

Instruction = Communication and the Universal Design for Learning



Course Objective

At the end of this course, you would have written a one to two-page reflective journal and posted as a blog containing your:

1. **Reflective assessment of your communication or instructional.**

2. **Logical, creative, and intuitive instructional strategies that aim to address the diverse learning traits, attitudes, and learning styles of students using the principles of communication and the Universal Design for Learning.**



- * To achieve the major objective of this course, you will have to engage in the following activities:
 1. Review the process of instruction as a highly purposeful communication (Instruction = Communication).
 2. Re-examine diversity factors that impact the teaching and learning process.
 3. Analyze how the principles of Universal Design for learning (UDL) relate to the theory of Communication in terms of diversity concerns.



**To get you started with this
training session, you must first
answer a survey.**

**When you're done, click the
“finish” button, and you'll be
on to the next slide for a short
movie.**



Pre-session survey

Question 1 of 4 ▾

Which of the listed approaches to instruction do you most likely use? Simply drag and drop the text box in the order that corresponds to your utilization of each approach. For example, if having authority and control is a top priority to your approach, place this option in number one, followed by the next ones you most likely incorporate in your teaching approach. The one that least likely fits your instructional style should be dragged and placed last (in number four).

1. Serving in a consultative role and giving students the choice to design and implement their own complex learning projects, as well as placing of control and responsibility for learning on individuals or groups of students.
2. Provide facilitation of learning through different learning activities, collaboration, communication, feedback and different methods of assessments.
3. Having authority and control in managing classroom learning process. Students must be good listeners, devote time to read course materials and/or the textbook, participate actively in discussions, and take down notes effectively during lectures.

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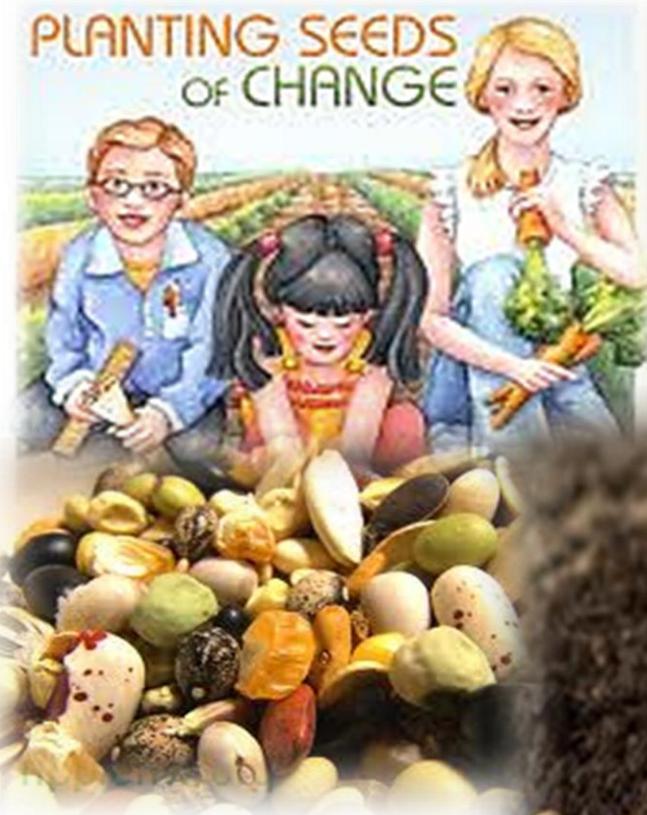
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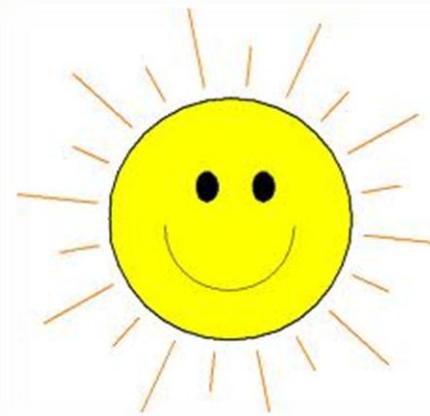


