SCRIPT-NC

Supporting Change and Reform in Preservice Teaching in North Carolina

Supporting Each and Every Learner

Universal Design for Learning & Technology-based Applications

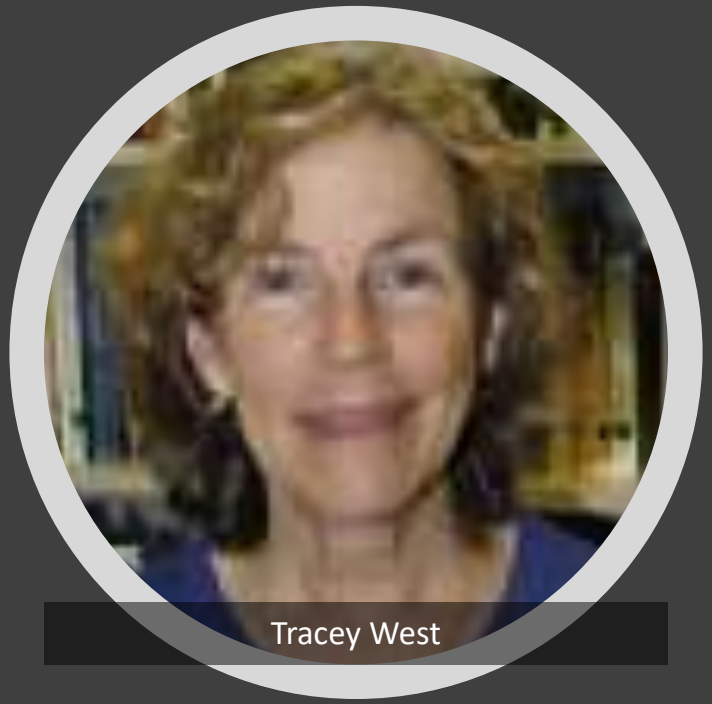
Paul Luelmo, Ph.D.
San Diego State University

PIPELINES

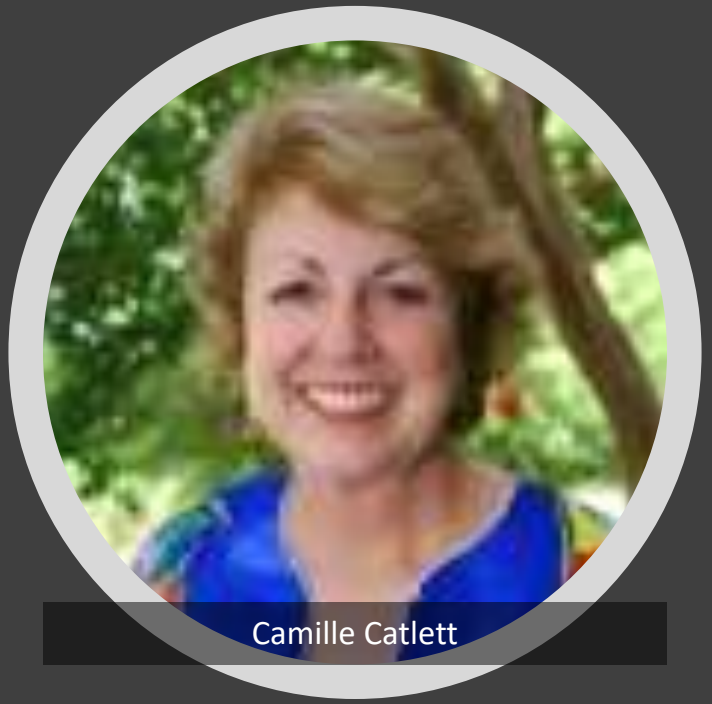
San Diego State University

Welcome & Introductions

Chih-Ing Lim



Tracey West



Camille Catlett

Meet the Team

SCRIPT-NC

Supporting Change and Reform in Preservice Teaching in North Carolina

UNC | FRANK PORTER GRAHAM CHILD DEVELOPMENT INSTITUTE

Today's Presenter

Paul Luelmo, Ph.D.
San Diego State University

SCRIPT-NC Webinars emphasize…

embedding **inclusion and diversity** into coursework

opportunities to build both **knowledge acquisition and knowledge application**

content that reflects **evidence-based and recommended practices**

resources that are **readily available and free**

SCRIPT-NC

Supporting Change and Reform in Preservice Teaching in North Carolina

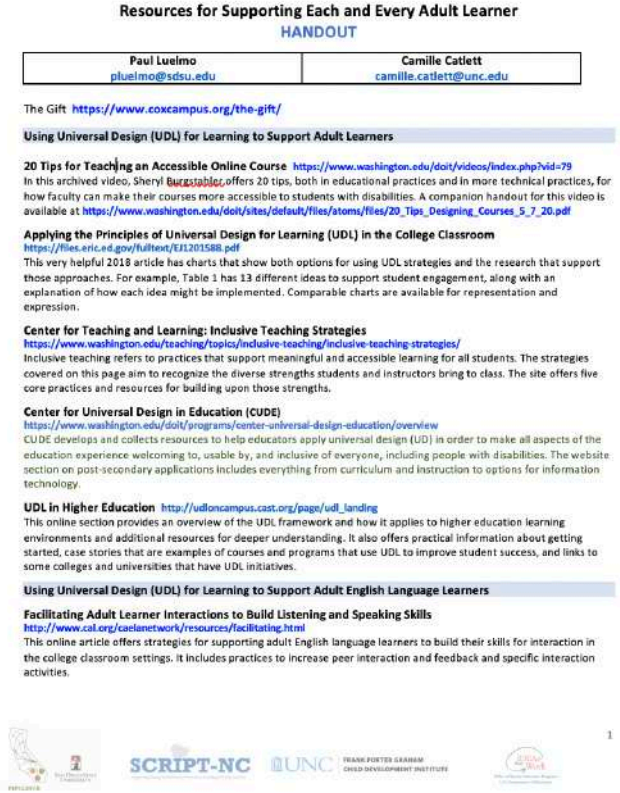
UNC | FRANK PORTER GRAHAM CHILD DEVELOPMENT INSTITUTE

Logistics

Remember to mute your audio

Questions?
Comments?

USE THE CHAT BOX



Resources for Supporting Each and Every Adult Learner
HANDOUT

Paul Luelmo	Camille Catlett
pluelmo@sdsu.edu	camille.catlett@unc.edu

The Gift https://www.coxcampus.org/the-gift/

Using Universal Design (UDL) for Learning to Support Adult Learners

20 Tips for Teaching an Accessible Online Course https://www.washington.edu/doit/videos/index.php?vid=79
In this archived video, Sheryl Burgstahler offers 20 tips, both in educational practices and in more technical practices, for how faculty can make their courses more accessible to students with disabilities. A companion handout for this video is available at https://www.washington.edu/doit/sites/default/files/atoms/files/20_Tips_Designing_Courses_5_7_20.pdf

Applying the Principles of Universal Design for Learning (UDL) in the College Classroom
https://files.eric.ed.gov/fulltext/EJ1201588.pdf
This very helpful 2018 article has charts that show both options for using UDL strategies and the research that support those approaches. For example, Table 1 has 13 different ideas to support student engagement, along with an explanation of how each idea might be implemented. Comparable charts are available for representation and expression.

Center for Teaching and Learning: Inclusive Teaching Strategies
https://www.washington.edu/teaching/topics/inclusive-teaching/inclusive-teaching-strategies/
Inclusive teaching refers to practices that support meaningful and accessible learning for all students. The strategies covered on this page aim to recognize the diverse strengths students and instructors bring to class. The site offers five core practices and resources for building upon those strengths.

