Enhancing Engagement through UDL in Higher Education

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University of Houston
Provide Multiple Means

Engagement

Purposeful, motivated learners

Source URL: http://www.udlcenter.org/aboutudl/udlguidelines_theorypractice
Provide Multiple Means of Engagement

• Provide options for self-regulation

• Provide options for sustaining effort and persistence

• Provide options for recruiting interest

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### E-portfolio Check Grading Rubric:

<table>
<thead>
<tr>
<th></th>
<th>Excellent</th>
<th>Fair</th>
<th>Needs Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Home</strong></td>
<td>2 points</td>
<td>1 point</td>
<td>0 points</td>
</tr>
<tr>
<td></td>
<td>The e-portfolio contains a Home page, and it includes a description of the site's purpose.</td>
<td>The e-portfolio contains a Home page, but it does not yet include a description of the site's purpose.</td>
<td>The e-portfolio does not yet contain a Home page.</td>
</tr>
<tr>
<td><strong>About</strong></td>
<td>2 points</td>
<td>1 point</td>
<td>0 points</td>
</tr>
<tr>
<td></td>
<td>The e-portfolio contains an About page, and it includes a brief biography.</td>
<td>The e-portfolio contains an About page, but it does not yet include a brief biography.</td>
<td>The e-portfolio does not yet contain an About page.</td>
</tr>
<tr>
<td><strong>Resume/CV</strong></td>
<td>2 points</td>
<td>1 point</td>
<td>0 points</td>
</tr>
<tr>
<td></td>
<td>The About page contains a link to student’s resume/CV, and personal information such as address and phone number have been removed.</td>
<td>The About page contains a link to student’s resume/CV, but personal information such as address and phone number have not been removed.</td>
<td>The e-portfolio does not yet include a link to student’s resume/CV.</td>
</tr>
<tr>
<td><strong>Products</strong></td>
<td>2 points</td>
<td>1 point</td>
<td>0 points</td>
</tr>
<tr>
<td></td>
<td>The e-portfolio contains at least one page for CUIN 6320 products and at least three products are displayed in the site.</td>
<td>The e-portfolio contains at least one page for CUIN 6320 products but less than three products are displayed in the site.</td>
<td>The e-portfolio does not yet contain a page for CUIN 6320 products.</td>
</tr>
<tr>
<td><strong>Resources</strong></td>
<td>2 Points</td>
<td>1 Point</td>
<td>0 points</td>
</tr>
<tr>
<td></td>
<td>The e-portfolio contains a Resources page with at least ten links to CUIN 6320 relevant web-based resources.</td>
<td>The e-portfolio contains a Resources page, but it does not yet have at least ten links to CUIN 6320 relevant web-based resources.</td>
<td>The e-portfolio does not yet contain a Resources page.</td>
</tr>
</tbody>
</table>
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**Goals**

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**Module 2: Collaborative Technologies**

**Section A.5 Social Media**

In this section, we will focus on:

- Social media in instruction

We will work toward three goals:

- Explain utility of social learning in instructional activities
- Identify how social media tools can be used to maximize content learning in context and to develop knowledge, skills, and attitudes
- Describe digital citizenship in regards to social media use for educational purposes

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**To Do Checklist**

Here's a brief checklist of what needs to be completed for this section. These things should be completed by Tues., Feb. 28.

1. Participate in Discussion 3 on Twitter. Live Twitter chat session will be Mon., Feb. 27, 7-8pm. See **below for instructions** if you have a scheduling conflict with the live chat session.
2. Complete Quiz 3 on #.

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**WATCH: Social Media: Making Connections through Twitter** (Tsubata, 2012)

Social media refers to technologies that enable groups of users to create, share, and exchange information, ideas, updates, pictures, and videos. Social media involves networks or communities of users, and most social media tools have privacy options that allow users to designate what content is shared with whom. It is important for users to be aware of these privacy settings and to practice good digital citizenship by being appropriate, responsible technology users and conduct in social media activities. Many users access social media technologies via mobile devices, such as smartphones and tablets, and are able to update content anywhere, anytime.

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**Bonus: "All About Assessment" Game (Optional)**

*Enabled: Adaptive Release*

Study Chapter 7 in the textbook and then play the "All About Assessment" game. Try to be one of the top three scorers! The top scorer will earn three bonus flight hours, the second highest scorer will earn two bonus flight hours, and the third highest scorer will earn one bonus flight hour.

1. Go to [https://quizizz.com/join?theme=space](https://quizizz.com/join?theme=space)
2. Enter the game code 962179, and click "Proceed."
3. Enter your **space crew avatar name** and click "Join Game!"
4. You will get an avatar, and then see a "Start Game" button. Click it to begin!

**Bonus: Planet Consilium Power Up Challenge (Optional)**

*Enabled: Adaptive Release*

Want to rack up some additional flight hours (points)?

Complete this "Power Up" challenge by the time we leave Planet Consilium.

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**Challenge**

[Quizizz.com](https://quizizz.com)
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Project 2: Student Choice

Instructions:
Select and sign up for one of the four project options listed below and complete either individually or with one to two classmates. Submit your completed project to the submission entry in the “5.1 Work Week” Bb folder. This project is worth up to 30 points. See the grading criteria in the corresponding rubric for each project option.

Options:
- Digital Citizenship
- New Technology Investigation
- Social Bookmarking
- Virtual Field Trip
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Padlet.com
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Minimize Threats

Participate.com
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