




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

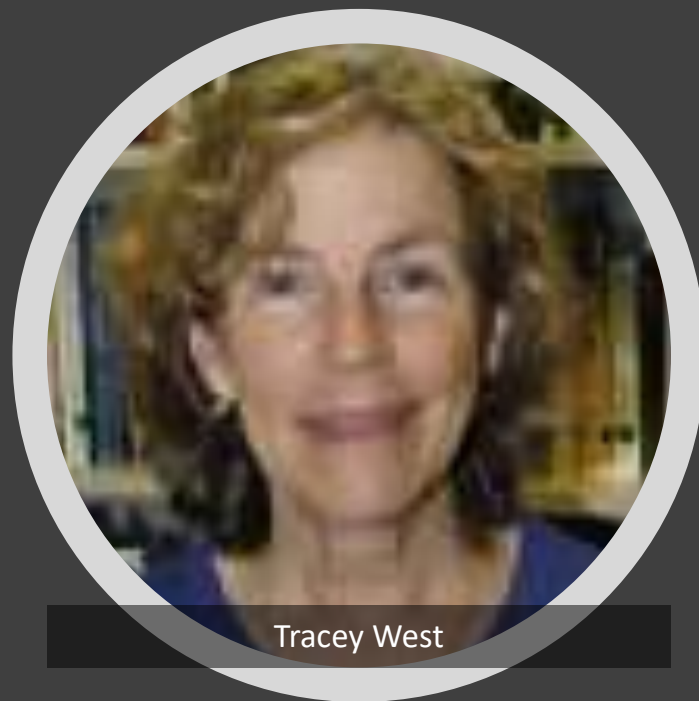




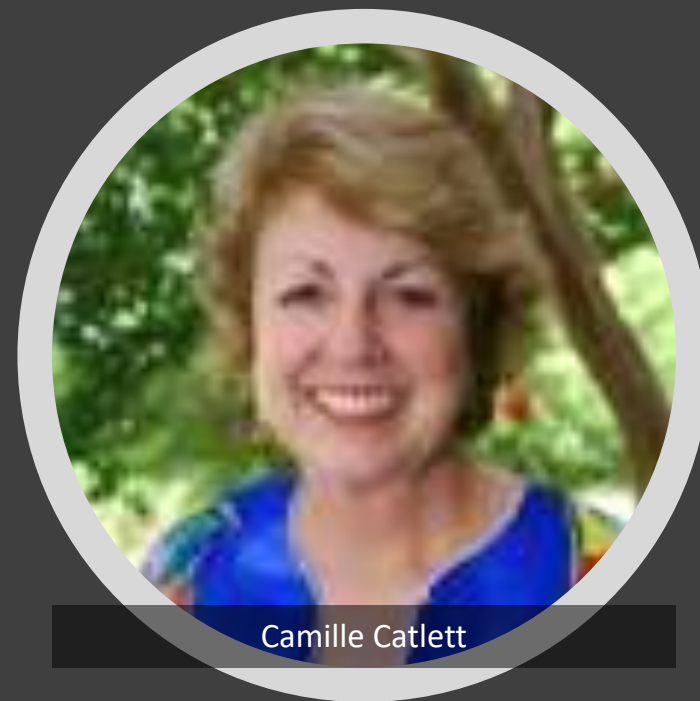
Welcome & Introductions



Chih-Ing Lim



Tracey West



Camille Catlett

Meet the Team



Today's Presenter



Paul Luelmo, Ph.D.
San Diego State University

SCRIPT-NC Webinars emphasize...



embedding
**inclusion and
diversity** into
coursework



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



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



resources that are
**readily available
and free**



Logistics



**Remember to mute
your audio**



**Questions?
Comments?**

USE THE CHAT BOX



Resources for Supporting Each and Every Adult Learner

HANDOUT

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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 Burgstahle 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/stoms/files/20_Tips_Designing_Courses_S_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://udlincampus.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/calnetnetwork/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.



SCRIPT-NC

UNC

FRANK PORTER GRABEM
CREDIT DEVELOPMENT INSTITUTE



1

Technology Applications for Universal Design for Learning

The following are useful technology applications that fit within the framework of Universal Design for Learning

Multiple ways of engagement

Engagement



Kahoot

www.kahoot.com

Create live quizzes/polls. Students respond live in your class



Google Suite

<https://gsuite.google.com/>

Google docs allow for collaboration with groups of students. Google Forms can help with surveys, student responses.

Webinar Handouts

Webinar Objectives

1

Participants will understand/review the basic concepts of Universal Design for Learning (emphasis on adults who are also English Language Learners).

2

Participants will be able to explain examples of the role of culture, language, and relationships in adult learners.

