa.gr/](http://udlnet.di.uoa.gr/)
- ▶ Our Community: [@portal.opendiscoveryspace.eu/](https://portal.opendiscoveryspace.eu/)



# In summary UDLnet is

- ▶ A network that brings together:
  - Educators
  - Learners
  - Stakeholders
- ▶ A network that offers a platform for:
  - Exchange of good practices
  - Sharing resources
  - Continued professional development
- ▶ A network that publishes and promotes:
  - Publications
  - Research
  - Webinars



# Products of the UDLnet

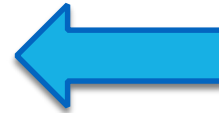
UDL course  
M1 + M2

Reference  
Card

Inventory

Communities  
Platform

Pathway  
to UDL



**Focus now**

# Application UDL

## Quick reference card UDL



Affective  
Network  
The WHY  
of Learning

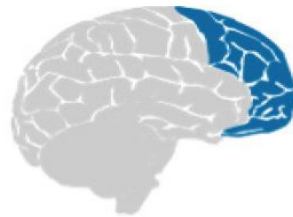


Source: [www.cast.org](http://www.cast.org)

Recognition  
Network  
The WHAT  
of Learning



Strategic  
Network  
The HOW  
of Learning



Powered by:

**NHL**  
HOGESCHOOL



# Why of learning:

Affective  
Network



## ENGAGEMENT

Stimulate interest and motivation for learning in different ways

1. Are there different options to recruit the learner's interest?

2. Are there different options for self regulation?

3. Are there different options to sustain the learner's efforts to achieve his goals?

## SUGGESTIONS

- Choices in challenge, reward and context
- Personal development plan
- Authentic tasks
- 

- Helpdesk with generous opening hours
- Peer tutoring
- Tailor-made formative assessments
- 

- Intake assessments
- Progress tracking
- Communities of practice (learners and experts)
-

# What of learning:

## Recognition Network



### REPRESENTATION

Present information and content in different ways

4. Is clear info about goals and organization available online and beforehand?

5. Can information be absorbed by different senses?

6. Can the learner comprehend the subject matter in different ways?

### SUGGESTIONS

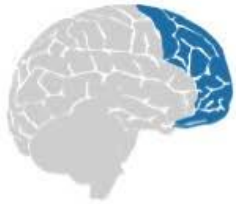
- Online assessment criteria (e.g. rubric)
- Link to official knowledge bases
- Description of when and where of module organization

- Clearly readable/audible texts
- Audiovisual, textual and kinesthetic learning materials
- Online and face-to-face session (blended learning)

- Mindmapping
- Visualization techniques (illustrations, graphics, timelines)
- Voice-overs and text-to-speech programmes

# How of learning:

Strategic  
Network



## ACTION AND EXPRESSION

Differentiate the ways that learners can express what they know

7. Can the learner work actively with the subject matter in different ways?

8. Can the learner show what he has learned or achieved in different ways?

9. Are there various options for goal-setting and prioritizing?

## SUGGESTIONS

- Differentiated group work
- Gamification and serious games
- Interactive and responsive software (Socrative, Kahoot etc.)

- Formative and summative testing
- Formal presentations and simulations, games or drama
- Article writing, group presentations

- Tailor-made mentoring and tutoring
- Timely and specific feedback
- Scaffolding

# Good Practice & Reference Card



## History Lesson

*The Role of the King in the  
French Revolution*



**Goal:** Understand the role of the King during the French Revolution

**Things to remember:** How do we manage diversity? Need to understand students

**Questions for student:** 1) what can I do best?  
2) How can I illustrate my strengths?

**Role of the teacher:** Act as manager / mentor / coach to all learners

*\*\*\*Students know they have to choose one of the tasks according to their interests and abilities of speaking, writing or role play.*

# The Why

## Affective Network



- Motivation (learner feedback)
- This kind of presentation allows the learner engage with modern learning techniques versus traditional lecture teaching styles
- Learners can contribute their own strengths and feel much more confident
- The game-like effect supports the engagement and is at the same time an additional input of emotional and social competences in the overall performance.

# The What

## Recognition Network



Students have choice for the types of materials used and location of sources

- Books in the library
- Information via internet
- CD and documentaries available from school library
- Hand-outs prepared by the teacher

# The How

Strategic  
Network



Create a fictional dialogue between Louis XVI and his wife Marie Antoinette in prison reflecting and assessing their political lives and actions – **role play**

Make a timeline showing the major events in king's life – **poster or power point**

Write an article for a wide spread newspaper the day before the execution – **text on paper**

Act out a talk between a peasant, an aristocrat, a rich citizen, a clergy man – **hosted talk show**

Work out a profile of Louis XVI based on your knowledge and written sources of biographical information (Template) – **structured description**



## *The Role of the King in the French Revolution*

### Affective Network



- ▶ Different options to recruit the learners interest
- ▶ Learner has various options illustrate lesson goals were achieved
- ▶ Options for self – regulation via feedback end of each lesson – assessments both formative & summative utilised

