

# Universal Design for Learning and Adult Education

[bit.ly/3sSMDJ1](https://bit.ly/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?

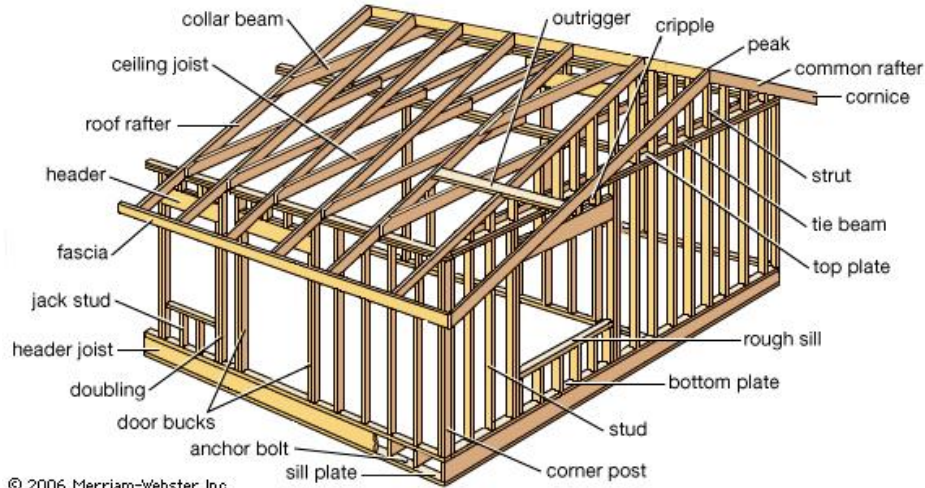
# Agenda

- Introduction to Universal Design for Learning
- Introduce new module development project
- Share resources
- Questions



# What is Universal Design for Learning (UDL)?

# A Framework for Designing Learning



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



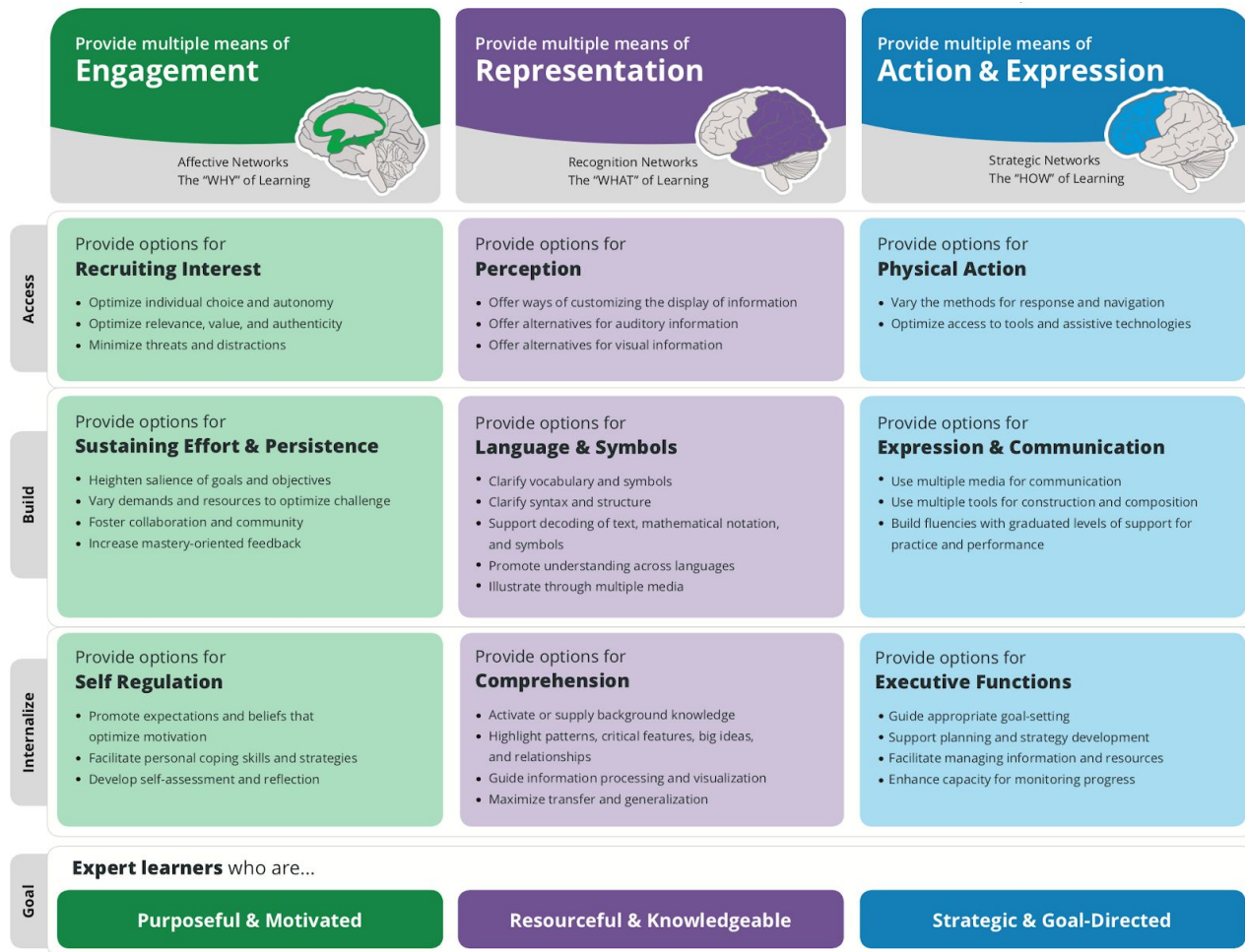
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# UDL Guidelines