3

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

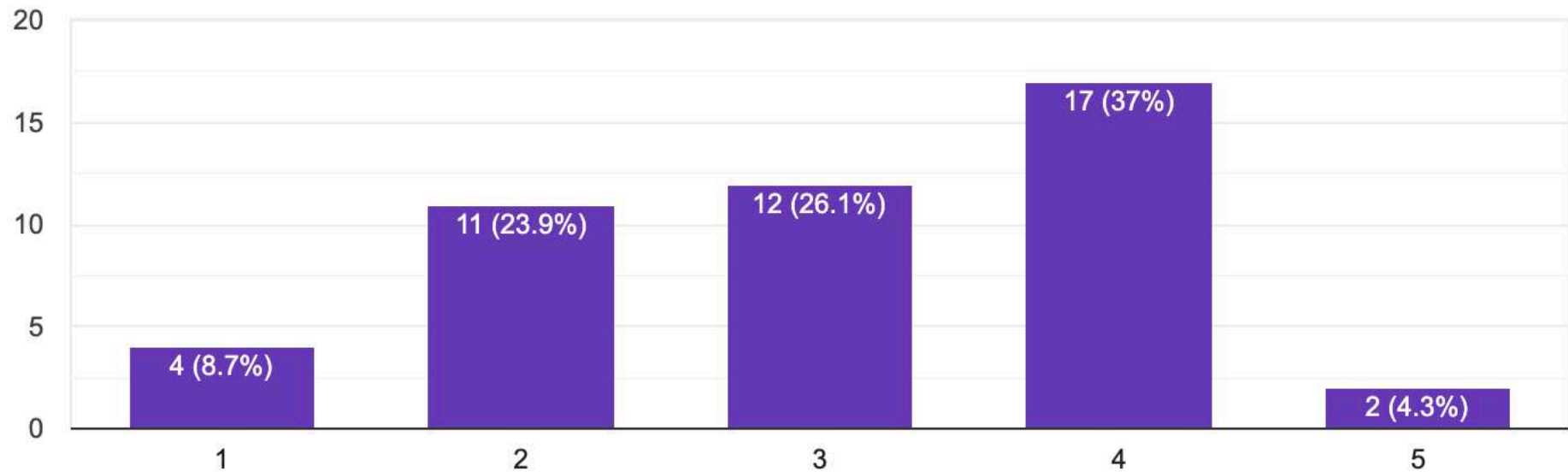
- Pre-assessment results & introduction
- Universal Design for Learning & Technological Applications
- Examples: Applying UDL with adult learners who are also English Language Learners
- Practice: Choose one tool and one assignment for your class and share how you would transform it for an adult learner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



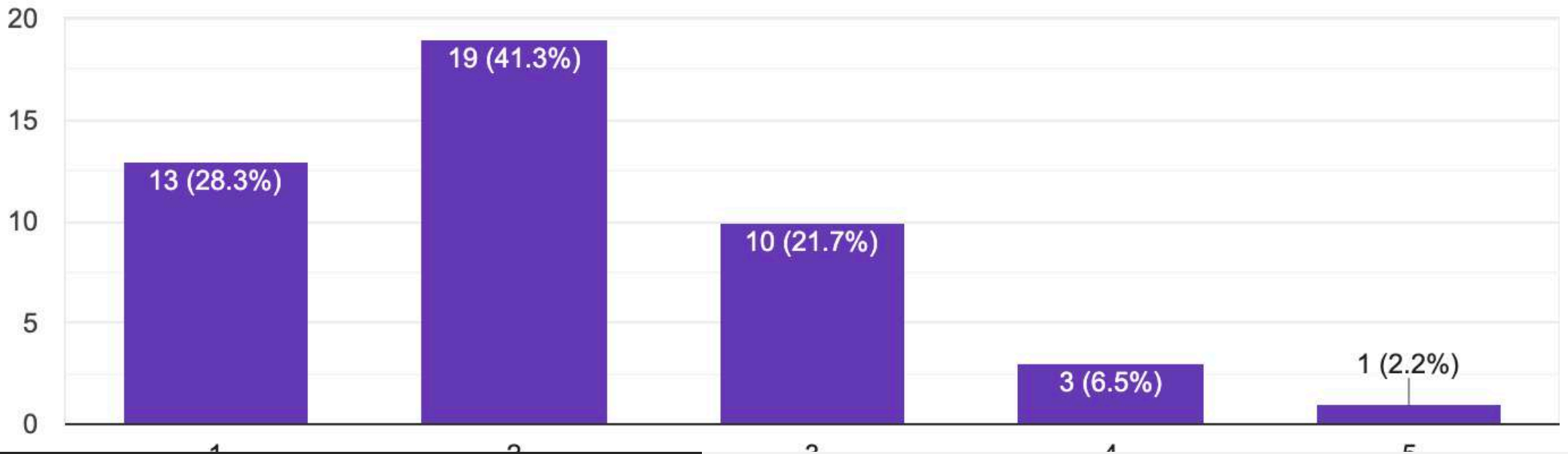
46 responses



Webinar Focus

2. How familiar are you with using Universal Design for Learning (UDL) principles to support adults who are English Language Learners (ELLs)?