Edit in Quizmaker



**Even if we plant
the seeds on the
same ground**





**Give seeds the same care.
Expose them to the same
amount of sunlight...**



**Each seed
grows
differently.**





**And so is the same
with instruction.**



**And so is the same
with communication.**



Be it face - to - face



Virtual or Online



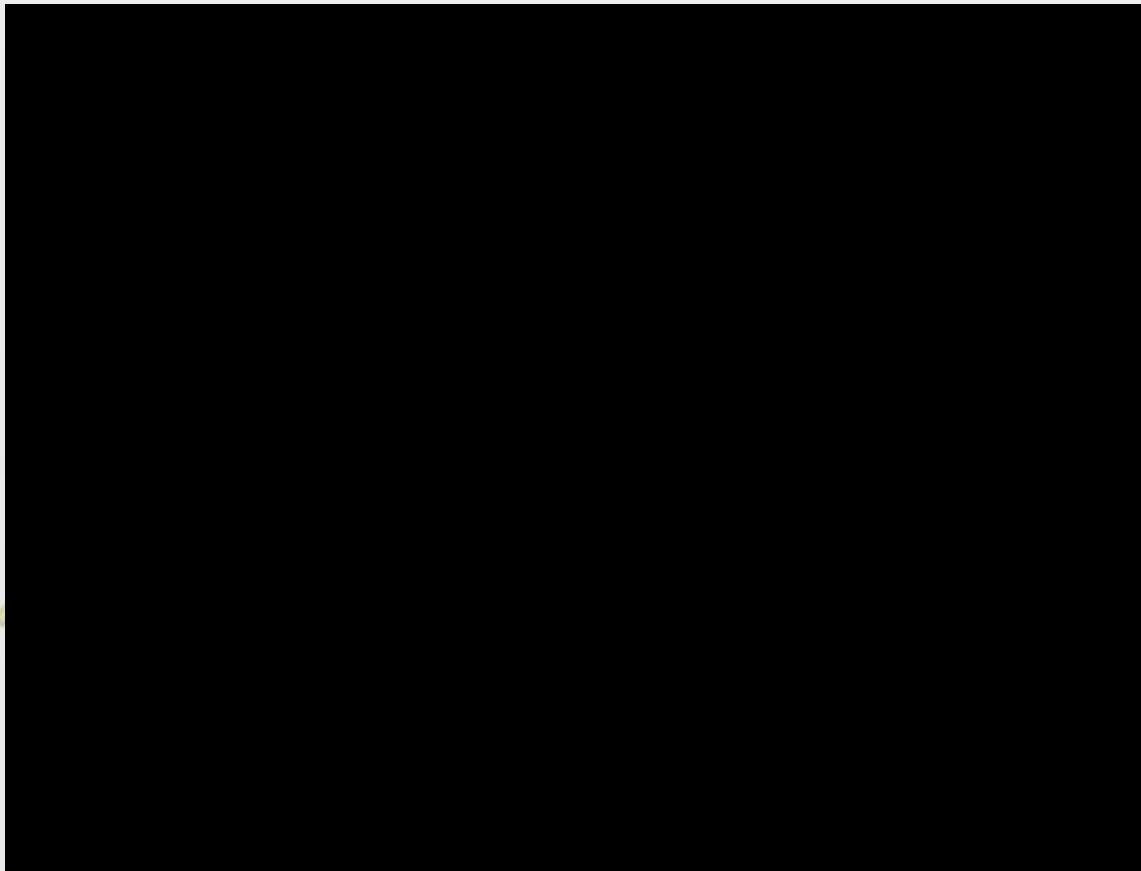
The impacts of communication to receivers and



the effects of instruction among learners vary.



