

## Action & Expression - How of Learning - Doing, Synthesis, Relevancy, Strategic Network

|             |  |  |
|-------------|--|--|
| Access      | Provide options for Physical Action            | <ul style="list-style-type: none"> <li>- Use whole room, e.g. gallery walks, small/large groups, get learners up and moving to collaborate</li> <li>- Getting outside and applying concepts IRL</li> <li>- Offering options for physical expression showing demonstration of understanding of concepts/ content</li> <li>- Offering options for doing the same thing (offering choice to students as to which one is best for them)</li> </ul>   |
| Build       | Provide options for Expression & Communication | <ul style="list-style-type: none"> <li>- Using tools like padlet, flipgrid, chat forums, and tools like 'map' within those tools (e.g. to connect nations, to relate concepts back to students, to allow anonymity in expression)</li> <li>- In addition to traditional methods, like writing, offer other options within assignments to get to the end goal (group discussions, office hours, posters, post-it notes, 1-on-1 to help set students up for success and take the feedback forward), to help them clarify and share what they know</li> </ul> |
| Internalize | Provide options for Executive Functions        | <ul style="list-style-type: none"> <li>- Checklists for students for assignments</li> <li>- Giving objective, helpful feedback that is useful to students moving forward</li> <li>- Chunking assignments into bite-sized pieces (scaffolding)</li> </ul>   |

## Action & Expression - How of Learning - Doing, Synthesis, Relevancy, Strategic Network

|             |  |   |
|-------------|--|---|
| Access      | Provide options for Physical Action            | Accessible materials and tools, e.g. readings in PDF for text to speech readers, Have the physical tools to be able to express their learning, speech to text<br>Print raises many accessible barriers, provide materials that all learners can interact with,<br>Alternatives - speech to text<br>Tactile options, e.g. in a lab |
| Build       | Provide options for Expression & Communication | Offer options for multiple forms of expression to demo learning<br>Oral exams, oral essays, video recorded essay, more creative options, e.g. poem, painting, to foster engagement with material  |
| Internalize | Provide options for Executive Functions        | Scaffolding, e.g. proposal, outline, first draft, etc.<br>Clear outline at the beginning with expectations, and schedule to plan for whole semester<br>Removing/being flexible with time-bound assignments to reduce stress<br>But balance with accountability  |

## Action & Expression - How of Learning - Doing, Synthesis, Relevancy, Strategic Network

|             |  |   |
|-------------|--|---|
| Access      | Provide options for Physical Action            | Labs - Physical modifications to physical spaces, learning  |
| Build       | Provide options for Expression & Communication | Offer choice in how learners' demonstrate their knowledge. Use a single rubric. Self-reflection may be necessary              |
| Internalize | Provide options for Executive Functions        | Give opportunities to speak<br>10 & 2 or 20 minutes and 30 second break to make learning more memorable and improve attention |

## Action & Expression - How of Learning - Doing, Synthesis, Relevancy, Strategic Network

|             |  |  |
|-------------|--|--|
| Access      | Provide options for Physical Action            | Have text available in digital readable formats<br>Providing resources in advance of class to students<br>Allow students to participate in class in varied ways (using the chat feature, in breakout rooms, speaking up) |
| Build       | Provide options for Expression & Communication | Different ways of engaging/sharing   |
| Internalize | Provide options for Executive Functions        | Providing rubrics/guidelines<br>Self-assessment activities<br>Decision-making tools<br>Tools/strategies for tracking progress  |