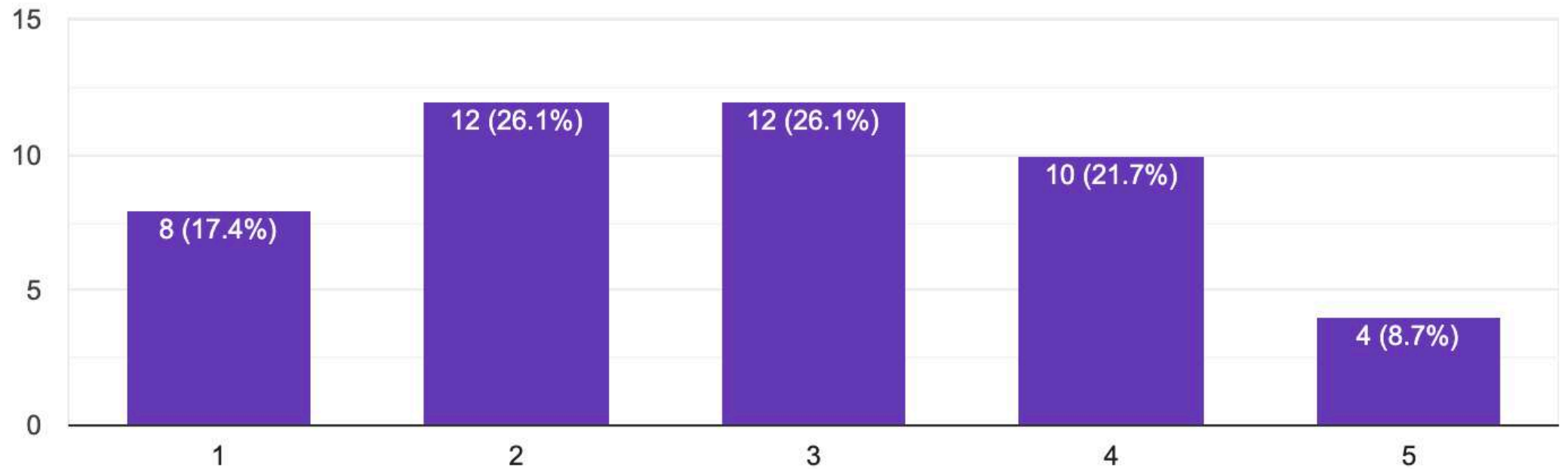
46 responses



Webinar Focus

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

46 responses

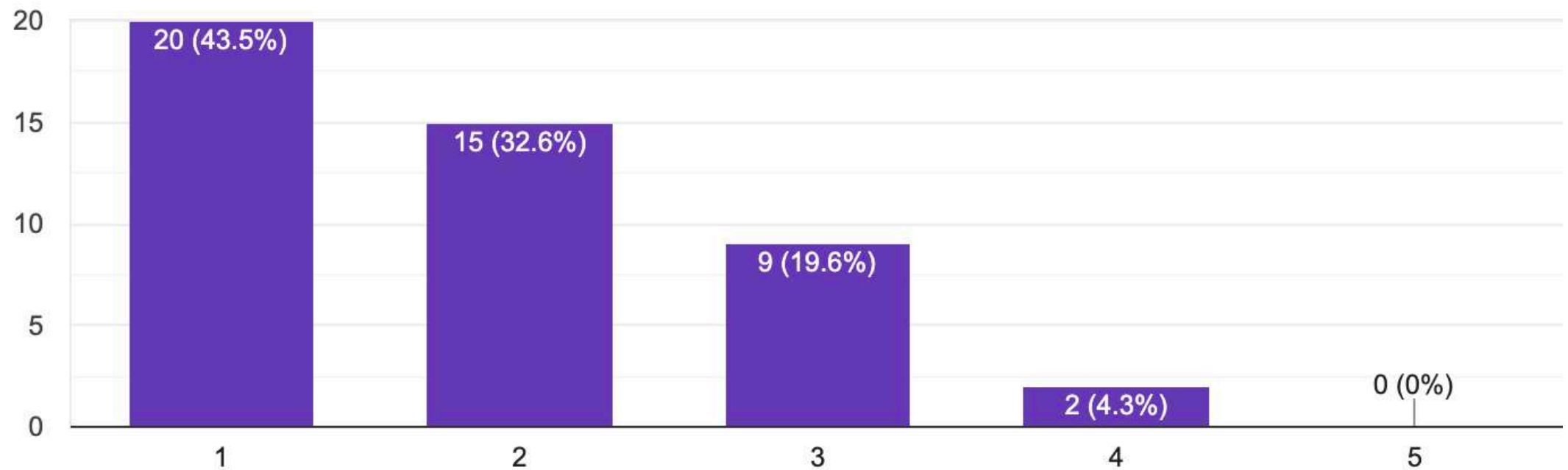


Webinar Focus

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?