## 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

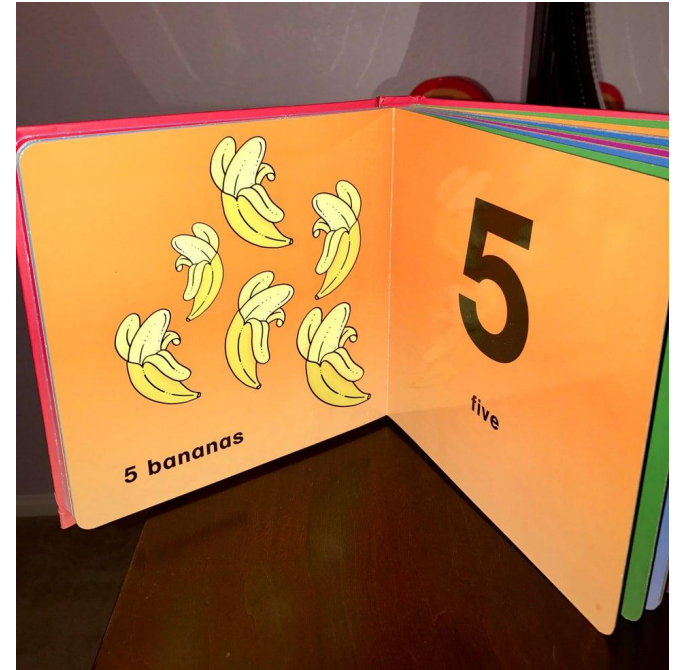
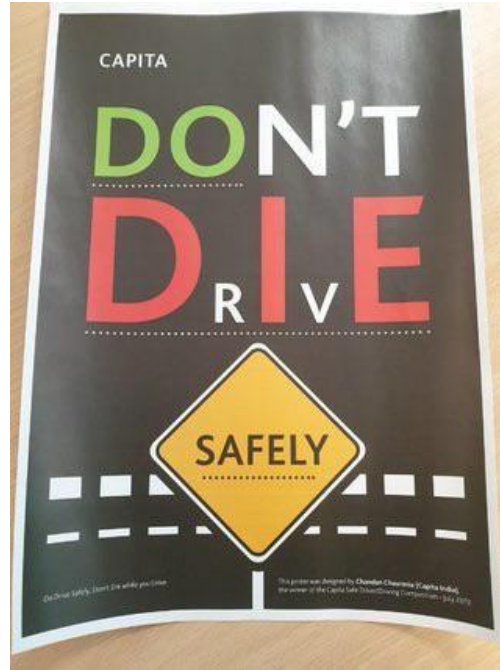
**Designers**