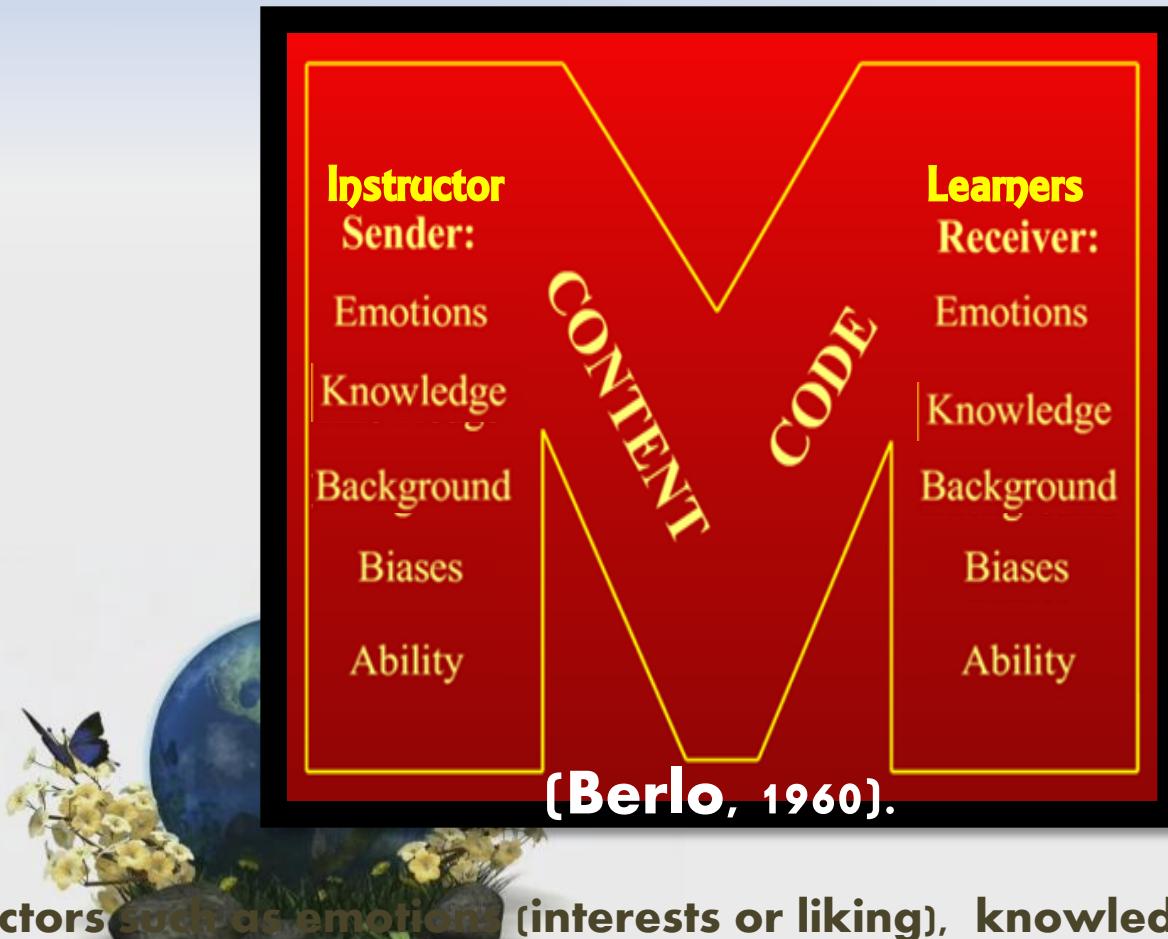
Thanks for accomplishing the short survey! Now
watch this short movie.



Now, we shall begin with our first quest: Review the process of instruction as a highly purposeful communication.



