# Template for Inclusive Practices in Teacher Education Coursework

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| Content Area | All |
| Program | SSCP |
| TPEs | 1.4 Use a variety of developmentally and ability-appropriate instructional strategies, resources, and assistive technology, including principles of Universal Design of Learning (UDL) and Multi-Tiered System of Supports (MTSS) to support access to the curriculum for a wide range of learners within the general education classroom and environment.  1.3 Connect subject matter to real-life contexts and provide active learning experiences to engage student interest, support student motivation, and allow students to extend their learning.  1.7 Provide students with opportunities to access the curriculum by incorporating the visual and performing arts, as appropriate to the content and context of learning.  4.8 Use digital tools and learning technologies across learning environments as appropriate to create new content and provide personalized and integrated technology-rich lessons to engage students in learning, promote digital literacy, and offer students multiple means to create new content and provide personalized and integrated technology-rich lessons to demonstrate their learning. |
| HLPs | Use flexible grouping (17), Use strategies to promote active student engagement (18); Use assistive and instructional technologies |
| Type of Practice | In Class Activity |

This practice is currently used in the Single Subject credential program in the cross-content literacy course. The goal of the activity is support students in thinking about the ways in which technology and multi-modal texts can be used to support cross-content learning in an engaging way. The featured activity is part of a larger carousel activity in which students also examine visual texts (e.g. graphic novels, images), listen to spoken word, and connect images to primary source texts (e.g. the Bill of Rights).

1. Description of Assignment/Activity – Students are put into selected groups with one student from each content area represented, as possible given class composition, to provide content area expertise in each group. The activity requires students to log onto a Padlet and choose 4 of 8 “pins” (music videos) to which they will respond. In order to respond, they must watch the music video and analyze either lyrics, visuals, characterizations or musical motifs and the ways that these connect with relevant content areas. They respond with a short comment answering the questions that are part of the Padlet pin directions. Students are required to respond to two of their colleagues.
2. Measure of objective(s): Student engagement is measured by the number of posts on the various pins and the responses to one another’s posts as well as the answers in relation to content-based questions. The activity requires digital interaction, encourages collaboration (because of content area vocabulary) and relates to real-life contexts through the choice of selected music videos which are culturally and linguistically diverse, reflecting a variety of cultures, genres and styles of music that mirror composition of students in the classroom. Students will also be assessed through the integration of digital literacies and multimodal texts into a required lesson plan for the course.
3. Materials used to prepare students for the assignment/activity:   
   [Music Gallery Walk](https://padlet.com/betinahsieh/5lsfbw4tha73)