

**Creating an
Inclusive
Learning
Environment**
with Universal Design for Learning

Craig Spooner
ACCESS Project Coordinator



Boo! Clicker Test

*Boo Boo Boo Boo.
I am a ghost to scare you.
I come to you on Halloween night,
all dressed from head to toe
in _____.*


Click in the missing word:

- A. Blue
- B. Red
- C. White
- D. Green



Objectives

- ⦿ Universal Design for Learning (UDL)
 1. What is it?
 2. Who needs it?
 3. How can you implement it?
 4. How can you institutionalize it?



What is it?

Defining UDL

“ Universal Design for Learning is a set of principles and techniques for **Teaching & Learning** creating inclusive ~~classroom instruction~~ and accessible course materials. ”

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Defining UDL


- ⦿ A framework for inclusive pedagogy
- ⦿ A set of practices that...
 - ⦿ Reach and engage the maximum number of learners
 - ⦿ Recognize *and anticipate* classroom diversity

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Who needs it?


Who are your students?


- Diverse in many ways:
 - Age & Life experiences
 - Gender
 - Race/Ethnicity
 - Native language
 - Academic Preparation
 - Socioeconomic Status
 - Learning styles/"intelligences"
 - Disabilities



Nontraditional Students


- Nearly 80% of students are "nontraditional"
- Definition:
 - Delays enrollment
 - Attends part time for at least part of the academic year
 - Works full time (35 hours or more per week) while enrolled
 - Is considered financially independent
 - Has dependents other than a spouse
 - Is a single parent
 - Does not have a high school diploma (GED or did not finish high school).






Nontraditional Students

- **Highly motivated & Achievement oriented**
 - Financial and family concerns are two of the biggest concerns
 - Stronger consumer orientation (education as an investment)
 - Need flexible schedules to juggle non-school-related commitments and responsibilities
 - Want instructors and courses that are more rigorous, more serious, and more readily applicable to the real world
- **Value opportunities to integrate academic learning with life and work experiences**
 - Prefer more active approaches to learning
- **Relatively independent**
 - Lack of an age cohort
 - Instruction appropriate for their developmental level



Women & Men

- Of the 6.65 million students enrolled in 2-year colleges in fall of 2006, 2.76 million were men, 3.9% were women.
- Women comprise 55% of traditional college-age students; 58% of nontraditional
- Among nontraditional students 35 and older, nearly two-thirds are women
- At less-than-2-year institutions, fully 75% were women!
- 63% of Associate Degrees conferred at public community colleges were awarded to women, 37% to men




Race & Ethnicity

- 32% of students in degree-granting institutions in 2007 were classified "minority"
 - That's more than twice the number from 1976.
- At CSU 13% are ethnic minorities (among students from the U.S.)
- Students from 85 countries
- At your institution?

Native Language


- ⦿ Language barriers can be an issue for both learner and instructor
- ⦿ Written and verbal communication



Language Quiz 1

What is your *good name*, sir?


- A. Full name
- B. Last name
- C. Nickname or pet name



Language Quiz 2

I passed out last May.

- A. I got drunk at a party and...
- B. I graduated from college.




Language Quiz 3

I say there are **100 *Krore*** stars in the sky. You say the stars number **10,000 *Lakh***.


Do we agree?

- A. No
- B. Yes



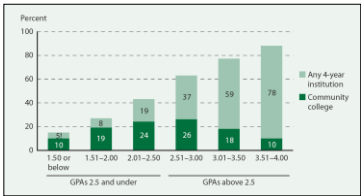
Academic Preparation

- Developmental/remedial education is a responsibility that has fallen to community colleges
- Students enrolled in adult basic and secondary education programs in the U.S./Colorado (2005)⁵
 - Total: 2,543,953 / 15,011
 - Adult Basic Education: 1,009,706 / 4,244
 - English Literacy: 1,139,965 / 9,427
 - Adult Secondary Education: 394,282 / 1,340




Academic Preparation

- 2004 seniors who enrolled in a postsecondary institution immediately after high school, by GPA ⁷



GPA Range	Community college (%)	Any 4-year institution (%)	Total (%)
1.50 or below	10	8	18
1.51-2.00	19	11	30
2.01-2.50	26	19	45
2.51-3.00	26	37	63
3.01-3.50	10	59	69
3.51-4.00	18	70	88



Socioeconomic Status

- 2004 seniors who enrolled in a postsecondary institution immediately after high school, by SES and institution type?


