



ALL IN:
The Unconference

Jayla Sanders
[Idea #16: Press Record](#)
*TikTok

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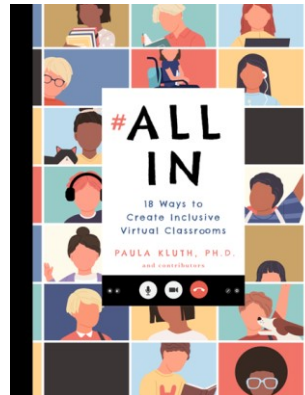
- first year biology teacher
- Sharpstown High School
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IDEA #16

PRESS RECORD

Paula Kluth

Long before the pandemic hit, teacher-created videos were used in inclusive classrooms to provide students with an alternative to in-class lessons and textbooks. Middle school math teacher Julie Brandolino, for instance, has been creating her own videos for nearly 10 years (see Figure 16.1) as a way to connect with students, clarify big ideas, and provide learners with a support they can access both during class and after the school day is done. Most of Julie's videos include a humorous introduction to the topic (often while wearing a costume inspired by a student's suggestion), some screencasting (a digital video recording of her computer screen) to demonstrate a process or illustrate an idea, and a few tips or reminders. Over time, Julie has found that these videos help students with disabilities in her inclusive classes, but they also deepen the understanding of the material for all students (see Table 16.1 for tips on creating videos in inclusive classrooms).

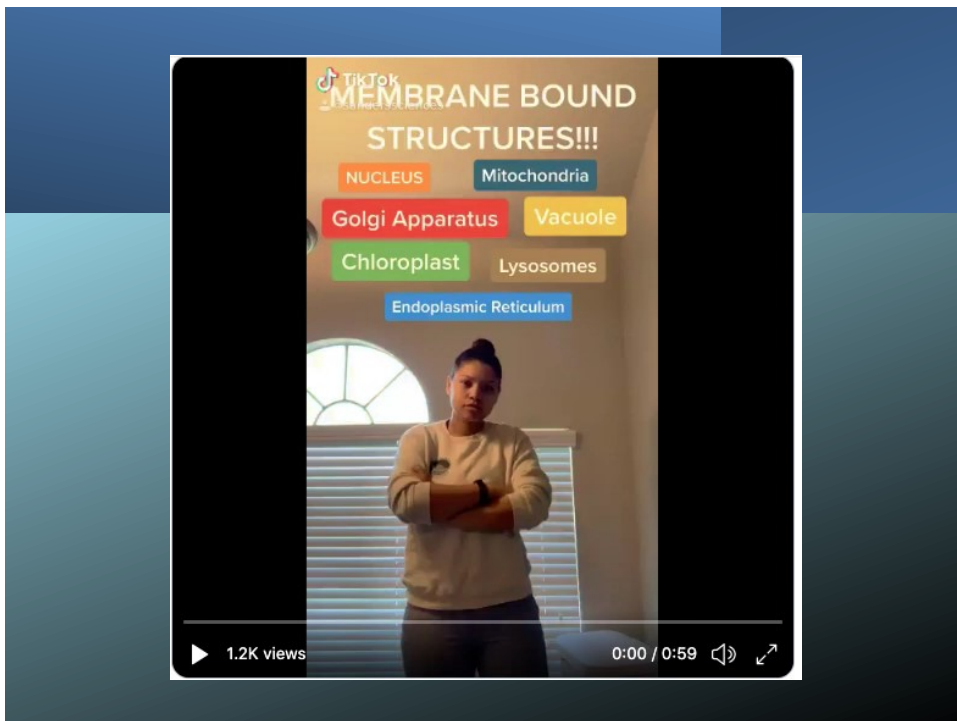


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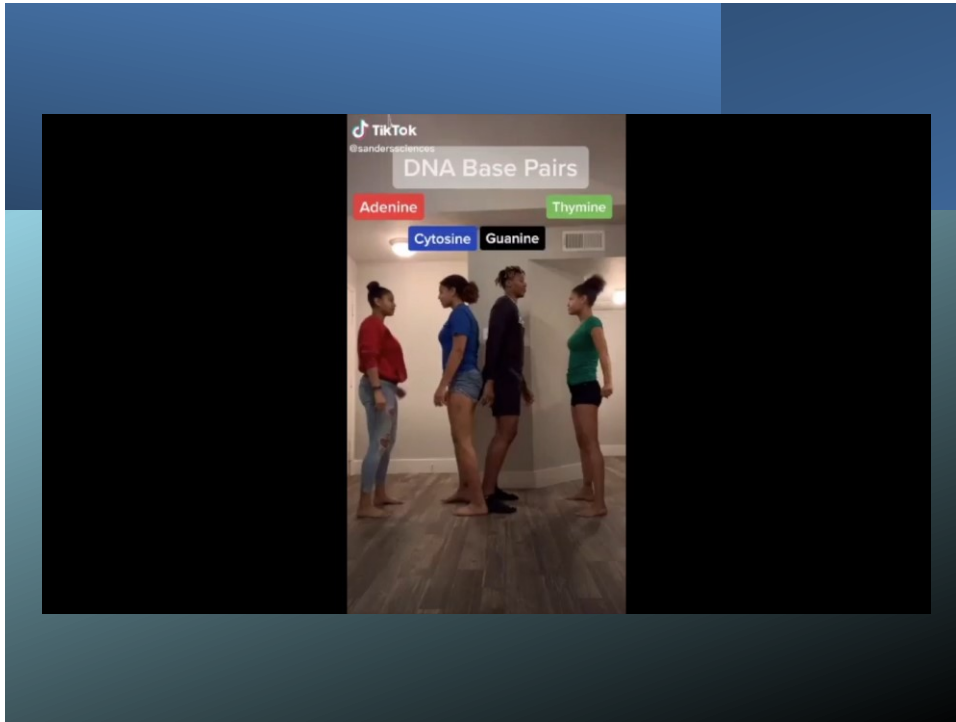
Why TikTok?



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TikTok: the UDL of it all

- multiple viewings
- application of a metaphor
- relevance (e.g., music, format)
- joy and novelty
- personal connection



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Recommendations for creating TikTok videos for the classroom:

- Pick your topic & make it concise.
- Make it fun....dance?
- Add notes.

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Final thoughts?



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