

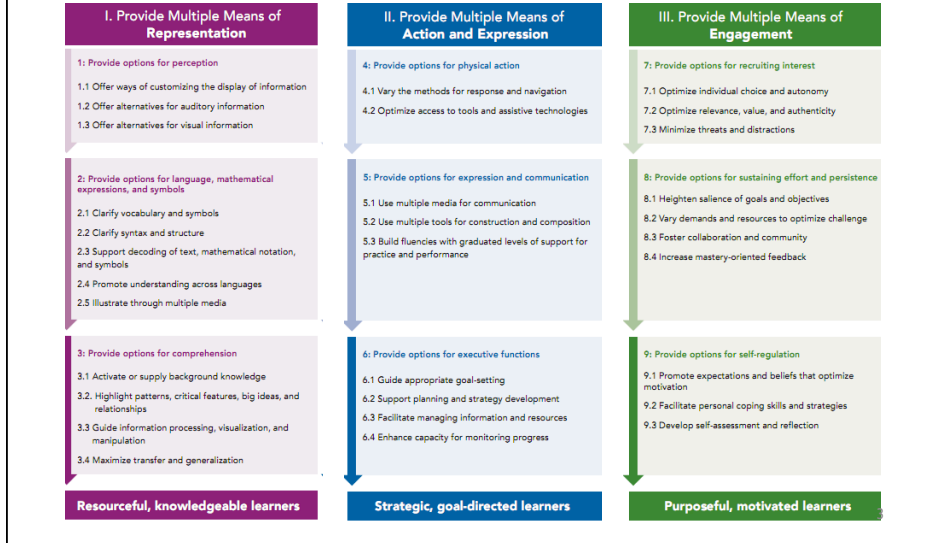
designing for variability

Mindy Johnson
CAST, Inc.

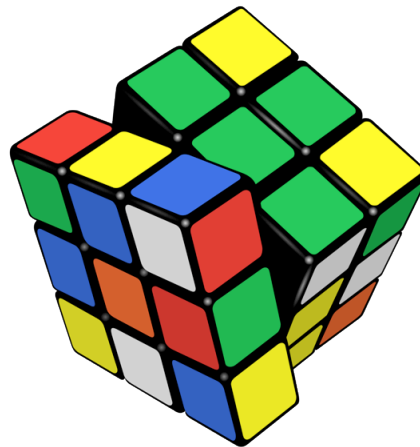


universal design for learning

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We need to attend to **variability**

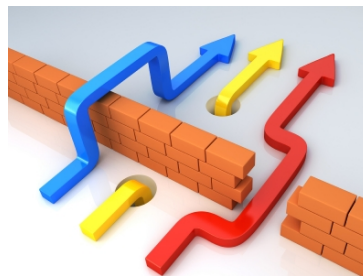






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goals versus means



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universal design for learning

I. Provide Multiple Means of Representation	II. Provide Multiple Means of Action and Expression	III. Provide Multiple Means of Engagement
<p>1: Provide options for perception</p> <ul style="list-style-type: none"> 1.1 Offer ways of customizing the display of information 1.2 Offer alternatives for auditory information 1.3 Offer alternatives for visual information 	<p>4: Provide options for physical action</p> <ul style="list-style-type: none"> 4.1 Vary the methods for response and navigation 4.2 Optimize access to tools and assistive technologies 	<p>7: Provide options for recruiting interest</p> <ul style="list-style-type: none"> 7.1 Optimize individual choice and autonomy 7.2 Optimize relevance, value, and authenticity 7.3 Minimize threats and distractions
<p>2: Provide options for language, mathematical expressions, and symbols</p> <ul style="list-style-type: none"> 2.1 Clarify vocabulary and symbols 2.2 Clarify syntax and structure 2.3 Support decoding of text, mathematical notation, and symbols 2.4 Promote understanding across languages 2.5 Illustrate through multiple media 	<p>5: Provide options for expression and communication</p> <ul style="list-style-type: none"> 5.1 Use multiple media for communication 5.2 Use multiple tools for construction and composition 5.3 Build fluencies with graduated levels of support for practice and performance 	<p>8: Provide options for sustaining effort and persistence</p> <ul style="list-style-type: none"> 8.1 Heighten salience of goals and objectives 8.2 Vary demands and resources to optimize challenge 8.3 Foster collaboration and community 8.4 Increase mastery-oriented feedback
<p>3: Provide options for comprehension</p> <ul style="list-style-type: none"> 3.1 Activate or supply background knowledge 3.2 Highlight patterns, critical features, big ideas, and relationships 3.3 Guide information processing, visualization, and manipulation 3.4 Maximize transfer and generalization 	<p>6: Provide options for executive functions</p> <ul style="list-style-type: none"> 6.1 Guide appropriate goal-setting 6.2 Support planning and strategy development 6.3 Facilitate managing information and resources 6.4 Enhance capacity for monitoring progress 	<p>9: Provide options for self-regulation</p> <ul style="list-style-type: none"> 9.1 Promote expectations and beliefs that optimize motivation 9.2 Facilitate personal coping skills and strategies 9.3 Develop self-assessment and reflection
Resourceful, knowledgeable learners	Strategic, goal-directed learners	Purposeful, motivated learners

