How to manage material, time, and information in secondary and post-secondary classes

Presenter:

Mohamed Samunn

Senior Educational Therapist

Specialist Tutor

samunn@das.org.sg

DAS International

EMPOWERING SUCCESSFUL LEARNING

A little bit about me …

Objectives

Start thinking about barriers in instruction

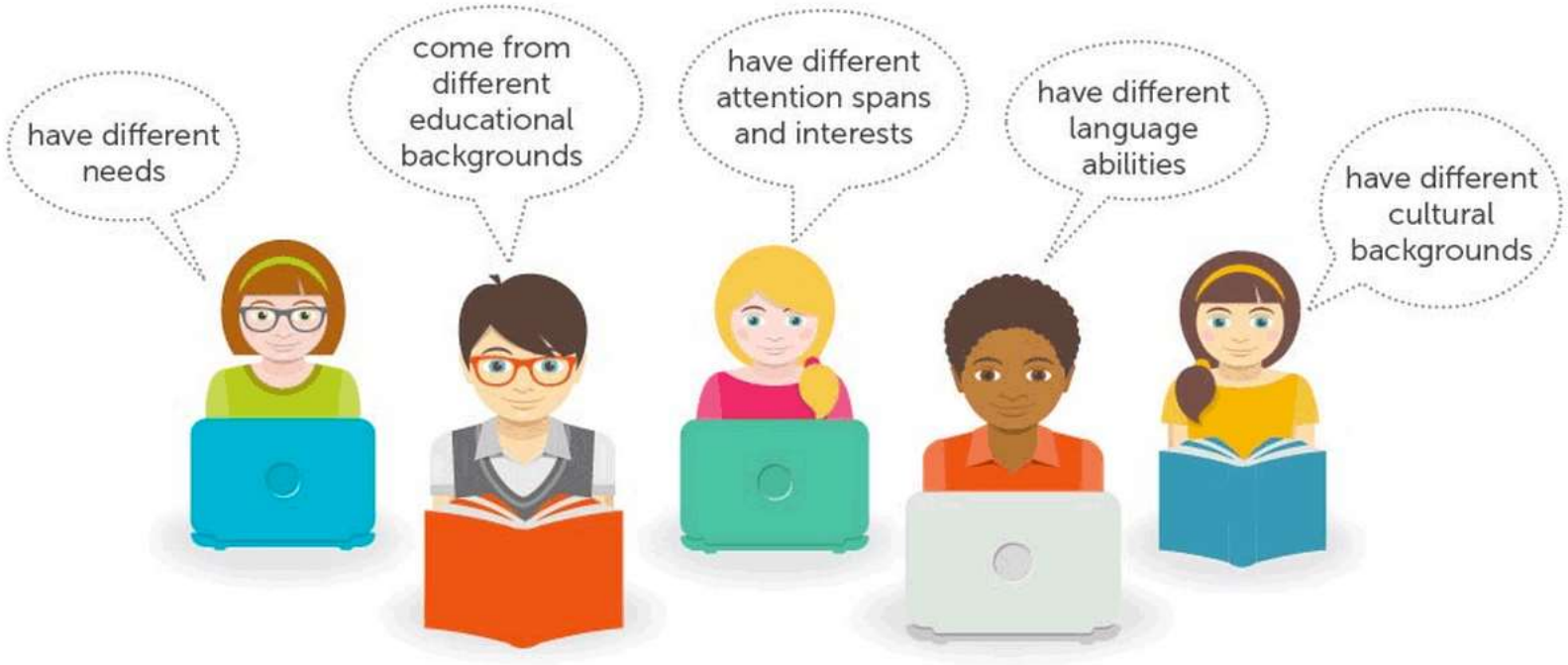
Consider design options to reduce barriers

Introduce the Universal Design for Learning (UDL) mindset

Promote equity and inclusion to make education institutes become positive places of learning

WHY UNIVERSAL DESIGN FOR LEARNING?

Classrooms are filled with students who:

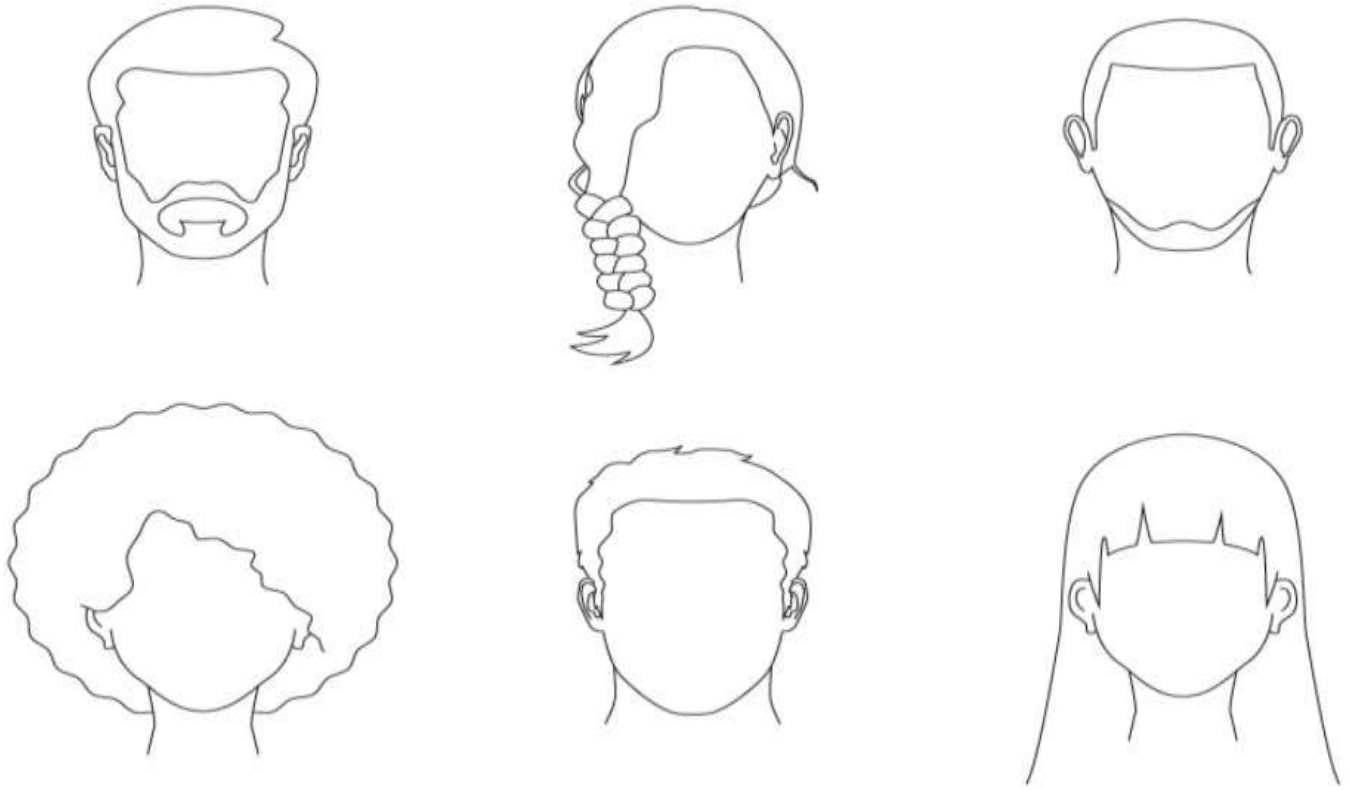


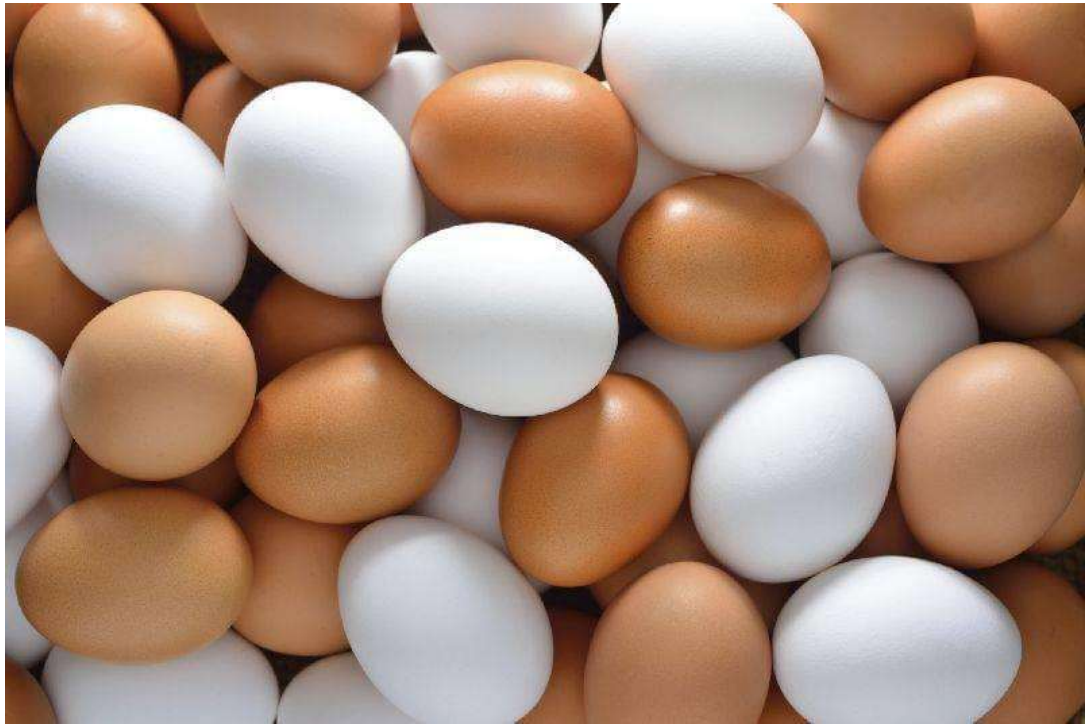
UDL

Executive Functioning Challenges on a Daily Basis
©Pathway 2 Success · www.thepathway2success.com
Trouble keeping materials organized
Misplacing and losing materials
Forgetting directions or instructions easily
Difficulty starting assignments or tasks
Trouble with changes to the schedule or plan
Trouble refocusing after an interruption
Trouble completing multi-step tasks and directions
Impulsive in the moment
Difficulty switching from one task to another
Difficulty paying attention
Clipart by Photo Clips

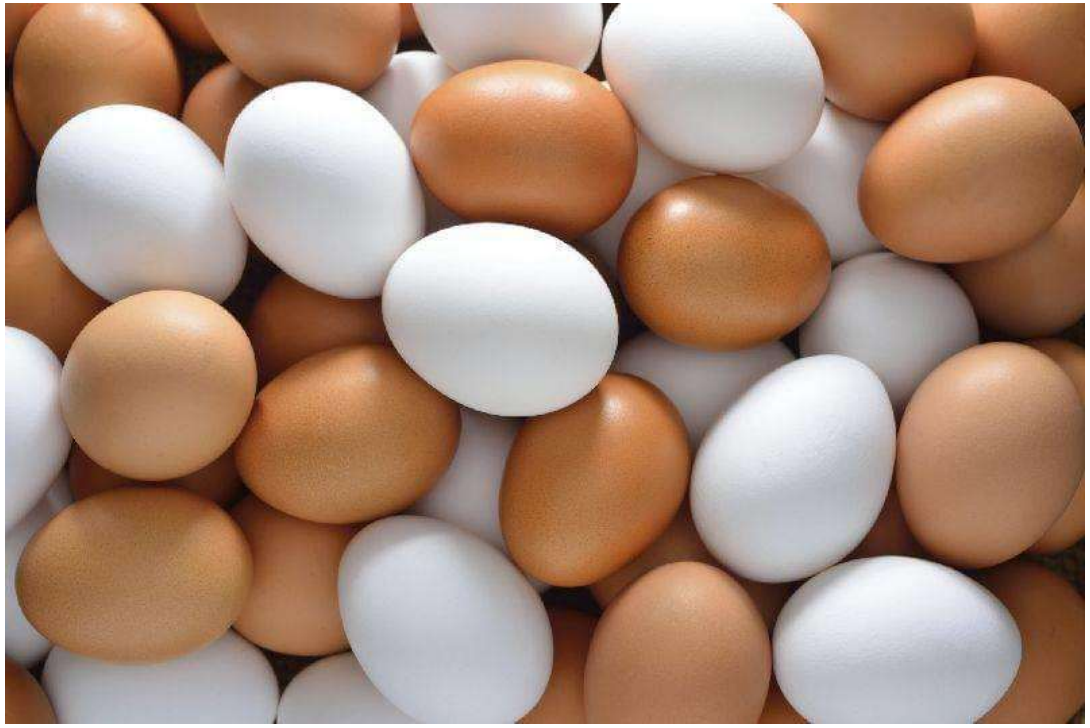
Neurodiversity is all about people …

NOT LABELS

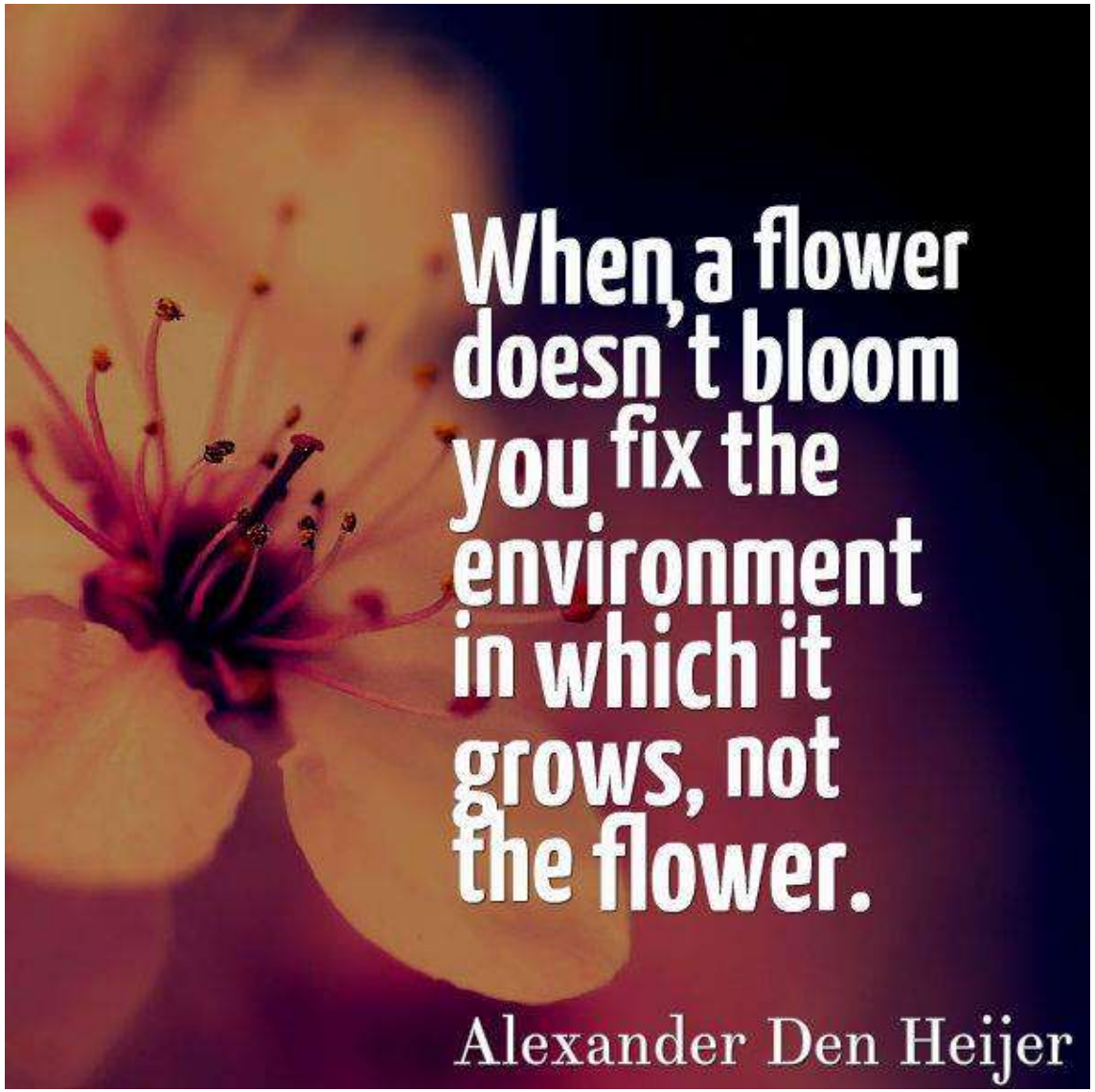




Neurodiversity recognises and respects the cognitive differences that people have