Institution Type	Lowest 25 percent	Middle 50 percent	Highest 25 percent
Immediate postsecondary enrollment	42	62	82
Community college	44	35	17
Public 4-year	35	43	31
Private not-for-profit 4-year	12	17	29

Learning Styles

1. Visual
 - a) Visual-Linguistic (reading and writing)
 - b) Visual-Spatial (graphs and pictures)
2. Auditory (listening)
3. Kinesthetic (touching and moving)


Multiple Intelligences

- Howard Gardner, Harvard, 1983
- Categories
 - Verbal/Linguistic
 - Visual/Spatial
 - Musical/Rhythmic
 - Logical/Mathematical
 - Bodily/Kinesthetic
 - Interpersonal
 - Intrapersonal
 - Naturalistic




Disabilities

- ⦿ Short-term or long-term, apparent or non-apparent
- ⦿ Some categories
 - ⦿ Learning Disabilities
 - ⦿ Attention Deficit Disorder (ADD/ADHD)
 - ⦿ Autistic Spectrum Disabilities
 - ⦿ Mobility Impairments
 - ⦿ Medical/Chronic Health-Related Impairments
 - ⦿ Psychological Disabilities
 - ⦿ Traumatic Brain Injury
 - ⦿ Post Traumatic Stress Disorder (PTSD)
 - ⦿ Blindness/Visual Impairments
 - ⦿ Deafness/Hearing Impairments



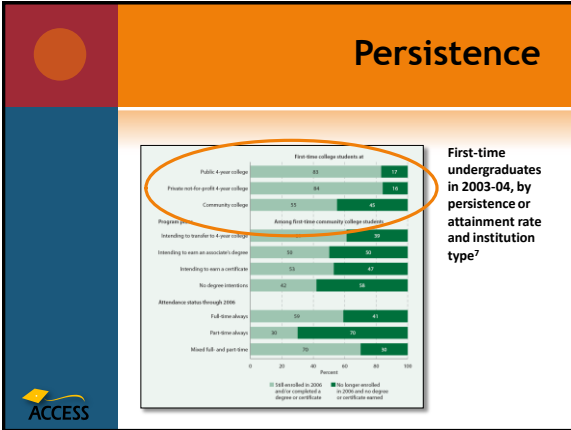
Disabilities

- ⦿ National statistics:
 - ⦿ 11.3% of undergraduates report some type of disability
- ⦿ Colorado State University
 - ⦿ 7%–11% (ACCESS Project research, 2007-09)
 - ⦿ However, only a small percentage of that group seeks institutional accommodations



Persistence

- ⦿ The Bad News:
 - ⦿ 15% of students enrolled in 1995 with the purpose of attaining an associate degree attained their goal by 1998, while 6% had earned a certificate, and others were still enrolled in school¹
- ⦿ The Good News:
 - ⦿ 47% of high school seniors who enroll in a CC with no intention of pursuing any education higher than an associate's degree raised their expectations to start or complete a bachelor's degree.
- ⦿ The Bad News:
 - ⦿ However, retention rates are lower among students who start at a CC compared to those who go directly to a 4-year institution.




How can you implement it?

- ## A Framework for Good Teaching
- ⊙ Information and concepts are **Represented** in multiple ways and in a variety of formats.
 - ⊙ Students are given multiple ways to **express** their comprehension and mastery of a topic.
 - ⊙ Students **engage** with new ideas and information in multiple ways.

Good Teaching Practices


- You give prompt and instructive feedback on assignments.
- You supplement lecture and reading assignments with visual aids (e.g., photographs, videos, diagrams, interactive simulations).



UDL Challenge 1

You address multiple learning modalities through lecture, text, graphics, audio, video, hands-on exercises, etc.


- Which UDL principle?
 - A. Multiple means of representation
 - B. Multiple means of expression
 - C. Multiple means of engagement



UDL Challenge 2

Students submit assignments in various formats (for example, written essays, projects, portfolios, journals, performance).

- Which UDL principle?
 - A. Multiple means of representation
 - B. Multiple means of expression
 - C. Multiple means of engagement




UDL Challenge 3

You incorporate technologies that facilitate class communication and participation.

⦿ Which UDL principle?

- A. Multiple means of representation
- B. Multiple means of expression
- C. Multiple means of engagement




UDL Challenge 4

You express enthusiasm for each topic, and explain its real-world significance.

⦿ Which UDL principle?

- A. Multiple means of representation
- B. Multiple means of expression
- C. Multiple means of engagement




UDL Challenge 5

You create a class climate in which student diversity is respected.

⦿ Which UDL principle?


- A. Multiple means of representation
- B. Multiple means of expression
- C. Multiple means of engagement



UDL Challenge 6


You supplement lecture and reading assignments with visual aids (for example, photographs, videos, diagrams, interactive simulations).

- ⦿ Which UDL principle?
 - A. Multiple means of representation
 - B. Multiple means of expression
 - C. Multiple means of engagement



What about...

- ⦿ Case Studies?
- ⦿ Student-Centered Learning?
- ⦿ Problem-Based Learning (PBL)?




How can you institutionalize it?



Institutionalizing UDL

- Embed UDL in all existing professional development
- Bundle it with existing efforts to improve teaching and learning
- Form a committee or advisory panel made up of "movers and shakers" for innovative education
- Tie it to the strategic goals of your institution
- Be aware of the concerns of the audience(s) you're trying to reach. *What keeps them up at night?*
- Provide incentives, create a buzz, get UDL on the radar
- Build on the work of the ACCESS Project



End

Thank you!
