

# Plus One – Diversifying Ways to Participate

## Title

Diversifying Ways to Participate

## Brief description

Student participation in class is often considered from the perspective of verbal contributions. For some students speaking in front of a group can cause anxiety and stress, for a variety of reasons. This often means that they choose not to speak or do not articulate themselves well because of this anxiety. Where participation in class is often a component of assessment within a programme this view of participation creates a significant barrier to student achievement. Having a range of options to participate in class can remove this barrier and reduce students' anxiety around participating in class. Options for participation could include:

- within the class: feedback online, a post-it note on the wall
- at end or after class: a reflective or summative note about the class or audio/video: a vlog, blog, podcast.

Offering options for participation facilitates all students to engage in a manner that they find most comfortable and which is appropriate to them achieving their goal.

## Mapping to UDL Principles



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## Engagement

- Meets students where they are



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## Representation

- Multiple means of representation; video; vlog; blog; podcast



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## Action and Expression

- Multiple means of action and expression: video; vlog; blog; podcast

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## Three ways this Plus One helps students

Students can

1. develop a sense of belonging by feeling recognised and valued
2. optimise their autonomy and choice
3. recognise, use, and build skills in a variety of communication forms that will facilitate their communication as a participant within the class.

## Key considerations for enactment

### Risk

Low

### Time

Time involved in planning for the inclusion of variety in terms of participation.

### Technology

May need access to screen, PowerPoint, Virtual Learning Environment (VLE), recording device (phone).

## Further information

See [CAST UDL Guidelines](#) and [Maynooth University Plus One resources](#).



## How to cite this document:

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