David Berlo's communication theory explains that



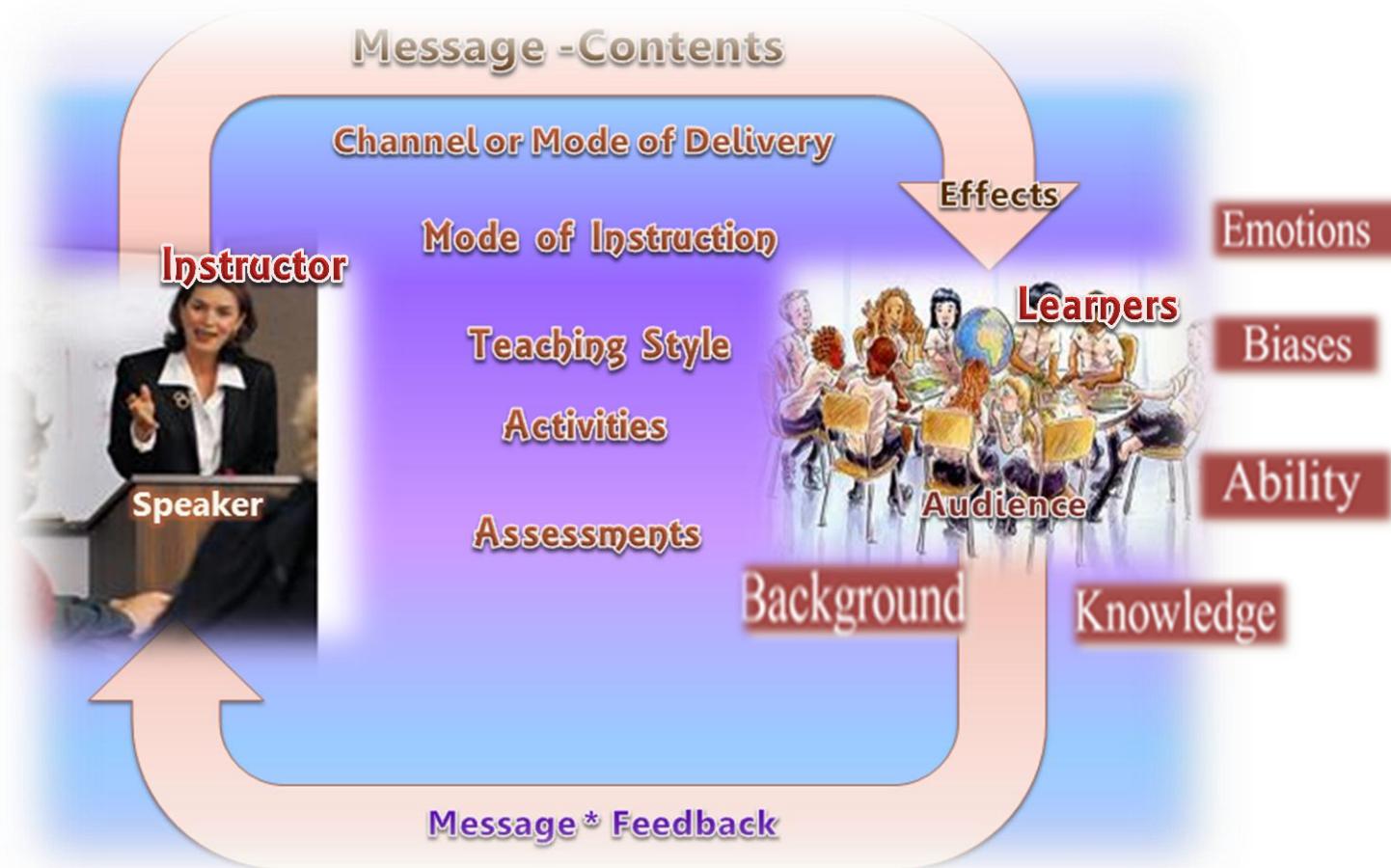
Factors such as emotions (interests or liking), knowledge, backgrounds, biases, and abilities affect the way an individual communicates and perceives or process communication messages or information.



At this point, let me take you back to the introduction on how seeds grow differently from each other despite sowing them on the same ground, giving them same care and exposure to the same amount of sunlight.



Don't learners learn or absorb information differently too?



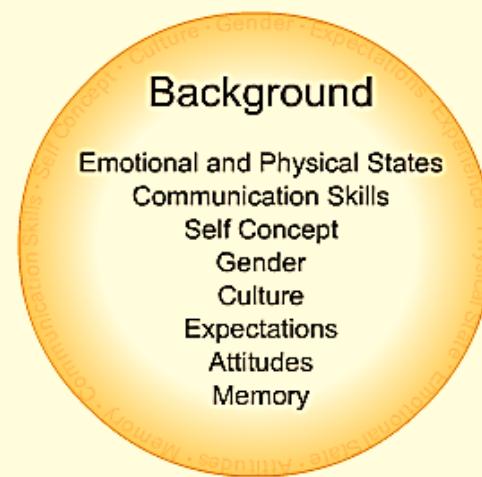
Don't we teach the way we do based on our...



A communication material from Seton Hall University reflects Berlo's communication theory as follows:

> Tutorial

Communication will be affected by the participants *Background* elements.