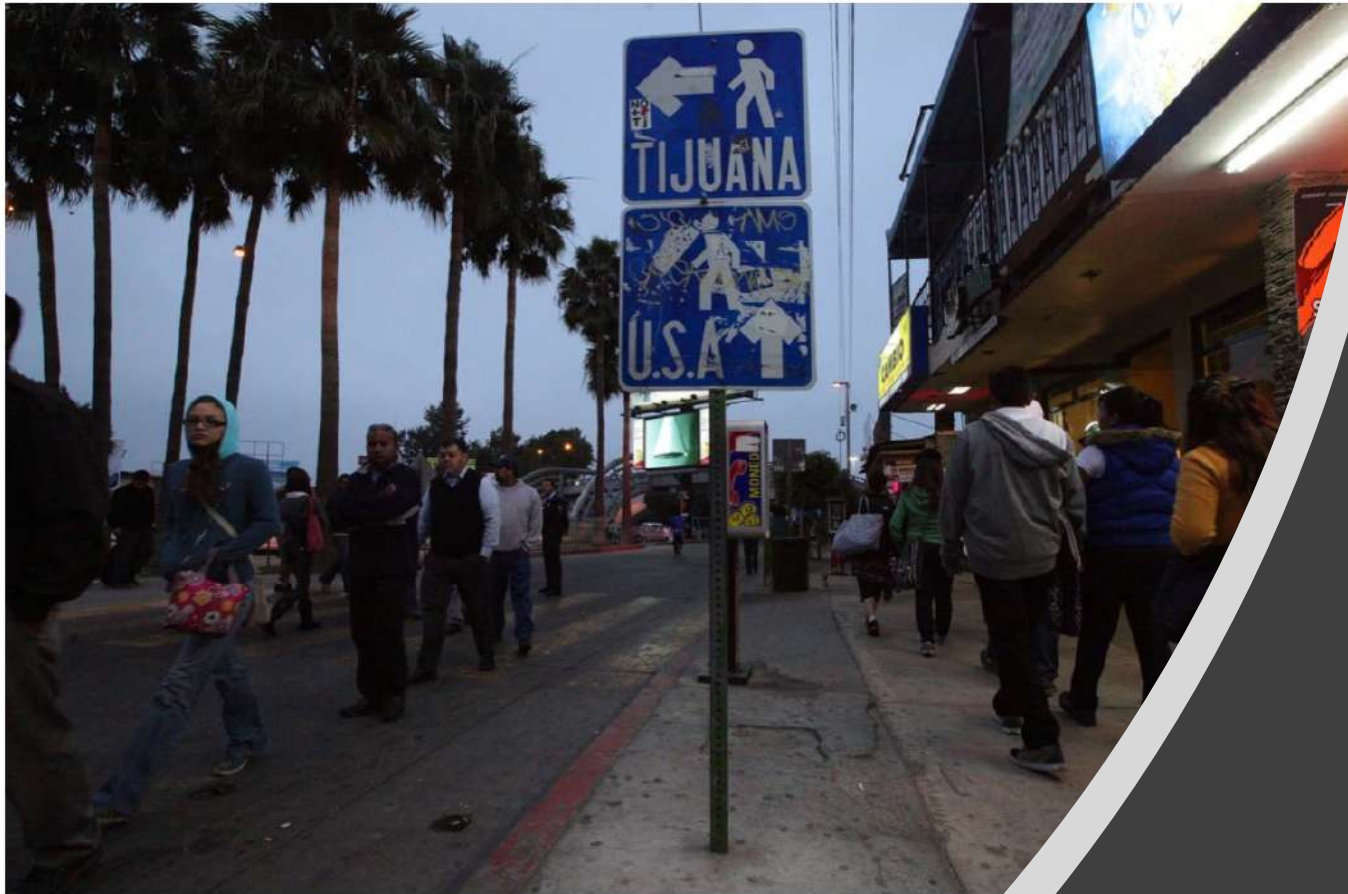
46 responses



Webinar Focus

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

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



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

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



- 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)

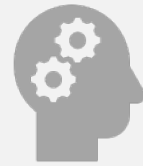
Agenda

- 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



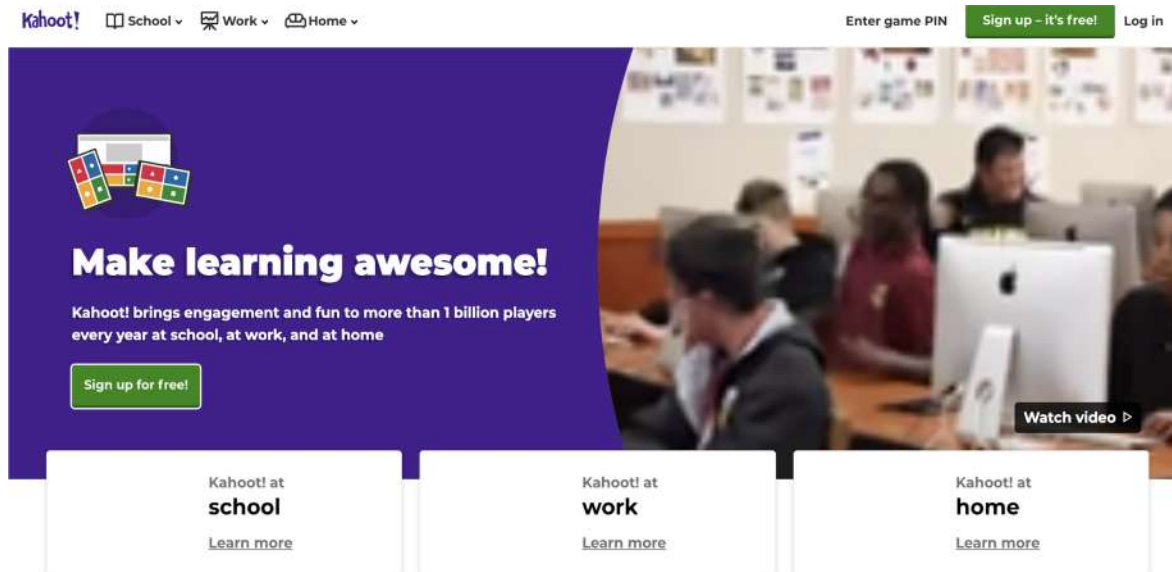
Provide options for **Sustaining Effort & Persistence** ⁽⁸⁾

- 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

UDL: Engagement Technology Applications



Kahoot! School Work Home

Enter game PIN [Sign up – it's free!](#) Log in

Make learning awesome!