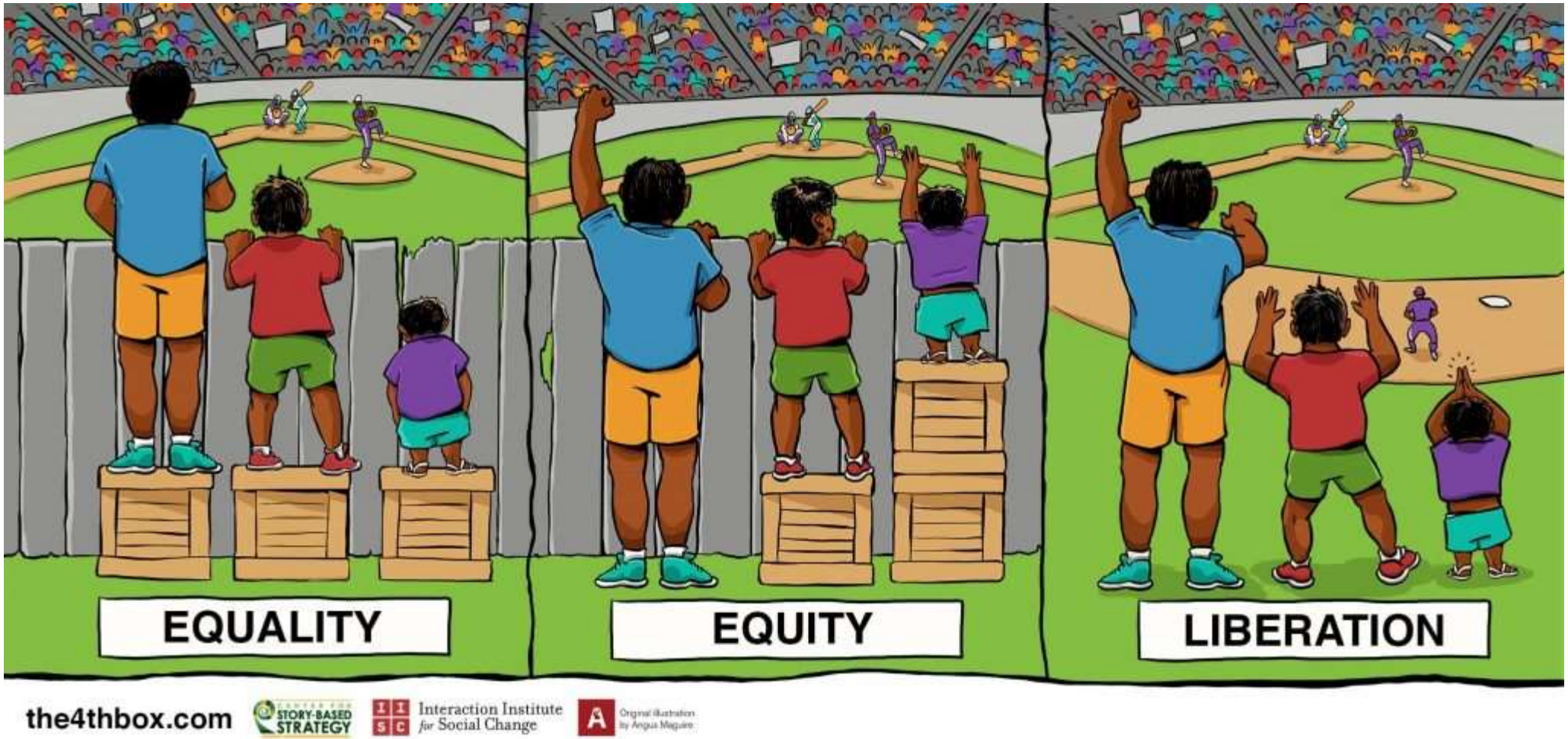


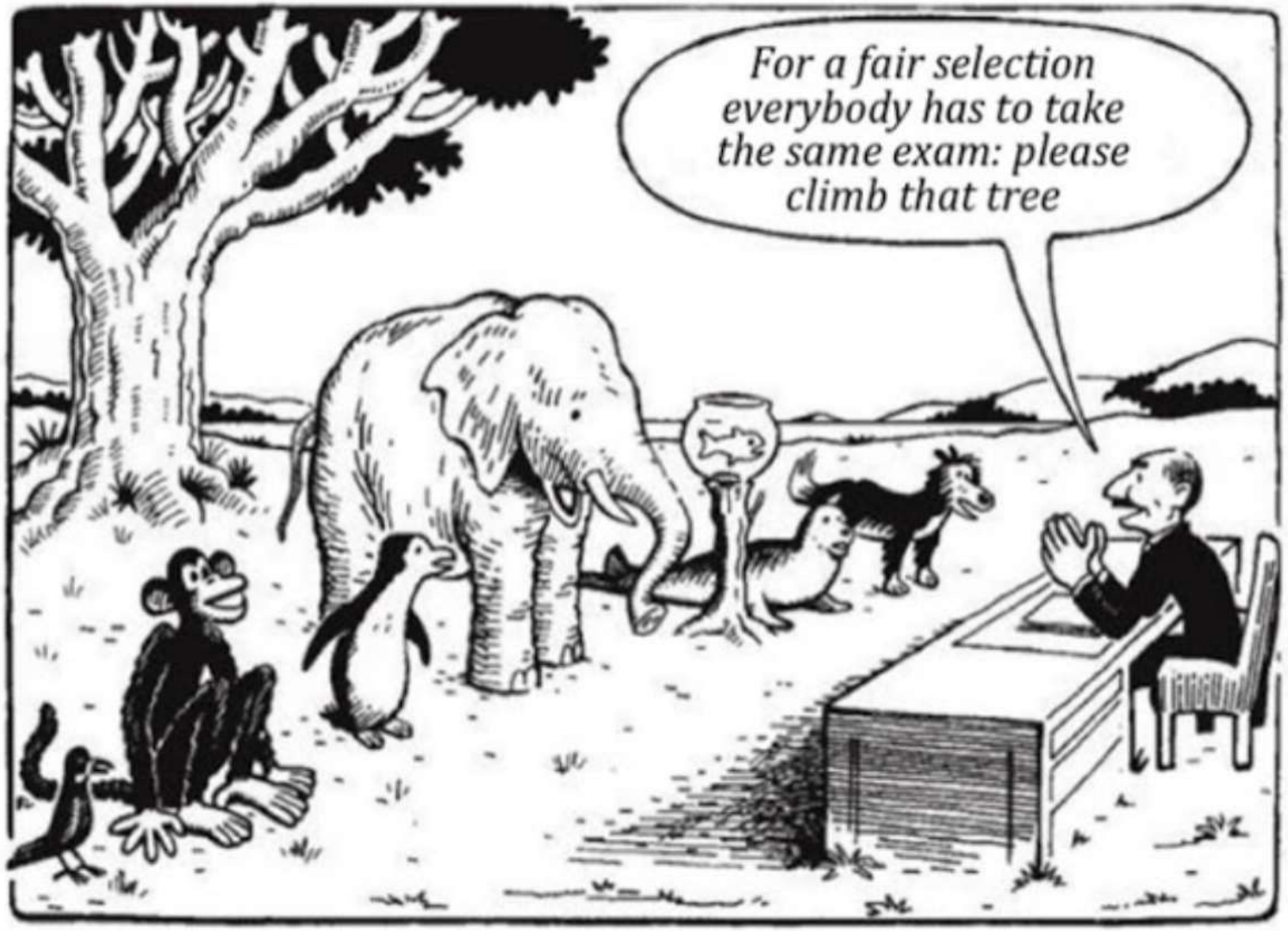
So we are moving away from medical / disorder / impairment model



Learner variability depends on CONTEXT

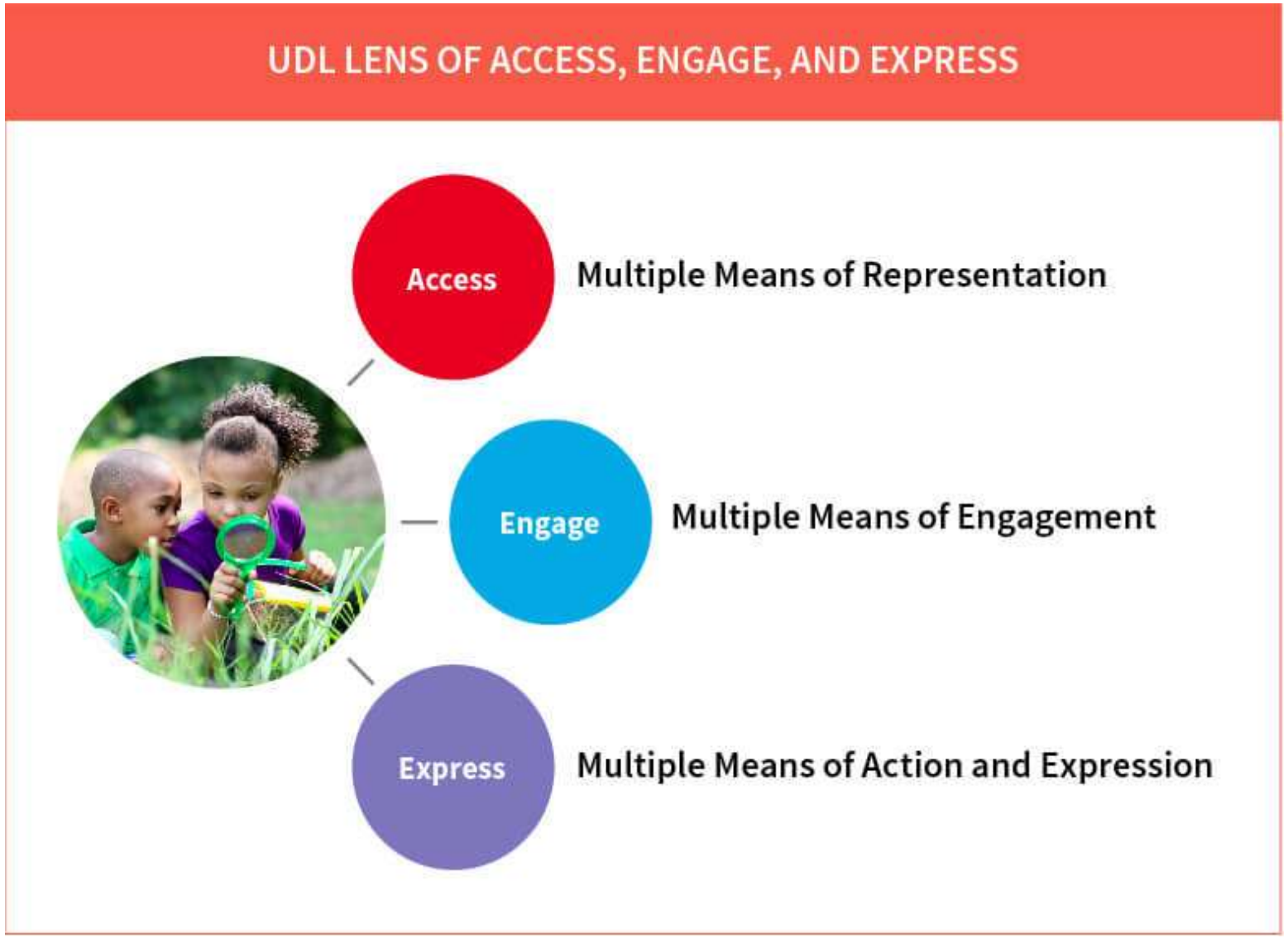
Variability is the
NORM


EQUALITY
EQUITY
LIBERATION
the4thbox.com
STORY-BASED STRATEGY
Interaction Institute for Social Change
Original illustration by Angus Maguire



Clear *GOALS*
Flexible *MEANS*

UDL


UDL LENS OF ACCESS, ENGAGE, AND EXPRESS
Access
Multiple Means of Representation
Engage
Multiple Means of Engagement
Express
Multiple Means of Action and Expression

Essential for SOME,
useful for ALL

Intrinsic Enablers – 3 human characteristics

My skills – what I can do

My limitations – what I cannot do

My motivation – What I want to do

(Bailey, 1989)

Extrinsic Enablers

Explore and suggest assistive technology (AT) that can help improve human performance in the presence of a learning difference

