# Welcome to the FLO-UDL Action & Expression Module

In this module, an overview of the UDL principle of Action & Expression will be provided including its function, the three related guidelines and examples.

## [Second Slide]

Action and Expression – is the **how of learning** or the actions to build our understanding

 and enable us to become strategic in learning actions

Strategic network - generate and oversee mental and motor patterns - the HOW

The HOW includes planning and performing tasks, how we organize and express our ideas. Writing an essay or solving a math problem are strategic tasks.

UDL encourages instructors to offer different test formats, including oral presentations, poster presentations, and group projects, to get a more accurate picture of what their learners know.

## [Third Slide]

The three guidelines appearing under the Principle of Action & Expression include

1. Physical Action
	* Use accessibility plugins such as magnifier, text to speech
	* Identify for your learners some of the options available
2. Expression & Communication
	* Use editable content pages such as a course wiki to encourage learners the opportunity to co-construction their knowledge
	* Use a variety of tools for such as open source web applications
	* Enable learners to build their fluencies through practice
3. Executive Function
	* Add self-reflection prompts
	* Encourage learners to self-monitor their own progression through the gradebook
	* Consider adding estimates to completion times for tasks to help

## [Fourth Slide]

How can you offer purposeful options for learners to show what they know?

• When can you provide flexibility with timing and pacing?

• Have you considered methods aside from paper-and-pencil tasks for learners to show what they know?

• Am you providing learners access to assistive technology (AT)?

Examples:

• Provide calendars and checklists to help learners track the subtasks for meeting a learning goal.

• Allow learners to show what they know through a variety of formats, such as a poster presentation or a graphic organizer.

• Provide learners with access to common AT, such as speech-to-text and text-to-speech.

• Give explicit instruction for activities and assessments.

• Provide note taking support.

• Include a variety of assessment methods within each topic.

• Encourage students to communicate with you, and each other, in a variety of ways.

• Offer interim due dates or completion plans for large assignments.

• Proactively offer additional time for quizzes and/or tests.