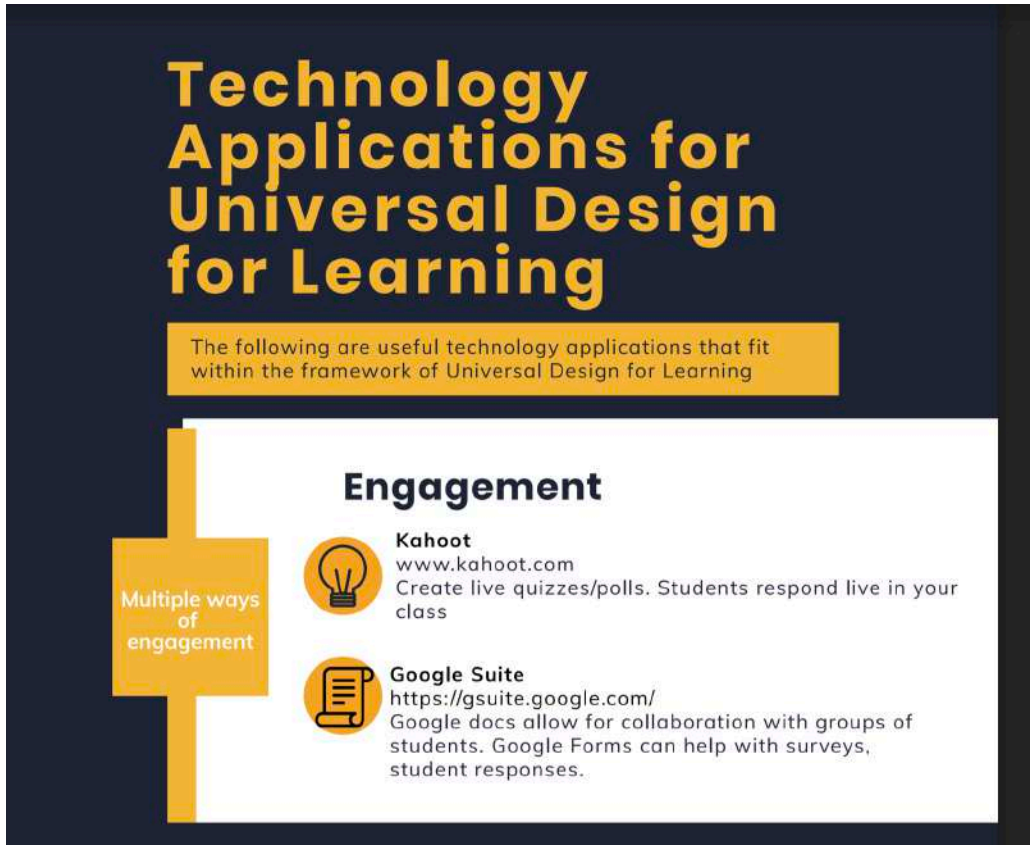
Center for Universal Design in Education (CUDE)
https://www.washington.edu/doit/programs/center-universal-design-education/overview
CUDE develops and collects resources to help educators apply universal design (UD) in order to make all aspects of the education experience welcoming to, usable by, and inclusive of everyone, including people with disabilities. The website section on post-secondary applications includes everything from curriculum and instruction to options for information technology.

UDL in Higher Education http://udloncampus.cast.org/page/udl_landing
This online section provides an overview of the UDL framework and how it applies to higher education learning environments and additional resources for deeper understanding. It also offers practical information about getting started, case stories that are examples of courses and programs that use UDL to improve student success, and links to some colleges and universities that have UDL initiatives.

Using Universal Design (UDL) for Learning to Support Adult English Language Learners

Facilitating Adult Learner Interactions to Build Listening and Speaking Skills
http://www.cal.org/caelanetwork/resources/facilitating.html
This online article offers strategies for supporting adult English language learners to build their skills for interaction in the college classroom settings. It includes practices to increase peer interaction and feedback and specific interaction activities.

1



Webinar Handouts

Webinar Objectives

1	2	3
Participants will understand/review the basic concepts of Universal Design for Learning (emphasis on adults who are also English Language Learners).	Participants will be able to explain examples of the role of culture, language, and relationships in adult learners.	Participants will be able to apply UDL concepts and technology (e.g., multiple forms of expression) to one of their current class activities/assignments.

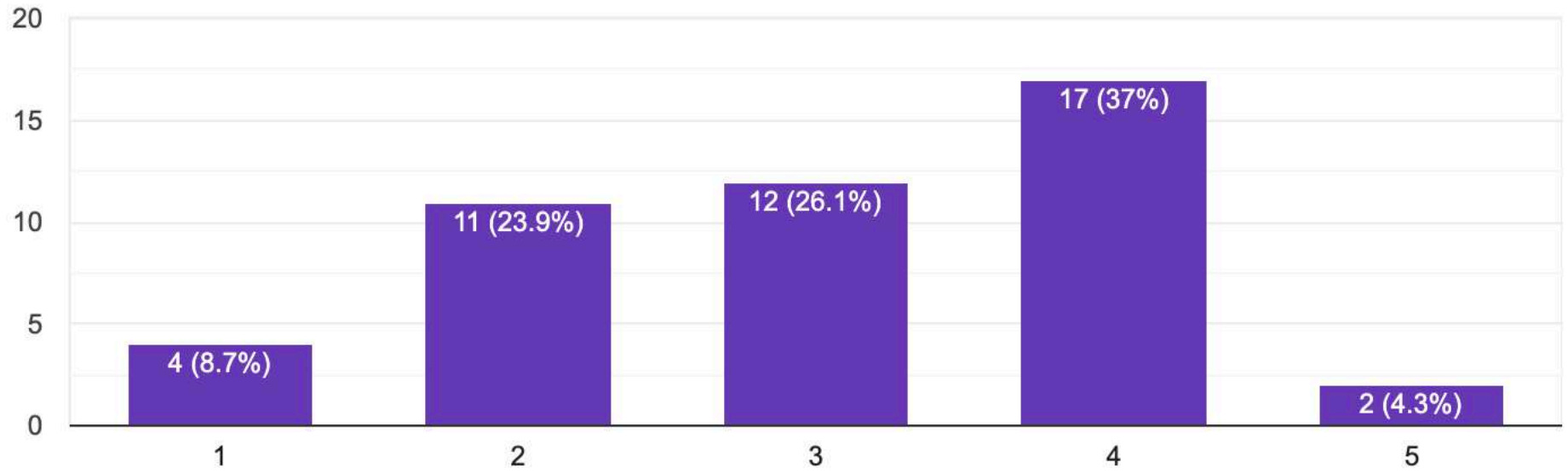
Agenda

- Pre-assessment results & introduction
- Universal Design for Learning & Technological Applications
- Examples: Applying UDL with adult learners who are also English Language Learners
- Practice: Choose one tool and one assignment for your class and share how you would transform it for an adult learner who is also an ELL

