

# Special Educational Needs in Technology-Enhanced Language Teaching

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# Universal Design for Learning

- How do you understand this term?
- What is your opinion concerning how UDL is defined in the article?
- Have you previously employed UDL (or its elements) when designing materials for your practice?



# The Three Primary Networks of the Learning Brain

1. **Recognition** of the information to be learned (**representation**)
2. **Strategic:** Application of learning strategies for information processing and problem solving (**expression**)
3. **Affective:** Engagement with the learning task at hand (**engagement**)

How would these networks inform the application of the principles of UDL?

What teaching techniques can you think of that work particularly well in support of UDL?



# Digital Technology and UDL

- What digital tools can you think of that may mediate the discussed teaching techniques and that may be particularly suitable for UDL implementation?
- [menti.com](https://www.menti.com)
- 50 20 47



# Universal Learning Editions (ULEs)

- Digital learning experiences that make TL texts accessible to learners across a wide spectrum of ability and disability.
- [Article, pages 7 - 12](#) (How do these methods relate to the three brain networks discussed previously?)
- How would you apply these to scaffold a text. (Lincoln's Gettysburg Address)

# Expanding beyond text

- How would you scaffold activities targeting the remaining basic skills?

# Feedback

- [menti.com](https://www.menti.com)
- Code: 50 20 47

# Upcoming Events

- **Tomorrow, Thursday, October 24th, 2019 (4pm - 5pm)** - Instructional Innovation Workshop on teaching video-mediated listening in the multiliteracies framework
- **Friday, October 25th, 2019 (2pm - 4pm)** - *Level up! Teaching World Languages through Alternate Reality Games* with Trent Hoy (NYU)
- **Thursday, October 31st, 2019 (4pm - 5pm)** - Instructional Innovation Workshop following Trent Hoy's talk







*The End*