What activity?
games
more games
no breakout rooms
hangman
millionaire
mentimeter
more mentimeters
videos
quizzes
more quizzes
more interaction
more engagement
more visual
more games
activites
activities
more games
more visual
more engagement
more interaction
more games
Climbing the UDL Ladder...

Digital learning tools
✓ Quizzes – well liked by students, formative assessment tool
✓ Crosswords – used for anatomy – problem solving activity for learning anatomical language.
   ✓ Previously paper based but Moodle offered them digitally
      Difficult for a student with dyslexia
✓ Hangman – improved learning experience for this student
✓ What works as an activity?
Survey Population

- 161 students, 73% Biology 27% Anatomy & Physiology
- No significant difference between learner styles in both groups.
- 9 % (n=14) of students had a learning difficulty.
- Further 14% (n=22) perceived that they may have a learning difficulty.
Likert scale data was reduced by principal component analysis in SPSS.
14 questions on games

PCA analysis analyses correlations between variables – determine a smaller number of components to explain all the correlations in a more succinct solution.

Fourteen variables – on games distilled into three factors.
Kaiser-Meyer-Olkin Measure of Sampling Adequacy 0.859
Bartlett's Test of Sphericity, p0.0000
# Components

<table>
<thead>
<tr>
<th>Millionaire 32%</th>
<th>Hangman 22%</th>
<th>Learning 14%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Millionaire I was motivated to get a good/perfect score in the game.</td>
<td>Hangman is a good learning tool for my style of learning.</td>
<td>Hangman I learned more from doing (playing) the game rather than I did from watching a video/lecture.</td>
</tr>
<tr>
<td>Millionaire is a good learning tool for my style of learning.</td>
<td>Hangman I enjoyed this game</td>
<td>Hangman Images linked to the game helped me visualise the structure and link this to the spelling.</td>
</tr>
<tr>
<td>Millionaire enjoyed this game.</td>
<td>Hangman was fun.</td>
<td>Millionaire I learned more from doing (playing) the game rather than I did from watching a video/lecture.</td>
</tr>
<tr>
<td>Millionaire is fun</td>
<td>Hangman I was motivated to get perfect score</td>
<td>Hangman helped me learn how to spell anatomical/biological jargon.</td>
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</tbody>
</table>

28/05/2021
UDL Ladder: Inclusion

Same LO different activity: Not all activates are equal.

A variety of games improved learner experiences.

Learning by doing – not by listening

VLE enables us to adapt to learner styles for engagement