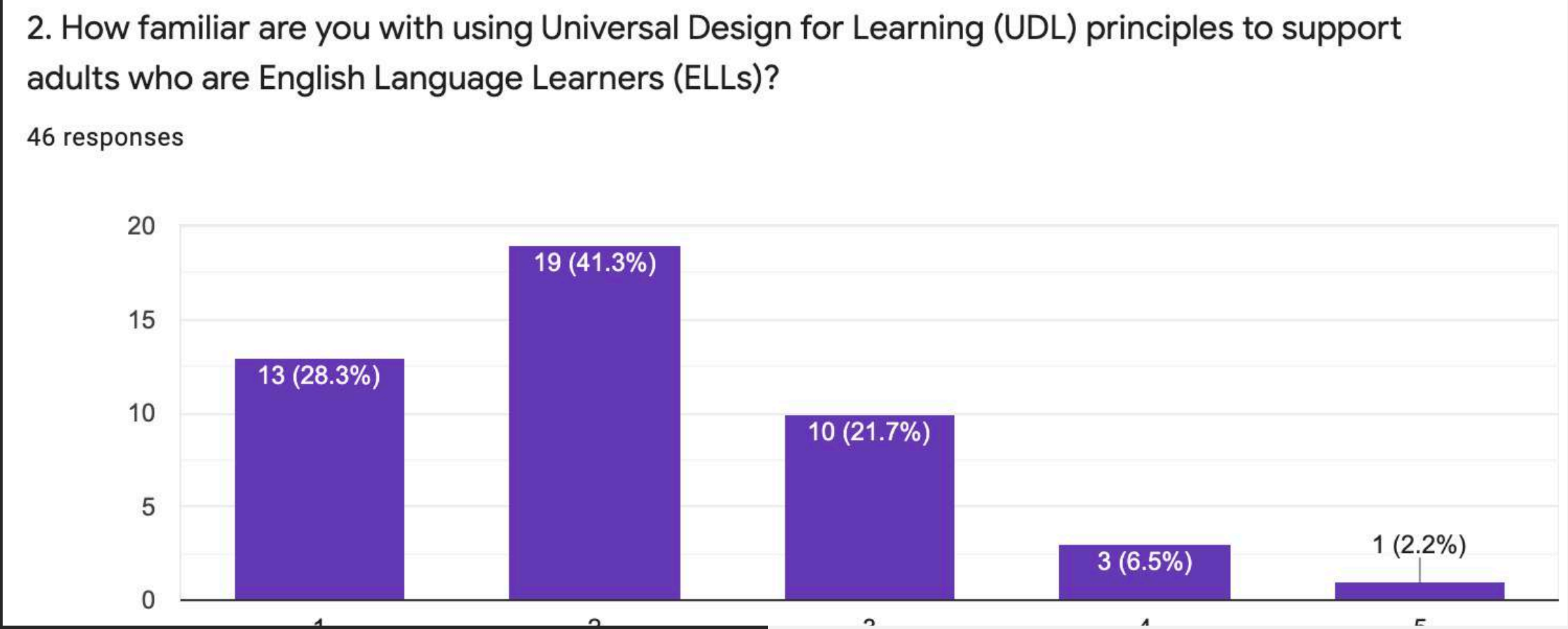
Survey Results: Webinar Focus

1. How familiar are you with using Universal Design for Learning (UDL) principles to support adult learners?

46 responses



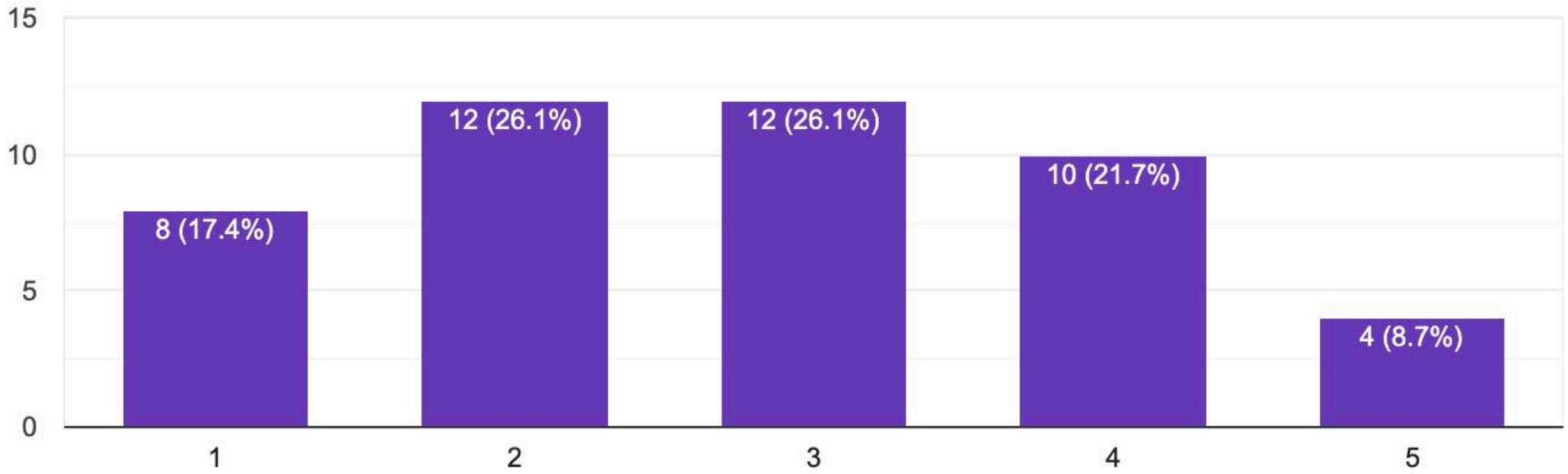
Webinar Focus



Webinar Focus

3. How familiar are you with virtual/online tools and practices to support adult learners within a UDL framework?

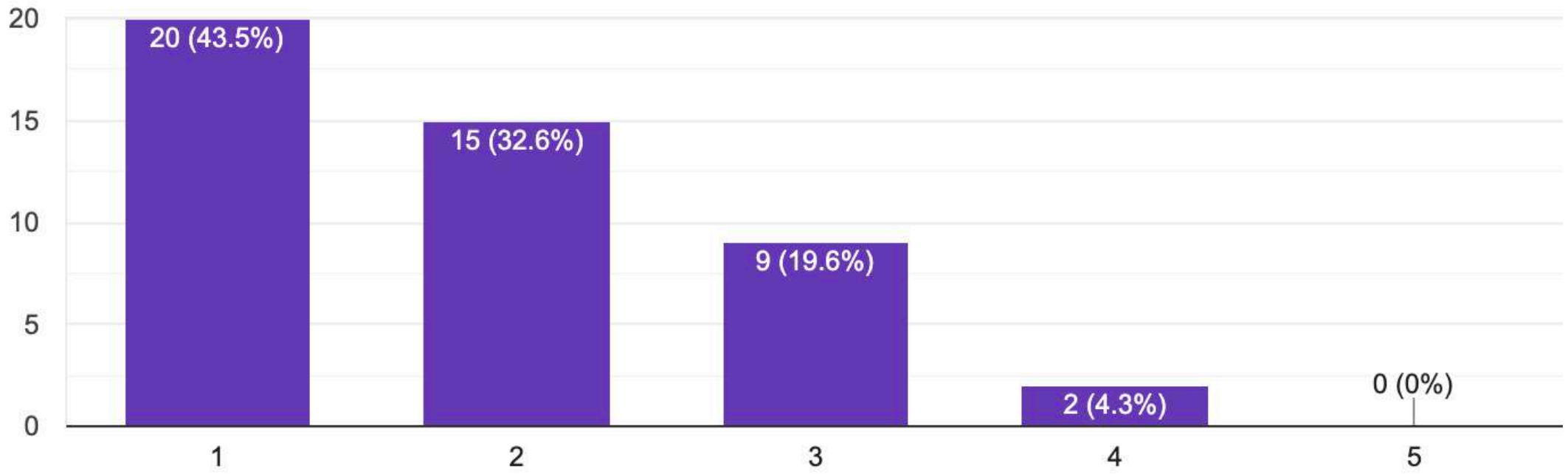
46 responses



Webinar Focus

4. How familiar are you with virtual/online tools and practices to support adult learners who are also English Language Learners within a UDL framework?