Kahoot! brings engagement and fun to more than 1 billion players every year at school, at work, and at home

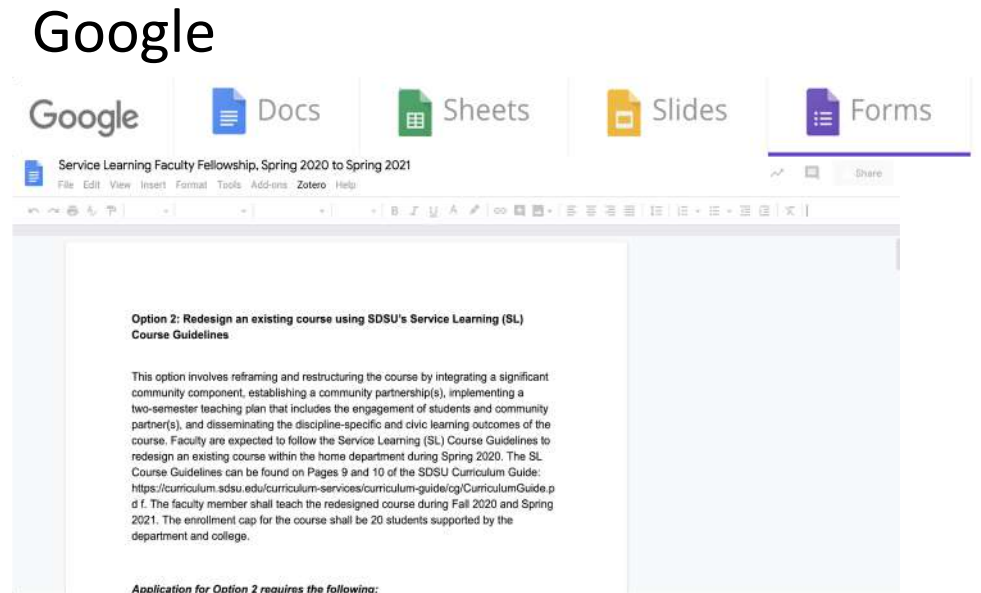
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Watch video ▶



Google

Google Docs Sheets Slides Forms

Service Learning Faculty Fellowship, Spring 2020 to Spring 2021

File Edit View Insert Format Tools Add-ons Zotero Help

Option 2: Redesign an existing course using SDSU's Service Learning (SL) Course Guidelines

This option involves reframing and restructuring the course by integrating a significant community component, establishing a community partnership(s), implementing a two-semester teaching plan that includes the engagement of students and community partner(s), and disseminating the discipline-specific and civic learning outcomes of the course. Faculty are expected to follow the Service Learning (SL) Course Guidelines to redesign an existing course within the home department during Spring 2020. The SL Course Guidelines can be found on Pages 9 and 10 of the SDSU Curriculum Guide: <https://curriculum.sdsu.edu/curriculum-services/curriculum-guide/cg/CurriculumGuide.pdf>. The faculty member shall teach the redesigned course during Fall 2020 and Spring 2021. The enrollment cap for the course shall be 20 students supported by the department and college.

Application for Option 2 requires the following:

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)

Provide multiple means of **Representation**

Recognition Networks
The “WHAT” of Learning



Representation

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)

Provide multiple means of **Action & Expression**

Strategic Networks
The "HOW" of Learning



UDL: Expression

Technology Applications

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



Leave a Vibe!

Feedback Edit Share

Video Feedback
This video will only be available to Rodolfo G.

Grading Rubric
Score Rodolfo's video based on the Topic criteria. [Edit the rubric.](#)

5 Ideas 5 Performance

Comments
Add detailed feedback for Rodolfo.

Great responses, with specific examples from the film. Good work.

65 / 1024

Share Feedback
Students can visit my.flipgrid.com to view the feedback. You can also email or copy the link directly to students.

[Copy Feedback Link](#) [Email Feedback](#)

Rodolfo Gutierrez
Display Name: Rodolfo G
Lives Worth Living

Leave a Vibe!

Feedback Edit Share

Video Feedback
This video will only be available to Reginald W.

Grading Rubric
Score Reginald's video based on the Topic criteria. [Edit the rubric.](#)

5 Ideas 5 Performance

Comments
Add detailed feedback for Reginald.

0 / 1024

Share Feedback
Students can visit my.flipgrid.com to view the feedback. You can also email or copy the link directly to students.

[Copy Feedback Link](#) [Email Feedback](#)

Reginald White
Display Name: Reginald W
Response: Lives Worth Living Part2

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)



