

AHEAD Highlights & Universal Design for Learning

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2 key drivers

The shift to widen participation & recognition that one size does not fit all.

- ‘The growth of up to 50% participation in HE we now see, has not been supported with planned change in pedagogy & student support (Layer, 2019:p36).
- In the UK the shift in 2017 from the government for institutions to be anticipatory to meet student needs for most students, with only the most specialist support(for students with disabilities) being funded by the government.

Context

Supporting disabled students in Higher Education



- <http://www.westminster-briefing.com/fileadmin/Westminster%20Briefing%20-%20DSA%20Slides%20-%202013.10.16.pdf>

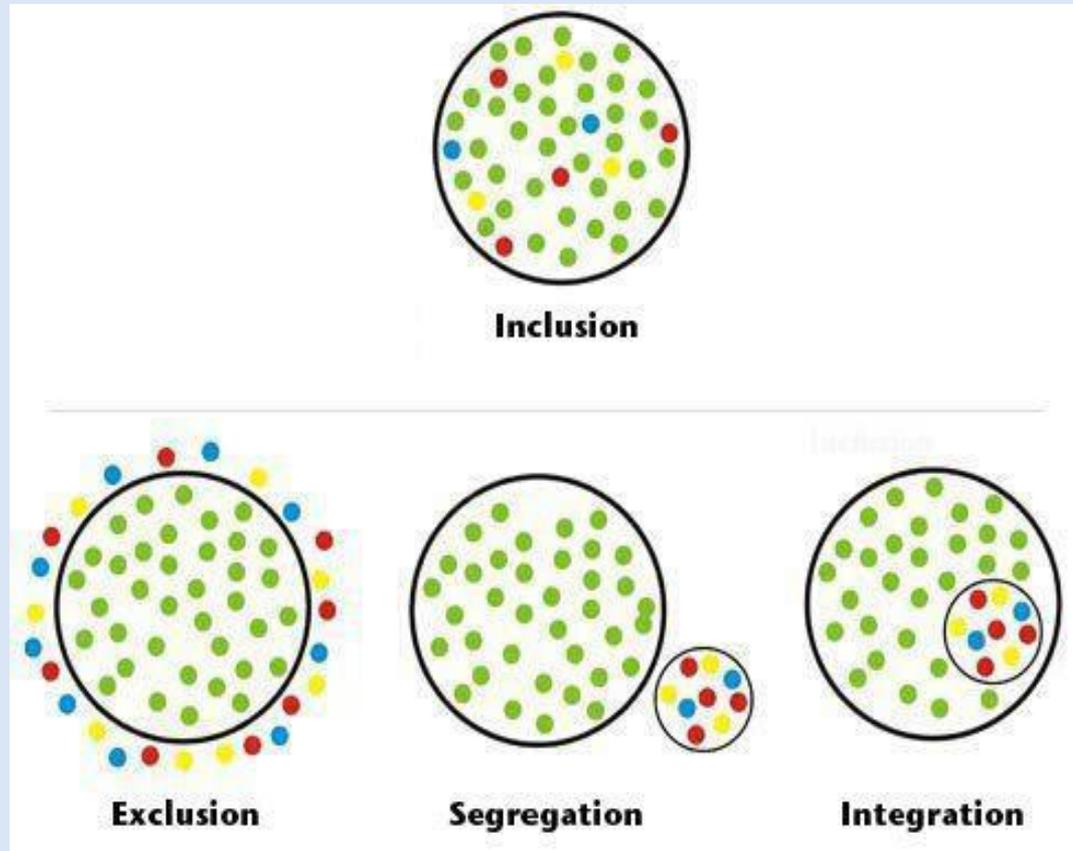
A shared understanding

- What do we mean when we use the term inclusive?
- Take a few minutes to discuss / reflect / draw how you understand and interpret 'Inclusive' in Higher Education

What do we want to achieve?

- Discuss or reflect on what you are hoping to achieve in our practice and community and why?
- What do we want to include students in?
 - The world?
 - The room?
 - The class?
 - The University?
 - The curriculum?

What are the various concepts in our definitions of “Inclusion”?



Dr. Frederic Fovet, *AHEAD 2019 Conference – Journey to Oz: Travelling together towards inclusive education*



Intersectionality

- Labels such as disabled students, mature students, BAME are used by us but students can experience diversity on multiple dimensions at once
- These can change over time
- The fragmented approach to inclusion makes little sense from a user experience perspective
- Ideally inclusive approaches offer a more holistic way forward

Anecdotal Example

On a typical Canadian Campus:

- 10% of students register as having a Disability
- 25% of students are International Students and Second Language Learners
- 5% identify as Indigenous
- 33% are likely to be 'first generation' undergraduates (University Affairs, 2015)

73% are – for these reasons - likely to experience barriers in access to learning

The voice of 73% of our campuses is not a 'minority discourse'

SHU Inclusive Practice Principles

Being Flexible – open to change and versatile

Being able to respond to a diverse and evolving student population and to changes in circumstances