46 responses

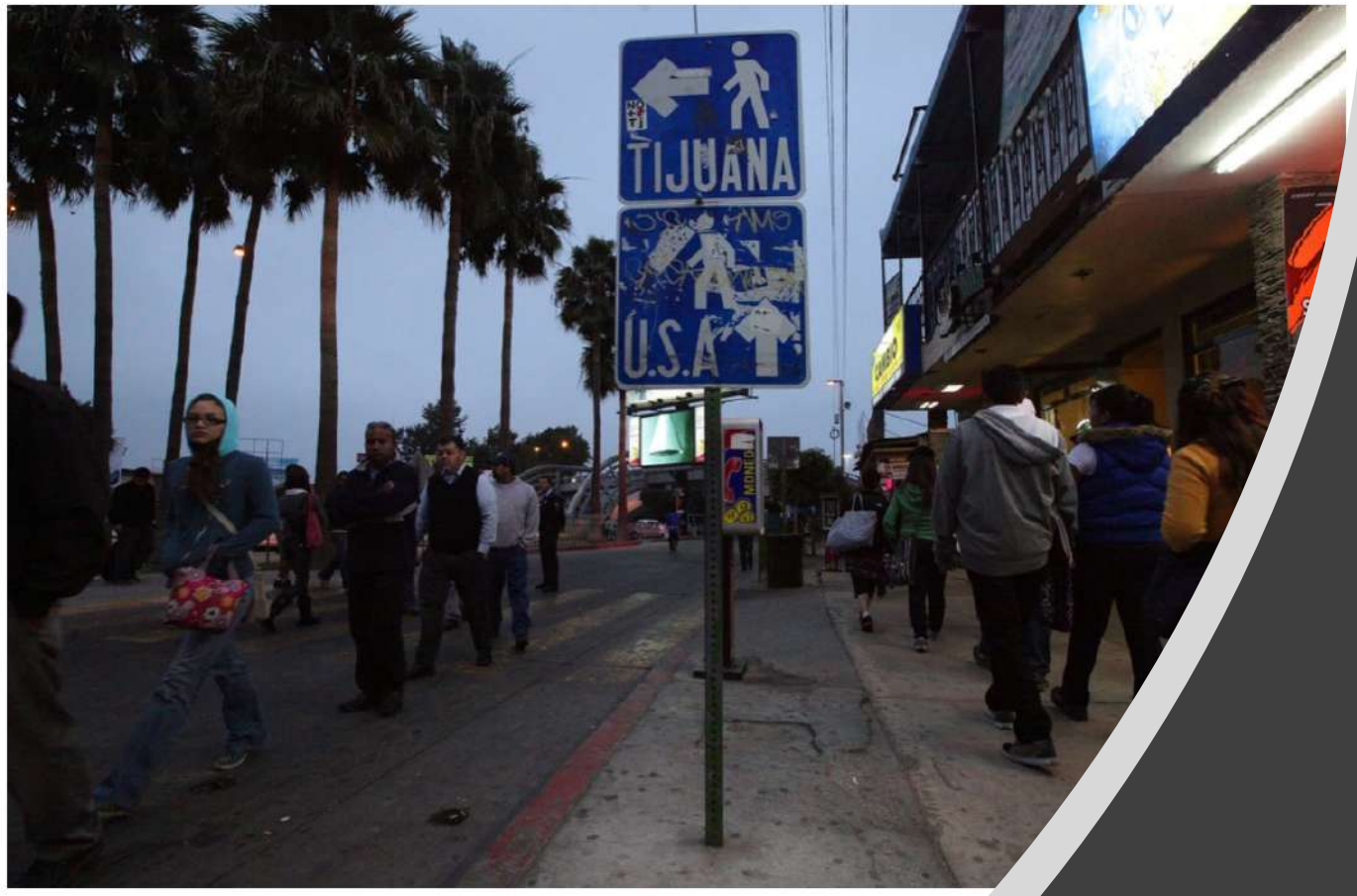


Webinar Focus

Virtual/online tools and practices to support adult learners, including those who are also English Language Learners, within a UDL framework.

The New York Times

Young U.S. Citizens in Mexico Brave Risks for American Schools



In Tijuana, American students living in Mexico waited to cross th
schools. Jim Wilson/The New York Times

My experience as *Transfronterizo* and English Language Learner in High School and college

- What are the assets that your students bring to your class?

Participant Poll

Have you gone through the experience of learning a new language?

If so, what are some of the challenges that you experienced while learning a new language? (type in the chat)

Agenda

- Pre-assessment results & webinar focus
- **Universal Design for Learning & Technological Applications**
- Examples: Applying UDL with adult learners who are also English Language Learners
- Practice: Choose one tool and one assignment for your class and share how you would transform it for an adult learner who is also ELL

Universal Design for Learning

A framework to improve teaching and learning

Minimizes barriers and maximizes learning by providing learning opportunities

A focus on strengths

Provide multiple means of
Engagement

Affective Networks
The "WHY" of Learning

Provide options for
Sustaining Effort & Persistence (8)

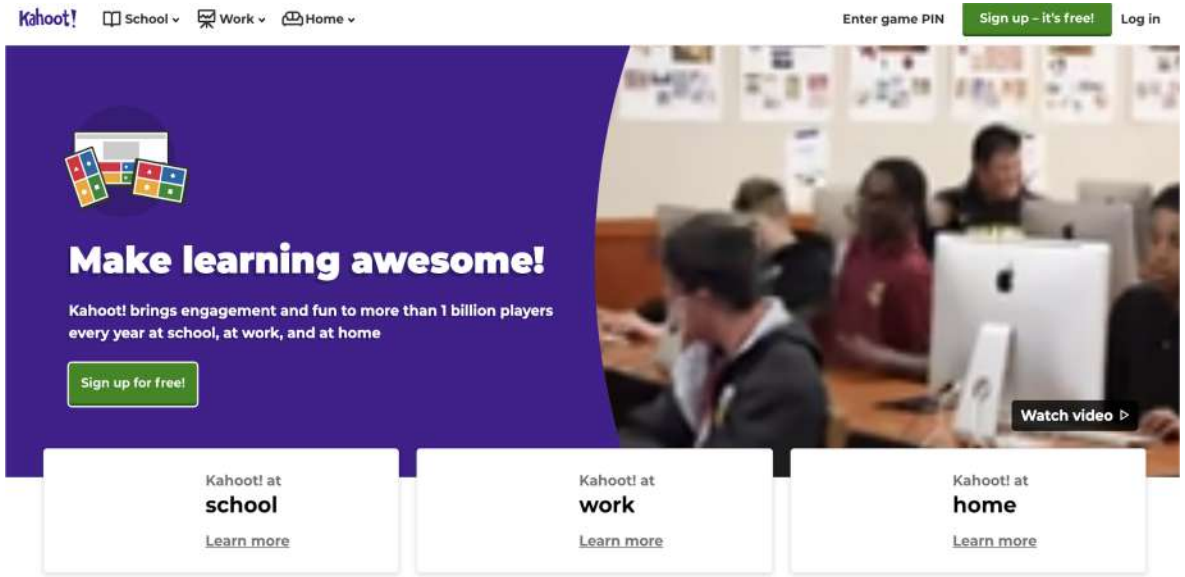
- Heighten salience of goals and objectives (8.1)
- Vary demands and resources to optimize challenge (8.2)
- Foster collaboration and community (8.3)
- Increase mastery-oriented feedback (8.4)

