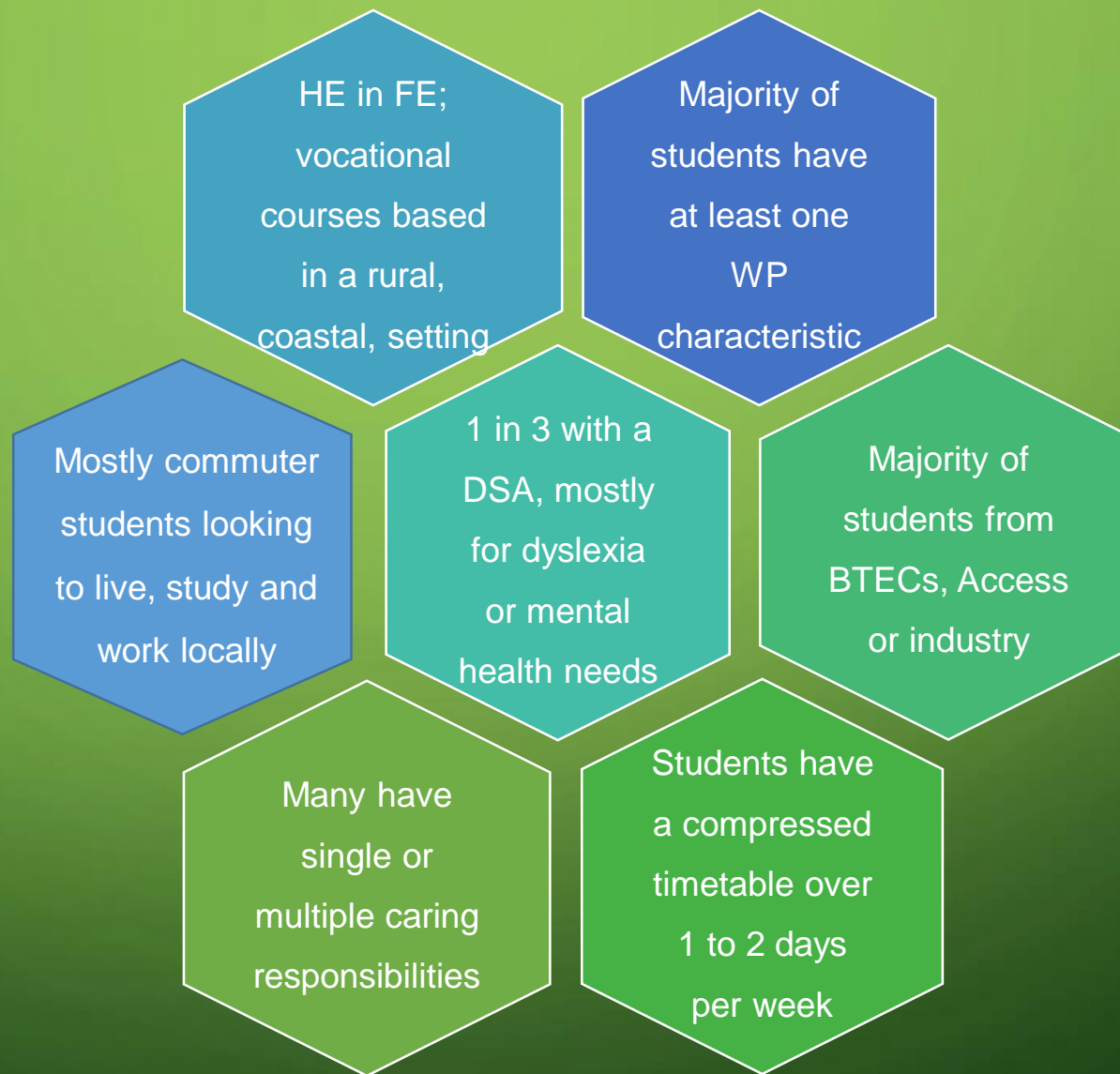


**USING CONTRIBUTORY DIGITAL TECHNOLOGIES TO PROMOTE STUDENT
KNOWLEDGE, CONFIDENCE AND VOICE:
THE NERUPI FRAMEWORK AND UNIVERSAL DESIGN FOR LEARNING**





SALLY TAZEWELL, UNIVERSITY CENTRE WESTON AND WIN

INSTITUTIONAL CONTEXT





WHY CONTRIBUTORY DIGITAL TECHNOLOGIES?

