Universal Design for Learning and Adult Education

cast.org/3sSMDJ1
Introductions

Director of Career Technical and Adult Education at CAST

- Who are you? How do you identify? Name, location, role...
- What do you see as the biggest challenges to effective professional development for adult educators?
Agenda

- Introduction to Universal Design for Learning
- Introduce new module development project
- Share resources
- Questions
What is Universal Design for Learning (UDL)?
A framework is skeleton structure that provides support and structure, from which we can flexibly design.

UDL is a framework educators can use to create learning environments that support all students.
Video Description of UDL

What is Universal Design for Learning?
UDL Guidelines

3 Principles

9 Guidelines

31 Checkpoints
Why is it Important to Design Learning?

A design is a plan for:
- The construction of an object or system
- Or for the implementation of an activity or process
- Design exists to solve problems

Designers
- Rely on data
- They don’t just focus on what it looks or feels, but how “it works”

“Form ever follows function.”

LOUIS SULLIVAN

@CAST_UDL | #CASTPL
Bad Design Creates Barriers
Good design is necessary for some, but beneficial for all

Automatic doors  Texting  Easy-grip tools  Closed captioning
Everyone Experiences Barriers

“Average” is a myth

Microsoft illustrates this concept using three persons to describe different types of disabilities and difficulties experienced by everyone.
Adult Learners Have Identifiable Barriers
We need a design plan FIRST because...

“If it isn’t your struggle, it’s invisible to you.”
Reflection & Question

This makes me wonder...
I noticed that...
I agree/disagree...
I would like to know more about...
New Module Development
Review of Learning to Achieve Documents

Overall

- Detailed Literature Reviews
- Beneficial resources for researchers
- Useful for identifying gaps in the literature at the time and the need for more research
Reviewed Current L2A Modules

Design & UX analysis

L2A: Definitions of Learning Disabilities

Introduction

Guiding questions

To help guide our learning, we will refer to two key questions.

Guiding question 1:
What are six consensus statements that help us understand the definition of LD?

Guiding question 2:
What are examples from your work with adults with LD that are associated with the six consensus statements?

Terms commonly used to describe LD

We use many different terms that are less stigmatizing than “learning disabilities.” These are a few common terms used to describe individuals who struggle with learning:

- Learning differences
- Learning difficulties
- Learning challenges
- Learning disorders

For example, many individuals prefer to use the descriptor “learning differences” rather than labeling an individual as having “learning disabilities.” Having LD means something very specific.

In the next topic we will clarify what it means to have LD as opposed to a learning difficulty, difference, or challenge.

Continue on to LD Definitions
Update the literature

Studies Categorized by Publishing Date
Count of Q1, Tier 2 (n=38) (2010)

- >20 years old: 31.6%
- >10 years old: 28.9%
- >15 years old: 39.5%
Educators’ Questions

How do we support the variability in learners, especially when enrollment is open?

How do we help students become independent learners?

How do we support all learners (English learners, racially diverse learners, students who have been traditionally marginalized, and those with learning differences?)

Where do we find strategies we can apply to the classroom?
Talked with the Adult Education Community (2/2)

Wendy Sweeney
Manager at Minnesota Adult Basic Education
Physical and Nonapparent Disability Assistance
Interviewed Experts

Carmela Ochoa, Ed.D
Director of the Commission for Adult Basic Education and Literacy and Coordinator, Adult Basic Education, Moraine Valley Community College

Bonnie Stewart, Ph.D.
UDL and Online Adult Learning
Assistant Professor of Online Pedagogy and Workplace Learning at the University of Windsor in Canada

Michael Cruse, Ed.S., IPEC, CVE
L2A Discussion Forum “Community of Practice” Moderator
Reflections & Questions

What PD do you currently offer to adult educators?

What PD would be most helpful?

What do you hope is included in these modules?
New Modules
<table>
<thead>
<tr>
<th>Modules</th>
<th>Community Groups</th>
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</thead>
<tbody>
<tr>
<td>It all Starts with the Goal</td>
<td>Teaching and Learning</td>
</tr>
<tr>
<td>Learning that Works for All</td>
<td>Learners with Disabilities</td>
</tr>
<tr>
<td>Making Math Matter</td>
<td>Math and Numeracy Forum</td>
</tr>
<tr>
<td>Making Reading &amp; Writing Matter</td>
<td>Reading and Writing</td>
</tr>
<tr>
<td>Building Communities for Learning</td>
<td>Integrating Technology</td>
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<tr>
<td>Self-Advocacy for Work &amp; Learning</td>
<td>Career Pathways and Post-Secondary</td>
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<td></td>
<td>Transitions</td>
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<tr>
<td>Improving Systems for Adult Education</td>
<td>Program Management</td>
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</tbody>
</table>
Module Framework: Star Legacy Cycle