ENGAGEMENT

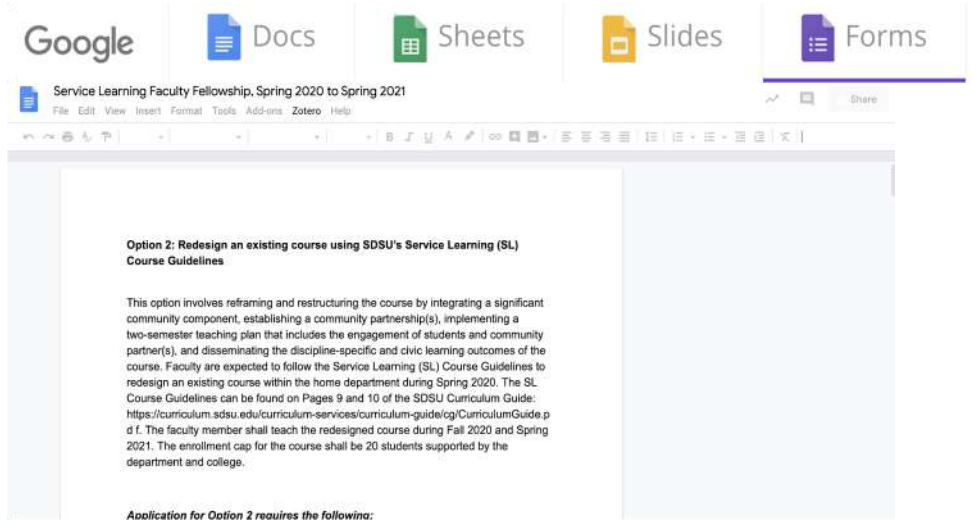
- These multiple means of engagement are particularly effective in removing barriers for English Language Learners

CAST (2018). Universal design for learning guidelines version 2.2 [graphic organizer]. Wakefield, MA: Author.

UDL: Engagement
Technology Applications

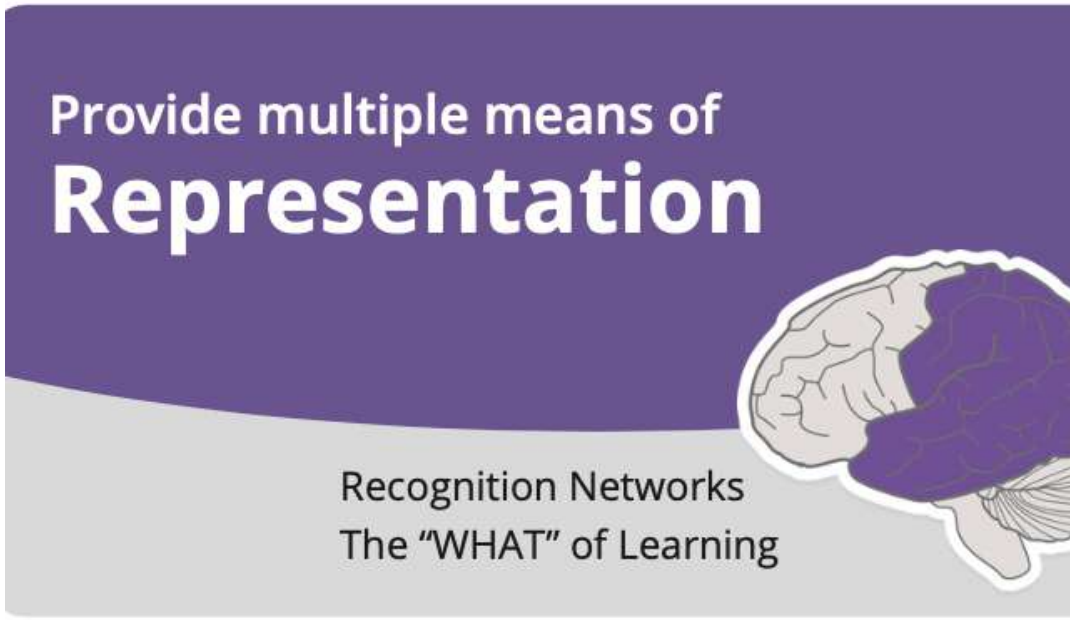


Google



Provide options for
Language & Symbols (2)

- Clarify vocabulary and symbols (2.1)
- Clarify syntax and structure (2.2)
- Support decoding of text, mathematical notation, and symbols (2.3)
- Promote understanding across languages (2.4)
- Illustrate through multiple media (2.5)



Representation

CAST (2018). Universal design for learning guidelines version 2.2 [graphic organizer]. Wakefield, MA: Author.

UDL: Representation

PDF Document & Accessibility

Creating a PDF

Read aloud PDF

Vocabulary support in PDF- embedded dictionary and thesaurus

Google Translate App

Text translation

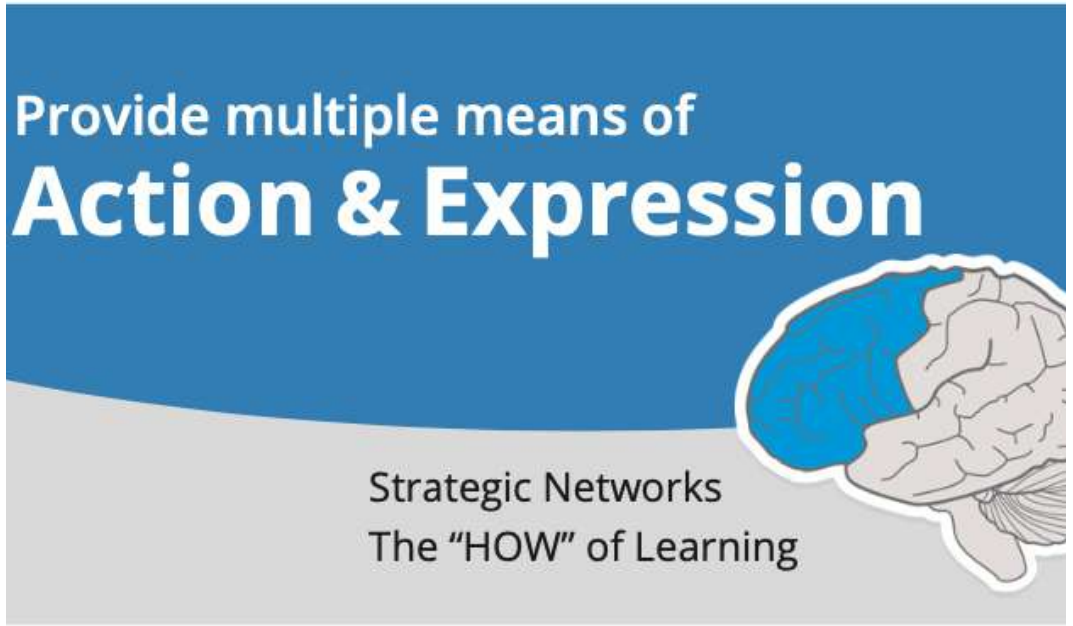
Audio translation

Visual translation

EXPRESSION

Provide options for
Expression & Communication (5)