Schedule a Learning Experience Online / Face-2-face

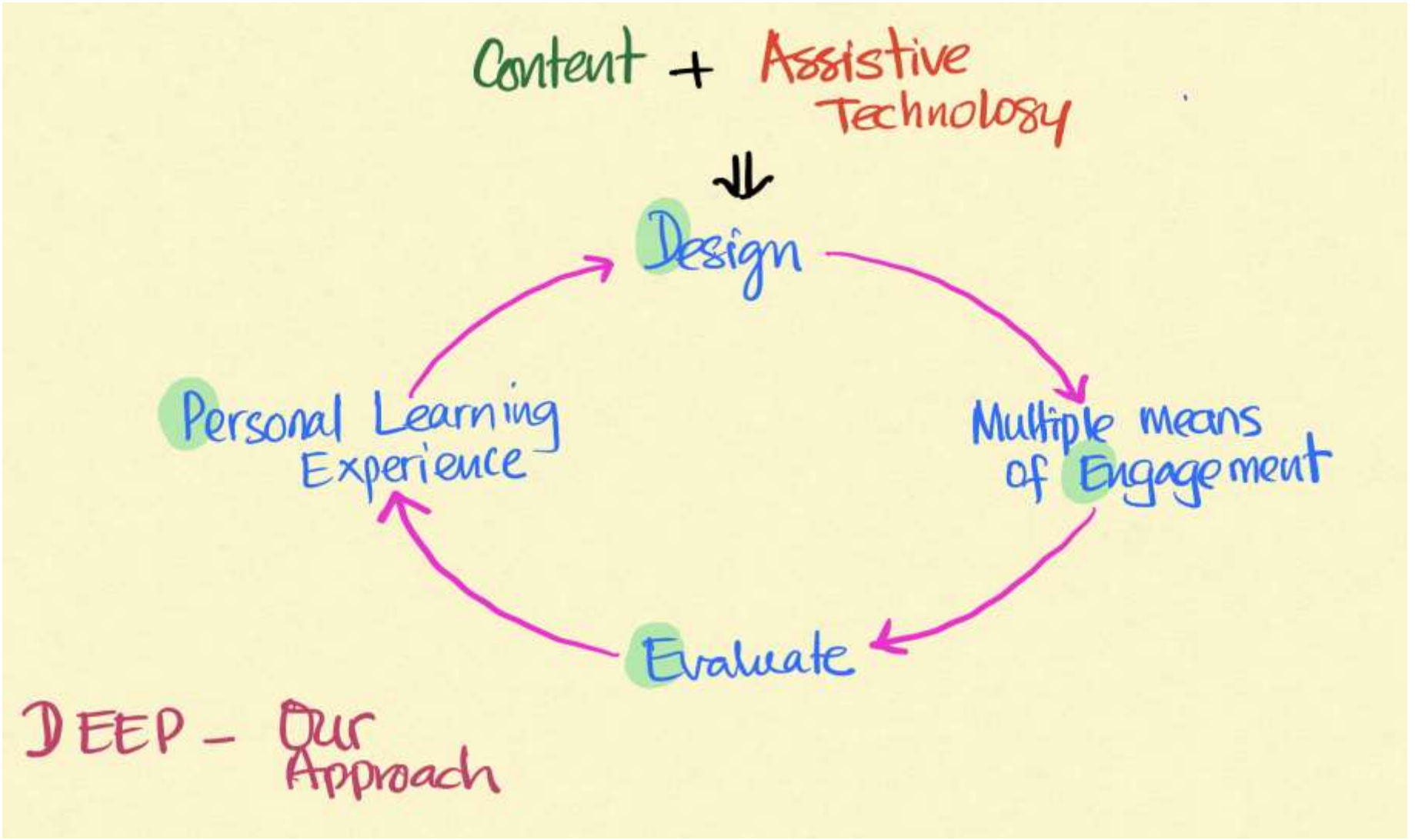
3 Main Components:

Content – What am I going to teach?

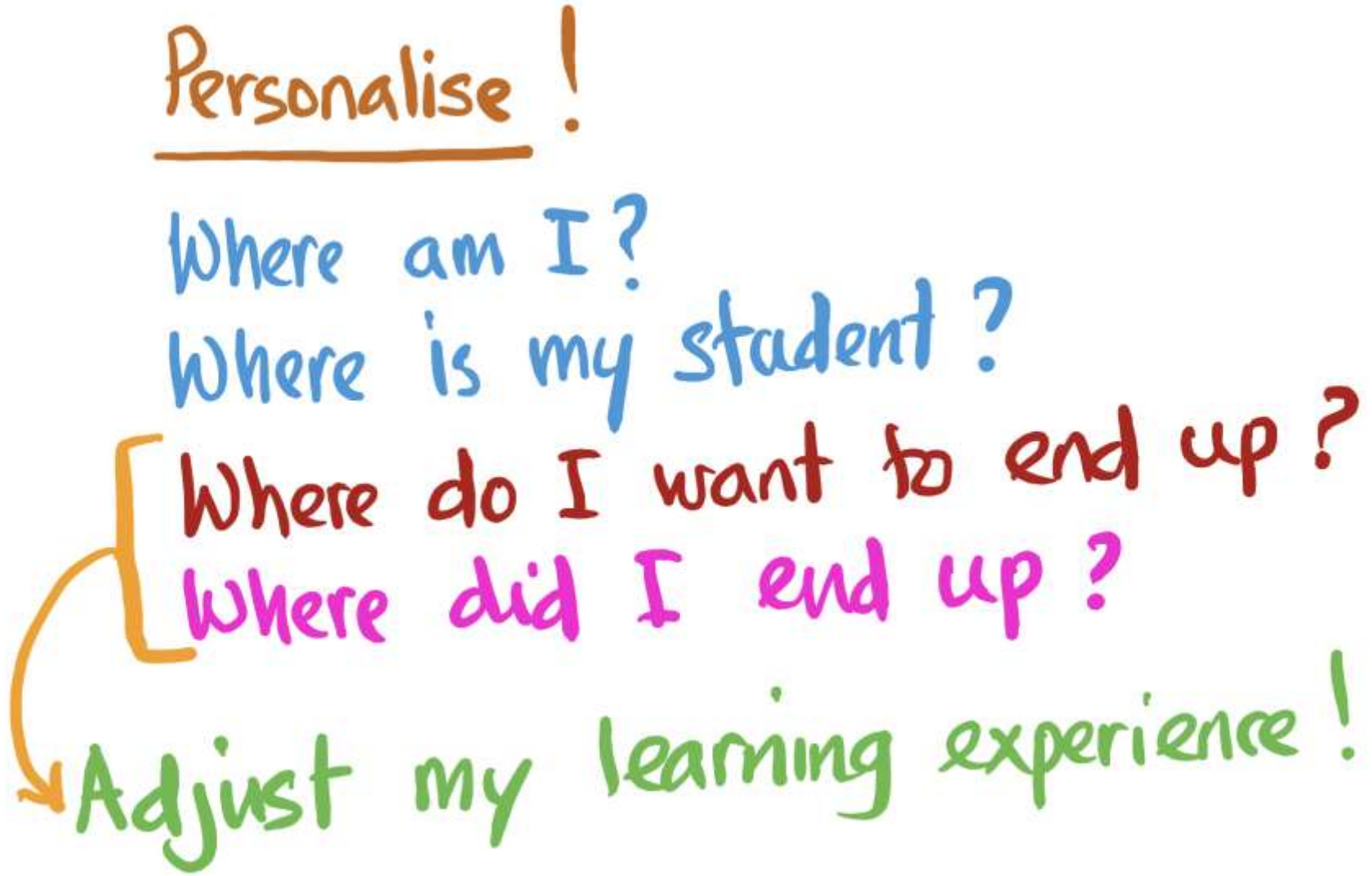
Pedagogy – How am I going to teach?

Technology – How am I going to use AT?

The Orton-Gillingham Approach



personalise it
UNIQUE TO YOU



Adjusting my Teaching Approach

Accessibility Features

Accessibility Features

Built-in accessibility features on mobile device

Web-based Tools

Apps – iOS & Android

Software programs

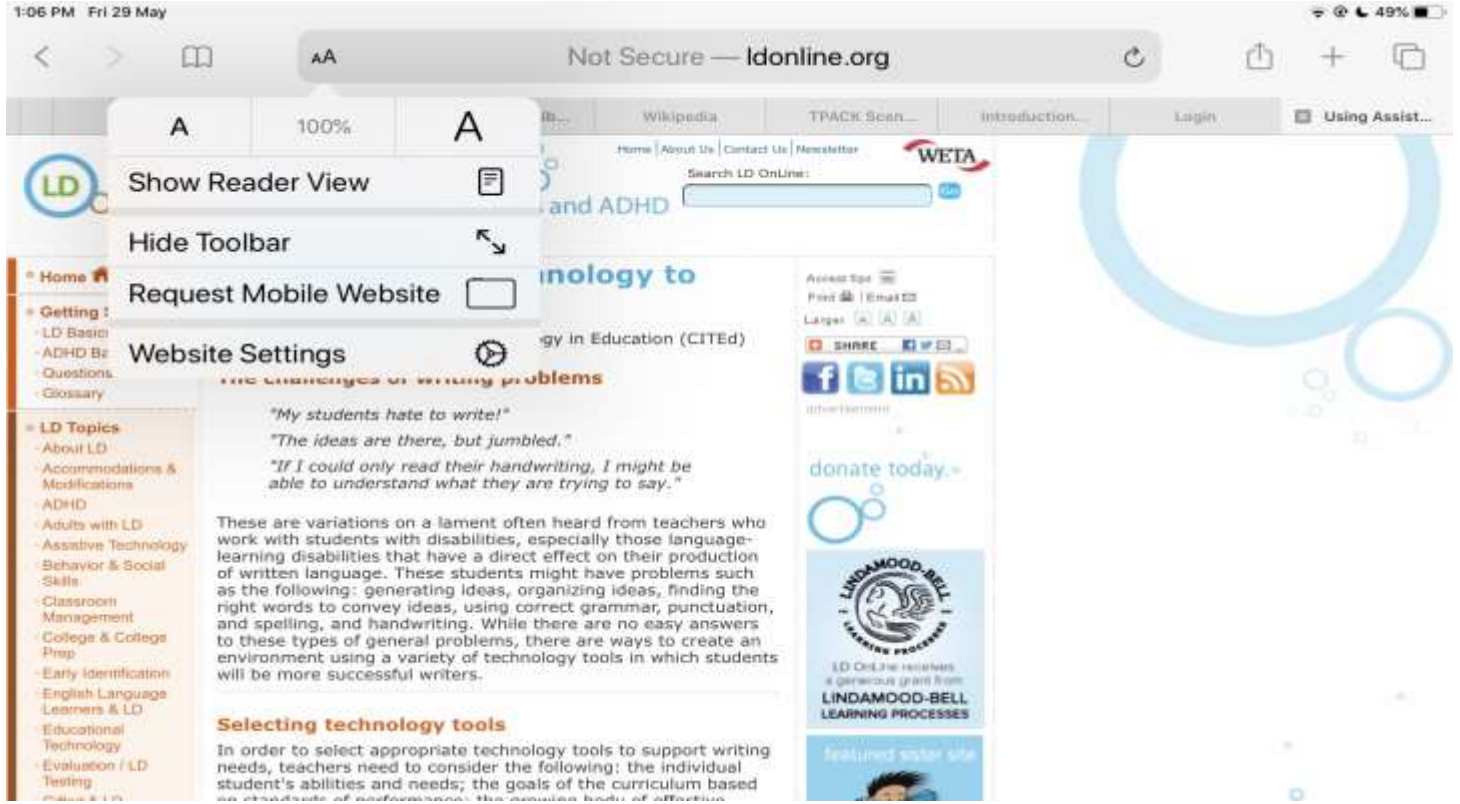
Working with websites

Web Accessibility

Built-in accessibility features on mobile device

Web accessibility features

Reader View


1:06 PM Fri 29 May
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AA
Not Secure — ldonline.org
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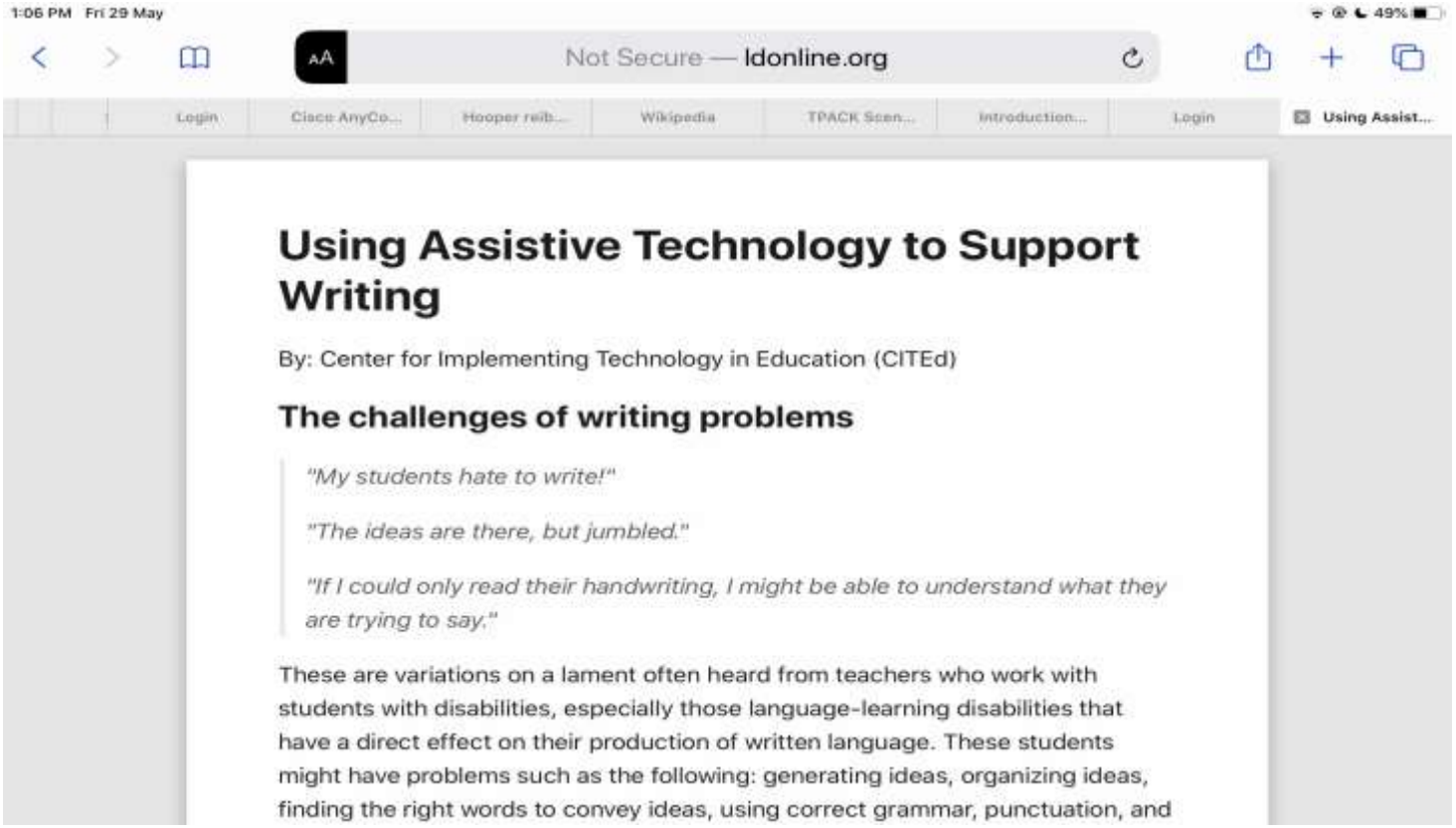
Show Reader View
Hide Toolbar
Request Mobile Website
Website Settings
Wikipedia
TPACK Scan...
Introduction...
Login
Using Assist...
Home | About Us | Contact Us | Newsletter
WETA
Search LD OnLine:
and ADHD
Home
Getting
LD Basics
ADHD Ba
Questions
Glossary
LD Topics
About LD
Accommodations & Modifications
ADHD
Adults with LD
Assistive Technology
Behavior & Social Skills
Classroom Management
College & College Prep
Early Identification
English Language Learners & LD
Educational Technology
Evaluation / LD Testing
nology to
gy in Education (CITEd)
"My students hate to write!"
"The ideas are there, but jumbled."
"If I could only read their handwriting, I might be able to understand what they are trying to say."
These are variations on a lament often heard from teachers who work with students with disabilities, especially those language-learning disabilities that have a direct effect on their production of written language. These students might have problems such as the following: generating ideas, organizing ideas, finding the right words to convey ideas, using correct grammar, punctuation, and spelling, and handwriting. While there are no easy answers to these types of general problems, there are ways to create an environment using a variety of technology tools in which students will be more successful writers.
Selecting technology tools
In order to select appropriate technology tools to support writing needs, teachers need to consider the following: the individual student's abilities and needs; the goals of the curriculum based
SHARE
donate today.
LINDAMOOD-BELL
LEARNING PROCESSES
featured sister site

