

AIAI Grant UDL Example ~ Towson University  
Title: Media Reflection  
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Course/Program or Department: Special Education SPED 301  
Notes: 1 file

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## **UDL and/ or Accessibility Learning Module: Inclusive Media Reflection**

### **Context based information & Introduction**

- This assignment is part of a 300 level Special Education course entitled, *"Introduction to Special Education."* While most students enrolled are taking this course as a required prerequisite for a degree in Special Education, some are studying a related major and are taking this course as an elective.

### **UDL and/or Accessibility related references**

**Checkpoint 1.1 Offer ways of customizing the display of information**

**Checkpoint 1.2 Offer alternatives for auditory information**

**Checkpoint 1.3 Offer alternatives for visual information**

**Checkpoint 2.5 Illustrate through multiple media**

**Checkpoint 3.1 Activate or supply background knowledge**

**Checkpoint 3.3 Guide information processing, visualization, and manipulation**

**Checkpoint 3.4 Maximize transfer and generalization**

**Checkpoint 4.1 Vary the methods for response and navigation**

**Checkpoint 5.1 Use multiple media for communication**

**Checkpoint 5.2 Use multiple tools for construction and composition**

**Checkpoint 6.2 Support planning and strategy development**

**Checkpoint 6.4 Enhance capacity for monitoring progress**

**Checkpoint 7.1 Optimize individual choice and autonomy**

**Checkpoint 9.3 Develop self-assessment and reflection**

Print, visual art, sound, and audio are all effective ways to convey the intended message and information. Students are given the choice of display of information based on his/her learning preferred learning style. Students are asked to activate background knowledge from readings, in class videos, lectures and applications. They learned about different exceptionalities using UDL format and are now asked to choose their own format to apply his/her knowledge through transfer of information and generalization. Information processing, visualization and manipulation will be supported by providing models of varying media reflections, a scaffolded rubric as well as opportunities for

feedback throughout. Students will monitor progress by using the rubric to self-check elements of the reflection to self assess as well as the World Café to reflect.

### Learning Objectives

Students will identify an individual with a disability in media of choice.

Students will analyze the portrayal of the individual in media.

Students will apply principles of inclusive best practices by suggesting manipulations to media.

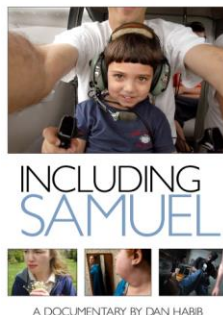
### What will learners gain from this learning activity?

Learners will apply their knowledge of disability categories and characteristics of given disability.

Learners will gain a deeper understanding of inclusive practices by generalizing what they have learned to media of choice.

### Readings/ Resources

- 10, 2. J. (2015, September 10). Together We Learn Better: Inclusive Schools Benefit All Children. Retrieved March 14, 2017, from <http://inclusiveschools.org/together-we-learn-better-inclusive-schools-benefit-all-children/>
- The Benefits of Inclusive Education. (2012, July 02). Retrieved March 14, 2017, from <http://www.pbs.org/parents/education/learning-disabilities/inclusive-education/the-benefits-of-inclusive-education/>
- Smith, D. D. & Tyler, N. C. (2014). Introduction to contemporary special education. Upper Saddle, NJ: Pearson Education, Inc.



### Steps in the Process and/or Activities

Learners will identify a character with special needs portrayed in media and analyze perceptions of this character based on environment, interactions with others in the media and experiences. Students will then apply what they know about inclusion to determine how the media could be manipulated in order to ensure best practices.

After viewing the media, students submit a reflection that summarizes the media (movie, play, TV show, book, art exhibit, etc.) and answers the reflective questions.

A thorough reflection references reading and course content. Reflection medium is up to the learner however, it is crucial that the following reflection questions are thoroughly addressed and answered:

- 1 Begin by introducing the media and summarizing the characters and the plot
- 2 What is the disability being portrayed and what are some of the characteristics of that disability that you observed in the media?
- 3 How do you feel the individual with a disability is being depicted? Do you think it is an accurate representation of what someone with that disability would do or say? If yes or no, explain why.
- 4 Do you feel that this portrayal depicts the individual with the disability in a positive or negative light? Please explain.
- 5 How did the other people in the media treat the individual with a disability (both familiar and strangers)?
- 6 Knowing what you know now about inclusion and the importance of respect for individuals of all abilities what would you modify in this media to better align with this viewpoint?

The second portion of students grade will be the contribution to the discussion questions related to experience viewing the media and important themes related to this course during the World Café on November 7, 2017.

### **Outcomes and/or Evaluation**

The reflection can be in the form of art, music, writing or an oral presentation. Students will use the rubric to self-check that their reflection includes necessary components.

Self Check	Reflection Criteria	Possible	Earned
	Media is introduced and summary includes the characters and the plot.	8	
	The disability being portrayed is identified and at least two characteristics of that disability that you observed in the media.	8	
	Personal reaction to how the individual with a disability is being depicted includes the following: <ul style="list-style-type: none"> <li>• Accurate representation?</li> <li>• Why? Why not?</li> </ul>	6	
	Thorough reflection includes analysis of: <ol style="list-style-type: none"> <li>1) whether the individual is portrayed in positive or negative light.</li> <li>2) how the other people in the media treat the individual with the disability.</li> </ol>	6	
	Reflection includes modifications to the media based upon principles of inclusion and the importance of respect for individuals of all abilities,	10	
	<b>World Café: November 17, 2017</b> Prepared to share media reflection with the group. Active involvement in group discussion(s).	12	
	<b>TOTAL POINTS EARNED</b>	50	