- Rely on data
- They don't just focus on what on how it looks or feels, but how "it works"





# Bad Design Creates Barriers



# Good design is necessary for some, but beneficial for all



Automatic doors



Texting



Easy-grip tools

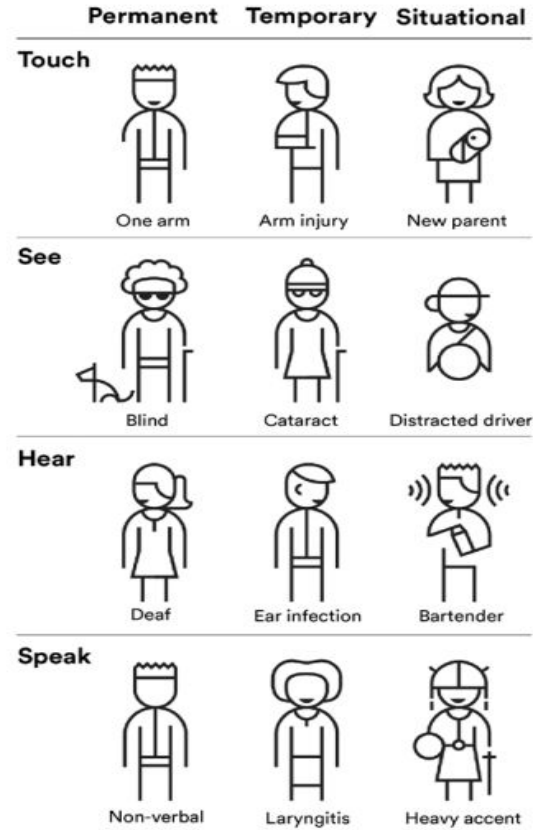


Closed captioning

# 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



Source: Inclusive Design Toolkit, Microsoft

# 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...

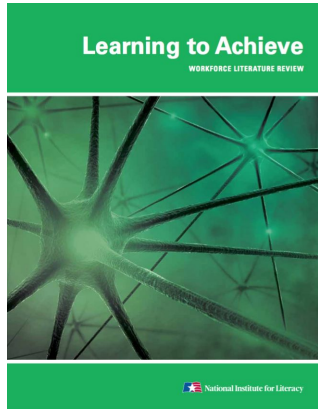
I noticed that...

I agree/disagree...

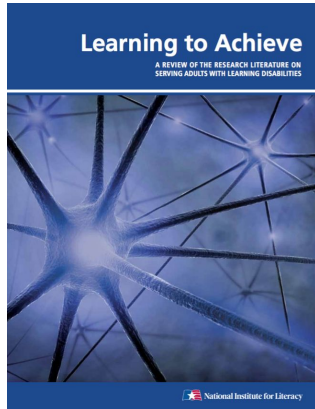
I would like to know more about...

# New Module Development

# Review of Learning to Achieve Documents



Published 2010



Published 2009

## 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

Home » Courses » My courses » L2A Definitions » Definitions of Learning Disabilities » Introduction

### 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?

Before we answer to these questions, click the **forward arrow** to examine the language we use to describe individuals with learning challenges.

Jump to...

LD Definitions

Home » Courses » My courses » L2A Definitions » Definitions of Learning Disabilities » Introduction

### L2A: Definitions of Learning Disabilities

#### Introduction

## 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

unclear what this change means. if the arrow had previously had a label of "Forward" then what would this arrow's label be? Also "Forward?"