### Recognition Network



- ▶ Learners informed about required goals & outcomes of lesson
- ▶ Information can be absorbed different ways e.g. online/ board/ notices
- ▶ Teacher presented the subject matter in different ways – YouTube clip/ written information / group discussion

### Strategic Network



- ▶ Learner has the opportunity to work actively with the subject matter- role play/ PowerPoint/ text on paper / talk show
- ▶ Option to show learning in different ways so long as the goal has been met

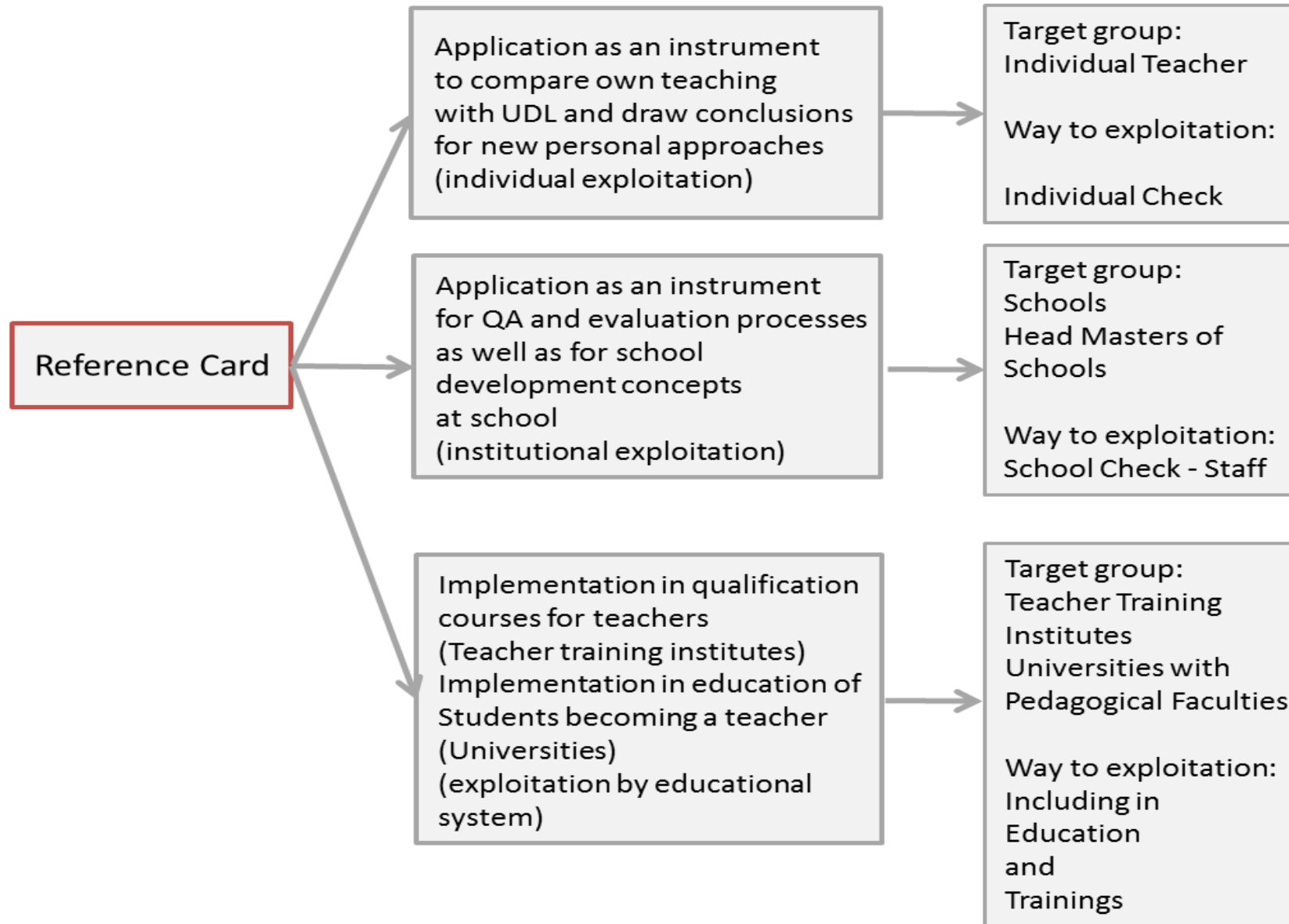
# Result

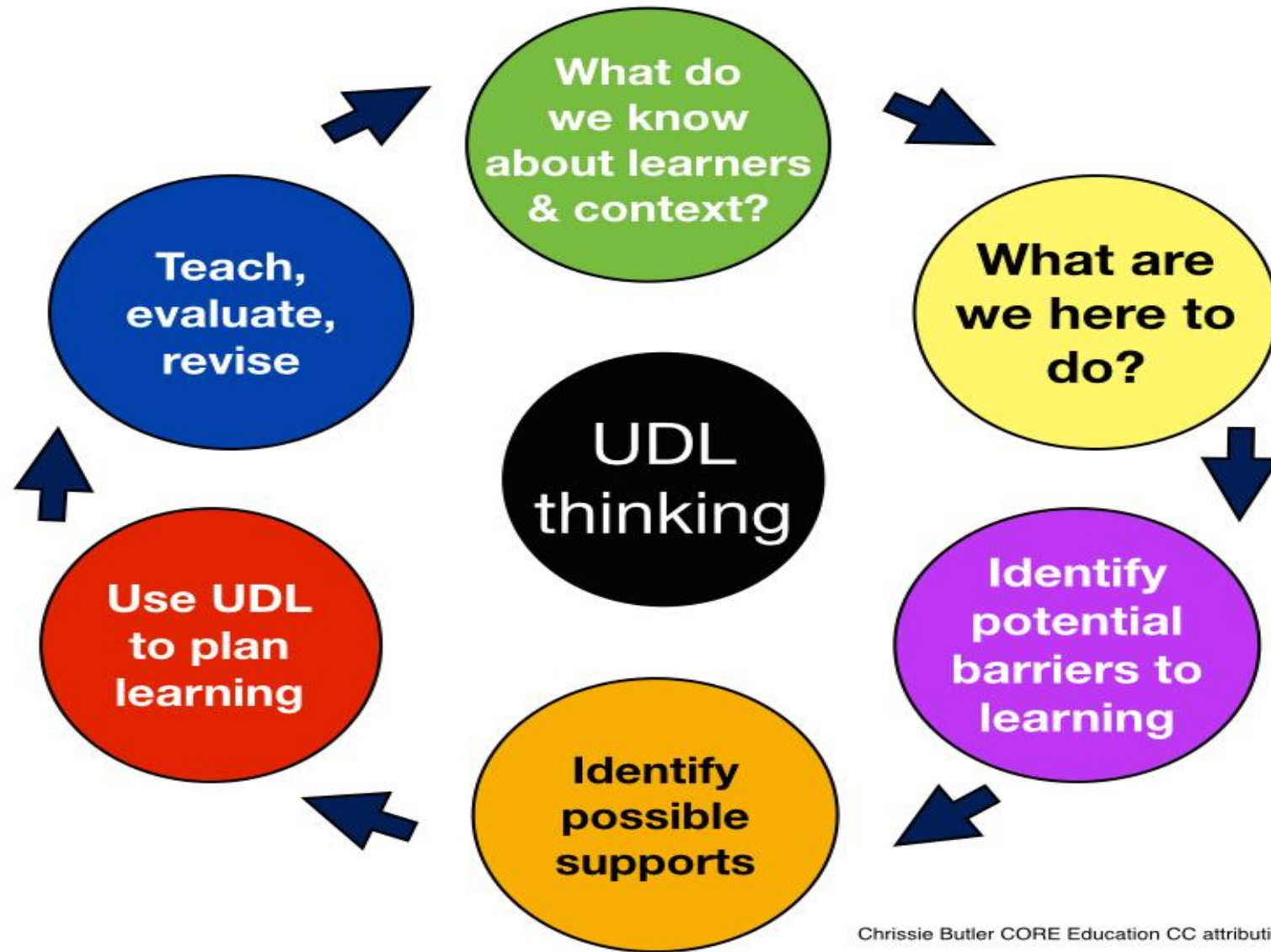
- ▶ Motivated learners
- ▶ Working quickly with enthusiasm
- ▶ Teacher felt motivated because of the changes in the students and as a result the teacher was motivated to no longer give 'traditional' lecture style lessons
- ▶ Implementation of the Quick Reference Card made it easy

## Teachers opinion:

*'It was important for them to have a choice regarding their learning. Having a choice and not being compelled to fulfill rigid lesson plan requirements, minimalises the chances of a student meeting a difficulty that draws attention to their weaknesses'*  
(Helga Schuster, Germany).

# Application of the Card







# UDLnet



# Inventory



The way people learn is  
as unique as  
their fingerprints

[HOME](#)[ABOUT](#)[CONSORTIUM](#)[ASSOCIATED PARTNERS](#)[UDLnet COMMUNITY](#)[UDLnet INVENTORY](#)[CONTACT](#)[Contact](#)

## Forming a pan-European Network of Teachers

### LANGUAGES

Select Language ▼

### ACTIVITIES



[Click here](#) for project's activities

### Welcome to UDLnet

*"persons with disabilities should be guaranteed the right to inclusive education at all levels, regardless of age, without discrimination and on the basis of equal opportunity"*

Article 24 of United Nations Convention 2007

First and foremost UDLnet-Universal Design for Learning aims to collect and demonstrate ways to effectively use the UDL framework. The network will promote community building between educational institutions all over Europe and empower them to use, share and exploit accessible learning materials from a variety of educational resources. In addition, it will demonstrate the potential of eLearning resources within the context of the UDL approach.

The UDLnet Inventory and a social platform will be developed where teachers, students, parents and other community members will be able to find and adapt accessible UDL eLearning resources on their topics of interest and needs.

Finally, it will assess the impact of inclusive tools, practices and teaching materials and document the whole process in the UDLnet Best Practice Guidelines.

# Concluding points





*Please complete the evaluation form 😊*