<http://pirate.shu.edu/~yatesdan/Tutorial.htm>

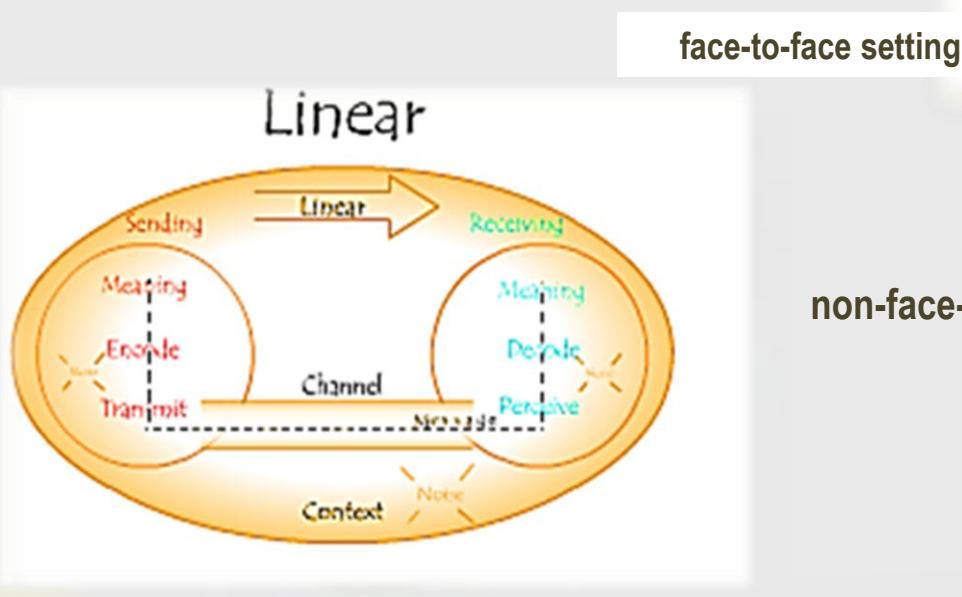


<http://pirate.shu.edu/~yatesdan/Tutorial.htm>

Communication and Instructional styles:

Linear

- * Personal Model Instructional Style
- * Consultative Instructional Style
- * Authoritative Instructional Style



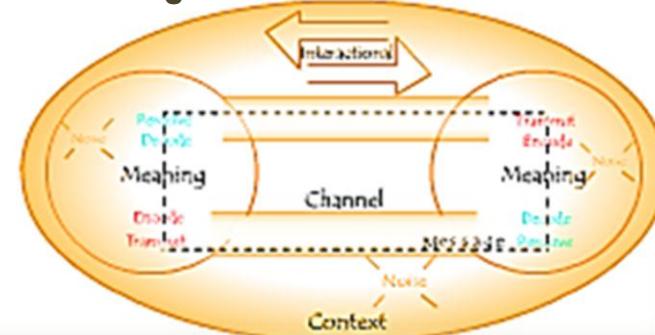
Non-Linear

Transactional



*Facilitator Style of Instruction

Interactional

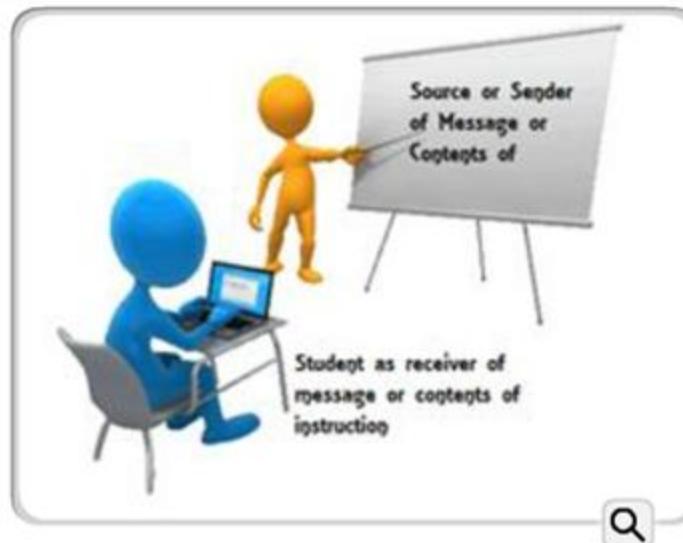


The authoritative teaching style

Demonstrator or Personal Model Teaching Style

The Delegator Type of Instruction

Introduction



One's communication style in the classroom can either be one-way (linear) or a two-way (non-linear) communication process. One's teaching style or approach determines the communication process that can take place in the classroom. When



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Your Instructional Style = Communication Style

Question 1 of 2 ▾

Rank in the order of your preference the four major instructional styles by dragging and dropping the text box. Place to the top level the one that you preferred the most, followed by the next two choices, and place at the very bottom the one that is least likely your choice of instructional style.

1. The Demonstrator or personal model type since informing students with the right information and showing them or modeling to them the proper way to do things or solve problems is an effective means of teaching students.
2. The Delegator style since students are expected to be accountable and responsible for their learning. The faculty member serves and acts as guide, mentor or coach in the learning process.
3. The authoritative style since students may still be immature, lacks direction or motivation and they may walk all over you if you don't assert your authority in the classroom.
4. The Facilitator style since it is student-centered and there is a two-way communication process between you and your students.