- Funds of knowledge approach (see, for example, Ríos-Aguilar, Marquez Kiyama, Gravitt and Moll, 2011)
 - Epistemic justice (see, for example, Walker, 2006)
 - Own disability
 - Covid-19
- 
- 

A decorative graphic on the left side of the slide, consisting of a network of yellow lines and circles resembling a circuit board or a stylized tree structure, set against a green gradient background.

BEING MINDFUL OF INEQUALITIES IN DIGITAL ACCESS

The Sutton Trust (Montacute, 2020) suggests that the greatest disadvantage will be felt by around 1 in 20 students with limited access to *adequate technology, internet access and a quiet space to work*



UNEQUAL EXPERIENCES OF LEARNING UNDER COVID-19

‘In a crisis, reducing inequalities doesn’t tend to be seen as a priority’ (Chadderton, 2020)

Covid-19 saw inequalities emerging by:

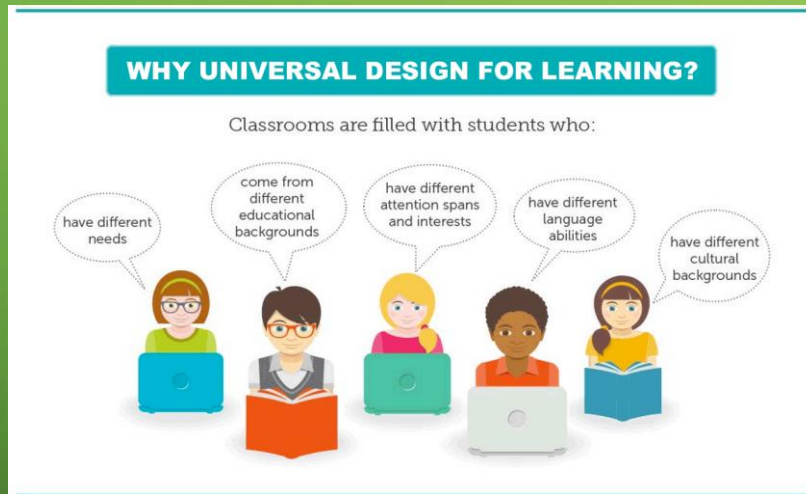
- **age** (Elliot Major and Machin, 2020)
- **BAME** (Doku, 2020; Singh, 2020)
- **care-experienced and estranged students** (Become, 2020a: 2020b)
- **disability** (Chadderton, 2020)
- **gender** (Chadderton, 2020)
- **learning differences** (Ball, 2020)
- **socio-economic status** (Children’s Commissioner, 2020)
- **wellbeing and mental health** (Moore and Mountford-Zimdars, 2020)

A decorative graphic on the left side of the slide, consisting of a network of thin, light green lines and small circles, resembling a circuit board or a stylized tree structure.

ACADEMIC YEAR 2020 - 2021

‘we must not let our emergency response become our solid state’ (Tooth, 2020)

WHAT IS UDL?