Reader View


1:06 PM Fri 29 May
49%
AA
Not Secure — ldonline.org
Login
Cisco AnyCo...
Hooper reib...
Wikipedia
TPACK Scen...
Introduction...
Login
Using Assist...
Using Assistive Technology to Support Writing
By: Center for Implementing Technology in Education (CITEd)
The challenges of writing problems
"My students hate to write!"
"The ideas are there, but jumbled."
"If I could only read their handwriting, I might be able to understand what they are trying to say."
These are variations on a lament often heard from teachers who work with students with disabilities, especially those language-learning disabilities that have a direct effect on their production of written language. These students might have problems such as the following: generating ideas, organizing ideas, finding the right words to convey ideas, using correct grammar, punctuation, and

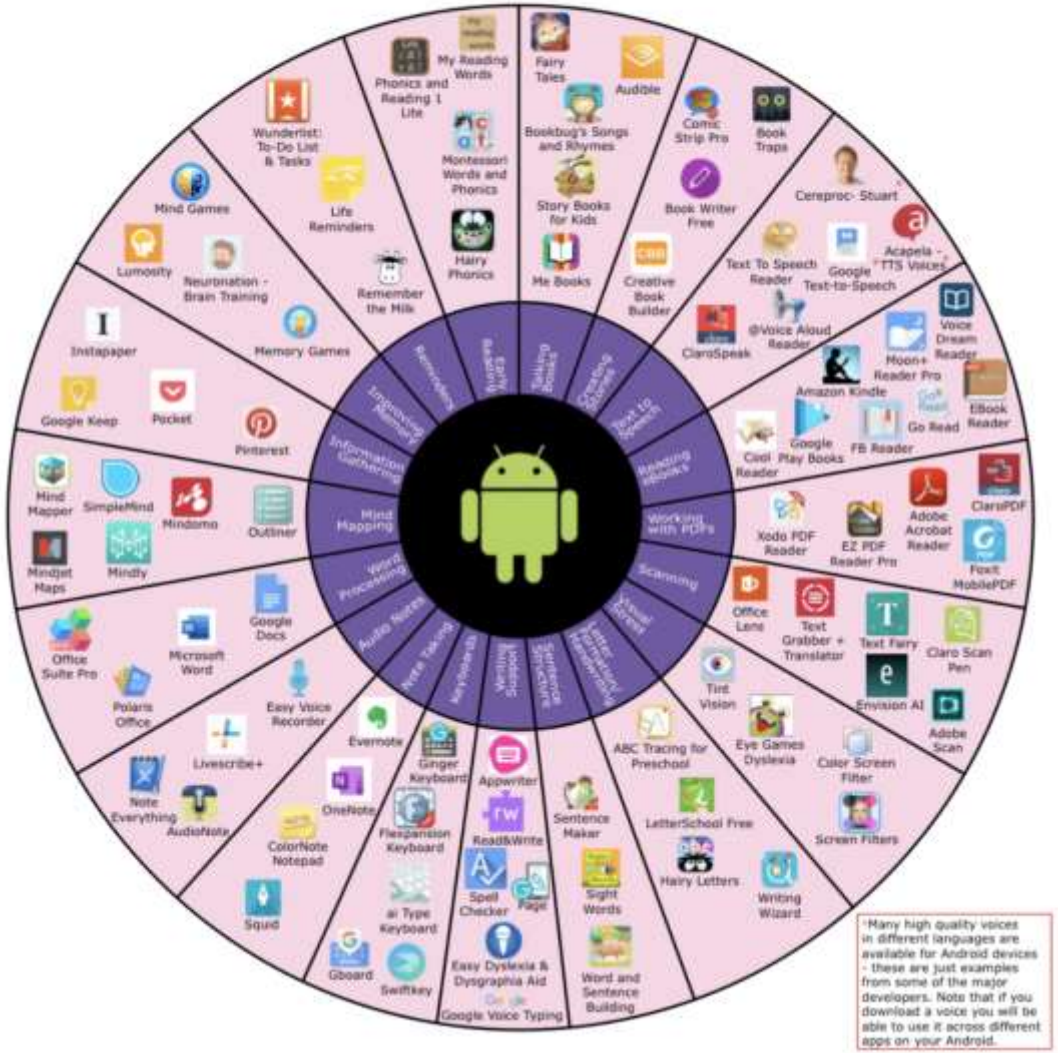
App Smashing

App Smashing

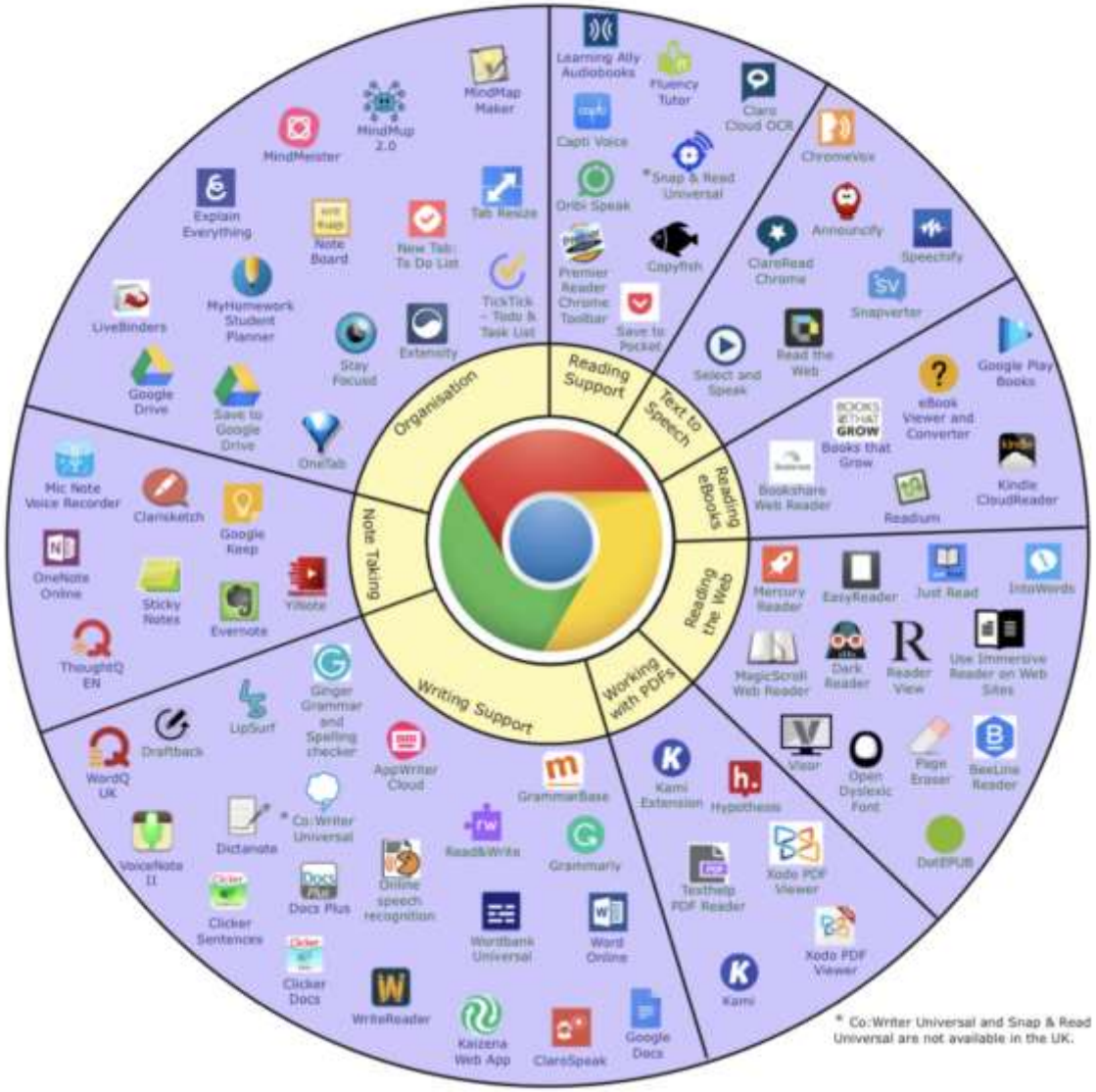
Use multiple apps together to complete tasks

Varied ways for kids to engage and express knowledge

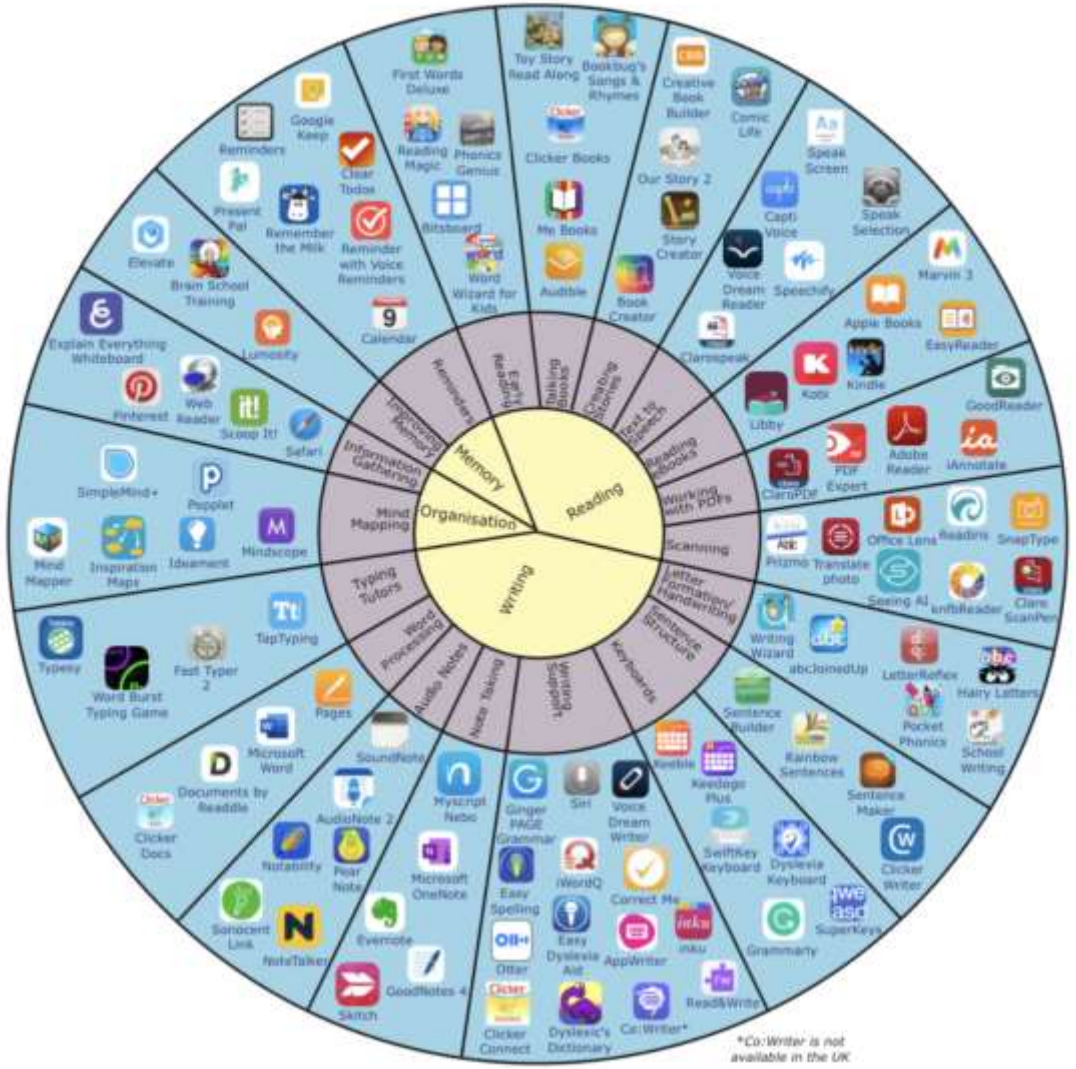
Android Apps for Learners with Dyslexia/ Reading and Writing Difficulties



ChromeBook Apps and Extensions for Learners with Dyslexia / Reading and Writing Difficulties



iPad Apps for Learners with Dyslexia/ Reading and Writing Difficulties



Writing an Assignment / Research Report

Client: A student

Activity: Productivity - a 350 / 1500 word assignment

Environment: School / Home

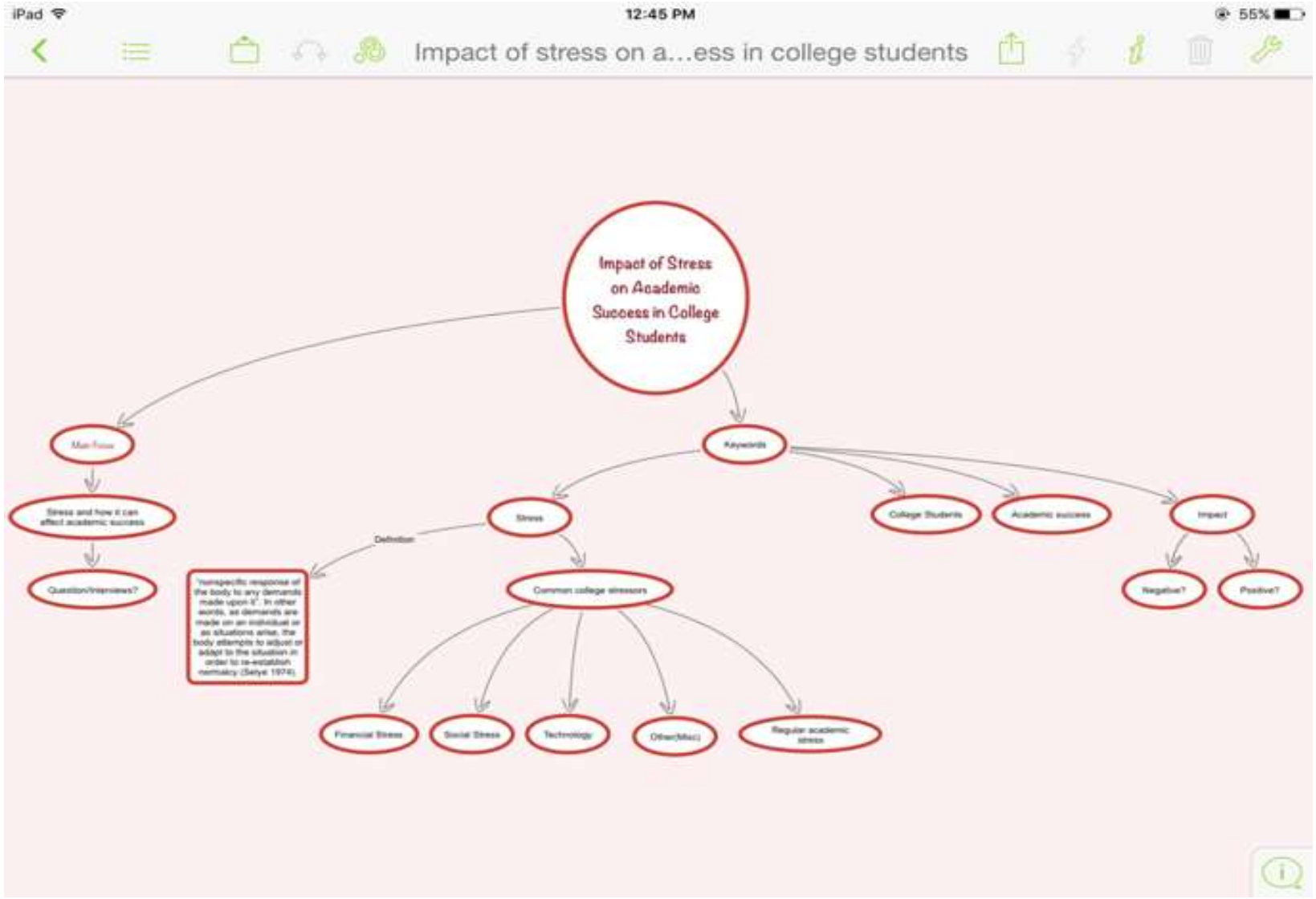
Assistive Technology: iPad & iOS apps

Writing

Inspiration

Pages

Mind Map


iPad
12:45 PM
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Impact of stress on a...ess in college students
Impact of Stress on Academic Success in College Students
Keywords
Stress
College Students
Academic success
Impact
Definition
Common college stressors
Negative?
Positive?
Financial Stress
Social Stress
Technology
Other(Misc)
Regular academic stress