PROPERTIES

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**That concludes our review of
Instruction = Communication**

**Let's now move on our analysis of
the Universal Design for Learning.**





**Our second quest: To analyze the
Universal Design for Learning
and how it relates to the
communication concepts.**

So first, what is Universal Design for learning or UDL?



In the 1990s, Universal Design was developed by Architect Ron Mace of North Carolina State University.

Educators applied the UD Principles to instruction (Meyer and Rose, 2000).

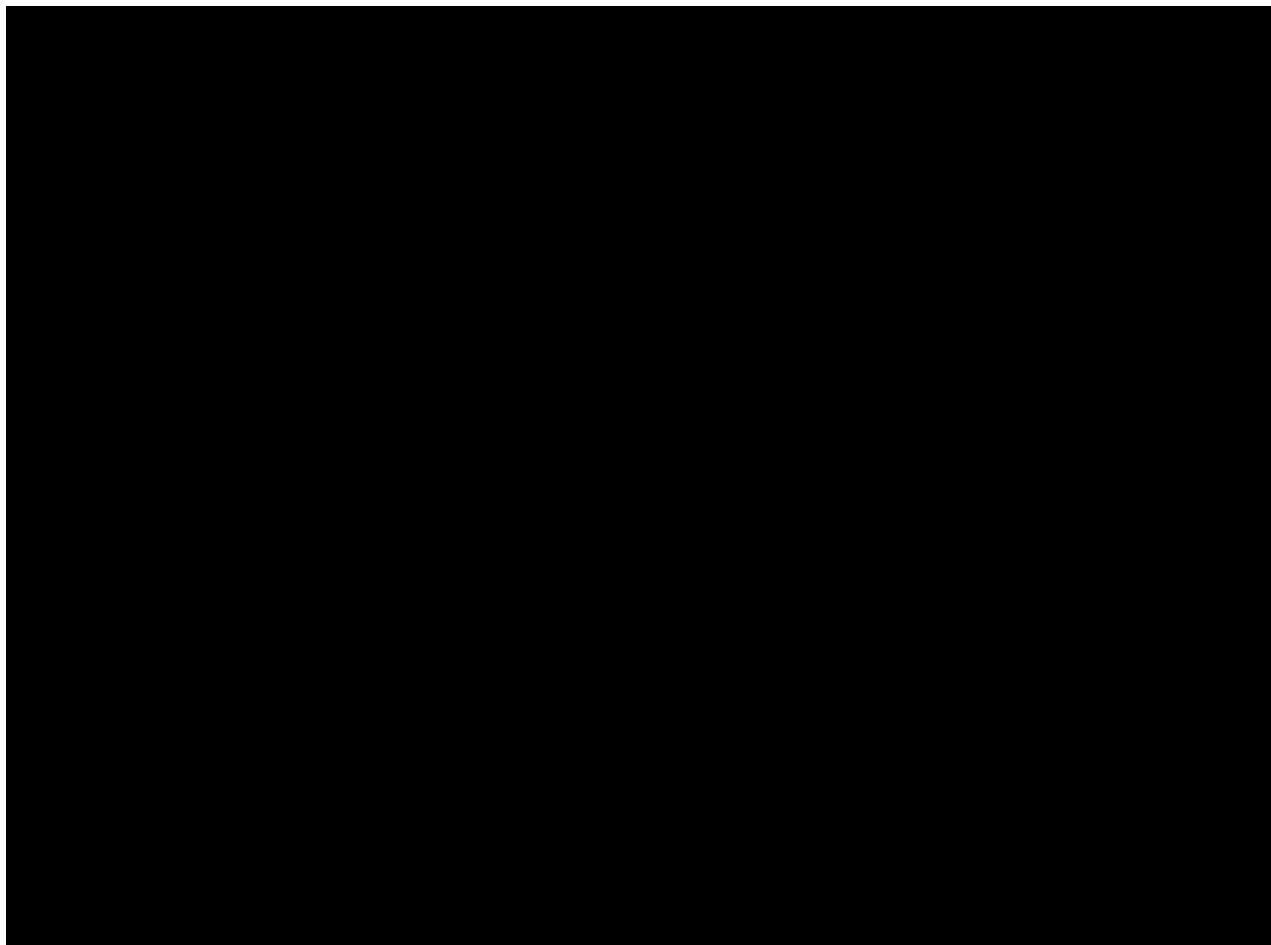
UDL, just like Berlo's Communication Theory, is concerned with the diverse traits, interests, backgrounds, abilities of individuals.



watch a video

UDL at a Glance

Click to play the video to get a snap shot of the UDL or click [text version](#) to read. Click on the link <http://www.cast.org/udl/> for other resources.