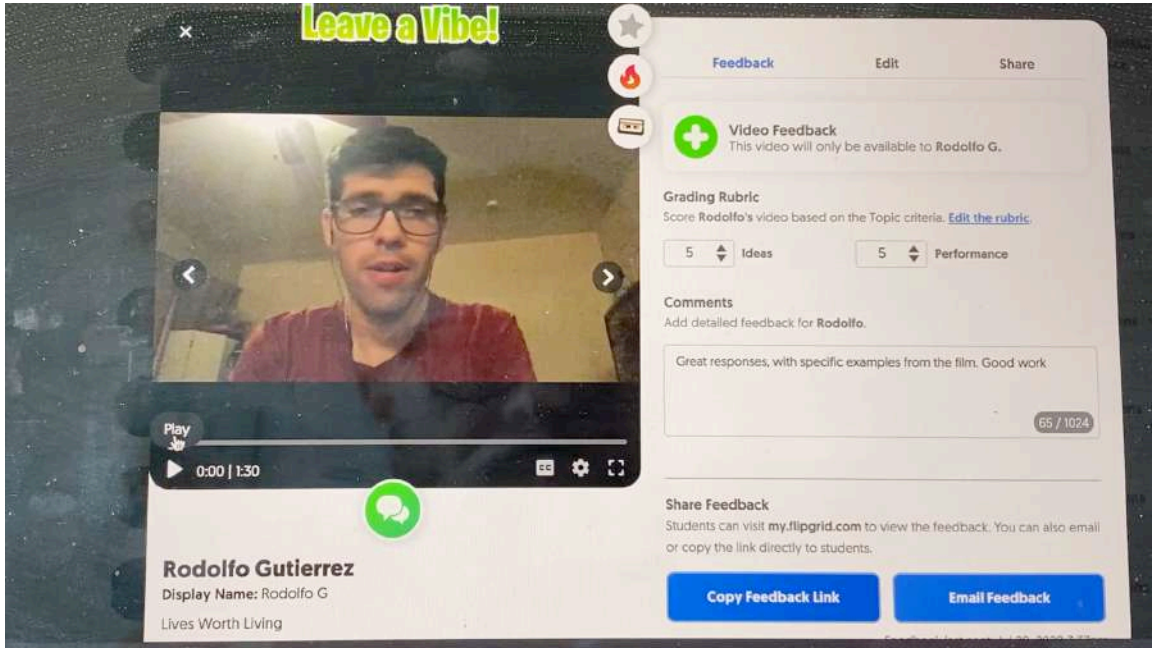
- Use multiple media for communication (5.1)
- Use multiple tools for construction and composition (5.2)
- Build fluencies with graduated levels of support for practice and performance (5.3)

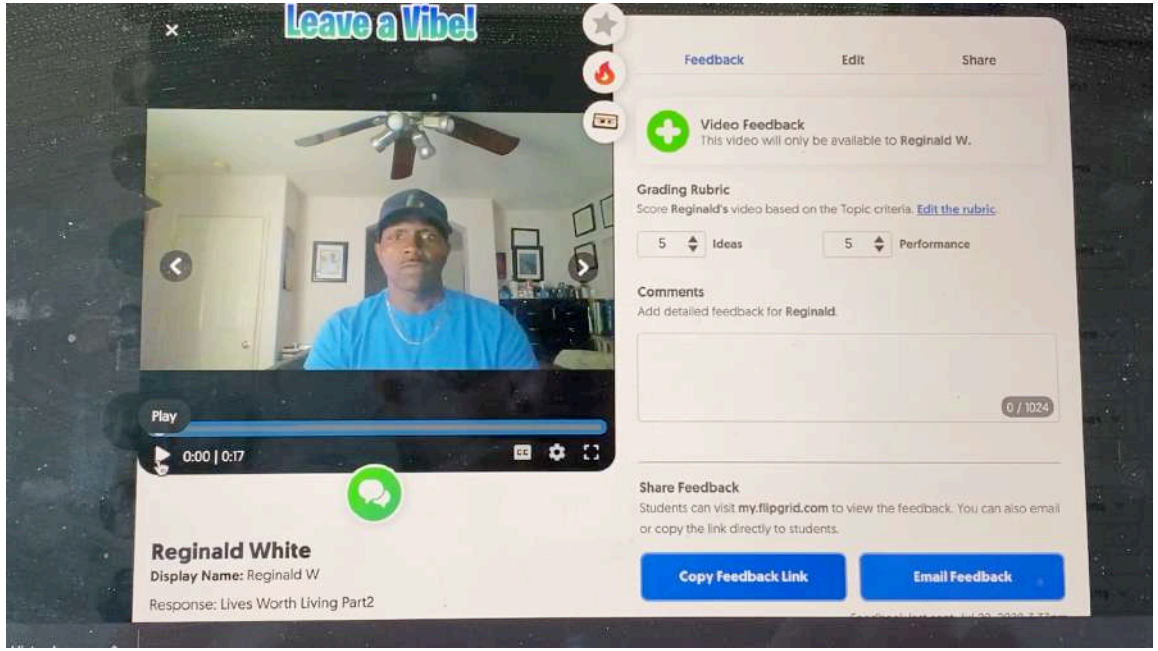


CAST (2018). Universal design for learning guidelines version 2.2 [graphic organizer]. Wakefield, MA: Author.

UDL: Expression
Technology Applications

1. Flip Grid
A) Virtual Classroom
B) Multiple opportunities for proficient performance





Flip Grid Examples

Agenda

- Pre-assessment results & webinar focus
- Universal Design for Learning & Technological Applications
- **Examples: Applying UDL with adult learners who are also English Language Learners**
- Practice: Choose one tool and one assignment for your class and share how you would transform it for an adult learner who is also ELL

Steps in UDL

- 1- What is your learning goal?
- 2- Think about barriers and challenges
- 3. Provide opportunities (engagement, representation, action & expression)