Mind Map to Linear Mode

iPad 1:11 PM 49%

Impact of stress on acade...success in college students

I. Main Focus

A. Stress and how it can affect academic success

1. Question/Interviews?

II. Keywords

A. Stress

1. Common college stressors

a. Financial Stress

b. Technology

c. Social Stress

d. Other(Misc)

e. Regular academic stress

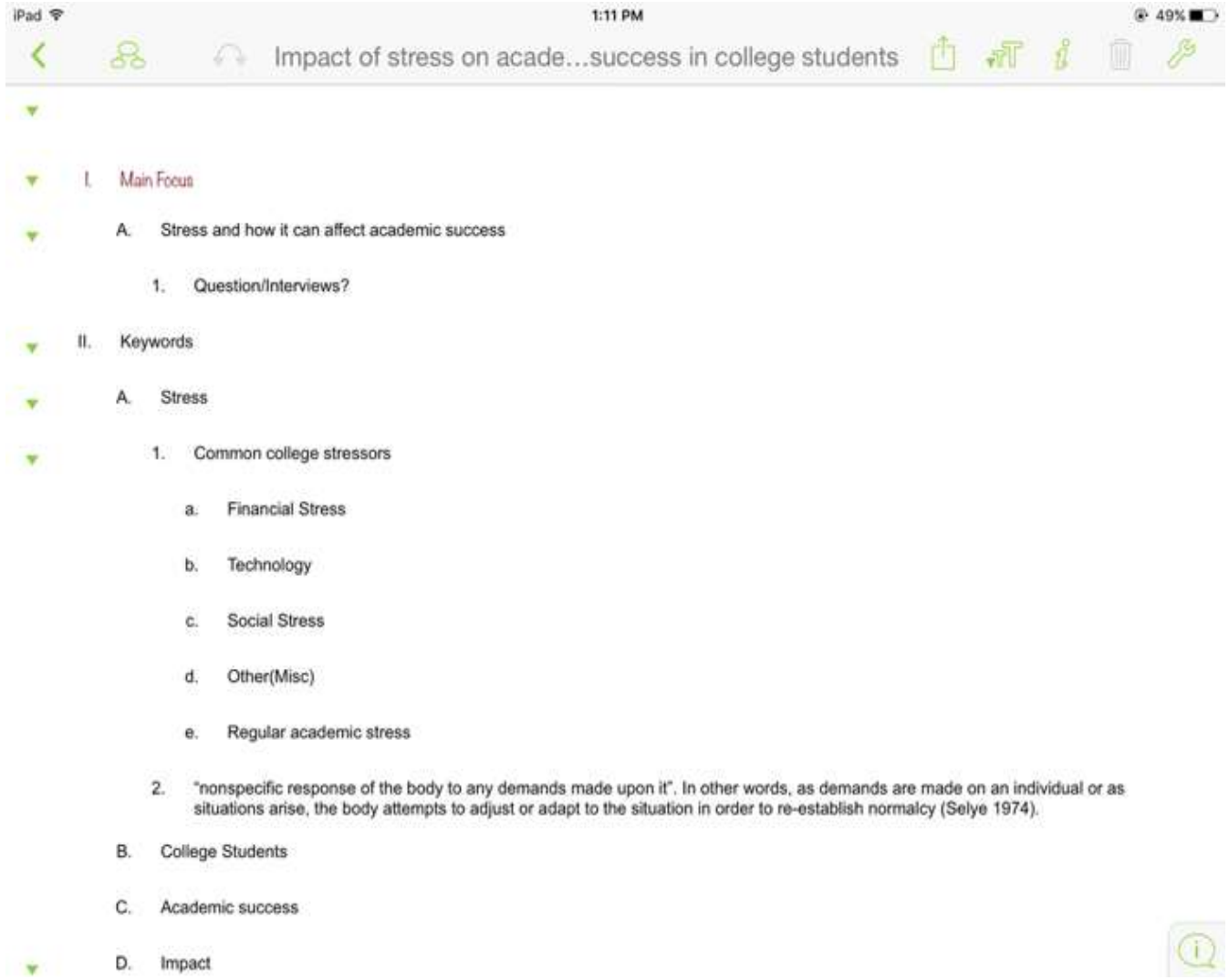
2. "nonspecific response of the body to any demands made upon it". In other words, as demands are made on an individual or as situations arise, the body attempts to adjust or adapt to the situation in order to re-establish normalcy (Selye 1974).

B. College Students

C. Academic success

D. Impact

Export to Pages



Add content

The Impact of Stress on Academic Success in College Students

For many undergraduate students, university life is a major transition in their lives (Nakalema & Ssenyonga, 2013). It is a new beginning for most of them, leaving home and parents to study. There are vast differences between high school and college which challenge students. Timing becomes an issue. With no fixed classes for a week, students could be having different classes at different times in a week. Academic work in college demands a lot more individual effort from the student than in high school. These factors(also known as stressors), can lead to a stressful college life. According to Selye (as cited in Murff, 2005), stress is defined as a "nonspecific response of the body to any demands made upon it" (p. 27). In other words, as demands are made on an individual or as situations arise, the body attempts to adjust or adapt to the situation in order to re-establish normalcy (Selye, as cited in Murff). The body cannot always do this and so when the demands on the student are more, they feel stressed out. Stress is mainly a psychological issue and if left untreated by the student, it could impact the academic success quite badly to the point that the student's grades could get him or her disqualified from the course. We will now look at a more in-depth look of how stress has a negative and positive impact on academic performance.