Universal design for learning created to improve accessibility

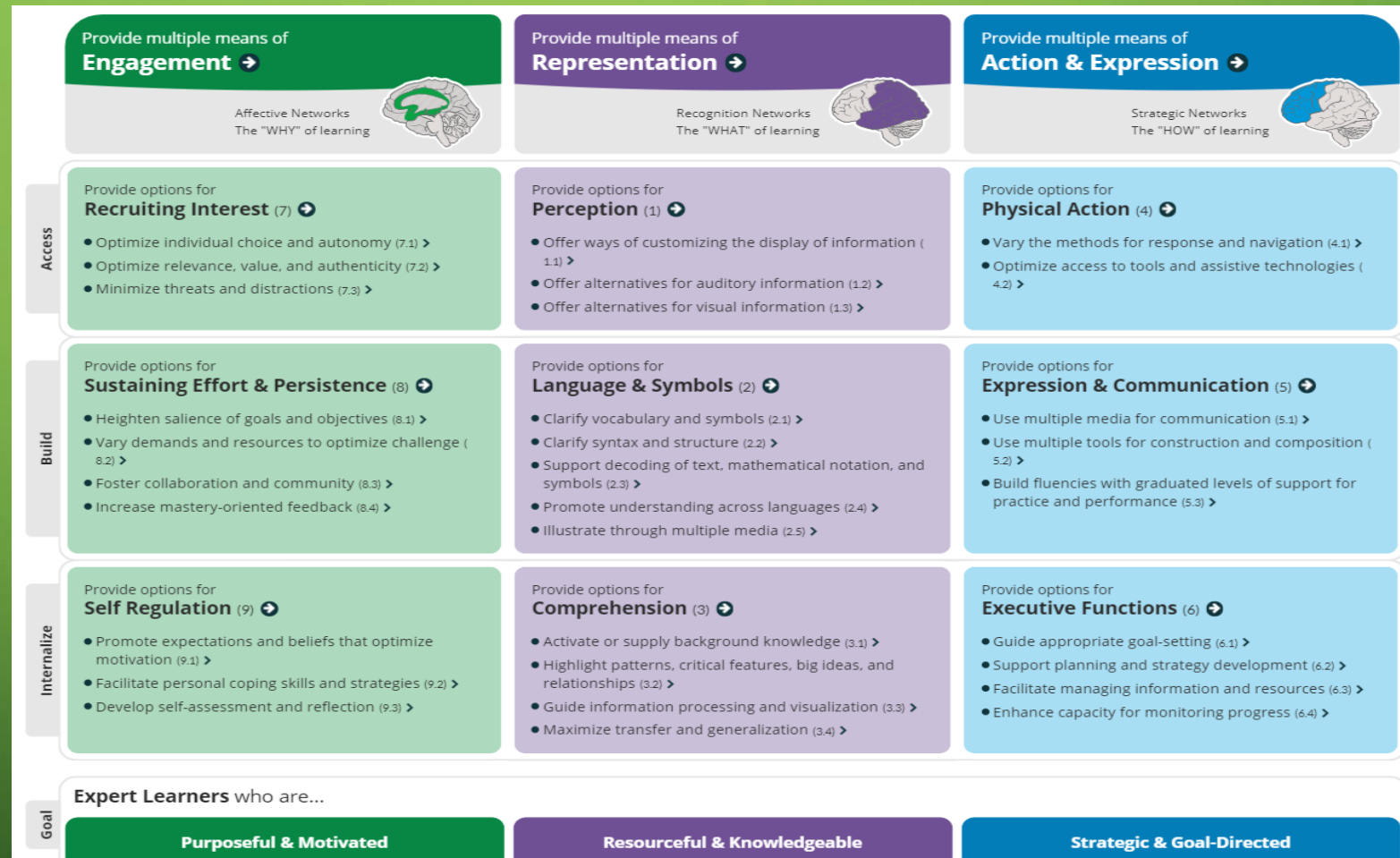
Maps well to the NERUPI framework, e.g.

1) engagement = habitus = become

2) representation = skills capital = practise

3) action and expression = intellectual capital = understand

WHAT IS UNIVERSAL DESIGN FOR LEARNING (UDL)?



CONTRIBUTORY DIGITAL TECHNOLOGIES FOR ENGAGEMENT (HABITUS)



QUIZZES AND
MULTIMEDIA APPROACHES

- Familiar with learning and teaching approaches
- Personalise strategies for maximising benefits

NERUPI

- Access – optimise choice + relevance + minimise threats
- Build – foster collaboration and community
- Internalise – promote expectations and beliefs that optimise motivation

