

Support students to manage their learning

A suggestion for implementing the strategy 'Provide multiple ways to create, learn, and demonstrate understanding' from the Guide:

[Digital technologies](#)

Includes:

- Ideas from students with dyslexia
 - Design online learning environments
 - Flip learning
 - Reflect on learning using a blog
 - Self advocacy
 - Useful resources
-

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From

Guide: [Digital technologies](#)

Strategy: [Provide multiple ways to create, learn, and demonstrate understanding](#)

Suggestion: [Support students to manage their learning](#)

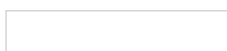
Date

23 January 2019

Link

www.inclusive.tki.org.nz/guides/digital-technologies/support-students-to-manage-their-learning

Ideas from students with dyslexia



Source: [The Dyslexia Foundation of New Zealand](#)

Source:

[The Dyslexia Foundation of New Zealand](#)

http://www.4d.org.nz/virtual/vr_classroom.html

[View full image \(883 KB\)](#)

Students share what works for them in the classroom in the [4D interactive virtual classroom](#).

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Design online learning environments

Use these suggestions to design accessible and useful online environments, such as blogs, wikis, and moodle, for your students.

- ▲▲ Keep the design simple.
- ▲▲ Use a clear predictable structure to help students find what they need.
- ▲▲ Reduce visual and auditory clutter. (Students with ADHD and autism may also find this strategy useful.)
- ▲▲ Support navigation with both high contrast text and visual cues.
- ▲▲ Check with students that the way you are organising instructions and resources is working for them.
- ▲▲ Hyperlink to visual calendars and mind mapping options to support planning.

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Flip learning

Students learn at different rates. Flipping learning provides more opportunities for processing and retaining information.

These 6 steps provide a guide to flipping learning in your classroom.

- 1 Plan:** Identify what information and resources would make a difference for students needing extra support e.g embed or create an instructional video, link to practice games, create a quiz.
- 2 Record:** Make or select a video, choose online practice activities, create a quiz, link to useful information that incorporates key information and steps for learning.
- 3 Share:** Share the information and resources with your students and their whānau, on your website or blog. Provide clear learning intentions and instructions for use.
- 4 Teach:** Explore the learning intention in depth with students, and identify where further support is needed.
- 5 Practice:** Give students a followup task to apply their learning, this can be a group or individual task.
- 6 Regroup:** Bring students back together to share their learning. Encourage them to revisit the online information and resources as needed to reinforce understanding.

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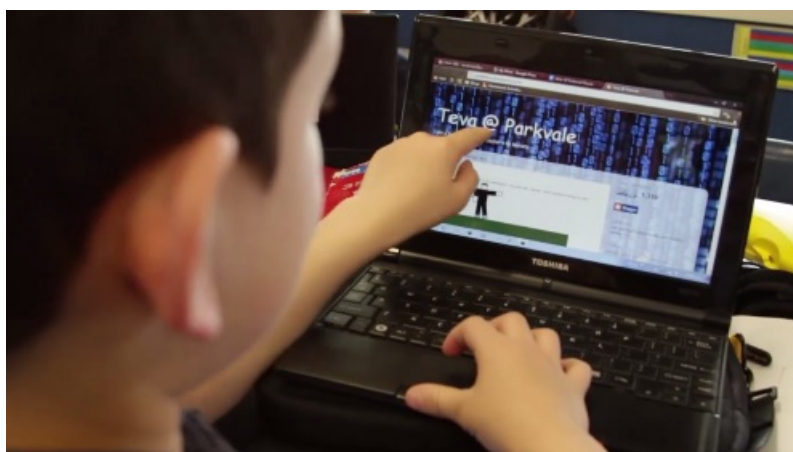
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Reflect on learning using a blog



Source: [Parkvale School student blog](#)

Source:

[Parkvale School student blog](#)

<http://pridebrynn.blogspot.co.nz/>

[View full image \(186 KB\)](#)

Bryn's blog posts are an example of using a range of tools for sharing, reflection, and self-evaluation.

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Self advocacy

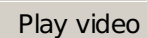
Matt reflects on his use of technology, effective partnerships with teachers, and self-advocacy skills for successful learning.

Source: [Enabling e-Learning \(NZ\)](#) Closed Captions

Source:

[Enabling e-Learning \(NZ\)](#)

<http://elearning.tki.org.nz/Teaching/Inclusive-classrooms/Universal-Design-for-Learning/Customising-access-to-learning-at-high-school>

 Play video

Video hosted on Vimeo <http://vimeo.com/61762058>

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Useful resources

UDL Tech toolkit

Publisher: Joyce Valenza

[Visit website](#)

Graphic organizers

Publisher: For The Teachers

[Visit website](#)

With project management app Trello, it's all in the cards

Read time: 10 min

Publisher: Ted Curran

[Visit website](#)

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