Adding Content

Turn your voice into smart notes

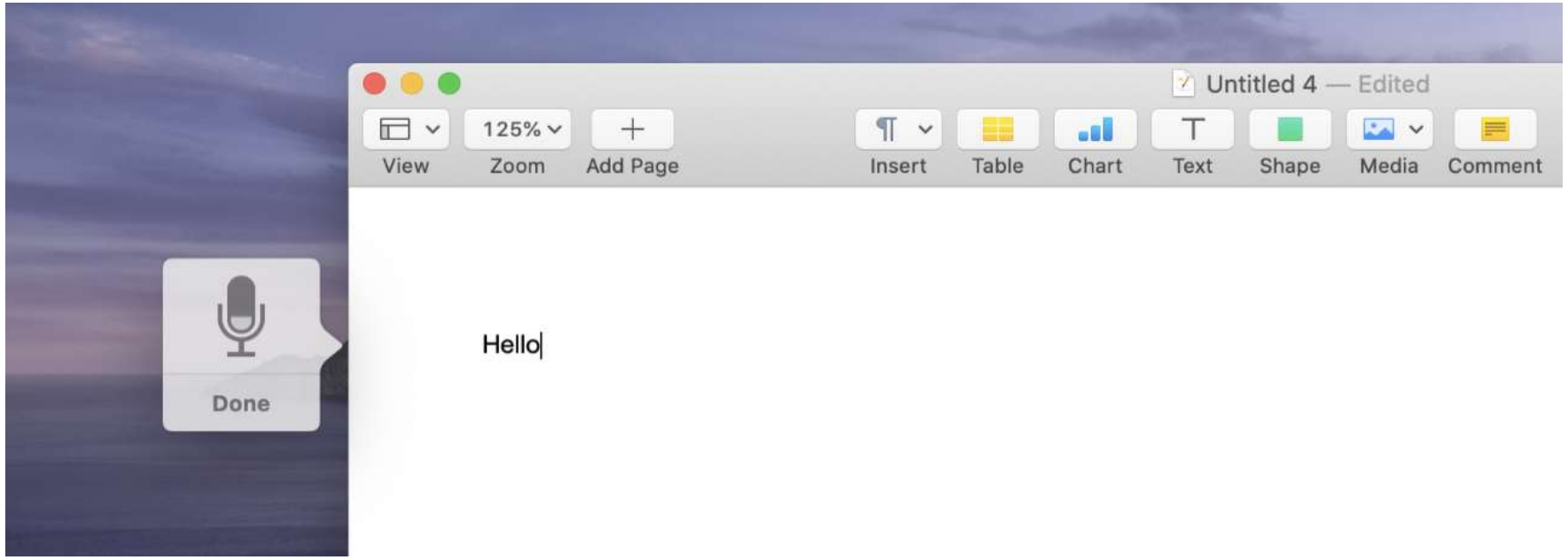
Pages

Otter

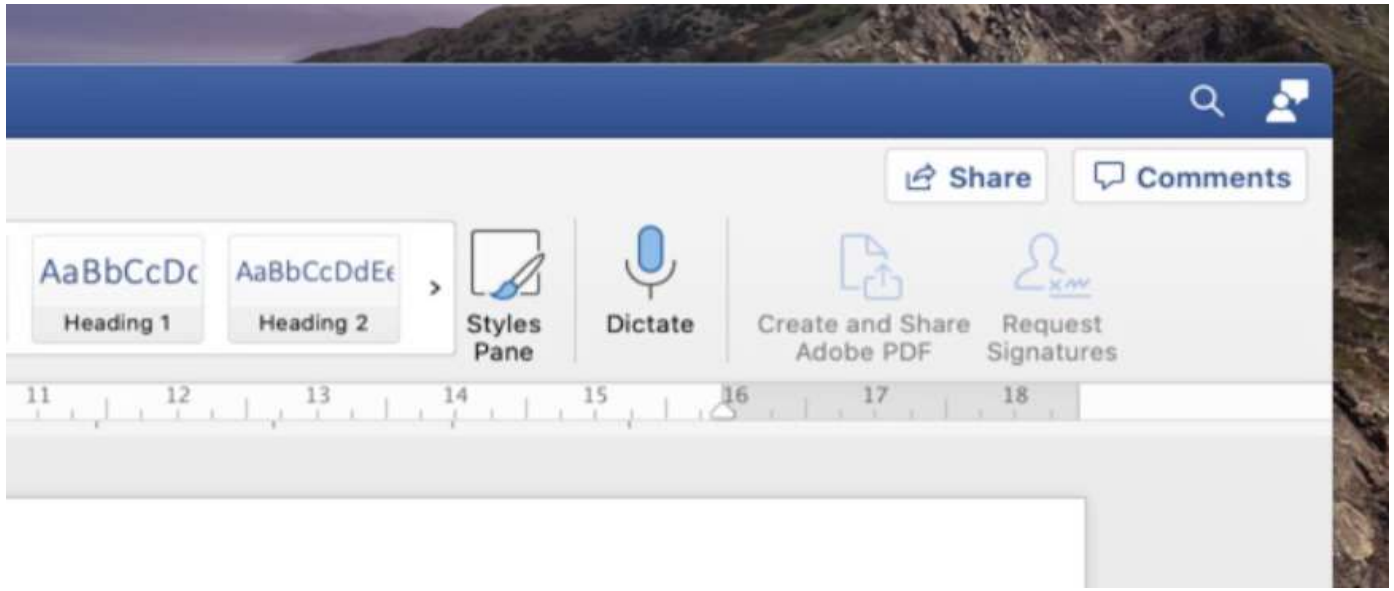
Microsoft Word

Otter.ai

Adding Content

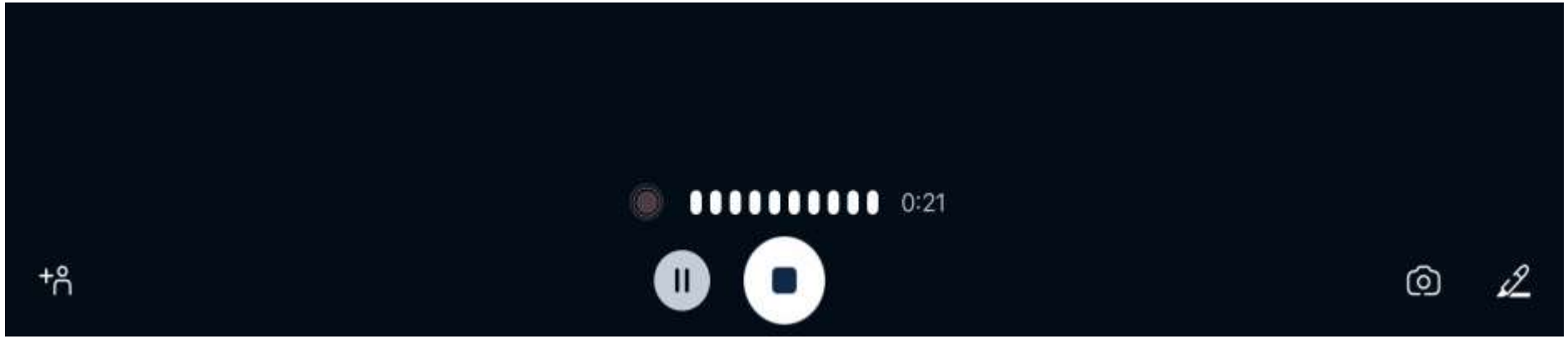


Adding Content



Adding Content

Otter.ai



Printer

Dropbox

Learning Management System

Print or Save

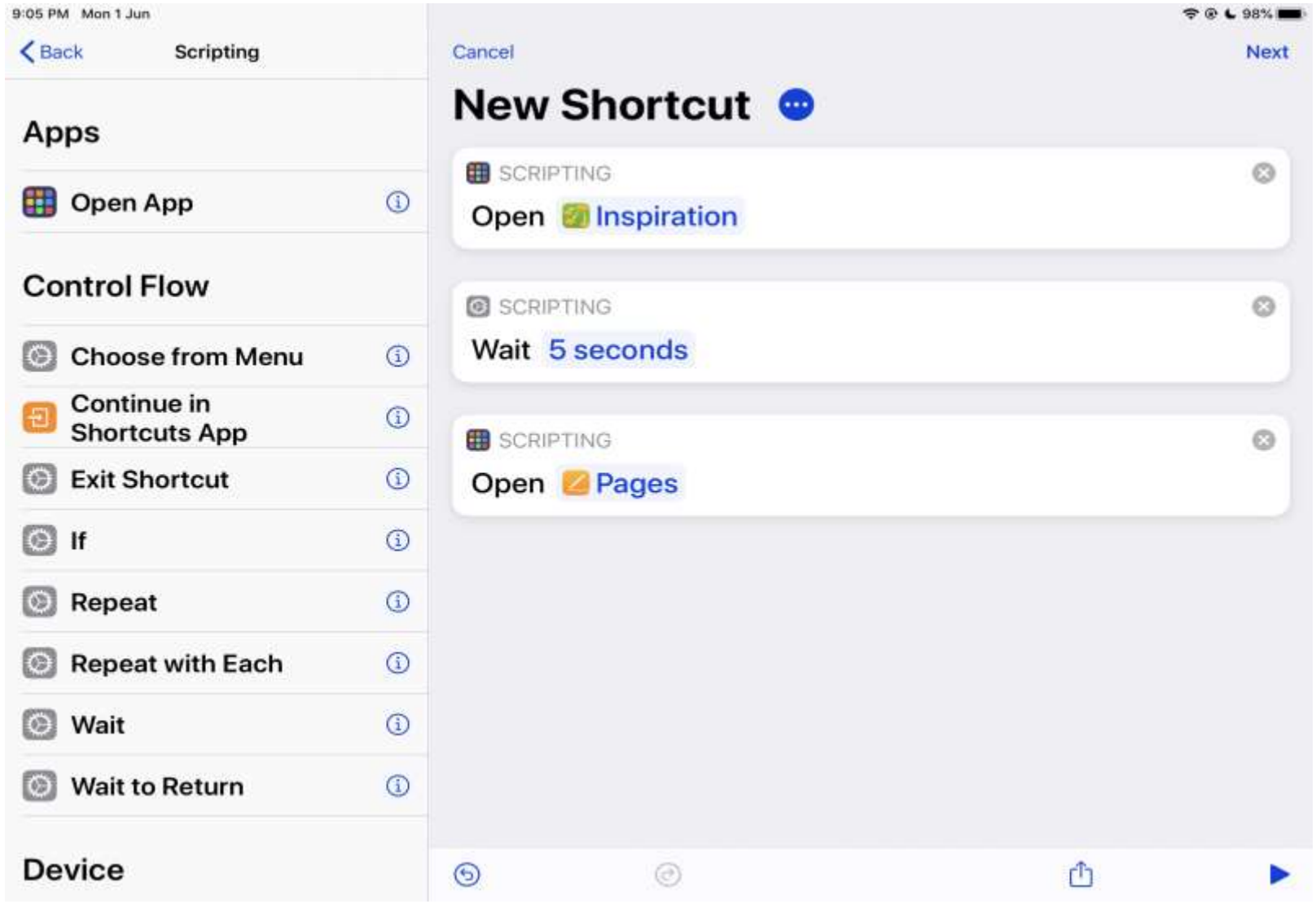
Managing Tasks

Shortcuts – workflow management

Simplifies the process of using many apps in one setting

Combines routine actions into a single tap – time saving

Shortcuts


9:05 PM Mon 1 Jun
98%
Back
Scripting
Cancel
Next
New Shortcut
Apps
Open App
Control Flow
Choose from Menu
Continue in Shortcuts App
Exit Shortcut
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Repeat
Repeat with Each
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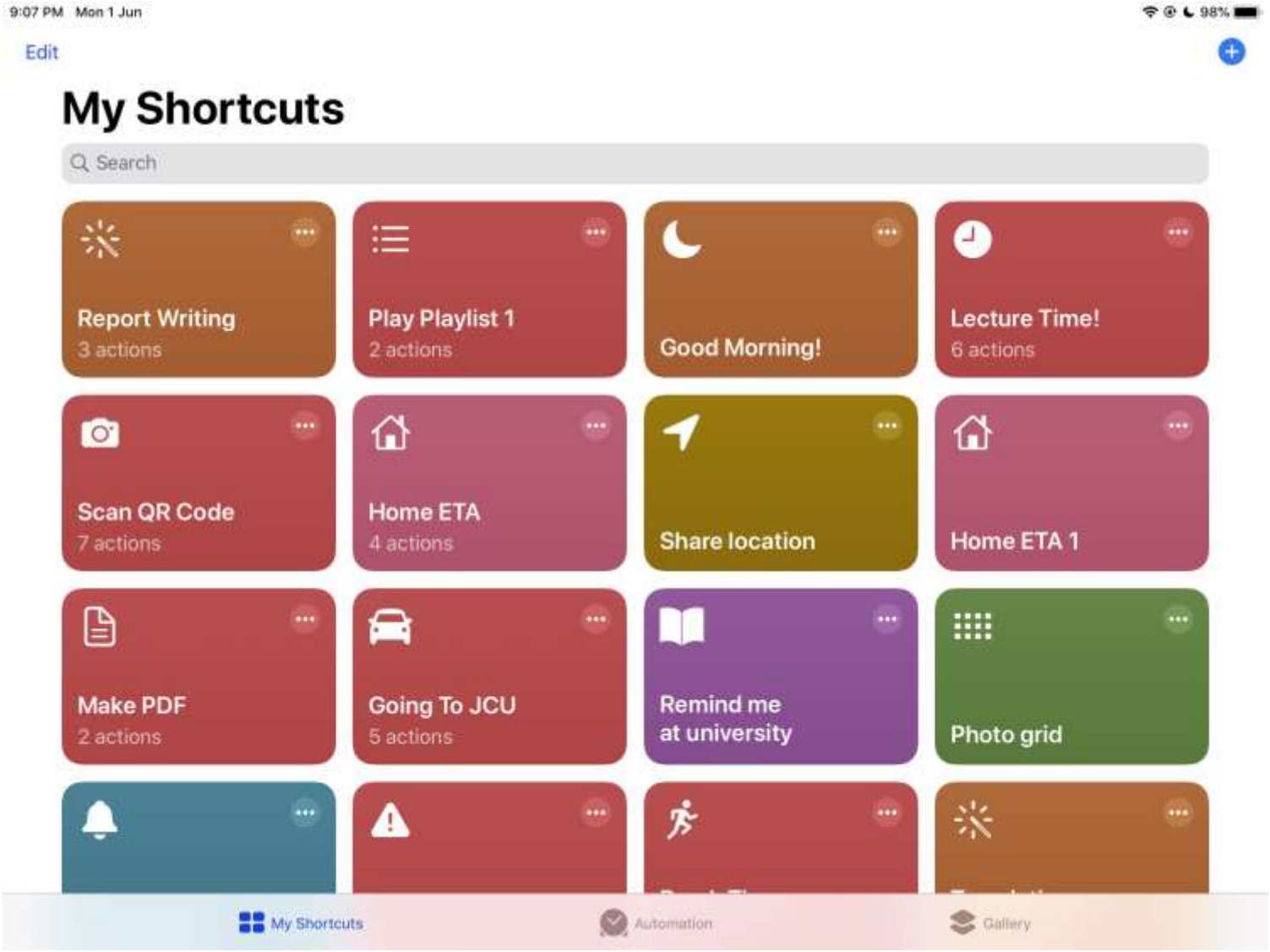
Wait 5 seconds
SCRIPTING
Open Pages

Shortcuts


9:07 PM Mon 1 Jun
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Edit
My Shortcuts
Search
Report Writing
3 actions
Play Playlist 1
2 actions
Good Morning!
Lecture Time!
6 actions
Scan QR Code
7 actions
Home ETA
4 actions
Share location
Home ETA 1
Make PDF
2 actions
Going To JCU
5 actions
Remind me
at university
Photo grid
My Shortcuts
Automation
Gallery

Making SpLD Friendly Presentations

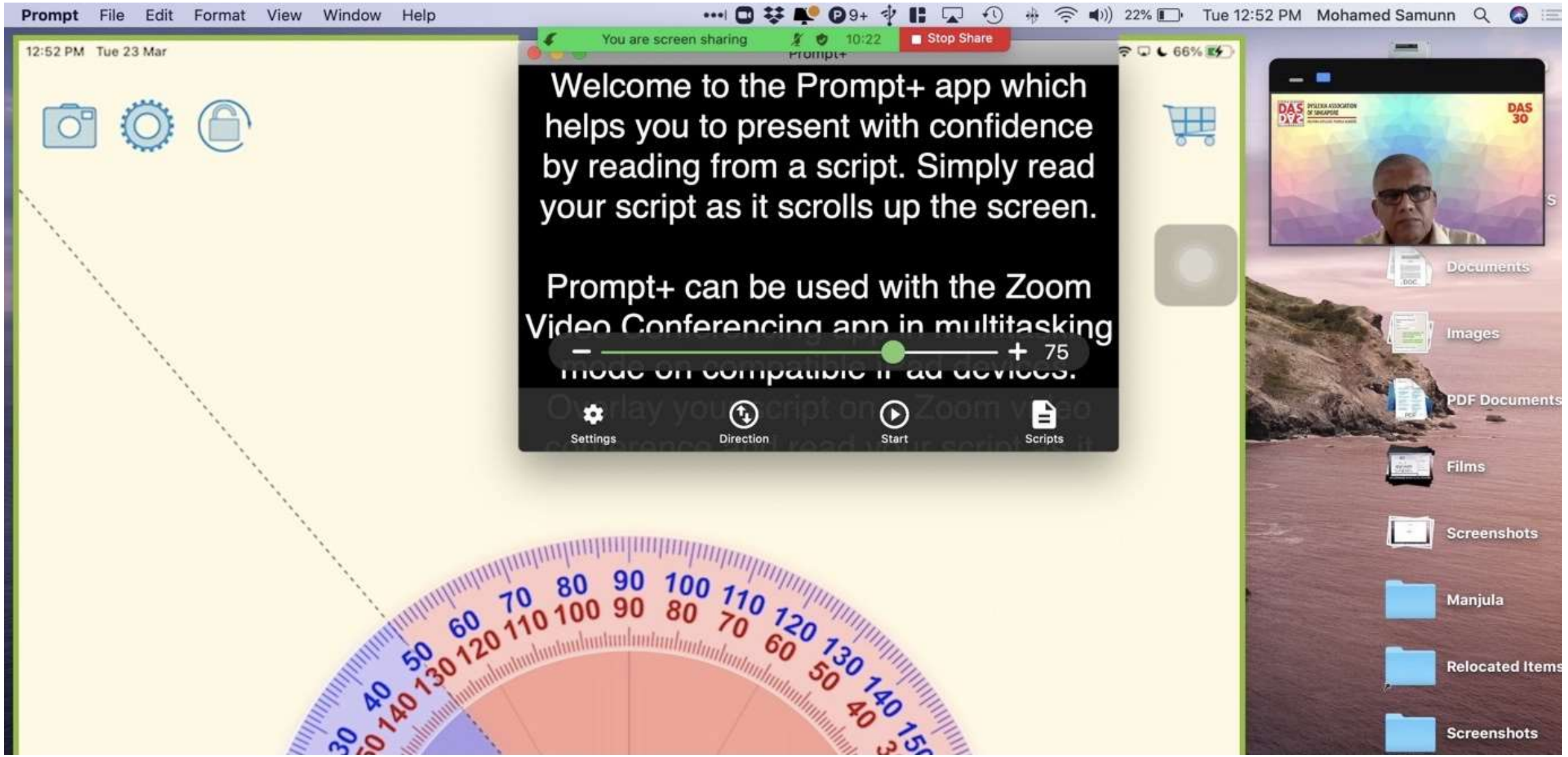
Zoom + Teleprompter App

+

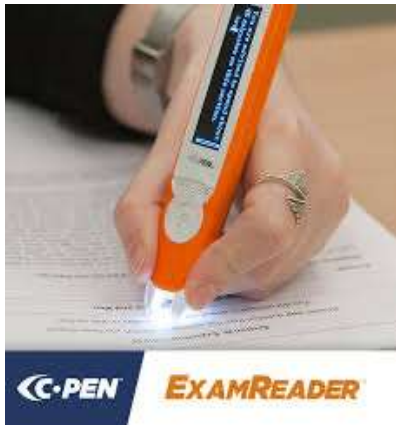
Prompt+

Present with Confidence

Read a script while presenting on Zoom

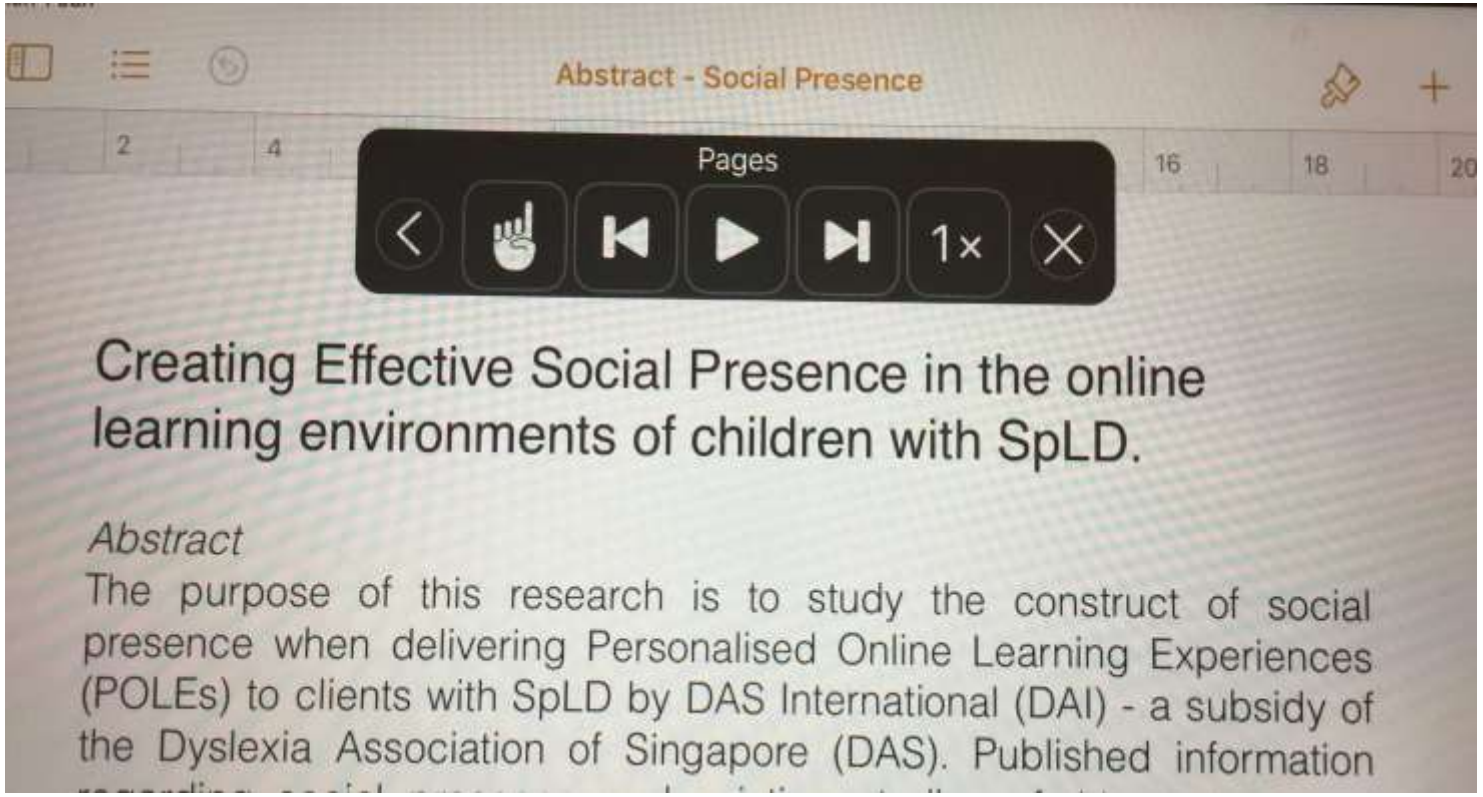

Prompt File Edit Format View Window Help
Tue 12:52 PM Mohamed Samunn
You are screen sharing 10:22 Stop Share
12:52 PM Tue 23 Mar
Welcome to the Prompt+ app which helps you to present with confidence by reading from a script. Simply read your script as it scrolls up the screen.
Prompt+ can be used with the Zoom Video Conferencing app in multitasking
75
Settings
Direction
Start
Scripts
Documents
Images
PDF Documents
Films
Screenshots
Manjula
Relocated Items
Screenshots