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](#)

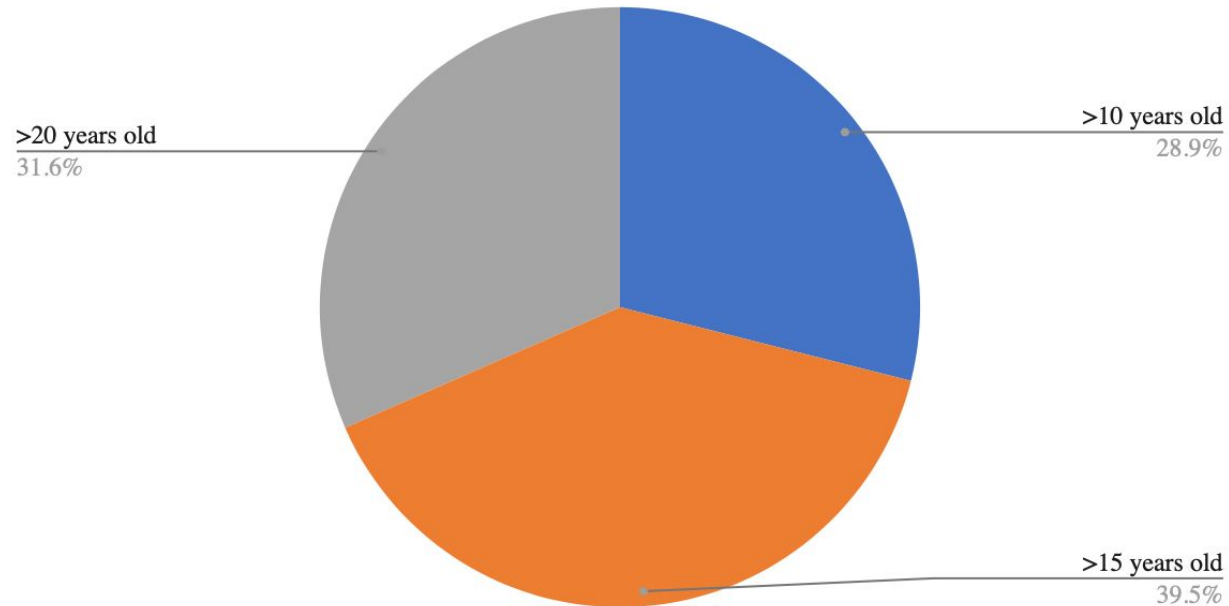
Jump to...

LD Definitions

# Update the literature

## Studies Categorized by Publishing Date

Count of Q1, Tier 2 (n=38) (2010)



# Talked to the Community Adult Education Community (1/2)

Arkansas Adult Learning Resource Center

## 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

CAST

# 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

# Modules & Community Groups

<b>It all Starts with the Goal</b>	Teaching and Learning
<b>Learning that Works for All</b>	Learners with Disabilities
<b>Making Math Matter</b>	Math and Numeracy Forum
<b>Making Reading &amp; Writing Matter</b>	Reading and Writing
<b>Building Communities for Learning</b>	Integrating Technology
<b>Self-Advocacy for Work &amp; Learning</b>	Career Pathways and Post-Secondary Transitions
<b>Improving Systems for Adult Education</b>	Program Management



# Module Framework: Star Legacy Cycle



[RIS & Adult Learning Theory](#)

# Challenge & Reflection



## Tasks

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.