Steps in UDL

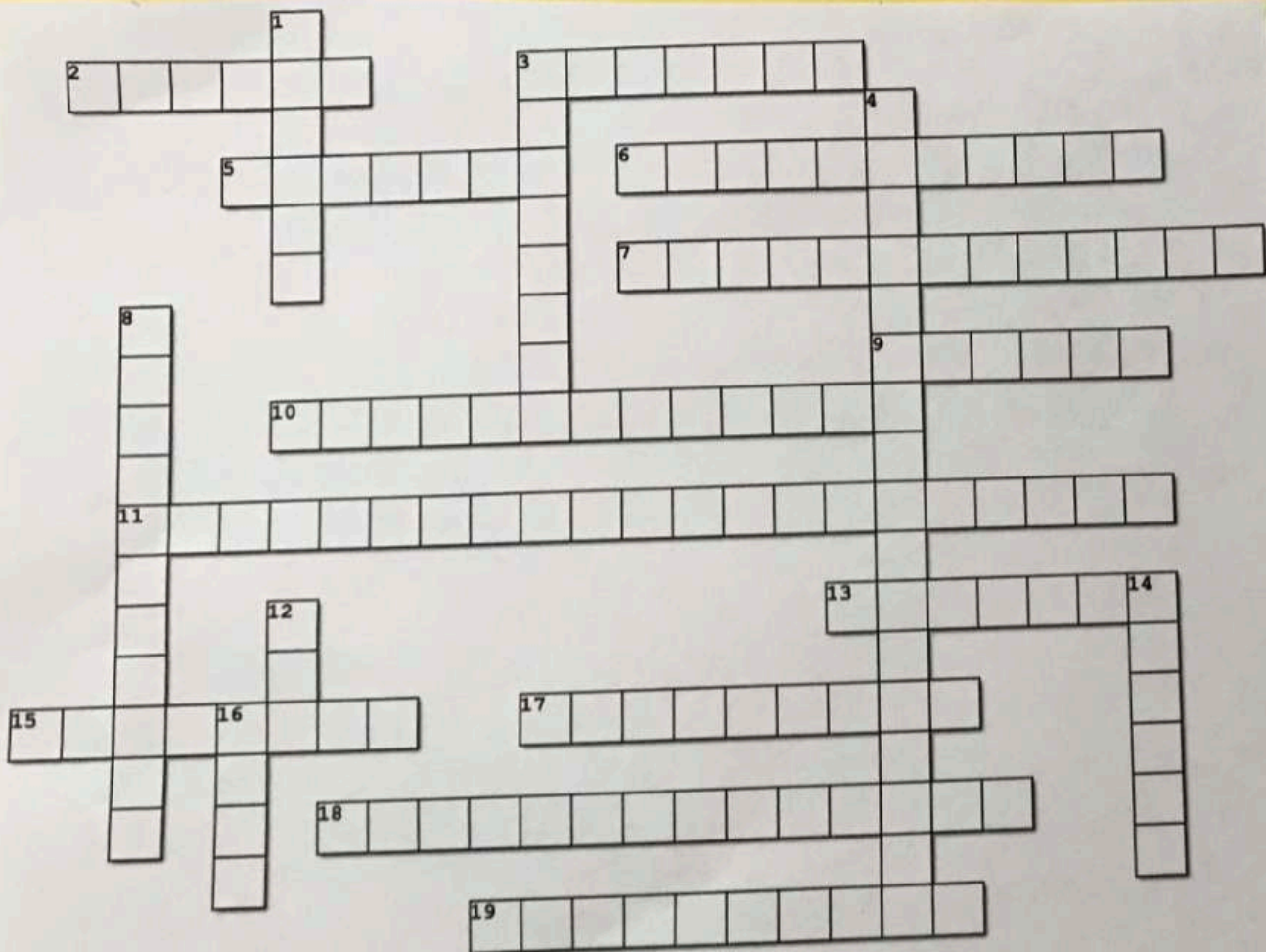
Example 1

Learning Goal	Previous Assessment	Revised UDL Assessment
<p>Understand and explain the concept of least restrictive environment and professional perspectives about inclusion</p>	<p>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.)</p>	<p>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).</p>

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.

Response

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, and structures that overlap, but are often used interchangeably when

Diversity is a fact

Example 2: Early Childhood Education

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



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

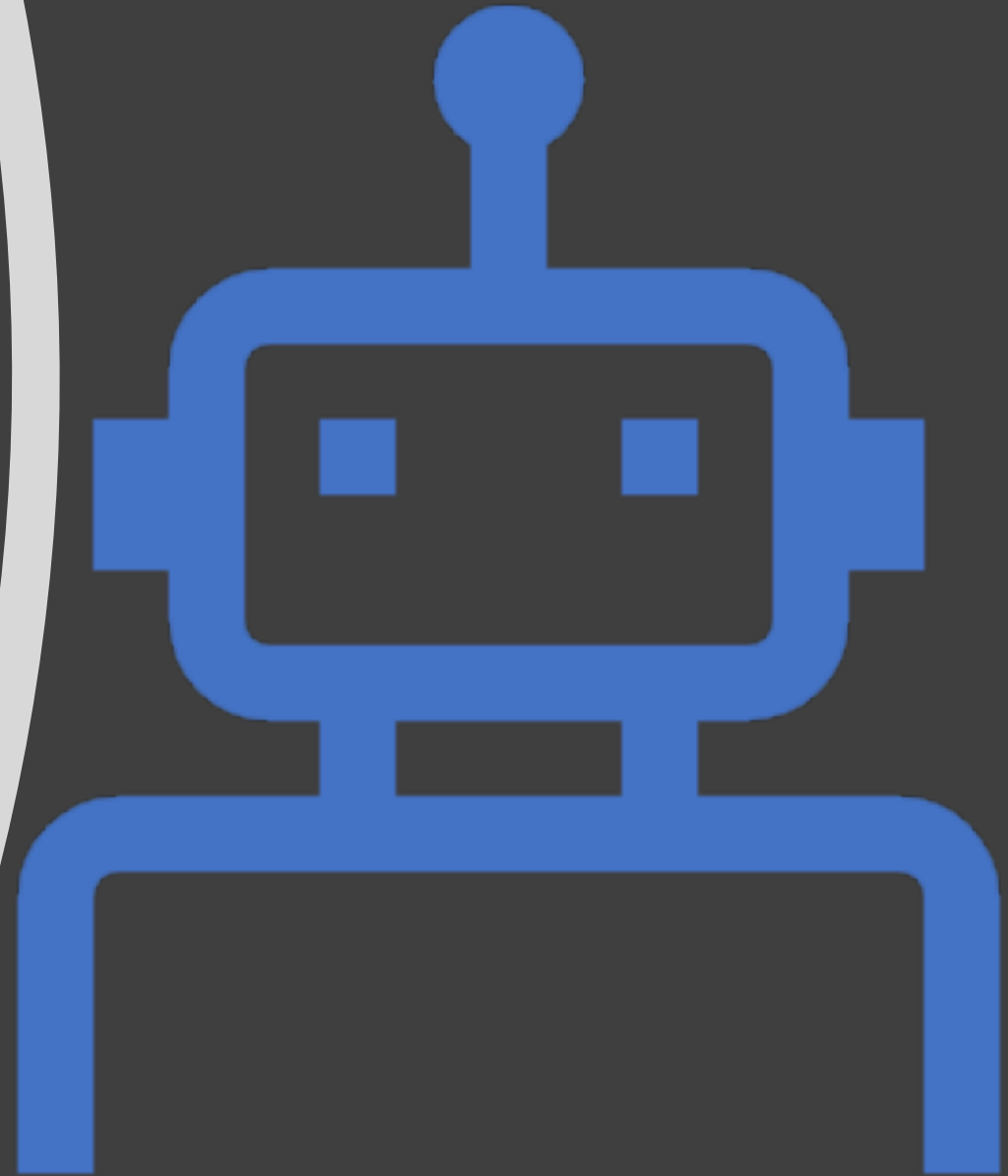
After UDL: You can represent your assignment in a way that you are most comfortable with. This can be done by creating a drawing, singing a song, writing a poem, etc. You have artistic freedom to represent the most important parts of your life in a way that you are most comfortable with.