Reading



DYSLEXIA ASSOCIATION OF SINGAPORE
HELPING DYSLEXIC PEOPLE ACHIEVE

Reading – Speak Screen



Settings
Accessibility
Spoken Content
Speak Screen

Swipe down with 2 fingers from the top of the screen to hear content

Text - 2 - Audio

C-Pen Reader

Read print aloud

Look up meanings

Scan print to digital text

Replace human readers in exams

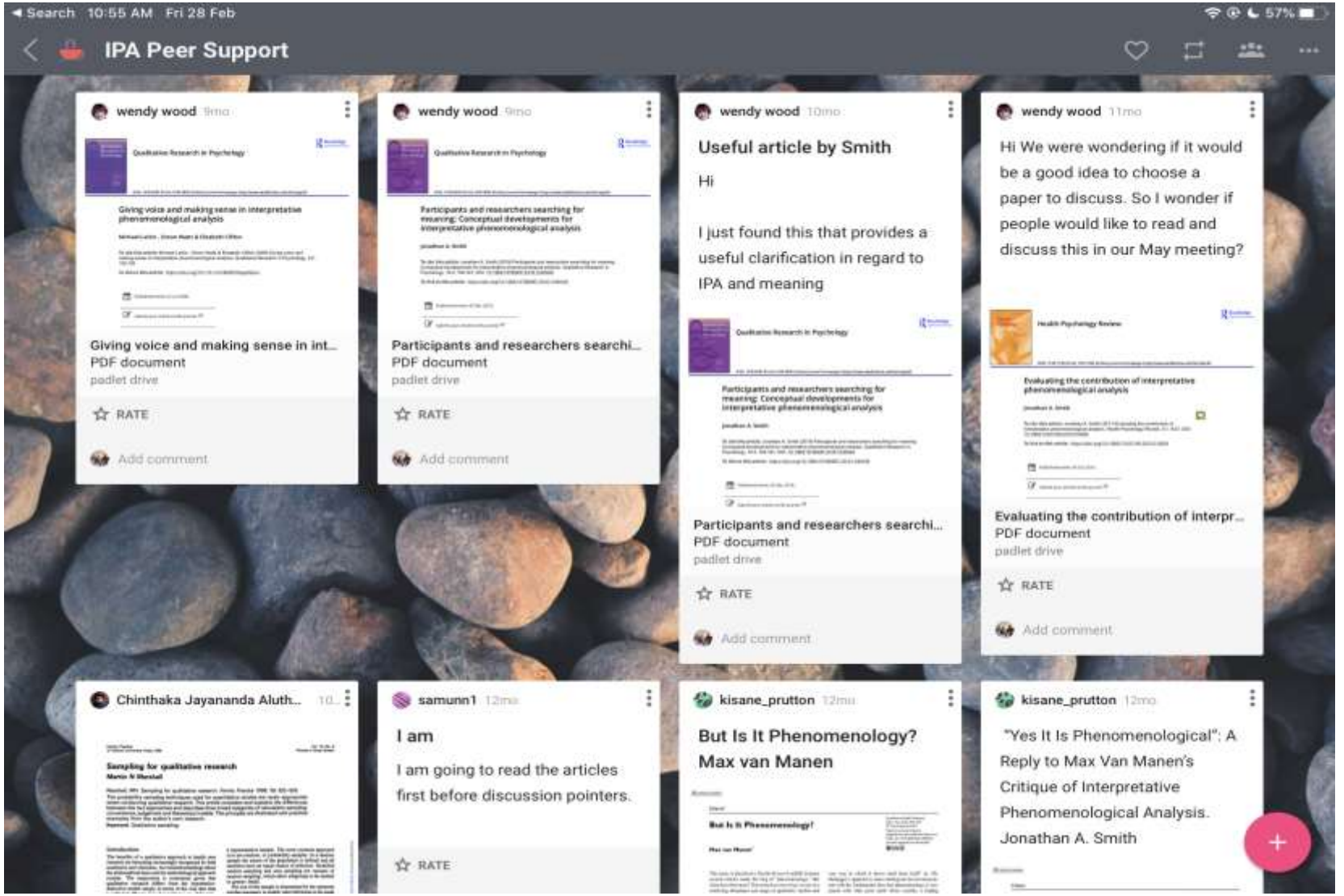
Organise
Collaborate
Curate

Padlet

Wakelet

FLIPGRID

Collaboration and Discussion Tools



Working with collaborative tools

Brainstorm on a topic for interactive assignments and projects (text, audio, and video)

Resource bank on writing formats & frames and text structure

Organise group work for completing an assignment - online real time collaboration

Google

Drive

View

Edit

Comment

Note-taking

Notability - Multimedia Note-taking

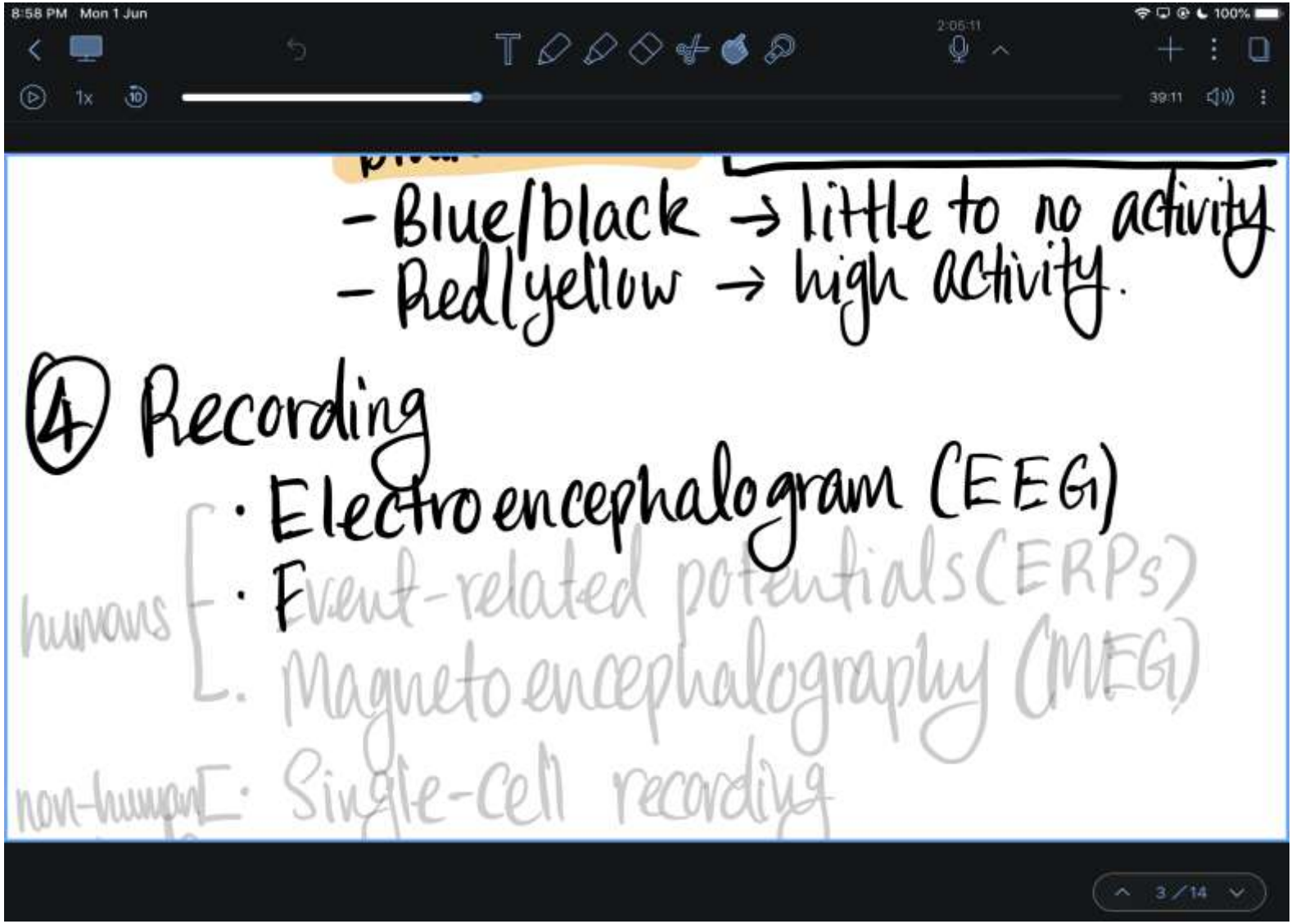
Organise notes in 2 levels: Dividers & Subjects; and colour-code them

Annotate PDFs / pull photos or slides and write on them

Share content / export notes / share across your device

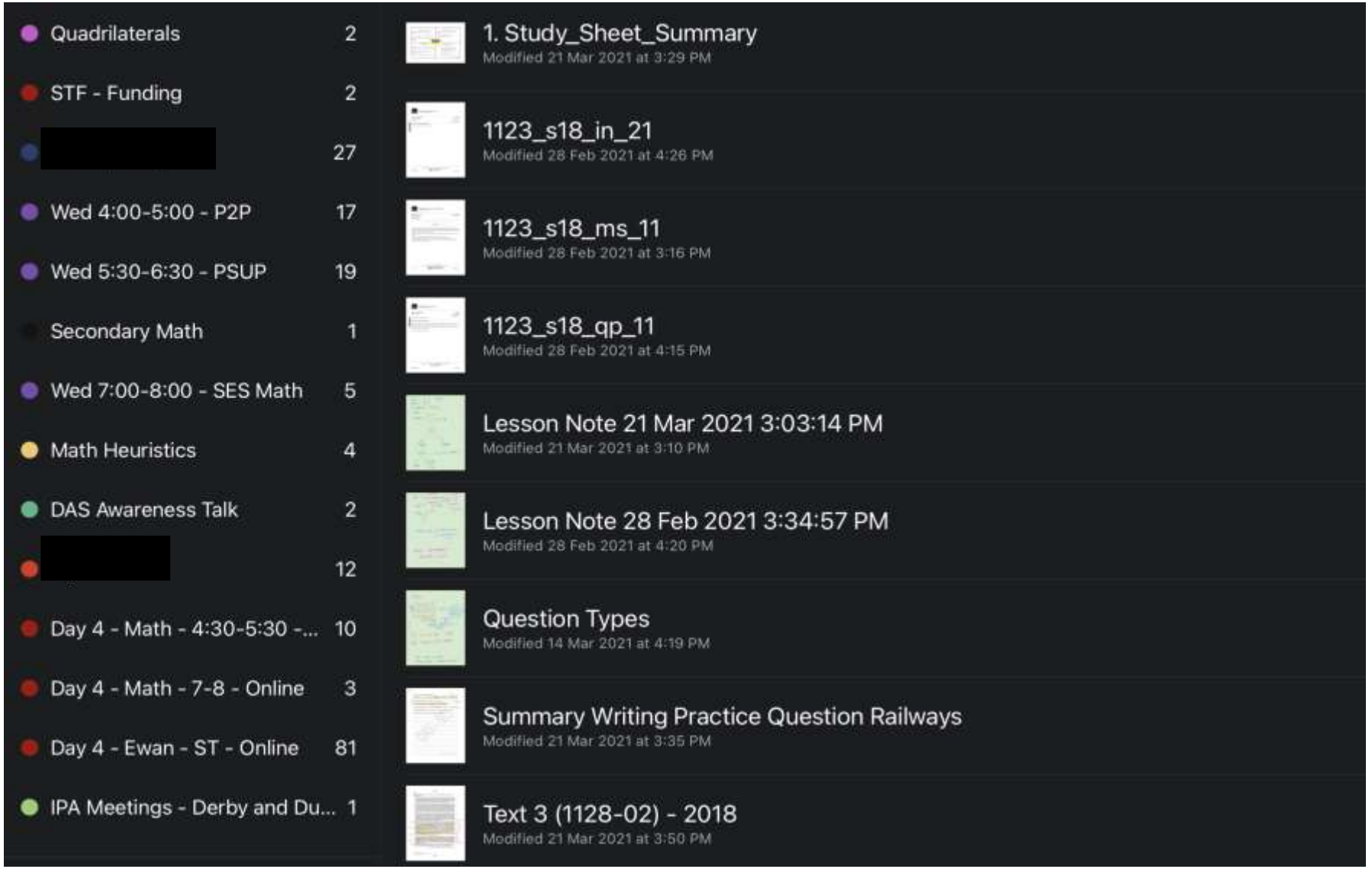
Notability

Note-taking



Notability

Teaching Online



Further Education & Higher Education

FEHE

Engaging FEHE Learners

Search, retrieve, collect, and organise data

Use, process, and extract meaning from data represent findings, and write assignments

