Please have a look at my blog of my case scenario

<http://science10.posterous.com/pages/problem-of-practice>

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In this case study I will use principles of Universal Designs for Learning to make *Science 10* curriculum accessible, so that students can a) acquire information in various ways or the information is represented in various ways, b) students can express their understanding in various ways and c) students are engaged through various activities or technologies.

*Science 10* has a provincial exam and British Columbia students’ write five provincial exams through high school and three of these exams are in their grade ten year. These provincial exams are high-stakes because four of their five exams are considered for post-secondary scholarships. I realized after teaching *Science 10* that most students only reach “remembering” and “understanding” under Bloom’s Taxonomy principles. Three exams in one year can be over whelming, with so much to learn and “memorize”. I believe if students spend more time analyzing, evaluating, and creating work (i.e. higher levels of Blooms Taxonomy) they will be better prepared for these exams.

**Goal of the case study**: To encourage higher level of student thinking as described in Blooms Taxonomy (figure 1: Bloom’s Taxonomy). Using the principles of Universal Designs for Learning I will make the science 10 curriculum accessible to my *Science 10* students.

**Subject**: Science 10

**Unit**: Chemistry

**Lesson**: Compare and contrast Bohr Models versus Lewis Models

**Need**: Access to a computer lab, a class set of tablets (ex. ipads), or students can bring their own laptops or smartphones.

**Technologies:**

1) Blogs, [www.posterous.com](http://www.posterous.com) for students to *gain background information in various ways (UDL), various means of engagement (UDL).*

2) Youtube, [www.youtube.com](http://www.youtube.com) to *represent information in various ways (UDL), and students express their understanding in various ways (UDL), various means of engagement (UDL).*

3) Voicetread, [www.voicethread.com](http://www.voicethread.com) *students express their understanding in various ways (UDL), students evaluate each other’s work (Blooms), students create and show their understanding (Blooms), various means of engagement (UDL).*

4) Google documents, *students reflect on the process (Blooms), students express their understanding in various ways (UDL), students create and show their understanding (Blooms)*

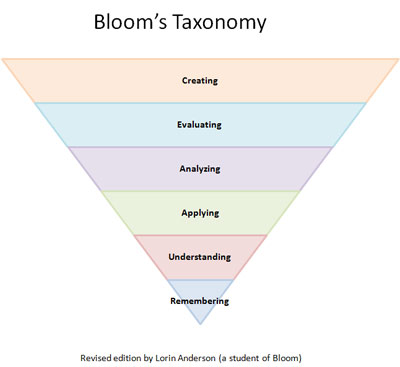


Figure 1: Bloom’s taxonomy.