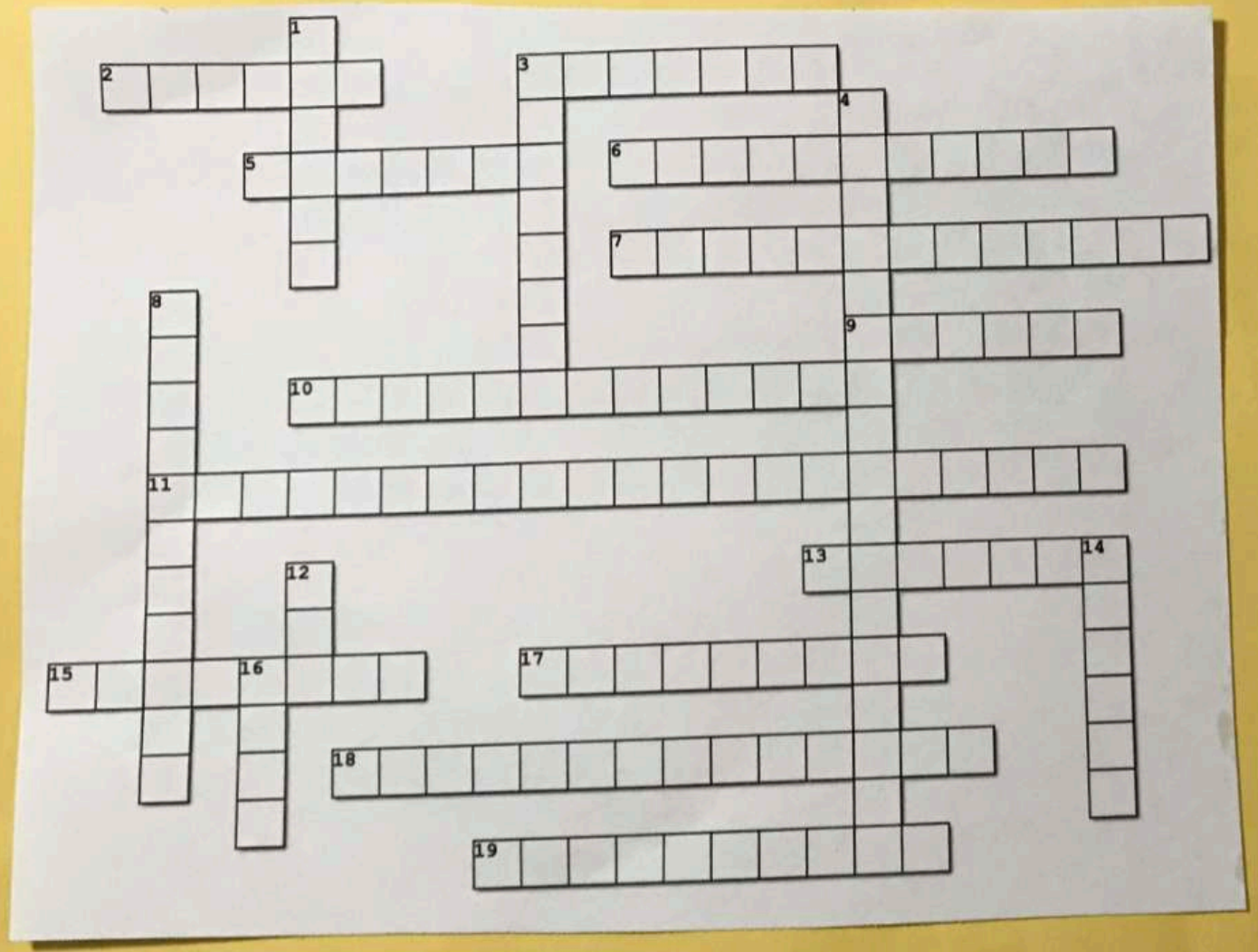
@itfeelslikefilm

Steps in UDL

Example 1

Learning Goal	Previous Assessment	Revised UDL Assessment
Understand and explain the concept of least restrictive environment and professional perspectives about inclusion	You will demonstrate understanding of the major themes and topics related to least restrictive environment (LRE) and inclusion discussed in the course in a 10-page, double space essay. Consider the major focus areas of each module (historical perspective, legislation, family perspective, education, inclusion in today's schools, etc.)	For this open-ended and creative assignment and using Universal Design for Learning, you will demonstrate understanding of the major themes and topics related to LRE and inclusion discussed in the course. Consider the major focus areas of each module (historical perspective, legislation, family perspective, education, inclusion in today's schools, etc.) In the past, students have written essays, written poems/stories, created models, written and sung songs, drawn pictures and created videos (just to name a few).

SPED 450 CROSSWORD PUZZLE



ACROSS

2. A child who has eyesight problems is considered to have a _____ impairment
3. Three principle subtypes of SLD include Dyslexic, Motor, and _____
5. CLD stands for Culturally and Linguistically _____
6. In terms of Least Restrictive Environment, most restricted is
7. A child should not be punished for a behavior if the behavior is a direct result of the student's disability
9. Impaired social-communication and repetitive behaviors and restricted interest falls under what spectrum?
10. _____ education is the incorporation and celebration of diversity in schools
11. In reference to the ULD Guidelines, which multiple means provides options for Physical Action, Expression and Communication, and Executive Functions?
13. Social _____ education helps students identify injustice and inequalities in their everyday lives and in their community
15. A child with _____ disabilities has more than one condition covered by IDEA
17. "_____ disturbance" category includes anxiety disorder, schizophrenia, bipolar disorder, obsessive-compulsive disorder, and depression
18. In reference to the ULD Guidelines, which multiple means provides options for Perception, Language and Symbols, and Comprehension
19. In reference to the ULD Guidelines, which multiple means provides options for Recruiting Interest, Sustaining Effort and Persistence, and Self Regulation.

Down

1. _____ engagement is any way that a child's adult caretaker effectively supports learning and development
3. A _____ Learning Disability (SLD) is the most commonly found in school.
4. In terms of Least Restrictive Environment, least restricted is
8. Dyslexia, dysgraphia, and _____ fall under the "specific learning disability" category
12. Written document designed by a team of school personnel, parents, and student where appropriate (HINT: acronym)
14. _____ in education encompasses a multitude of practices, beliefs, theories, structures that overlap, but are often used interchangeably when

Response

Diversity is a fact

Example 2: Early Childhood Education

Before UDL	After UDL
Students were discouraged from collaborating on projects and encouraged to do their own work	Students were encouraged to collaborate in exploring ideas in their own language, then presenting them in English

@nesabymakers

Example 3: Child, Family and Community Course

Before UDL: Each student would write a summary of a community resource providing childcare.

After UDL: In pairs, students were tasked to create a visual presentation (print, poster, video) about a community agency providing childcare. The prompts included attention to whether the resource welcomed children with disabilities, children who were dual language learners, etc.

Example 4: Child, Family & Community Course

Before UDL: Students were asked to write a paper about the experience of applying Bronfenbrenner's Ecological Theory to their own family

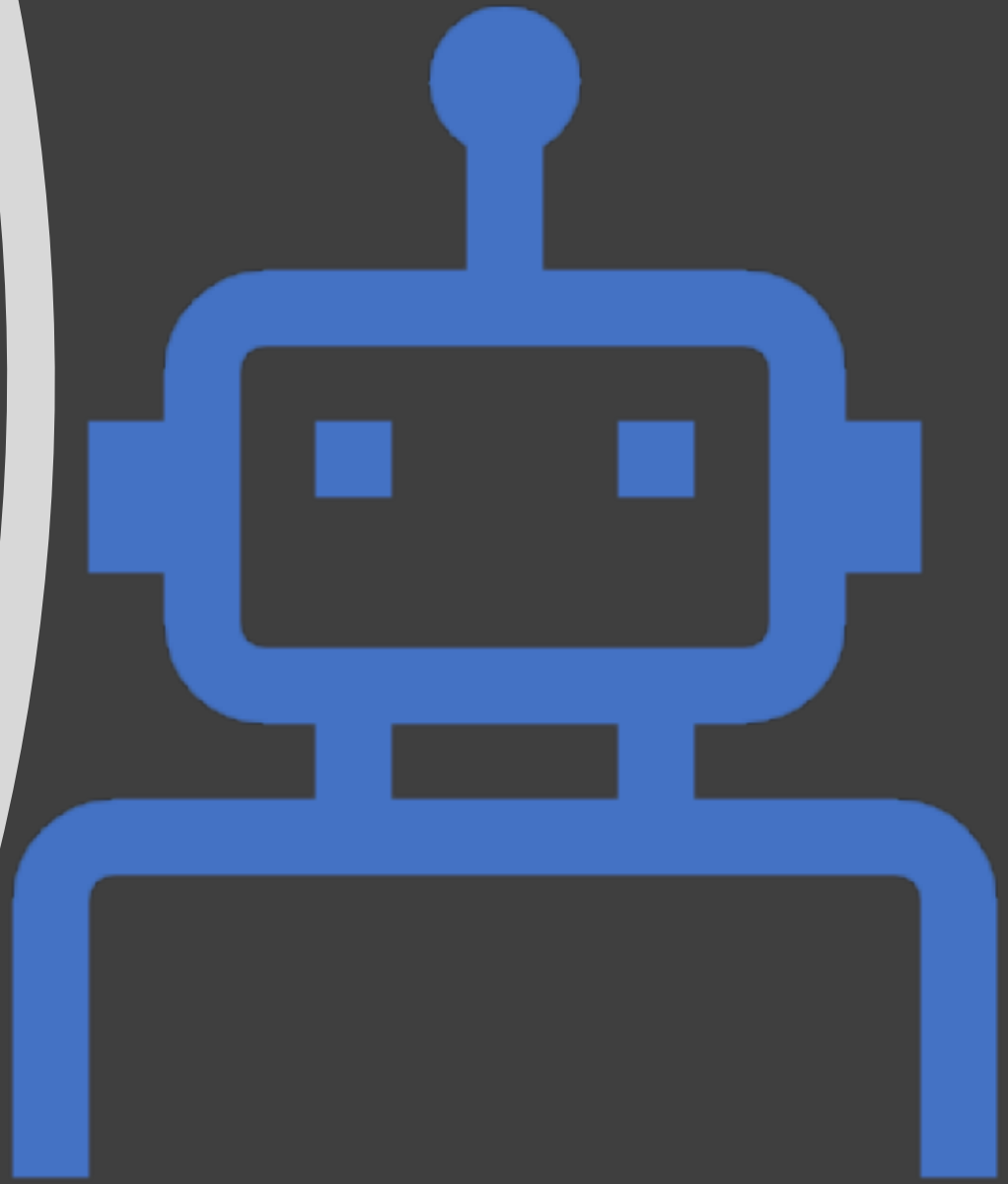
After UDL: You can represent your assignment in a way that you are most comfortable with. This can be done by creating a drawing, singing a song, writing a poem, etc. You have artistic freedom to represent the most important parts of your life in a way that you are most comfortable with.