Network & collaborate with faculty and other researchers

Choosing Digital Tools for FEHE

Academic Referencing

Data Analysis Software

Academic Writing

Academic Referencing

In-text Citation

References

Bibliography

Literature Review

Paperless

Computer-assisted Data Analysis

CAQDAS – non numerical

Numerical

QDA MINER
CAT
NVIVO
dedoose
R
atlas.ti
MAXQDA
Weft QDA
XSIGHT

Academic Writing Assistant

Scrivener

Long and complex documents

General / purpose-built software is needed

Supplemental Tools

Scrivener

grammarly

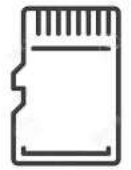
Plagiarism Checkers

Text-matching

turnitin®

Paper Editors

Managing documents



Scanned / PDF / Word & Pages documents

E-signature tool

File-syncing service

SD-Cards / SSD / NAS

Take care of your data

Backup your data regularly

Cloud storage allows data to be stored and be accessible across all your devices

Managing Time & Tasks

Tools for academic life

Meetings & class schedules

To-do reminders

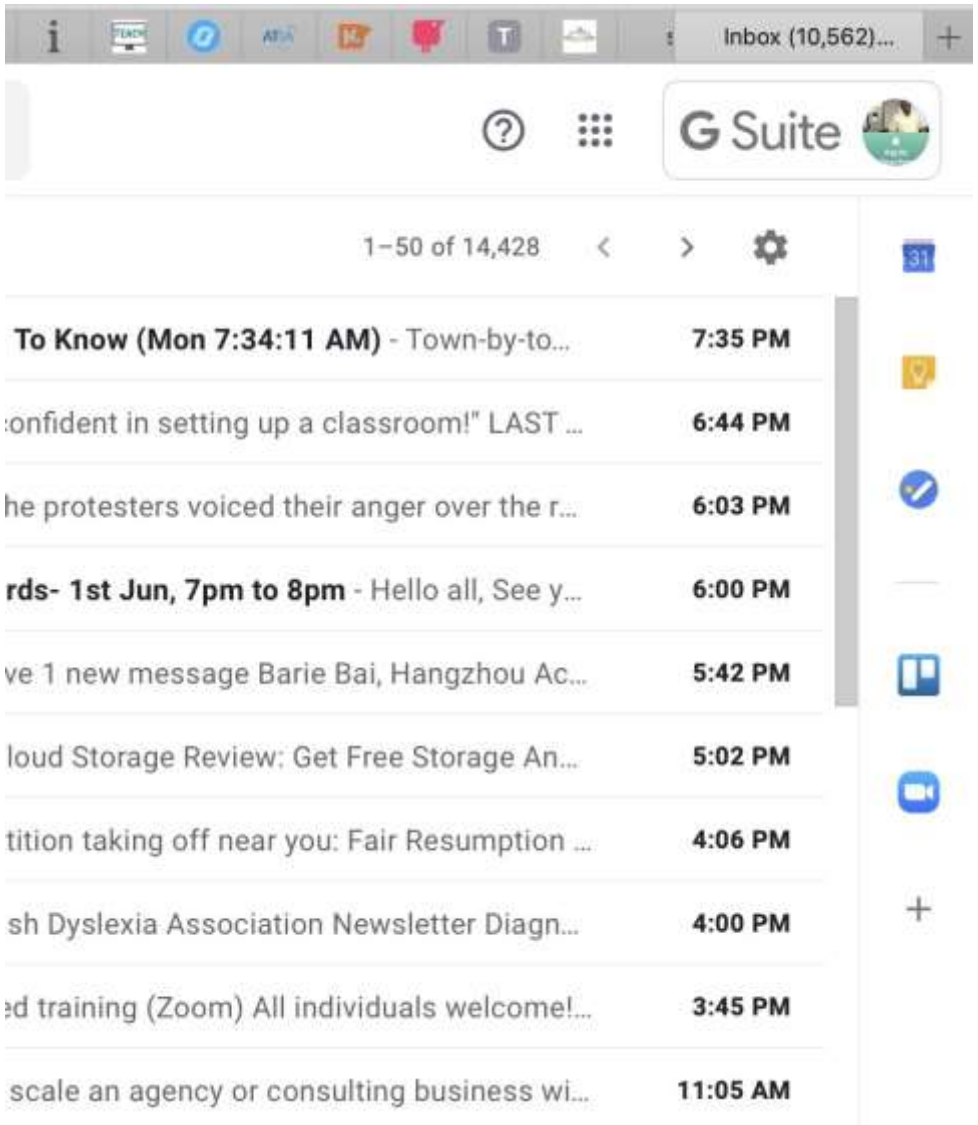
Emails

Organise your thoughts & ideas

Twobird

Spark

Organisational Skills

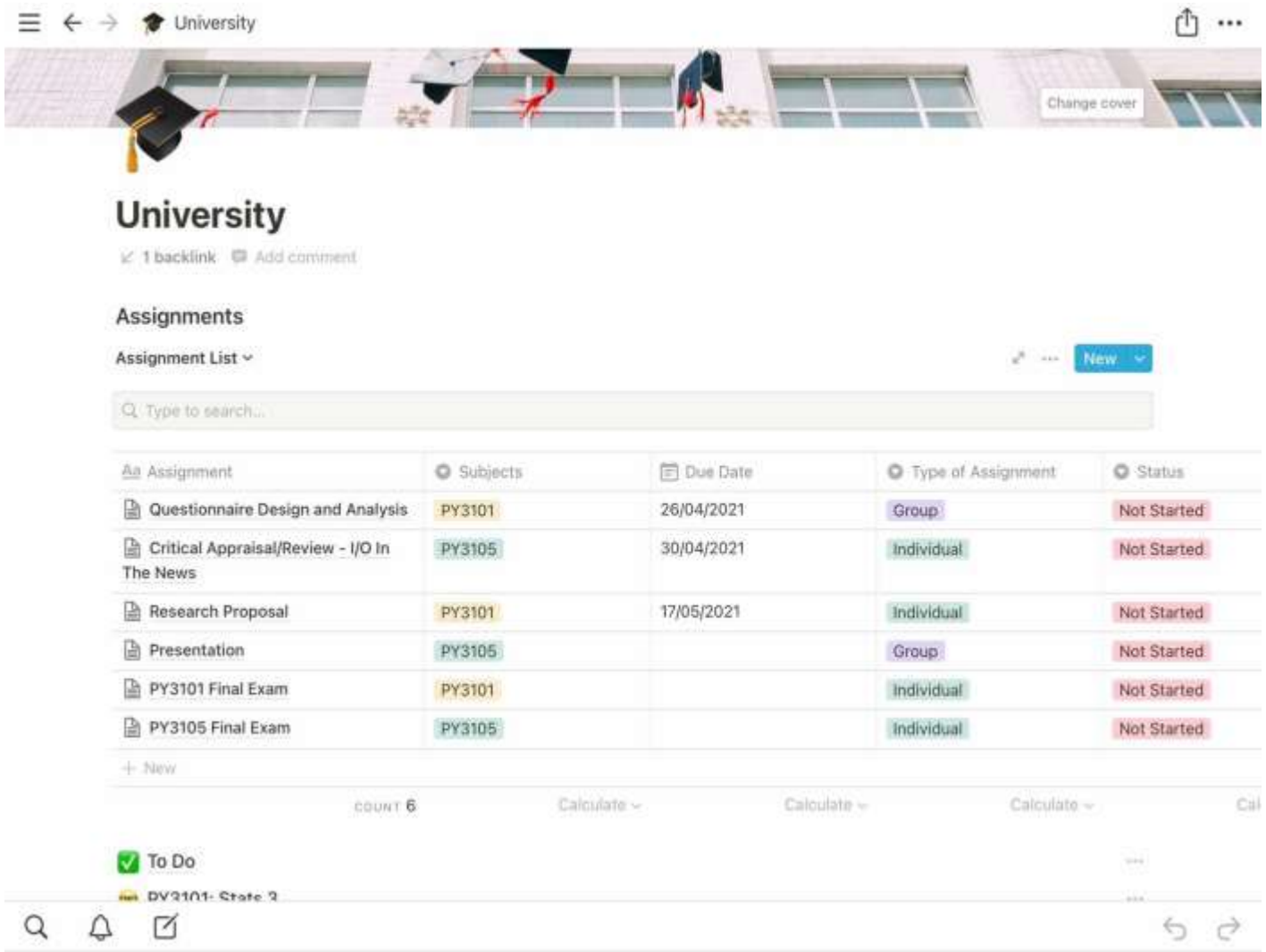


Notion

Note-taking

Project, task and data management

Online real-time Collaboration and Discussion



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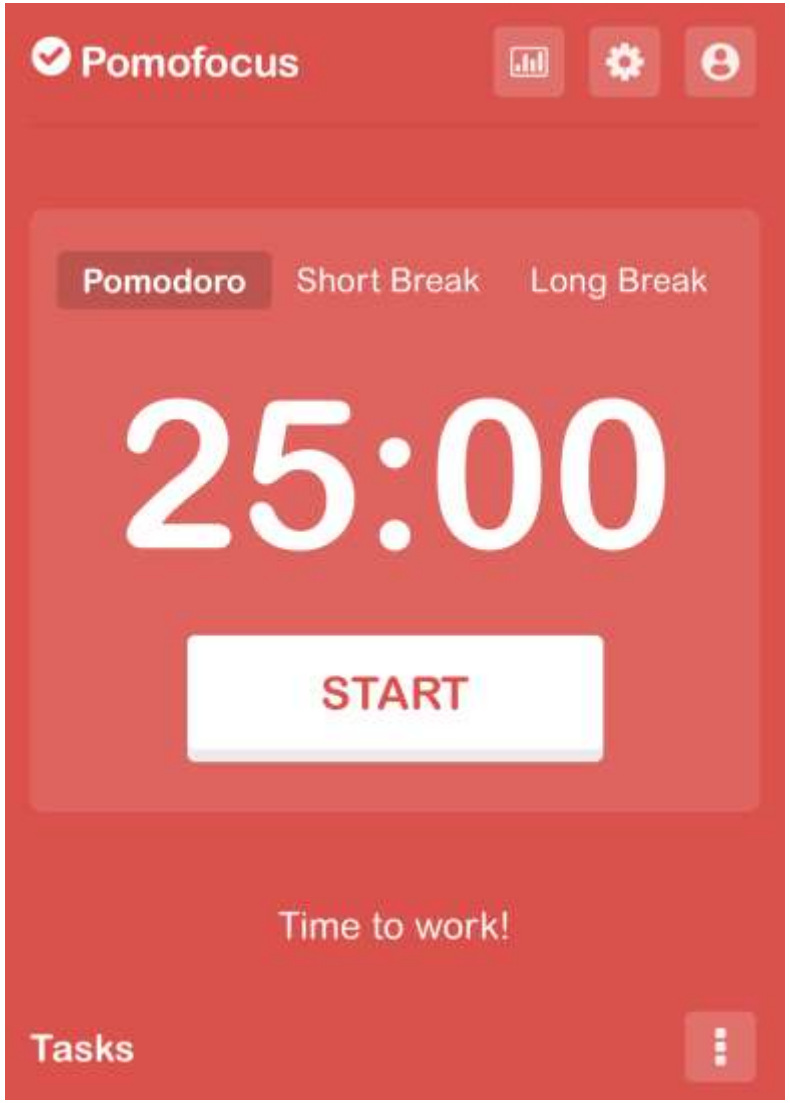


Timer tool
25 mins work 5 mins break

Choosing Digital Tools

Use simple Tools

Use what others use

Look for social media groups / blogs

Closing Remarks

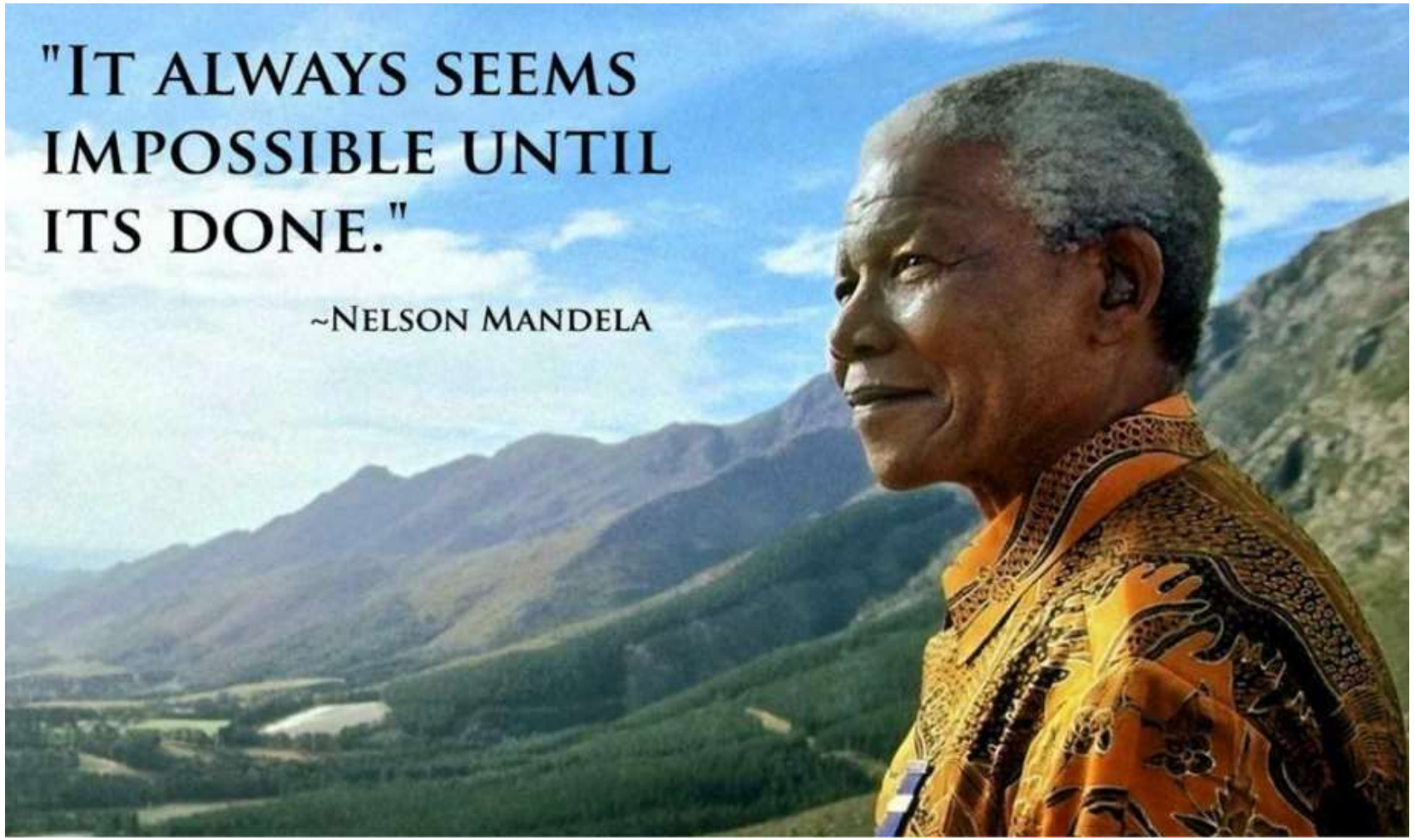
Learners grow to their full potential to gain independence and more empowered to learn and engage

If a learning design doesn't work, change the design but not the learning objectives

Schools / HE institutes become positive places

Thank you

Q & A

Email: samunn@das.org.sg

Efforts Never Die - END