Session 13 LEARN: Web 2.0, Web Resources, and the UDL Framework

Evaluating Web Tools for Flexibility

Overview: There is little question that students will be interacting with more online content to learn for school. We cannot assume that this means this online content will be high quality, align with outcomes of a curriculum, or effectively reach a broad range of learners. Content quality and curriculum alignment will be a focus for you and many others. As leaders in UDL, you will need to help your teammates and our school system highlight which websites do the best job of reaching a broad range of learners through the UDL framework.

Learn: Just because an activity is interactive or online doesn't make it better. It doesn't even necessarily mean that it is a useful way to provide choice in learning. You need to be critical about your online resources and look for flexible features that can meet a variety of student needs.

This section contains three documents that can help you evaluate online tools

1. Text Usability Features of Centrally Purchased Online Subscription Services**:** a matrix detailing some key features of subscription service to make text more useable
2. UDL Checklist for Online Materials: checklist of things to look for when purchasing online materials to align with UDL

Consider the variables presented in these documents as you think about websites that you use with your students.

Session 13 DISCUSS: Web 2.0, Web Resources, and the UDL Framework

Learning Online – Who is Still Left Out?

Reflection and Discussion:

How can the design of online instructional content (e.g. websites, online textbooks) still result in some students to be "left out" of learning? Provide a specific example that does or could relate to your students.

Responses to Colleagues

Build on the ideas of your colleagues. Remember to deepen the discussion and not simply respond, "I agree" or "I plan to try that." As always, reply to at least one colleagues.