Agenda

- Pre-assessment results & webinar focus
- Universal Design for Learning & Technological Applications
- Examples: Applying UDL with adult learners who are also English Language Learners
- **Practice: Choose one tool and one assignment for your class and share how you would transform it for an adult learner who is also an ELL**

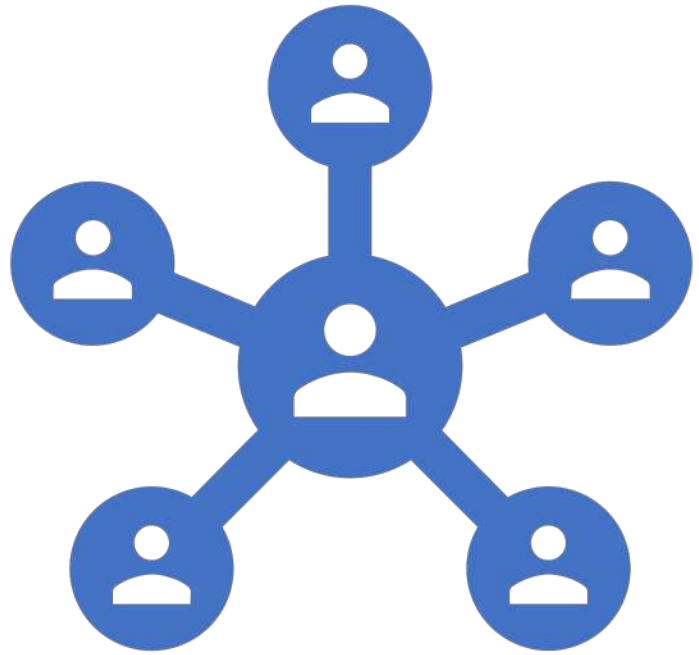
Practice

- 1. Choose ONE assignment/activity from one of your courses
- 2. Choose ONE technology application that you can use to carry it out
- 3. Type your answer in the google form (found in chat) or open your browser at **https://tinyurl.com/SDSUALL**



Relationships in an Online Environment

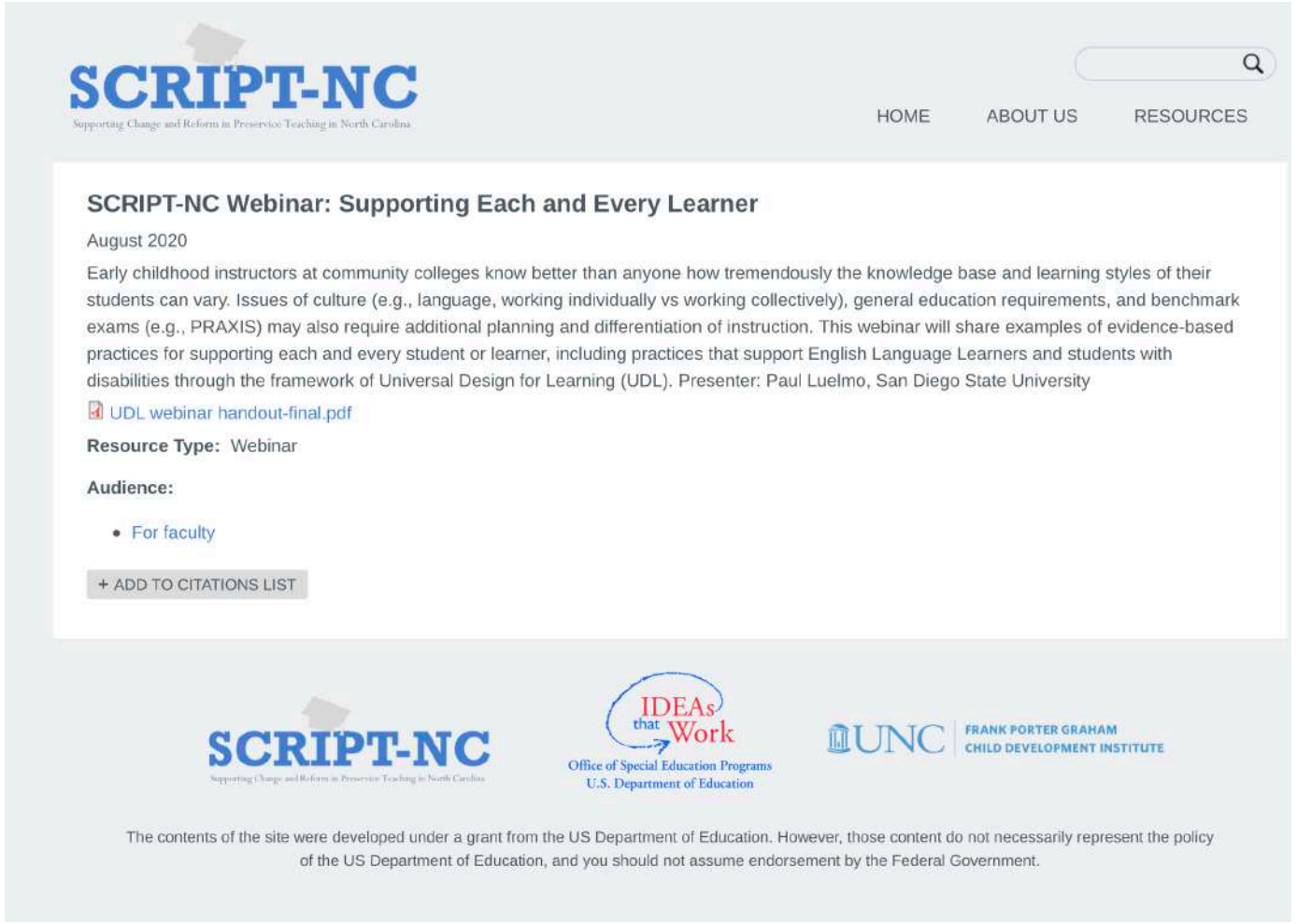
- What are my student's needs?
- What can my current LMS do?
- What strategies are authentic to my teaching?
- What one thing might I learn more about or try out?



Sources: ACCESS webinar by Danielle Savory Seggerson, Laura Fenendael, and Jennifer Koel

Final Reflection and Q&A

Find all the materials from today's webinar here



https://scriptnc.fpg.unc.edu/UDL-adults

https://scriptnc.fpg.unc.edu

November 10, 2020, 2:00 – 3:00 PM EST: Early STEM Learning for Children with Disabilities

Help early educators learn about supporting young children with and without disabilities in STEM learning. This webinar will share examples of strategies and processes for supporting young children with disabilities in meaningful STEM learning.

Presenters: Staff from the STEM Innovation for Inclusion in Early Education (STEMIE) center

Register: https://tinyurl.com/scriptnc-stem

Register for the next SCRIPT-NC webinar!

https://tinyurl.com/scriptnc-stem

Give Us Your Feedback

https://unc.az1.qualtrics.com/jfe/form/SV_56c4d9gawyMEPaZ

SCRIPT-NC
Supporting Change and Reform in Preservice Teaching in North Carolina

UNC FRANK PORTER GRAHAM CHILD DEVELOPMENT INSTITUTE

Thank you!

Paul Luelmo, Ph.D.
San Diego State University
Pluelmo@sdsu.edu

Project PIPELINES

Preparing Intervention Personnel as Early Learning Navigators using Evidence-based Strategies