

In this example of the UDL tech tool audit in action, we're going to work through how a teacher might use this tool to help facilitate intentional integration. For our example, we've chosen the tool of Edpuzzle. The first two questions help frame a teacher's thinking about when and why they're going to utilize the tool with their students. In our example, we're using Edpuzzle at the beginning of a lesson in order to scaffold and support students' development of background knowledge so that their reading of a short story can be enhanced so that they're able to visualize a setting, make some connections with some vocabulary, and understand the historical context of the time period and the short story. As a teacher works their way through the UDL tech tool audit, then the next component encourages them to be mindful of the primary use of that particular tool.

So again, reinforcing that idea of Ed puzzle being used to activate prior knowledge as you think about the UDL guidelines and the checkpoints contained within, this next portion is meant to help teachers be mindful of in what ways the tool and the built in features are going to help align with the primary use. So in this example of Edpuzzle, we've got checkboxes next to optimizing relevance because it's going to help my students make connections between the information and the short story that they're about to read. It's going to help minimize threats and distractions because students will be contained within a safe environment where they are going to be able to focus on the content as opposed to the distractions of ads or other videos that they could inadvertently click on.

And it's going to help them really develop that and activate that prior knowledge by helping them pause and process using the notes and the question features built into edpuzzle. Although my primary purpose is focusing on engagement, I also want to be mindful of in what other ways is this particular tool? Reinforcing universal design for learning and removing barriers so that my students can activate or build that prior knowledge. So thinking through the other checkpoints for the columns of representation and action expression, Edpuzzle is going to offer my students multiple modalities to interact with content, reinforcing a vocabulary, ways in which to interact with so that they build that background knowledge so that I can help them make connections between the information shown in the video and the information that they're going to encounter in the short story.

And I'm going to have opportunities to again scaffold and reinforce this construction of background knowledge by leveraging the variety of response and construction of responses within Edpuzzle. As I think about how I'm going to leverage these built in features and being intentional about in what ways those boxes above are being checked, I want to be mindful of making that explicit connection. So in the case of Edpuzzle, I'm thinking about how those built in features are going to help my students activate their prior knowledge and process information so that they can then transfer that information to the short story context.

So with those built in features, again being very mindful of how I'm going to use the built in features of Edpuzzle beyond just the video stopping and pausing, adding in the notes and the question features, those interactions that are built into the platform itself, I also want to make sure that, again, students have access to the information into the content I'm sharing and making sure that they are able to access that information in multiple modalities using those built in features once again, so encouraging students to use things like closed captioning for the videos and leveraging audio files, for example, to scaffold and support students who maybe need a little extra help with reading or to provide additional context or connections, again, being mindful of that intent of building background knowledge and allowing students to process to confirm their thinking. Redefine misconceptions.

I want to be intentional about leveraging the Ed puzzle features of the two different question types so that students have a variety of response options, and then even within the open ended options, encouraging students to respond in a way that's going to help them actually process and capture their thinking, whether that's typing their responses, using the built in speech to text feature, or, if I choose to turn it on, responding with audio so they're recording their answers. Again, a lot of times our tech tools have these built in features, but there's also additional things that we have to be mindful of as the facilitators of learning in order to enhance the tool and leverage it as a way for students to really own their learning process.

So again, this next portion of the UDL tech tool audit encourages teachers to think about how they are going to shape the opportunity using the tool. So again, there's examples of, for example, if I want my students to be able to go back and reference the background knowledge that they activated or built during that edpuzzle experience, I might want to consider having an additional note catcher so that they can easily go back and reference their thoughts, as opposed to having to go back in and access edpuzzle itself. I also want to be mindful of the fact that edpuzzle can be used independently, or if I leverage edpuzzle live, I could actually have a construction of that background knowledge where were able to have students answer independently, but then also discuss and build clarity based on their responses.

So again, being mindful of how I'm integrating the technology to support my ultimate purpose or end goal, again, thinking about those additional pieces of adding in and leveraging those built in features, I will have to add the information to the notes in terms of making sure I'm clarifying vocabulary, adding additional information like images or links in order to extend my students thinking, and actually leveraging those notes to highlight important information that will allow them to then connect to the short story they're about to read. So the final piece of this UDL tech tool audit really encourages me as the facilitator to be mindful of the additional pieces, of helping my students be successful to even leverage the tool itself. So thinking about things like how are my students going to be accessing edpuzzle?

I might want to use the Google classroom integration, for example, so that it makes it easier for students to log in and to find the actual assigned video, removing some additional navigation barriers for my students, I want to make sure that they can actually get into edpuzzle so they can access the content. And in addition to actually getting into the assigned video, I want to make sure that they can access the content within that video. And I'm going to want to make sure that my students are aware of and know how to use those various built in accessibility features. So this is just a quick example of how I might think through the lens of this intentional integration using this UDL tech tool audit.