Dowayne Davis
Before and After UDL Keyboarding Worksheet for 1st Graders
9175EDTC813 Advanced Using Integrated Software
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Overview—Briefly describe what you are doing. Include the standard, objective, or goal.
- The goal of this worksheet to allow a class of 1st graders who are novice typists to check their understanding of the keys located on home row, reinforce their understanding of finger placement on the home row, and work in groups to share their learning with each other.

Before—What is a traditional, non-UDL, way this gets taught?
- Before incorporating the Universal Design Learning (UDL) model for this task, the objective was for each student to reinforce home row concepts and knowledge by working independently, completing the worksheet, and then sharing as a group.
- During the whole group activity, the teacher would check for understanding, affirm correctness, and reteach as needed.
- The teacher would read the directions to the students while they followed along and then ask the students to complete the worksheet.
- Each student would use a pencil at his or her desk to complete the worksheet independently.

Explanation—How and why are you doing it this way?
- This assignment is based on the assumption that previous lessons were taught to introduce students to the use of, purpose, and position of the keys on the keyboard. In particular, the home row keys were taught.
- The original worksheet and whole group activity present a feasible way for students to practice and demonstrate their knowledge and understanding of the home row.
- Additionally, the materials required to create the worksheet and carry out the original activity are minimal, as only paper and pencils are needed.

After—Describe your new way to do this. Assessment—How do you measure student success?
- The original worksheet was very flat, lacked engagement, and did not cater to a variety of learners with varying learning styles. Ex: Some students may understand the letters and words on the original worksheet, while other students with various disabilities or limited language proficiency may be confused.
- The UDL guided worksheet is accompanied by a collaborative activity where students with varying abilities and learning styles work together to complete the worksheet. This allows students to learn from each other and reinforce their knowledge by teach others or fill gaps in their knowledge by learning from other students.
- The text used in the new worksheet was created with the students in mind. That is, grade-level appropriate text was used in the UDL version to improve readability.

- Success of the UDL design worksheet is measured by students' accuracy in completing the worksheet.

UDL Guidelines—What are the 3-4 UDL Guidelines that you address? How does your project address them?
- Multiple means of representation were achieved by providing options for multiple learning styles, improving the text used, and adding colorful buttons and images
- Multiple means of expression were achieved by incorporating a group activity where students get a chance get up, interact with diverse peers, and exchange knowledge.
- Multiple means of engagement were achieved by incorporating movement, collaboration with peers, the element of incentives with stickers, and competition among groups. (Rose & Gravel, 2011)

BEFORE UDL Keyboard Assessment for Grade 1

Grade 1: Home Row Fill-In The Chart

Class: Computers

Student Name: _____

Teacher: Mr. Davis

Directions: Fill in each key on home row using the answer key at the bottom of the page. Each key should have only one letter, character, or word.

Answer Key

A   D   S   F   K   J   L   ;   Space Bar

Grade 1: Home Row Fill-In The Chart   Student Name: _____

Class: Computers   Teacher: Mr. Davis

Directions: Working in groups, fill in each key on home row using the answer key at the bottom of the page. Each key should have only one letter, character, or word. The group that get all nine keys correct, will get a sticker!

A

Write in the key
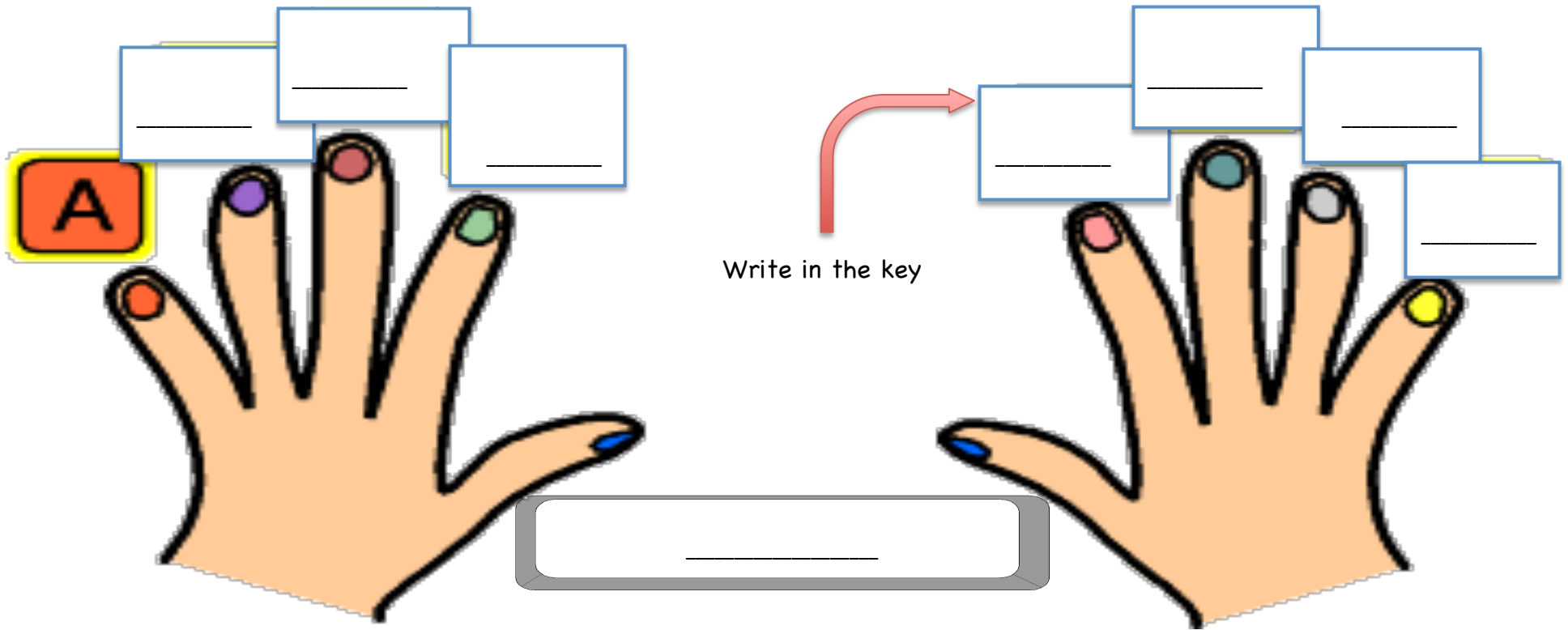
Answer Key

| K | F | S | D | L | A | J | ; | Space bar |

Reference

Rose, D. H., & Gravel, J. (2011). Universal Design for Learning (UDL) Guidelines: Full-Text Representation (Version 2.0).