

Team Contract for UDL #2 Plan

TEAM pioneer _____

TEAM article from ELMS course reserves (for everyone to read, group to lead discussion) _____

Research topic– (professional sources, 1 from each group member, can be web-based) BRAINSTORM topics here, turn in individually for LAB 6 with annotation.)

1. _____
2. _____
3. _____
4. _____
5. _____

Chapter summary – 4-5 sentences

Discussion- provide UDL using <http://www.udlcenter.org/aboutudl/udlguidelines> , describe and use Checkpoint numbers and names

UDL 1 – Representation (how will you present?) select two possibilities

1. _____
2. _____

UDL II – Expression (how will you ask classmates to participate/express their understanding?)

1. _____
2. _____

-One specific discussion question _____

Related Course Question - _____

UDL III- Engagement (How will you engage/involve students in the discussion?)

1. _____
2. _____

Group member individual roles by name (be specific!)

Group rubric = 20 group points

1. UDL group contract complete, outline, draft presentation – 5- group
2. Discussion leading – 5-group
3. Roles for each participant labeled and carried out – 5 ind
4. Members show understanding of chapter and UDL -5 ind
http://www.udlcenter.org/sites/udlcenter.org/files/updateguidelines2_0.pdf

TEAM Contract for UDL #2 Plan **CMF MODEL**

TEAM Pioneer _____

TEAM chapter from ELMS course reserves (for everyone to read, group to lead discussion)- **Chapter 1: Introduction: Disability, Normality, and Power – Read by class where I will model group presentation/discussion**

Research topic (from professional sources, can be web-based, 1 for each group member) **Emens, Elizabeth (2013). "Disabling Attitudes: U.S. Disability Law and the ADA Amendments Act".**

LaRocco, D.J. & Wilken, D.S. **Universal Design for Learning: University Faculty Stages of Concerns and Levels of Use** retrieved from : <http://cie.asu.edu/ojs/index.php/cieatasu/article/view/1132>

Chapter summary – 4-5 sentences **In Chapter 1, Davis introduces the Disability Studies Reader as a compilation of scholarly work and perspective on disability. His thesis is that we should expand our definition of disability from the dualistic notion of normal versus abnormal to include people having multiple identities. Since the mid 1800s as the idea of normal has replaced the unattainable ideal, people who stand out for their physical or mental conditions have been marginalized falling on the outside of the normal/bell curve. Instead of our culture using disability in media/literature to define and reaffirm normal, a range of difference could become what the rainbow is to race and gender diversity is for LGBT rights.**

Discussion- provide UDL using <http://www.udlcenter.org/aboutudl/udlguidelines>

– ULD 1 – Principle 1. Provide Multiple Means of Representation (how will you present?) select two possibilities

1. **Guideline 1. Checkpoint 1.3 Provide alternatives for visual – *video (commercials), art (Dachau sculpture), draw Bell curve***
2. **Guideline 2. Checkpoint 2.1 Clarify vocabulary -- *vocabulary matching, definitions***

UDL II –Provide Multiple Means of Action and Expression (How will you ask classmates to participate/demonstrate their understanding)

1. **Guideline 6. Checkpoint 6.1 Guide goal-setting---*post goal of presentation***
2. **Guideline 5. Checkpoint 5.3 Provide models, scaffolds – *this Model, summary fill-in***

UDL III- Principle 3. Provide Multiple Means of Engagement (How you engage/involve students in the discussion)

1. **Guideline 7. Checkpoint 7.2 Relevance – *personal story of Germany***
2. **Guideline 7. Checkpoint 7.3 Distractions—*variation of pace, breaks***

-One specific discussion question- **How do attitudes towards vulnerable people lead to discrimination? After viewing this commercial and considering what you have learned from DSR chapter 1 and this course, do you applaud/question? Does the media help or hurt?**

Course Question – What is normal? Who decides?

Team member roles: 1. Communicator, 2. Presenting, 3. Moderate discussion, 4. Design, make handouts 5.