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AIAI Grant UDL Example ~ Towson University

Title: Multiple Means of Expression

Faculty Developer: Christina Pelatti

**Course/Program or Department:** Audiology, Speech-Language Pathology & Deaf Studies SPPA 101

Notes: 1 file

### **Incorporating Multiple Means of Expression in an Assignment**

**Description of the course:** I teach SPPA 101 during the Fall semester. This is a required course for speech-language pathology and audiology (SPPA) majors to complete before they graduate, but it is taken primarily by freshmen and sophomores who are interested in the fields of speech-language pathology or audiology (who have not yet been accepted to the screened SPPA major).

**Description of the assignment:** I created a new assignment where students search the media/news for a topic that pertains to the course (anything related to communication disorders or hearing/audiology) and is of interest to them. For example, I recently read a news article that described the health journey of a 19 year old college student. For some time, she was experiencing minor neck pain, numbness in her hands, and tiredness. She visited numerous doctors who ran tests and concluded that it was “stress” from being a freshman in college. She started an internship at her college’s medical center (a very large university), and one of the doctors she was working with referred her to a specialist who happened to be a good friend of his. After numerous specialized tests, the college student was diagnosed with having a very large tumor in her neck; she required a very long (17 hours) and extensive surgery to remove the tumor. During the surgery, several nerves were “nicked,” which resulted in difficulties with fine motor movements and vocal paralysis. She received speech therapy from a voice specialist (a speech-language pathologist) to help her develop strategies so that she could effectively communicate with others.

Students will work individually or in pairs (they choose their partner). If students work in pairs, each student must contribute substantially to the final project. They will search the media/news for a topic, as described previously. In doing this, my intention and expectations are threefold: 1. They will realize how prevalent communication/hearing disorders are, 2. They will learn about the impact that a communication/hearing disorder can have on people (i.e., clients with communication/hearing disorders) and their families and friends, and 3. They will be motivated to learn more about the communication/hearing disorder because it is a “hot topic” in the media/news. For the assignment, students will create a "product" that highlights what they learned (i.e., content) and discusses the impact that the communication/hearing disorder has on clients and families.

To be consistent with UDL principles, students will be required to include at least two modes of expression for their products. Specifically, they will choose from a variety of modes to create a product that may include, but is not limited to, a written summary (e.g., Word, Padlet),

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newsletter (e.g., Smore), video (e.g., PowToon), graphic (e.g., Easel.ly), and/or audio presentation (e.g., Adobe Voice). Students will be provided with examples of specific websites, apps, and tools to use to create their “products,” but part of the assignment is for them to explore methods of expression that align best with their learning style. To reiterate, students will create two products that demonstrate *specific knowledge* and reflect *considerable effort* to apply what they have learned in the course to “real-life” examples/information.

I expect that students will be excited about this assignment because it “brings to life” examples of communication/hearing disorders that they are learning about in class that impact people each day. Likewise, I expect that they will use their creativity to “think outside of the box” in creating their two products. Because I have required them to produce two products via different methods, my goal is that they will “feel free” to try a new app or style that they have not previously used.

The following grading rubric will be used to assess student’s learning based on the implementation of this activity:

|   | Completely meets expectations | Mostly meets expectations | Somewhat meets expectations | Does not meet expectations |
|---|-------------------------------|---------------------------|-----------------------------|----------------------------|
| <b>Content (5):</b> products are thorough and reflects a considerable amount of learning in the area of communication/hearing disorders   | 5 points                      | 3-4 points                | 1-2 points                  | 0 points                   |
| <b>Application (5):</b> products include information on how details may be used in a clinical setting and the impact that the communication/hearing disorder has on individuals and/or families | 5 points                      | 3-4 points                | 1-2 points                  | 0 points                   |
| <b>Creativity (5):</b> products are original and demonstrate application of learning in a unique way  | 5 points                      | 3-4 points                | 1-2 points                  | 0 points                   |
| <b>Accuracy (5):</b> information presented is accurate and free of spelling, grammatical,   | 5 points                      | 3-4 points                | 1-2 points                  | 0 points                   |

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|  |          |            |            |          |
|--|----------|------------|------------|----------|
| and typographical errors   |          |            |            |          |
| <b>Organization (5):</b><br>products are easy to read and presented in an organized manner | 5 points | 3-4 points | 1-2 points | 0 points |