

Subject: Podcast	
Grade/Age Level: 3 rd and up	
Lesson Topic: Be able to produce a podcast that is appropriate and relevant to the class/ age group.	
Learning Goal(s): Be able to improve public speaking skills and collaboration with classmates.	
How will technology play a role in meeting the learning goals? They will use Anchor to help them record and produce a 10 minute podcast that will be posted to the class website for parents and students to access and listen to.	

Materials Needed for Lesson (tech and non-tech)	
• Computer • Class log in to Anchor	
What do you need to do to get the technology ready? (setting up accounts, differentiating, etc.)	
• Script • People to interview • Group members	
How is the Tool Being Integrated?	How will you assess the activities happening through the tool?
☐ Individual ☒ Pairs ☐ Teams ☐ Other	☒ Monitoring/observations ☐ Formative assessment ☐ Informal assessment ☒ Summative assessment

What features of the technology tool have elements of engagement? Answer the Triple E Engagement questions concerning how technology can bring about co-use, time-on-task learning and focus on the learning goals	Can the technology allow students to focus on the assignment/learning with less distraction (Time on Task)? ☐No ☐Somewhat ☒Yes Can the technology motivate students to begin the learning process? ☐No ☐Somewhat ☒Yes Can the technology cause a shift in behavior, from more passive to active social learners (co-use)? ☐No ☐Somewhat ☒Yes	
Which teaching moves could be integrated to aid technology in helping students engage in the learning goals?	☒ Guided practice ☐ Modeling thinking ☒ Modeling navigation of the tool ☐ Software tour ☒ I do, we do, you do ☒ Teacher monitoring ☐ Student self-reflective monitoring ☒ Co-use or co-engagement	☒ Purposeful partnering ☒ Gradual release of learning ☐ Create a mentor text ☐ Share-aloud ☐ Turn and talk ☐ Switcheroo ☒ Other Post to class website

What features of the technology tool include elements to enhance student learning? Answer the Triple E Enhancement questions concerning how technology can bring about learning supports/scaffolds, higher-order thinking, and value-added over traditional tools.	Can the technology allow students to develop or demonstrate a more sophisticated understanding of the learning goals (possibly use higher-order thinking skills)? ☐ No ☐ Somewhat ☒ Yes Can the technology create or provide supports (scaffolds) to make it easier to understand concepts or ideas (possibly differentiate or personalize)? ☐ No ☐ Somewhat ☒ Yes Can the technology create paths for students to demonstrate their understanding of the learning goals in ways they could not do with traditional tools? ☐ No ☐ Somewhat ☒ Yes	
Which teaching moves could be integrated to aid technology in enhancing the learning goals?	☒ Active listening ☐ Switcheroo ☒ Self-reflective practices ☒ Visible thinking routines ☐ Graphic organizers ☐ Visual representations of learning ☒ Reflective notebooks ☐ Anticipation guides	☒ Questioning practices ☐ Predicting ☐ Differentiation ☒ Personalization ☐ Share-aloud ☐ Other

How does the technology extend the learning goals? Answer the Triple E Extend questions concerning how technology can bring about learning that connects to everyday life, allows learners to continue to learn 24/7 and helps them develop soft skills.	Can the technology create opportunities for the students to learn outside the typical school day? ☐ No ☐ Somewhat ☒ Yes Can the technology create a bridge between school learning and everyday life (authentic experiences)? ☐ No ☐ Somewhat ☒ Yes Can the technology allow students to build authentic life skills, which they can use in their everyday life (soft skills)? ☐ No ☐ Somewhat ☒ Yes	
Which teaching moves could be integrated to aid technology in extending the learning goals?	☒ Real world issues ☐ Partner with real world organizations ☒ Connect with authentic experts ☒ Engage students in authentic discourse with others ☐ Pen Pals	☒ Student's investigate and direct their own project ☐ Role playing ☒ Use authentic tools that are prominent in everyday life ☐ OtherClick or tap here to enter text.

UDL Guidelines *(select all that apply)*

Provide multiple means of Engagement Affective Networks The “WHY” of Learning	Provide multiple means of Representation Recognition Networks The “WHAT” of Learning	Provide multiple means of Action & Expression Strategic Networks The “HOW” of Learning
<u>Provide options for Recruiting Interest (7)</u> ☒ Optimize individual choice and autonomy (7.1) ☒ Optimize relevance, value, and authenticity (7.2) ☒ Minimize threats and distractions (7.3) <u>Provide options for Sustaining Effort & Persistence (8)</u> ☒ Heighten salience of goals and objectives (8.1) ☐ Vary demands and resources to optimize challenge (8.2) ☐ Foster collaboration and community (8.3) ☐ Increase mastery-oriented feedback (8.4) <u>Provide options for Self-Regulation (9)</u> ☐ Promote expectations and beliefs that optimize motivation (9.1) ☐ Facilitate personal coping skills and strategies (9.2) ☒ Develop self-assessment and reflection (9.3)	<u>Provide options for Perception (1)</u> ☒ Offer ways of customizing the display of information (1.1) ☒ Offer alternatives for auditory information (1.2) ☐ Offer alternatives for visual information (1.3) <u>Provide options for Language & Symbols (2)</u> ☒ Clarify vocabulary and symbols (2.1) ☒ Clarify syntax and structure (2.2) ☒ Support decoding of text, mathematical notation, and symbols (2.3) ☒ Promote understanding across languages (2.4) ☒ Illustrate through multiple media (2.5) <u>Provide options for Comprehension (3)</u> ☒ Activate or supply background knowledge (3.1) ☒ Highlight patterns, critical features, big ideas, and relationships (3.2) ☐ Guide information processing and visualization (3.3) ☐ Maximize transfer and generalization (3.4)	<u>Provide options for Physical Action (4)</u> ☒ Vary the methods for response and navigation (4.1) ☒ Optimize access to tools and assistive technologies (4.2) <u>Provide options for Expression & Communication (5)</u> ☒ Use multiple media for communication (5.1) ☒ Use multiple tools for construction and composition (5.2) ☒ Build fluencies with graduated levels of support for practice and performance (5.3) <u>Provide options for Executive Functions (6)</u> ☐ Guide appropriate goal-setting (6.1) ☒ Support planning and strategy development (6.2) ☒ Facilitate managing information and resources (6.3) ☐ Enhance capacity for monitoring progress (6.4)



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