As discussed in the video, UDL suggests three key principles in the design, implementation, and assessments of instruction:

 Present information and content in different ways

Learners vary in their abilities to gather facts, understand, and categorize, what they see, hear, and read.

 Differentiate the ways that students can express what they know

Learners vary in their abilities to organize and express ideas as well as perform strategic tasks (solving math problems, speaking, writing, etc.)

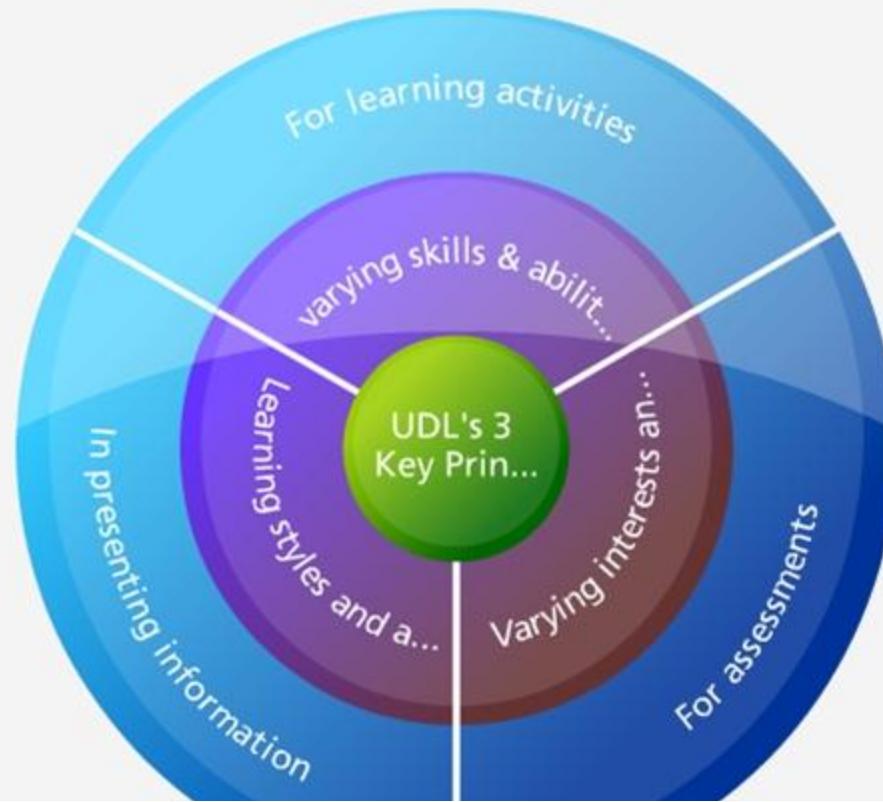
 Stimulate interest and motivation for learning

Learners' interest and motivation to engage in the learning process vary.

Next, engage in the interactive review of the three key UDL principles.

Three Key Principles of the Universal Design for Learning

This interactivity, is a review of the three key principles that guide the Universal Design for Learning (UDL). When you click on the second (purple) layer of the diagram, you'll review the reasons behind the UDL principles. Click on the outer (blue) sections of the diagram to review each of the three guiding principles in the Universal Design for Learning (UDL)



