Exploring Multiple Means of Representation Video Transcript

Let's Explore one principle of Universal Design for Learning! Universal Design for Learning is an approach that embraces all learners! The goal of Universal Design for Learning, or UDL, is to reduce or remove barriers to learning, and increase access for all learners. UDL provides three principles: Multiple Means of Engagement, Multiple Means of Representation, and Multiple Means of Action and Expression.

This short video will explore the principle of Multiple Means of Representation. Multiple Means of Representation looks at the recognition network, or the WHAT, of our brains. We want to guide learners through course content using a variety of formats. We are developing students' abilities to think about course content from different perspectives, rather than what might be perceived if we only present materials, for example, in lecture format.

Let's explore some representation strategies. If a strategy suggested doesn't work in your discipline, that's ok. Not all will!

Multiple Means of Representation can utilize a range of tech tools. Start with what you feel comfortable with and then try something new! It is important not to use a tool to be "cool," but to support Multiple Means of Representation and understanding of the course content.

New Vocabulary

Have you heard of a "word sort"? Groups of students are given new vocabulary words, explore them together and sort into possible categories. Then they consider ways to explain the words to others using multiple modalities such as a mind map, or an audio clip.

Different Formats of the Same Content

Have you ever had someone explain a concept that you have been struggling with? We might think, "Why didn't I get that before?!" They provided another way to process the same content! Offering alternative sources of the same information means that students can refer to another source if one format does not work or they prefer another format.

What are different ways that we process new information? We can see, listen, and do. Those modalities can involve reading, a video or live demonstration, heading off on a WebQuest, engaging in a virtual reality experience or manipulating equipment. Recorded lectures allow students to revisit your teaching and find clarification. Provide examples of your favorite subject specific sites, podcasts, and video collections. Link directly to specific ones in each week's module.

There is a saying, "A picture is worth a thousand words." Consider the use of concept maps or animations. Ask students to suggest icons to represent concepts from a Creative Commons source. When using images, it is important to explain how they relate or apply to the content. Perception is an individual experience. Make sure students understand the meaning and relevance of images used.

If you are teaching a course such as coding, use an app that displays your keystrokes and mouse functions on a screen. This turns audible information into visual! Tools like this added to your repertoire can benefit all learners.

Designing and Developing High-Quality Student-Centred Online/Hybrid Learning Experiences

Chunking

Presenting content in weekly modules may seem like a tidbit of information, but for students, it may be overwhelming! Consider how you can chunk information to help students consume it more easily. Make sure you intentionally connect each chunk to the next and intentionally reference outcomes covered so that students can see their progression through the course.

Let's Wrap Up!

We have briefly explored the principle of Multiple Means of Representation. Using some of these strategies will help all learners in your classroom, whether they are online or face-to-face.

Using Multiple Means of Representation is simply great teaching pedagogy! For more information check out the Multiple Means of Representation strategies on the Center for Applied Special Technology (CAST) site.