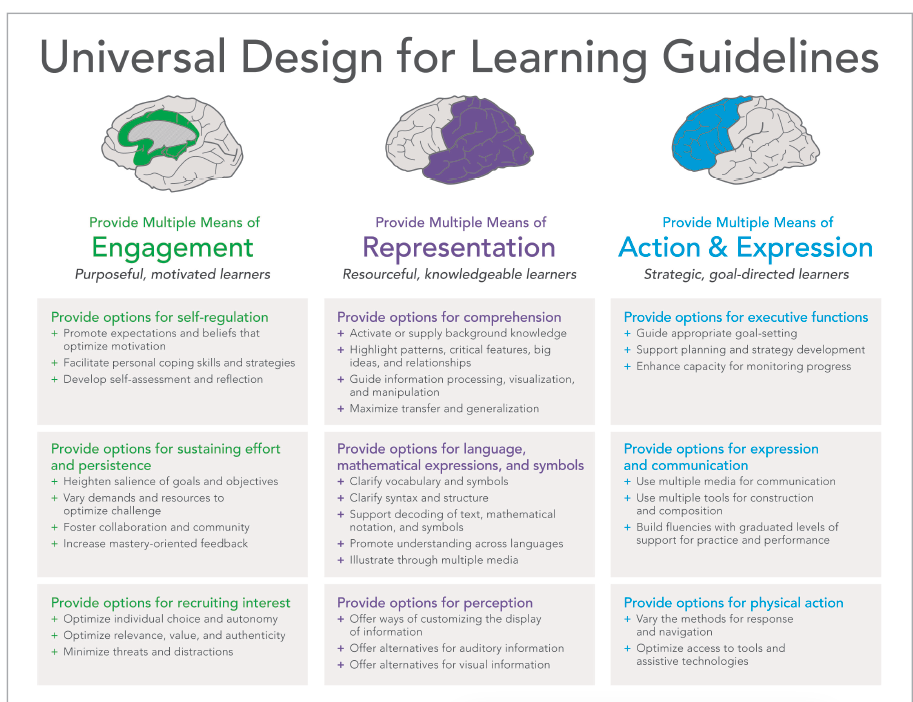
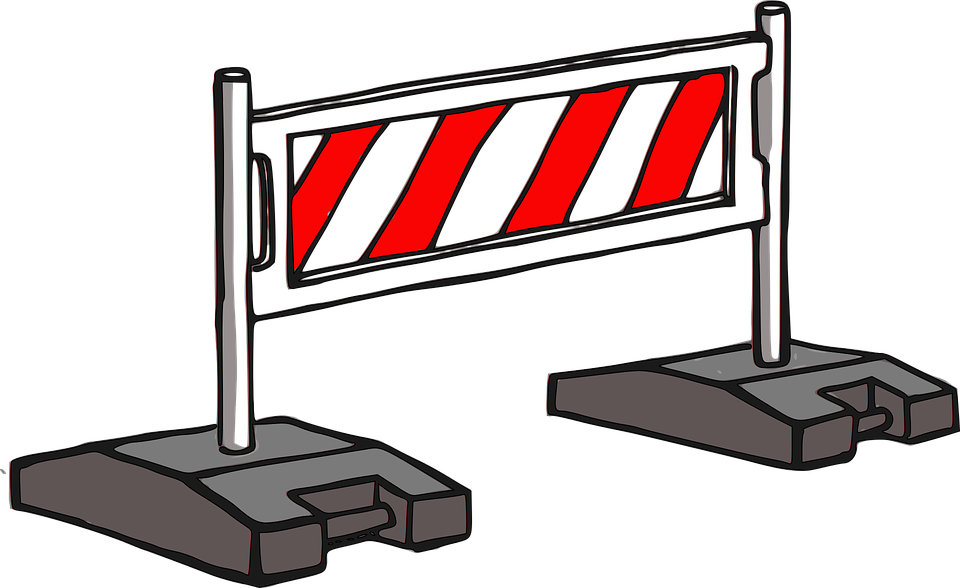
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| --- | --- |
| **Goals** | |
| What is one goal? | How to train students develop public speaking skills in academic research environments. |
| Is the *how* embedded? Does it need to be? | The how is embedded given the nature of the objective. |



**What learning barriers may prevent the student(s) from making progress? What UDL options can be used to address the barriers?**

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| --- | --- | --- |
| **Barrier**  *e.g., Student sensitive to environment sound* | **UDL guideline to address barrier**  *e.g., Offer alternatives to auditory information* | **Teaching Strategy**  *e.g., Make headphones*  *available* |
| Public speaking phobia based on past experience. | Diversify the components involved in the oral presentation to make it more manageable. | Two oral sessions.  Smalls groups.  Five minutes.  Name change: panel discussion. |
| The oral being an arduous & artificial endeavour. | Recruiting interest, providing alternatives for more personal engagement with the project. | Topic: personal passion.  Oral accompanied by a handmade art work. |
| Lacking the competence to speak professionally. | Clear syntax and structure. | Instructions & evaluation criteria provided beforehand.  Moodle quiz with good & bad examples. |
| Not appreciating the value of oral communication in research. | Facilitating interpersonal communication in a way that fosters student autonomy and their value for research. | Bringing a problem to the panel session & receiving advice from panel members. |