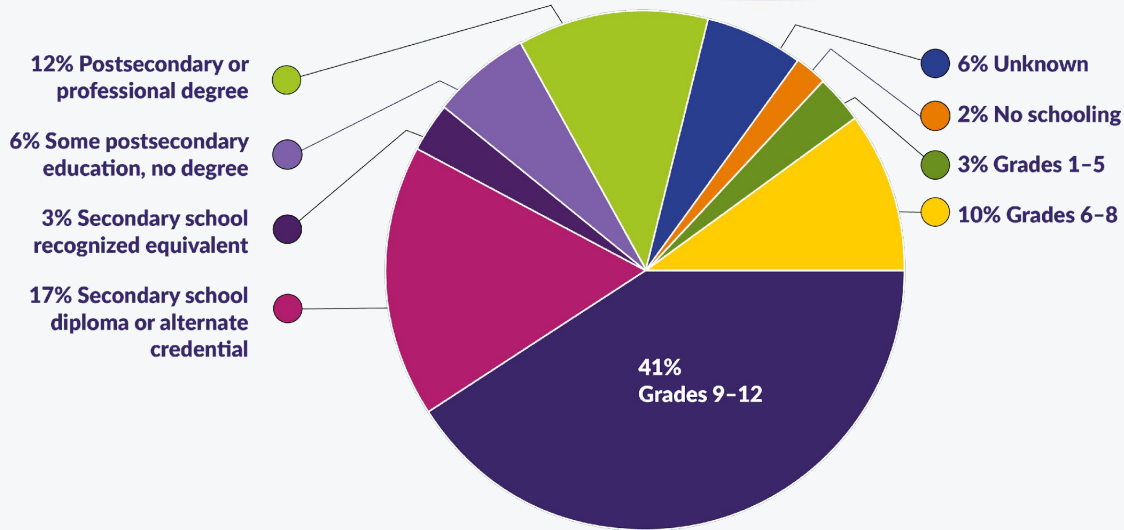


## Key Idea: Barriers to learning exist in the environment, not the learner.

**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.

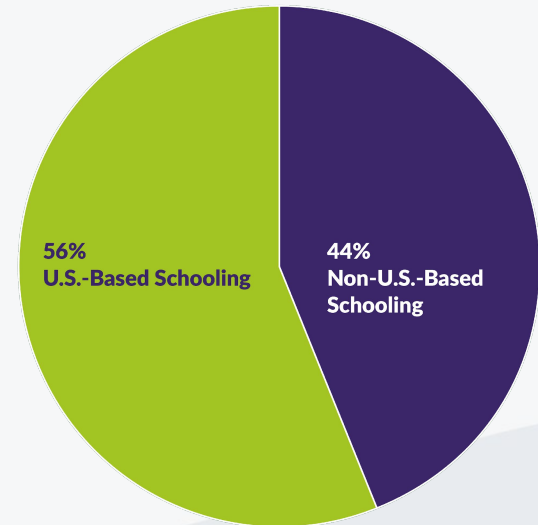
# Variability in Adult Education Classrooms (1 of 2)

## Education Level Completed



Long description  
(see next slide)

## Participants by Location of Previous Education



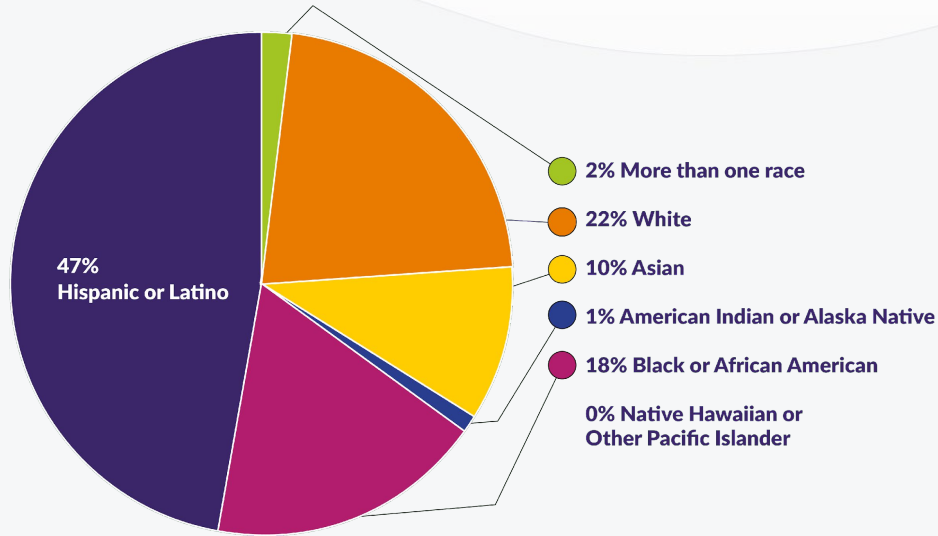
# Long Description: Education Level

Table corresponding to values in pie graph for ABE learner's education level with values expressed in percentages.

