

Application of Universal Design for Learning and Computer Science Survey:

Knowledge questions:

1. Which of the following is NOT one of the key principles of Universal Design for Learning (UDL?)
2. Universal Design for Learning (UDL) is a set of principles that aims to do the following:
3. In Universal Design for Learning (UDL), multiple means of representation refers to the following:
4. In Universal Design for Learning (UDL), multiple means of expression refers to the following:
5. In Universal Design for Learning (UDL), multiple means of engagement refers to the following:
6. An example of multiple means of representation is:
7. An example of multiple means of engagement is:
8. An example of multiple means of action and expression is:

MMR scale:

9. How often do you provide instruction in which you: - Model computing using an interactive whiteboard or videos?
10. How often do you provide instruction in which you: - Give access to modeled code while students work independently?
11. How often do you provide instruction in which you: - Provide access to video tutorials of computing tasks?
12. How often do you provide instruction in which you: - Teach and review computing vocabulary (e.g. code, animations, computing, algorithm)?
13. How often do you provide instruction in which you: - Activate background knowledge to make computing tasks interesting and culturally relevant?

MMAE scale:

14. How often do you provide instruction in which you: - Provide teacher's codes as templates?
15. How often do you provide instruction in which you: - Include CS Unplugged activities that show the physical relationship of abstract computing concepts?
16. How often do you provide instruction in which you: - Give options to practice computing skills and content through projects that build on prior lessons?
17. How often do you provide instruction in which you: - Guide students to set goals for longer projects?
18. How often do you provide instruction in which you: - Record students' progress during computing activities (e.g. have planned checkpoints during lessons for understanding and progress for computing skills and content)?

MME scale:

19. How often do you provide instruction in which you: - Give students choices in computing activities (e.g. project type or topic)?
20. How often do you provide instruction in which you: - Allow students to make computing projects relevant to culture and age?
21. How often do you provide instruction in which you: - Remind students of both computing and content goals?
22. How often do you provide instruction in which you: - Provide support or extensions to keep students engaged in computing-related activities?
23. How often do you provide instruction in which you: - Encourage peer collaboration by sharing computing products?
24. How often do you provide instruction in which you: - Communicate clear expectations for computing tasks, collaboration, and seeking help?
25. How often do you provide instruction in which you: - Develop ways for students to self-assess and reflect on their own computing projects and those of others?

Self efficacy scale:

26. How much can you do to help your students become expert learners (motivated, strategic, and resourceful)?
27. How much can you do to provide options to engage students in the learning such that behavioral issues are reduced or eliminated?
28. How much can you do to motivate students who show low interest in school work?
29. How much can you do to enable a student to regulate his/her own behavior?
30. How much can you provide students options for modes of assessment?
31. How much can you do to provide multiple means of representing a concept to prevent or reduce student confusion?
32. How much can you do to provide flexible options for how your students learn in your classroom?
33. How much can you do to design lessons that provide options for learners to regulate their own learning?
34. How much can you do to design lessons that provide options that help all learners sustain effort and motivation?
35. How much can you do to provide options for learners at different levels to all reach higher levels of understanding?
36. How much can you do to provide flexible materials that give students options as to how they access the learning?