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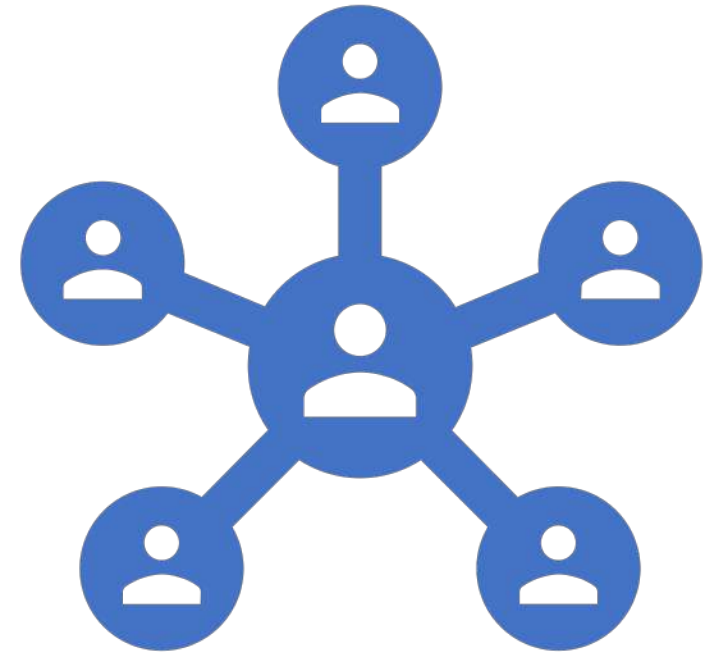
Practice

- 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?