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

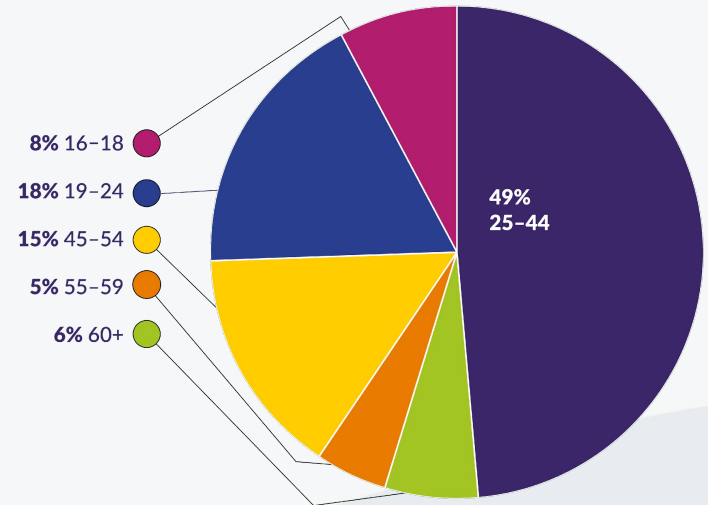
# Variability in Adult Education Classrooms (2 of 2)

## Participants by Ethnicity, 2019–2020



Long description  
(see next slide)

## Participants by Age Group



Long description  
(see next slide)



# Long Description: Ethnicity

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

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

# Long Description: Age Group

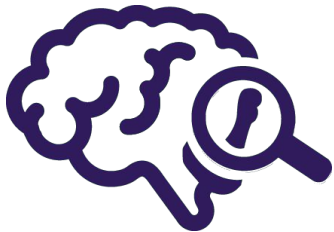
Table corresponding to pie graph of ABE learners by age group, values expressed in percentages.

Age Group	Value
55 to 59	5%
60+	6%
16 to 18	8%
45 to 54	15%
19 to 24	18%
25 to 44	49%

# New Learning

Learner  
**variability** is:

- the norm
- contextual



The **barrier** is in  
the design not  
the learner.

- Necessary for one  
good for all



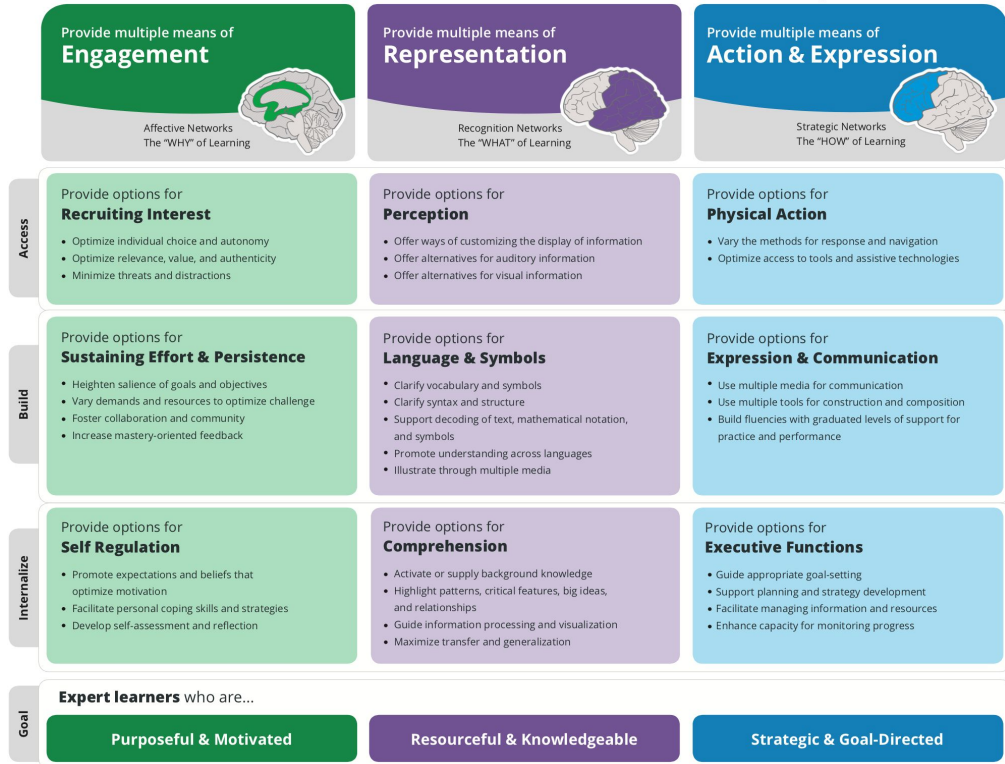
Learner  
variability is  
**predictable** and  
can be **designed**  
for.