1. Challenge
2. Initial Thoughts
3. Perspectives & Resources
4. Wrap Up
5. Assessment

RIS & Adult Learning Theory
What would you say to the group in response to Jason’s comments? What research-based best practices do you recommend adult education teachers utilize to ensure they can support all learners?
Perspectives & Resources
Components of Each Module

**Tasks:** Activities the learner should complete.

**Key ideas:** Key concepts or takeaways from the module.

**Pro tips:** Applicable strategies from professionals in the field aligned with the UDL framework.

**Try it Yourself:** Activities that can be used in an adult learner context.

**Resources:** Additional information about a concept.
Key Idea: Barriers to learning exist in the environment, not the learner.

Anticipate diversity. Many adult learners experience disabilities. By focusing on identifying the barriers in the learning environment, you can design lessons, classrooms, and learning spaces that support all learners, no matter whether they choose to disclose their individual disability.
Variability in Adult Education Classrooms (1 of 2)

**Education Level Completed**

- 12% Postsecondary or professional degree
- 6% Some postsecondary education, no degree
- 3% Secondary school recognized equivalent
- 17% Secondary school diploma or alternate credential
- 41% Grades 9–12
- 6% Unknown
- 2% No schooling
- 3% Grades 1–5
- 10% Grades 6–8

**Participants by Location of Previous Education**

- 56% U.S.-Based Schooling
- 44% Non-U.S.-Based Schooling

Long description (see next slide)
Table corresponding to values in pie graph for ABE learner's education level with values expressed in percentages.

<table>
<thead>
<tr>
<th>Education Level</th>
<th>Value</th>
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</thead>
<tbody>
<tr>
<td>No schooling</td>
<td>2%</td>
</tr>
<tr>
<td>Grades 1-5</td>
<td>3%</td>
</tr>
<tr>
<td>Secondary school recognized equivalent</td>
<td>3%</td>
</tr>
<tr>
<td>Some postsecondary education, no degree</td>
<td>6%</td>
</tr>
<tr>
<td>Unknown</td>
<td>6%</td>
</tr>
<tr>
<td>Grades 6-8</td>
<td>10%</td>
</tr>
<tr>
<td>Postsecondary or professional degree</td>
<td>12%</td>
</tr>
<tr>
<td>Secondary school diploma or alternate credential</td>
<td>17%</td>
</tr>
</tbody>
</table>
Variability in Adult Education Classrooms (2 of 2)

Participants by Ethnicity, 2019–2020

- 47% Hispanic or Latino
- 22% White
- 10% Asian
- 1% American Indian or Alaska Native
- 18% Black or African American
- 0% Native Hawaiian or Other Pacific Islander
- 2% More than one race

Participants by Age Group

- 49% 25–44
- 18% 19–24
- 15% 45–54
- 10% 55–59
- 8% 16–18
- 6% 60+

Long description (see next slide)
# Long Description: Ethnicity

Table corresponding to values in pie graph for ethnicity of ABE leaners, 2019-2020, values expressed in percentages.

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Value</th>
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</thead>
<tbody>
<tr>
<td>Native Hawaiian or Other Pacific Islander</td>
<td>0%</td>
</tr>
<tr>
<td>American Indian or Alaskan Native</td>
<td>1%</td>
</tr>
<tr>
<td>More than one race</td>
<td>2%</td>
</tr>
<tr>
<td>Asian</td>
<td>10%</td>
</tr>
<tr>
<td>Black or African American</td>
<td>18%</td>
</tr>
<tr>
<td>White</td>
<td>22%</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>47%</td>
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</table>
# Long Description: Age Group

Table corresponding to pie graph of ABE learners by age group, values expressed in percentages.

<table>
<thead>
<tr>
<th>Age Group</th>
<th>Value</th>
</tr>
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<tbody>
<tr>
<td>55 to 59</td>
<td>5%</td>
</tr>
<tr>
<td>60+</td>
<td>6%</td>
</tr>
<tr>
<td>16 to 18</td>
<td>8%</td>
</tr>
<tr>
<td>45 to 54</td>
<td>15%</td>
</tr>
<tr>
<td>19 to 24</td>
<td>18%</td>
</tr>
<tr>
<td>25 to 44</td>
<td>49%</td>
</tr>
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</table>
New Learning

Learner variability is:
- the norm
- contextual

The barrier is in the design not the learner.
- Necessary for one good for all

Learner variability is predictable and can be designed for.
Additional Resources

Udlguidelines.cast.org
Proactive Design
What is the learning goal (without means embedded)?
How will I anticipate variability in learners and design **flexible** routes to the goal?