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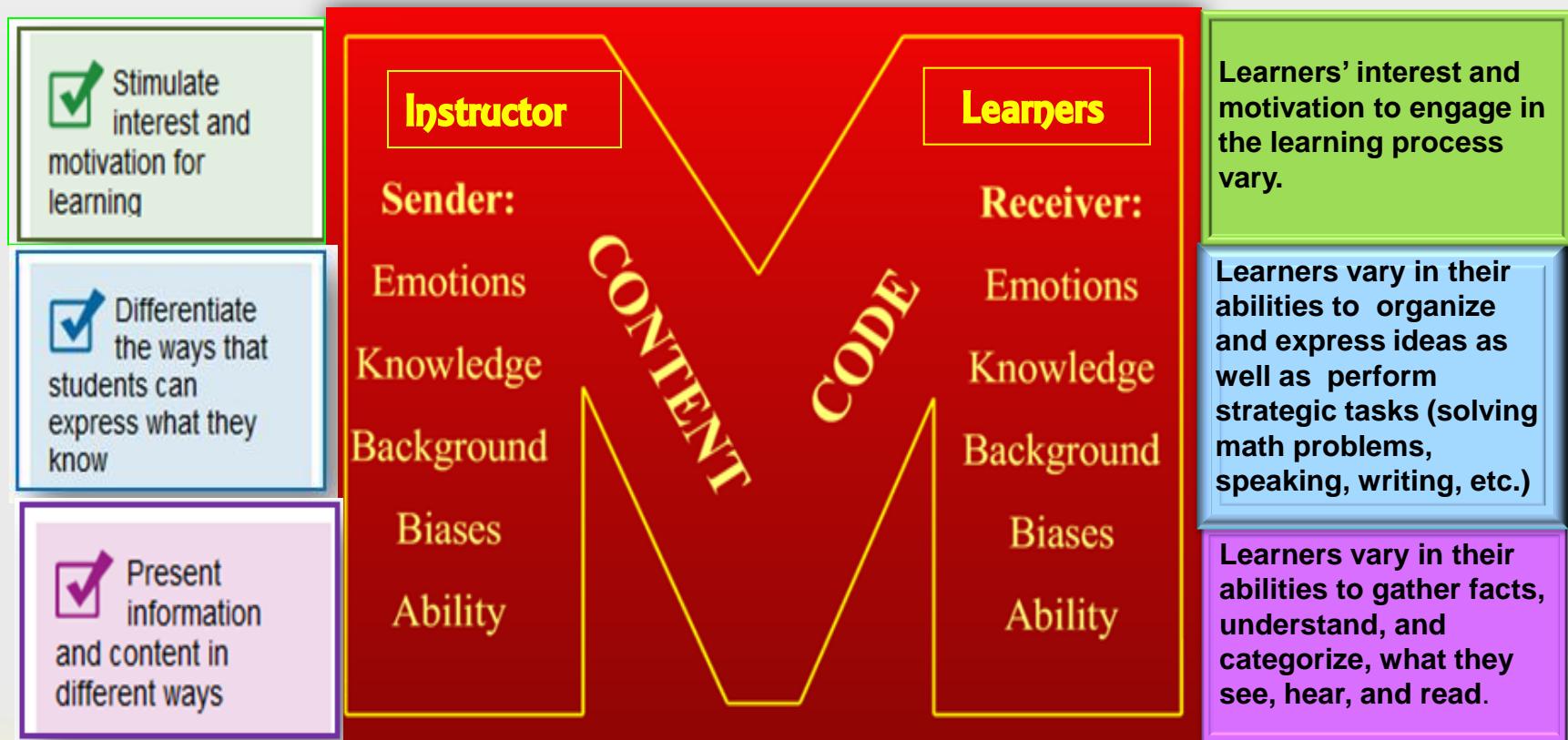


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**So, now-- How does the Universal
Design for learning (UDL)
relates to the concept of
Instruction = Communication?**



Both Berlo's (1960) Communication theory and the UDL principles (2000) are concerned with the diverse traits, backgrounds, attitudes, and abilities of learners.



Now that we have analyzed the UDL principles and how it relates to the concepts in Communication = Instruction, it is now time to accomplish a one to two-page reflective journal.

1. What is your communication or instructional style? What do you think are the advantages and disadvantages (if any) to the learning process of your students considering their diverse backgrounds, traits, attitudes, learning styles, and abilities?
2. Using the principles of Universal Design for Learning and with the end in mind of addressing the diverse learning traits, attitudes, and learning styles of students formulate, write down your set of logical, creative, and intuitive instructional strategies. Click [here](#) if you want to access and save the Word Document file for the Reflections at the Blog Forum.

Post your work as a Word Document attachment file in the assignment drop and then post as a blog to our Reflections Blog Forum. Click [Reflections Blog](#) or visit: <http://mmagabouw.weebly.com/reflections-blog.html>. Once within the site, click on **Add Comment**, fill-up information required in the Leave a Reply form, then simply copy and paste your work directly to the blog space and hit Submit. Click [here](#) for posting your blog guide. Click [here](#) for guide in responding to co-participants posts.

To post your reflections blog, click **Add Comment and fill-up the required information on the Leave a Reply Form then copy and paste your written Reflections on the Comments space and hit the **Submit** button when done.**

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February 2012



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02/25/2012 5:02pm

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Thank you!



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