A store asked 250 of its customers whether or not they were satisfied with the service. The purpose of this study was to examine the relationship between the customer's satisfaction and gender. This study is an example of:

case C→Q case C→C case Q→Q case Q→C

✘ That is not quite right. We are examining how gender affects satisfaction. Decide which is the explanatory variable and which is the response variable. Then decide whether each is categorical or quantitative. Please try again.

A store asked 250 of its customers whether or not they were satisfied with the service. The purpose of this study was to examine the relationship between the customer's satisfaction and gender. This study is an example of:

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✔ Good job! Both the explanatory (gender) and response (satisfaction) variables are categorical in this case. Therefore, this is an example of case C→C.

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In the figure above, the small grey spheres represent:

protons electrons covalent bonds hydrogen bonds hydrogen atoms

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✘ That is not quite right.

In the figure above, the small grey spheres represent:

protons electrons covalent bonds hydrogen bonds hydrogen atoms

Page 1 of 2 [Next](#)

✔ Correct.

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learn by doing

Hint


Create a method for drawing a house with a window inside. The size of the house should be a parameter of the method. You need to define the location of the window in relative terms using the size parameter. For example, you might start the window one third of the way over from the wall of your house. Use math operators such as / to do this.

OUR ANSWER:
 Use the other methods (drawSquare and drawTriangle) to make the house, drawRectangle to make the window. You also need to use the penUp method to move the pen to the place you want to draw the window without drawing a line. Keeping these aspects in mind, your method should look something like:


```

102  /**
103   * Method that draws a house
104   * @param size the height of the house's walls
105   */
106  public void drawHouse(int size)
107  {
108      // start by drawing a square
109      this.drawSquare(size);
110      // turn to face the correct direction for the first line of the roof
111      this.turn(90);
112      // draw an equilateral triangle
113      this.drawEquilateralTriangle(size);
114      // turn around and lift up the pen
115      this.turn(180);
116      this.penUp();
117      // go forward 1/3 of the way along the roof
118      this.forward(size/3);
119      // go down half the height of the house
120      this.turnRight();
121      this.forward(size/2);
122      // turn around and put the pen down
123      this.turn(180);
124      this.penDown();
125      // draw the window using a rectangle
126      this.drawRectangle(size/7, size/3);
127  }
        
```

This produces:



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Academic English Speech - Open and Plosive

Module 2: Sounds Exploded or Sounds Held

The special group of consonants is called the **Stop Plosives**. The three plosives group are further broken into three types of sounds:

The Stop Plosives
 [p], [b], [t], [d], [k], [g]

They create a stop plosive, the stopping up is complete except for specific articulation, which occurs inside the pharynx. Each sound is created in a slightly different way. The stop plosive of [t] is made by pressing the tongue against the hard palate. The release of [p] is formed by pressing the upper lip against the alveolar ridge. [g] is formed by pressing the back of the tongue against the hard palate.

In addition, the second or release plosive ("released") or not depending on the sound that directly follows the stop plosive. Aspirated consonants release a burst of air when releasing the sound. Unaspirated sounds do not include the "release" or "air" marker the second or release plosive.

Below are the phonetic symbols that will help you learn when to aspirate and when not to aspirate a stop plosive consonant.

Aspirated: [pʰ], [tʰ], [kʰ]
 Release: [p], [t], [k]

Release closer to the end of a word when the next word starts with a vowel.
 stop writing, love, look, make, in

Release closer to end of a sentence.
 The atom with the second stop. One has a mark. The first begins to crack.

Do not aspirate [p], [t], [k] [pʰ], [tʰ], [kʰ]
 Release another consonant within the same word
 phone by black

At the end of a word before another word that starts with a consonant
 Stop now and look back later!

Exercises

Apply the above rules to the following examples.

Let's pronounce... [pʰ]

Phonogram in Sound

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We begin in this chapter with a look at the nature of logic, introducing the fundamental notions of statements and arguments along the way.

Introduction
Statements and Arguments

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Mindy Johnson
mjohnson@cast.org
Twitter: @min_d_j
Skype: min_d_j

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