Reflective Practice
What progress did students make toward the goal? Why?
What aspects of the design may have been barriers because they were **inflexible**?
UDL Starter Moves

How students will engage?
- Choice of 2 relevant texts
- Choice of topics
- Choice of partner

How students will perceive?
- Read aloud
- Individual Copies paper/digital
- Record on vocaroo

How students will act on their understanding?
- Options
  - Podcast, Infographic, Thesis Paper, Blog
- Graphic Organizer
Pro Tips: Learning that Works for All

1. Use case studies in your instruction.
2. Use prompts or sentence-starters.
3. Use video.
4. Use metaphors and analogies.

Print me!
Try it Yourself Materials

1. Case-based Learning
2. The Four Corners Activity
3. The Myth of Average
4. Share the Introduction to UDL video with adult learners
5. UDL Dinner Party Activity
6. How might learners engage in multiple ways?
7. How might learners perceive and comprehend in multiple ways?
8. How might learners act on knowledge and express understanding in multiple ways?
9. UDL and Growth Mindset Activity: The Power of Yet
Video Resources & Try it Yourself Activities

Wendy Bryant
Disabilities and Online Coordinator
Arkansas Adult Learning Resource Center
To support individual variability, try: Ask. The. Person. (ATP)

Ask the person questions like:

• What was your best learning experience? Why?
• What was your worst learning experience? Why?
• Can you tell me about a positive experience you had recently, learning something new?
• What made it a good experience?
• When you teach someone something new, what do you focus on?
Share the Introduction to UDL video with adult learners

Share this video with learners. Ask them to respond to the following prompts:

• What resonated for you when you watched this video?
• What are the benefits of UDL?
• How do you think you can apply UDL in your life?
• Where do you see me using UDL in this class?

Video Title: Introduction to UDL
Duration: 2min 31sec
Downloadable Transcripts
ASL Version: Introduction to UDL - ASL
Case-Based Learning and Expert Learners

You can use case-based learning strategies in your classroom to bring abstract concepts to life. For example, consider using this scenario and engaging your class in a conversation about expert learning.

Ask the learners: Who would you consider to be the “expert learner”—John or Christina? What characteristics do expert learners have? Can anyone be an expert learner? Why or why not? What did the teacher do to facilitate the development of expert learning skills? What could we do to support expert learning in our classroom?

At the end of class, Mr. E returns the math test back to his students. John grabs his test, and stuffs it in his notebook without even looking at it. Later, when he thinks no one is watching, he takes a deep breath as he slowly opens his notebook, and peers at the grade at the top of his test. His stomach drops, as he sees it is 67/D. “How could that be? I went to get extra help, and I reread my notes so many times!”

In the hallway, he hears Christina high-fiving her friends as they celebrate her grade of 93/A. John overhears Christina saying, “I didn’t even study! I never study — thank goodness, I’m good at math. I don’t even think I would know how to study!”

John decides to go to Mr. E to ask a few questions about his performance on the test. John learns what he could have done to improve his grade. Mr. E shares another study strategy to add to John’s strategy of rereading class notes. John leaves Mr. E’s room feeling inspired with another option for studying for future tests. He is also relieved that Mr. E is allowing students to retake the test if they submit test corrections. John is motivated to continue his hard work — he refuses to let any grade define who he is as a learner.
The Four Corners Activity: Learning Variability-in-Context

• North:
  Likes to take action, try things, and plunge in.

• East:
  Likes to look at the big picture and the possibilities before acting.

• South:
  Likes to consider everyone's feelings and hear all voices before acting.

• West:
  Likes to know the who, what, when, where, how, and why before acting.
The Four Corners Activity: Scenarios to Consider

North: Plunge in | East: Look at the big picture | South: Consider feelings | West: Pay attention to detail

Scenario 1
You are grocery shopping in a market you know well.

Scenario 2
You are planning a party for your best friend's birthday.

Scenario 3
You are on a committee that is deciding which curriculum to purchase.
Next Steps

1. Biggest takeaway: Based on the training today I will...
2. Feedback Survey
Universal Design for Learning (UDL)

Provide multiple means of Engagement
- Affective Networks
  - The “WHY” of Learning

Provide multiple means of Representation
- Recognition Networks
  - The “WHAT” of Learning

Provide multiple means of Action & Expression
- Strategic Networks
  - The “HOW” of Learning

http://udlguidelines.cast.org/
UDL: Theory & Practice
Meyer, Rose & Gordon (2014)

FREE digital book:
http://udltp.cast.org

Universal Design for Learning
theory and practice

by
Anne Meyer
David H. Rose
David Gordon
Resources

LINCS Playlist