UDL

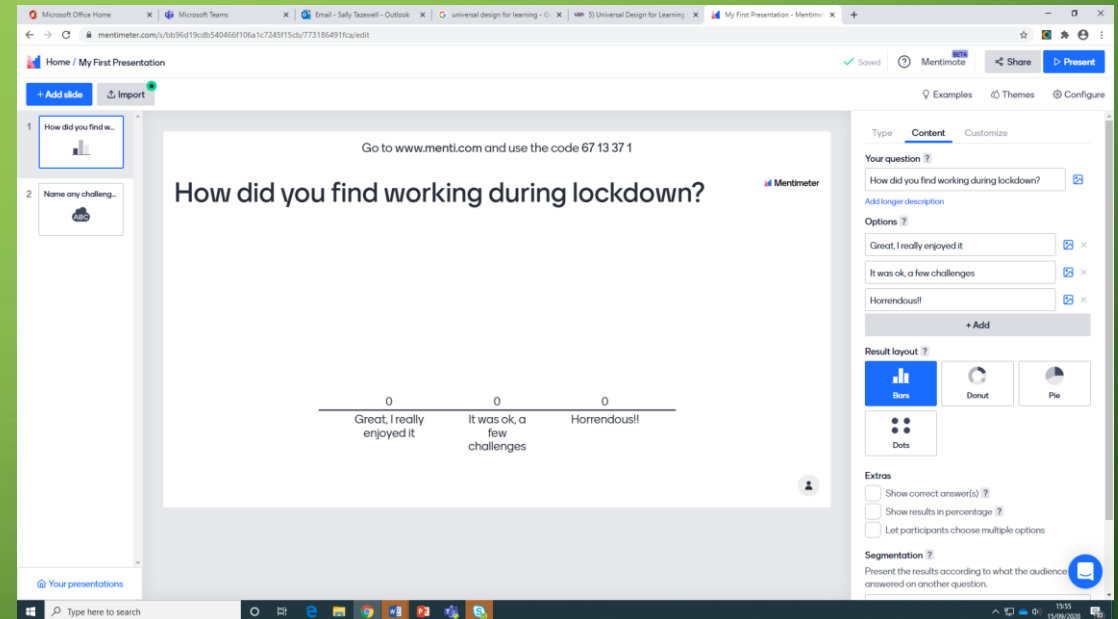
(Image: Disney, 2019)

QUIZZES

Many of us are familiar with a kahoot quiz or quizzizz

menti is good as it shows the results in real time

Go to Menti.com and add the code 67 13 37 1



MULTIMEDIA

- Example 1 – useful for thinking about gender, stereotypes and being a ‘good’ student
- Example 2 – useful for thinking about identity, belonging and adherence to rules



Little Mix music video - Black magic

(Image: Little Mix, 2015)



Fast and Furious video clip - first race in Tokyo Drift

(Image: Movie Car Chases HD, 2017)

CONTRIBUTORY DIGITAL TECHNOLOGIES FOR REPRESENTATION (SKILLS CAPITAL)



MINDMAPS

- Skills to engage effectively
- Skills to communicate effectively
- Skills to work independently
- Capacity to work collaboratively

- Access – offer alternatives to auditory / visual
- Build – illustrate through multiple media
- Internalise – highlight patterns, critical features, big ideas and relationships

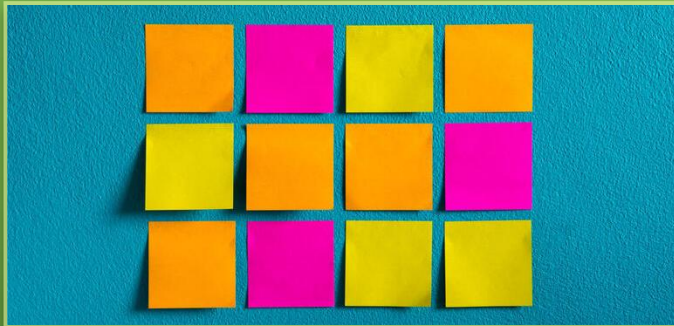
NERUPI

UDL

SAMPLE OF A COGGLE ON STUDY SKILLS: WHAT DO YOU LIKE AND WHAT WOULD YOU CHANGE?



CONTRIBUTORY DIGITAL TECHNOLOGIES FOR ACTION AND EXPRESSION (INTELLECTUAL CAPITAL)



NOTE-MAKING AND DEBATES

- Accessible and challenging curriculum
- Situate existing knowledge and interests within the context of university course and subject area

NERUPI

- Access – vary methods of response
- Build – use multiple media for communication
- Internalise – facilitate managing information and resources