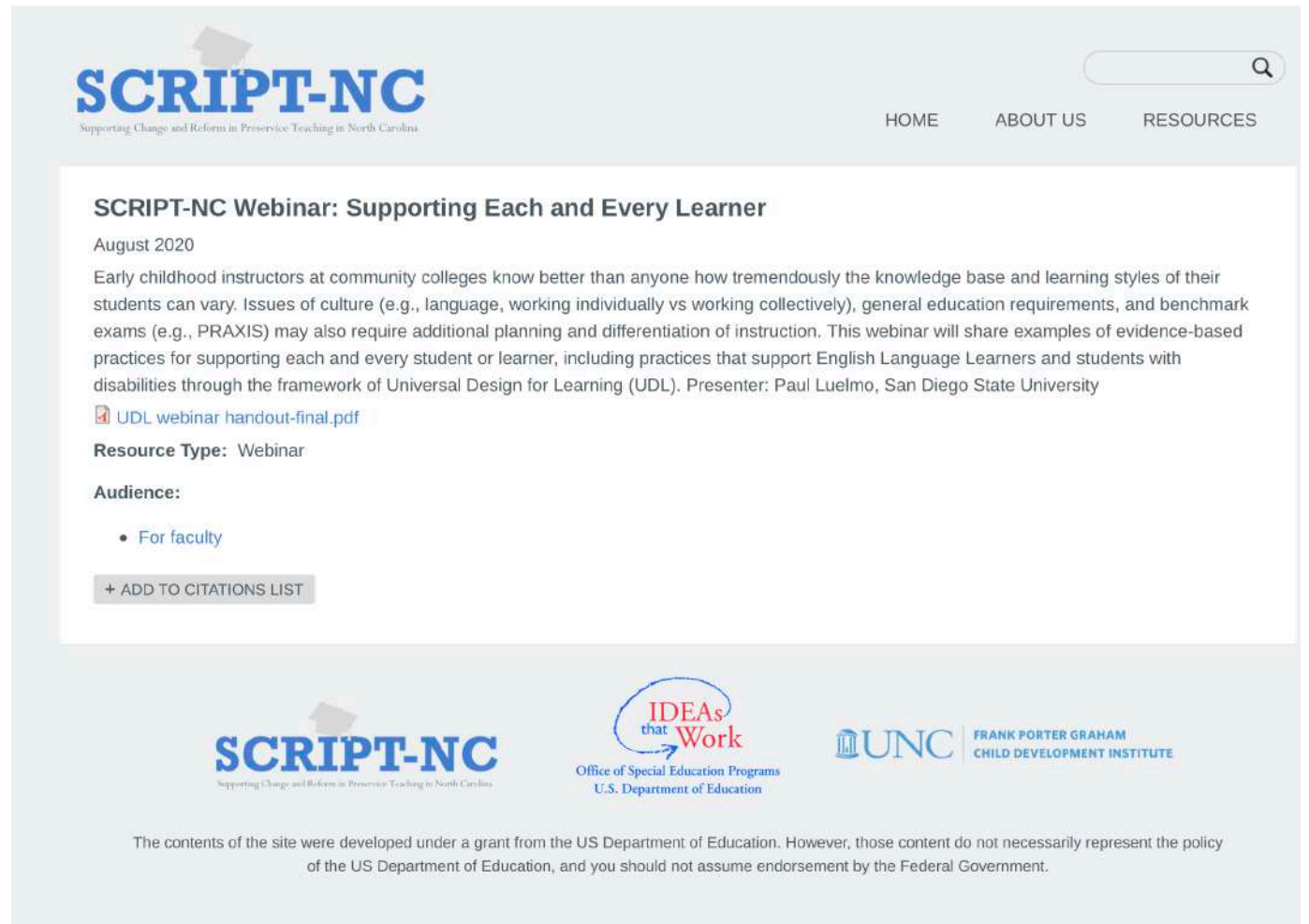


Sources: ACCESS webinar by Danielle Savory Seggerson, Laura Fenendael, and Jennifer Koel



Final Reflection and Q&A

Find all the materials from today's webinar here



The screenshot shows the SCRIPT-NC website interface. At the top left is the SCRIPT-NC logo with the tagline "Supporting Change and Reform in Preservice Teaching in North Carolina". To the right is a search bar and navigation links for HOME, ABOUT US, and RESOURCES. The main content area features the title "SCRIPT-NC Webinar: Supporting Each and Every Learner" dated August 2020. The text describes a webinar for early childhood instructors at community colleges, focusing on evidence-based practices for supporting diverse learners. A link for "UDL webinar handout-final.pdf" is provided. Below this, the resource type is identified as "Webinar" and the audience is listed as "For faculty". A button labeled "+ ADD TO CITATIONS LIST" is located at the bottom of the resource description. The footer contains logos for SCRIPT-NC, "IDEAs that Work" (Office of Special Education Programs, U.S. Department of Education), and the UNC Frank Porter Graham Child Development Institute. A disclaimer states that the site's contents were developed under a grant from the US Department of Education and do not represent its policy.

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

<https://scriptnc.fpg.unc.edu>

The screenshot shows the homepage of the SCRIPT-NC website. At the top left is the logo "SCRIPT-NC" with the tagline "Supporting Change and Reform in Preservice Teaching in North Carolina". To the right of the logo is a search bar and a navigation menu with links for "HOME", "ABOUT US", and "RESOURCES". Below the navigation is a large banner image showing a group of diverse young children and two adult women in a classroom setting. A semi-transparent dark box is overlaid on the bottom of the banner with the text "Supporting Change and Reform in Preservice Teaching in North Carolina". Below the banner is a paragraph of text: "SCRIPT-NC is working with community college faculty in North Carolina to better prepare preservice early childhood educators to meet the diverse needs of children in their community." Below this text is a "LEARN MORE" button. The bottom section of the page is a dark grey area with four columns of content, each featuring an icon, a title, a short description, and a "LEARN MORE" button. The columns are: 1. "COURSE SPECIFIC RESOURCES" with a book icon, describing free high-quality resources for enhancing coursework and practica, focusing on inclusion of young children with disabilities and who are culturally, ethnically, and linguistically diverse. 2. "TOOLS FOR ENHANCING PROGRAM QUALITY" with a wrench and screwdriver icon, describing rubrics, matrices, and other tools to enhance early childhood Associate's degree programs. 3. "FACULTY WEBINARS" with a laptop icon, describing access to archived webinars, more information, and registration for upcoming webinars. 4. "MONTHLY NEWSLETTER" with an envelope icon, describing access to current and archived Natural Resources newsletters.

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

HOME ABOUT US RESOURCES

Supporting Change and Reform in Preservice Teaching in North Carolina

SCRIPT-NC is working with community college faculty in North Carolina to better prepare preservice early childhood educators to meet the diverse needs of children in their community.

LEARN MORE

COURSE SPECIFIC RESOURCES
Find free high quality resources to enhance coursework and practica. These resources are focused on the inclusion of young children with disabilities and who are culturally, ethnically, and linguistically diverse.

LEARN MORE

TOOLS FOR ENHANCING PROGRAM QUALITY
Find rubrics, matrices, and other tools to enhance your early childhood Associate's degree program.

LEARN MORE

FACULTY WEBINARS
Access archived webinars, learn more about, and register for upcoming webinars.

LEARN MORE

MONTHLY NEWSLETTER
Access current and archived Natural Resources newsletters.

LEARN MORE



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

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

