UDL Tech Tool Audit

Name of tool: Microsoft Flip
When will this tool be used in the learning process? At the end of the lesson/unit ▾
What do you hope will happen as a result of learners' use of this tool? 1. Learners will have multiple options (text, audio, video, stickers, emojis) to showcase their thinking. 2. Learners will have scaffolds (sticky notes, teleprompter) to assist in the organization and delivery of their thinking. 3. Learners will have opportunities to gain new perspectives and provide feedback by accessing the creations of others.
This tool will be primarily used to: Demonstrate Student Understanding (Action & Expression) ▾ *NOTE: This will help guide your evaluation of the tool in the sections below. However, it will be helpful to keep in mind additional considerations.*

Engagement:	Representation:	Action & Expression:
This tool's features and implementation will: ☑ Optimize individual choice and autonomy ☐ Optimize relevance, value and authenticity ☑ Minimize threats and distractions ☑ Heighten salience of goals and objectives ☑ Vary demands and resources to optimize challenge ☑ Foster collaboration and community ☑ Increase mastery-oriented feedback ☐ Promote expectations and beliefs that optimize motivation ☑ Facilitate personal coping skills and strategies ☑ Develop self-assessment and reflection	This tool's features and implementation will: ☑ Offer ways of customizing the display of information ☑ Offer alternatives to auditory information ☑ Offer alternatives for visual information ☐ Clarify vocabulary and symbols ☐ Clarify syntax and structure ☑ Support decoding of text, mathematical notation and symbols ☐ Promote understanding across languages ☑ Illustrate through multiple media ☑ Activate or supply background knowledge ☐ Highlight patterns, critical features, big ideas and relationships ☐ Guide information processing and visualization ☐ Maximize transfer and generalization	This tool's features and implementation will: ☑ Very the methods for response and navigation ☑ Optimize access to tools and assistive technologies ☑ Use multiple tools for construction and composition ☐ Build fluencies with graduated levels of support for practice and performance ☐ Guide appropriate goal-setting ☑ Support planning and strategy development ☑ Facilitate managing information and resources ☑ Enhance capacity for monitoring progress

In what ways do the built-in features of this tool help learners become active participants and own their learning process? *(Highlight the specific features from list above)* • Self-select the modality (text, audio, video) that matches their preference • Can select audio only in the event they don't want to see themself on screen • Goals/objectives can be highlighted within topic description • Attachments can be added to optimize challenge • Collaboration and community fostered through seeing responses of others • Rubrics can be provided for mastery oriented feedback as well as self-assessment • Scaffolds such as sticky notes and teleprompters can be used to assist with personal coping skills and strategies	In what ways do the built-in features of this tool help support learners in interacting with content and constructing meaning? *(Highlight the specific features from list above)* • Topic description can contain both text and graphics as well as video to support the display of information • Immersive reader is built in to provide alternatives with visual info as well as assist with decoding of text while the use of images and text can provide alternatives with auditory info • You can illustrate with multiple modes of media such as audio, text, images, videos, GIFs, etc. • The topic description and option to attach additional resources supports background knowledge	In what ways do the built-in features of this tool help support learners in navigating, organizing and demonstrating their learning? *(Highlight the specific features from list above)* • Varying formats (audio, video, text, stickers, emojis) allow users to respond in preferred format • Immersive reader is built-in as well as the use of custom formatting such as bold, italics, font size and also the option to include images and emojis • Sticky notes assist in planning and managing info and resources • Timeline of response supports monitoring progress towards final product
How might you create opportunities for learners to become active participants and own their learning process while using this tool? I could incorporate sentence frames for scaffolding the communication of their thinking. In addition, providing access to this Flip topic in advance, will allow them flexibility in completing their creations.	How might you create opportunities for students to interact with content and construct meaning using this tool? Providing a non-academic prompt prior to their academic prompt would allow them to explore the tool in a "lower stakes" setting so they become proficient with the tools/features of Flip. I could also collaboration guides for how they might consider interacting and leaving feedback on the creations of others.	How might you create opportunities for students to navigate, organize or demonstrate their learning using this tool?

What additional considerations might be required for successful implementation of this tool?
- Where do students go to access this tool
- What pre-learning might I need to do with this tool so they understand the navigation as well as different design features they can leverage to showcase their thinking?
- What kinds of attachments might be most helpful for these students (storyboard? Graphic organizer?)