# Additional Resources



Udguidelines.cast.org



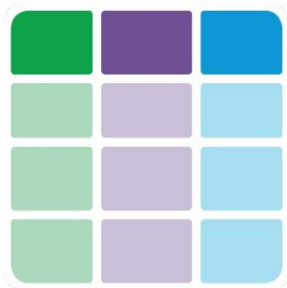
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# UDL is a framework for both...

## 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

## Provide multiple means of Engagement



Affective Networks  
The "WHY" of Learning

How students will engage?

- Choice of 2 relevant texts
- Choice of topics
- Choice of partner

## Provide multiple means of Representation



Recognition Networks  
The "WHAT" of Learning

How students will perceive?

- Read aloud
- Individual Copies paper/digital
- Record on [vocaroo](#)

## Provide multiple means of Action & Expression



Strategic Networks  
The "HOW" of Learning

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

A graphic card for Wendy Bryant. The card has a white background with purple and green wavy borders at the top and bottom. On the right side, there is a circular portrait of Wendy Bryant, a woman with glasses and her hair in a bun. To the left of the portrait, her name and title are listed. In the bottom right corner, the CAST logo is displayed.

# 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 peeks 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](#)

# Resources



# 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/>



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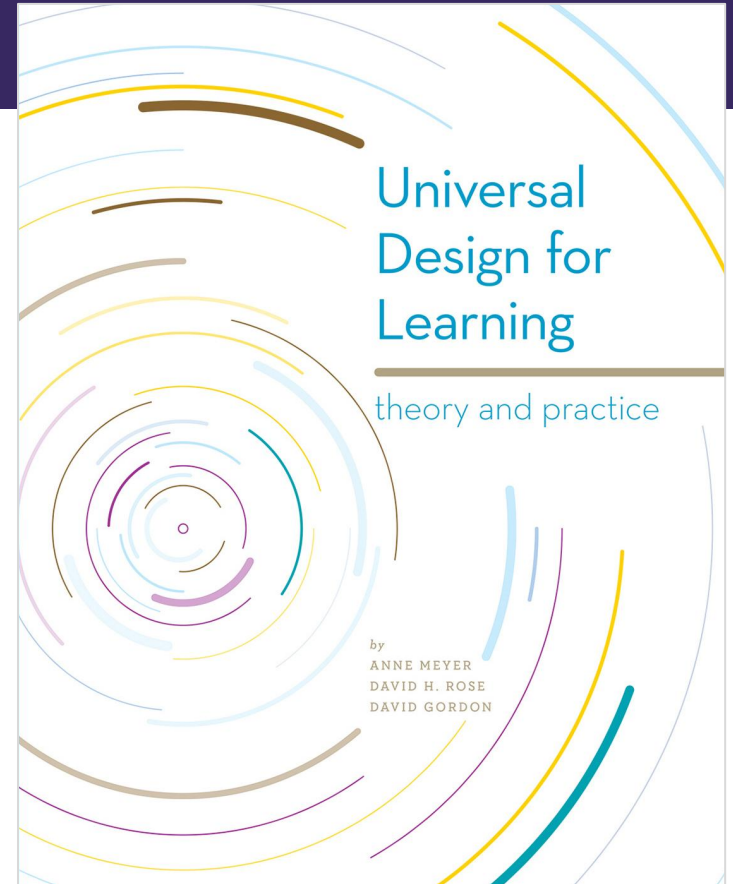
# UDL: Theory & Practice

Meyer, Rose & Gordon (2014)



FREE digital book:

<http://udltp.cast.org>



# Resources

[LINCS Playlist](#)