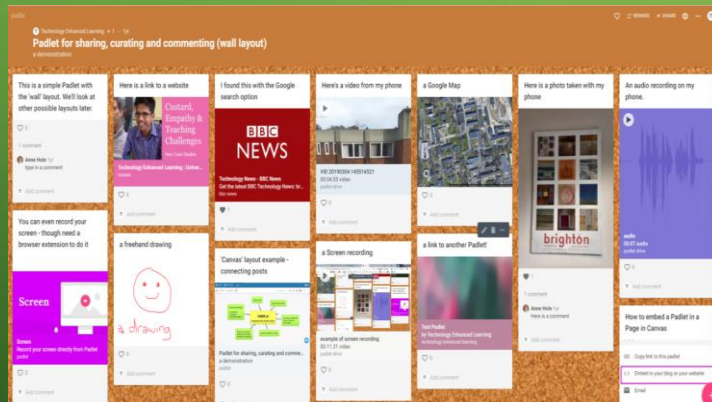
UDL

NOTE-MAKING AND DEBATES

USING PADLET

CURATORY – SEE WHAT ALREADY EXISTS

CONTRIBUTORY – INTRODUCTIONS, REFLECTIONS, CAROUSELS, ‘SCRAPBOOKING’ LINKS OR IMAGES

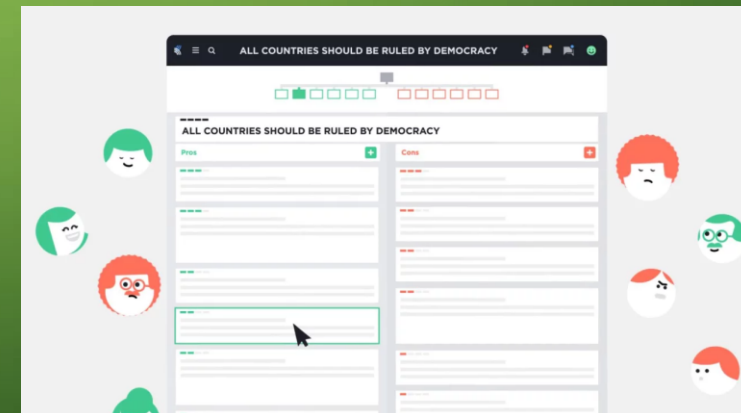


(Image: Robinson, 2020)

USING KIALO

CURATORY – SEE WHAT ALREADY EXISTS

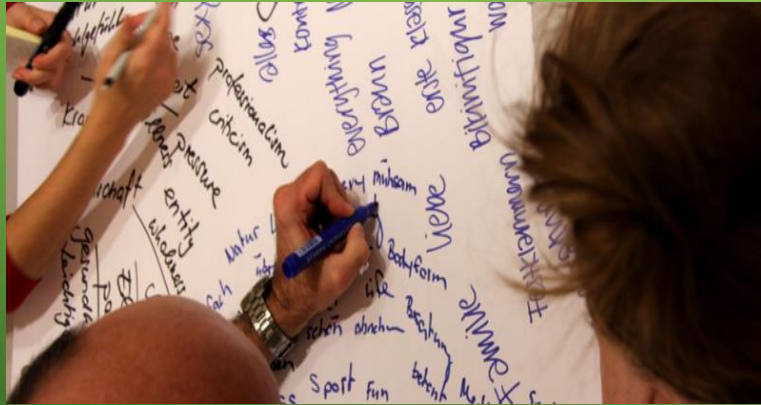
CONTRIBUTORY – RESPOND TO A DEBATE OR SET UP THEIR OWN, ‘LIKE’ OTHER PEOPLE’S COMMENTS



(Image: Kialo, 2020)

CONTRIBUTORY VERSUS CURATORY APPROACHES

Creating, reflecting and refining resources



(Image: Yutongo, 2013)

Responding to resources (which is still contributing)

WHY REINVENT THE
WHEEL WHEN YOU
DON'T HAVE TO?



(Image: Aras Blog, 2014)

WHEN TO CONTRIBUTE

PRE-SESSION

- Initial thoughts as a bridge to learning for students
- Initial thoughts as a baseline for staff around prior knowledge
- Collect items or ideas to discuss in class

IN-SESSION

- Share ideas
- Share resources
- Build a community of learners

POST-SESSION

- Follow-up questions or tasks
- Share thoughts and reflections
- Compare thinking now compared with pre-session

USEFUL SOURCES:

- Kahoot <https://kahoot.com/schools-u/>
- Menti <https://www.mentimeter.com/>
- Quizzizz <https://quizizz.com/>
- Coggle <https://coggle.it/>
- Padlet <https://padlet.com/auth/login>
- Kialo <https://www.kialo-edu.com/>

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