Being Equitable – ensuring consistency and accessibility for all

Making sure that the administrative and organisational processes used and the learning and teaching approaches adopted are consistent, accessible and fairly applied to all

Working Collaboratively – involving students and stakeholders

Planning teaching and assessment, content and practice collaboratively

Supporting Personalisation: Recognising that successful learning and teaching is governed by personal difference

Getting to know your students and teach to that knowledge, varying learning opportunities to give all a chance to shine

Embracing Diversity: Creating opportunities to develop awareness of diversity and global issues

Encouraging students to develop awareness of each other's' cultural and learning differences and relating this experience to the world of work

Universal Design For Learning

- Equitable opportunities for all
- Access to all aspects of learning
- Mythical “average” student
- Design curricula to meet the varied needs of students
- Recognition that there will still be a need for specialist & targeted support

Sources: ELA/ELD Framework (2014) and Mathematics Framework (2013), California Department of Education

Be anticipatory: reduce barriers in the design stage

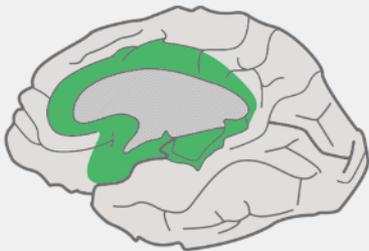


Collegiate Campus



Universal Design for Learning

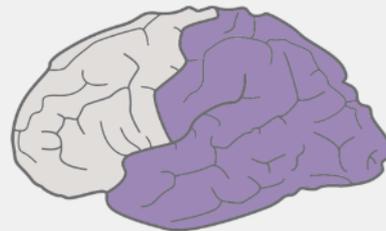
AFFECTIVE NETWORKS:
THE **WHY** OF LEARNING



Engagement

For purposeful, motivated learners, stimulate interest and motivation for learning.

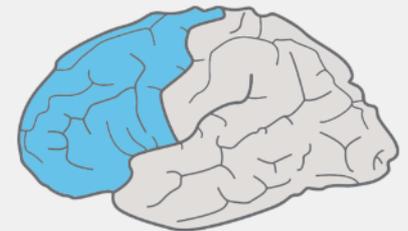
RECOGNITION NETWORKS:
THE **WHAT** OF LEARNING



Representation

For resourceful, knowledgeable learners, present information and content in different ways.

STRATEGIC NETWORKS:
THE **HOW** OF LEARNING



Action & Expression

For strategic, goal-directed learners, differentiate the ways that students can express what they know.

Source: National Center on Applied Special
Technology:
www.cast.org

Multiple Means of Engagement:

students are challenged & motivated

Challenge students with meaningful real world assignments



Create evaluations that are performance based that allow students to demonstrate the learning outcomes

Create climate in which student diversity is respected



Have students create ground rules for conduct. Post this on VLE & refer to it as necessary

Provide tasks that allow for active participation, exploration and experimentation



Use a variety of active learning strategies to engage diverse students

Optimize individual choice and autonomy



Offer choice and co-create teaching and learning with students

Multiple Means of Representation

Present material in a variety of ways

Offer material in multiple formats



Add an audio file explaining a major assignment

Post electronic equivalent of paper handouts and required reading in alternative formats such as audio and video



Post all course documents on VLEs so students can access whenever needed

Maximise transfer and generalisation



Summarize key points throughout and tie these points to the larger course objectives

Multiple Means of Expression:

students can express their comprehension
in multiple ways

Give students options to demonstrate mastery of course learning outcomes



Students choose which type of assignment they would like to complete. e.g. poster presentation, written report, creating a video.

Incorporate technologies that facilitate class communication and participation



Use discussion boards or blogs to allow remote students, or those who need more time to reflect to participate.

8 approaches to Inclusive Learning and Teaching

A uniquely collaborative approach to addressing the issues of inclusive learning and teaching (with contributions from 39 people over 30 institutions) has identified 8 approaches to inclusive learning and teaching:

- **Know your student cohort**
- **Embed inclusivity within institutional processes (including estates)**
- **Co-create curricula with inclusive design**
- **Rearrange lecturing approaches to adopt a range of strategies**
- **Teach academic writing so that students can learn**
- **Create learning assessments that truly assess learning**
- **Adapt for retention**
- **Foster a good work placement ethos**

e-book published - 21st January 2019: *The Inclusivity Gap* (ed. Karisa Krcmar)

Frameworks

- [Kingston University's Excellence Framework for an Inclusive Curriculum](#)
- UCL
- UDC

Collaborative Approaches

- How do we work collaboratively to support our diverse student group across the spectrum of Diversity?

Discuss / reflect

- Who might you reach out to?
- How might you do this?

Further Reading & Resources

- <http://udlguidelines.cast.org/>
- [The fundamentals of Universal Design for Learning](#)
- <https://www.ahead.ie/conference2019-videos>
- [Teaching & Assessment Essentials Inclusive Practice](#)
- [Dyslexia Style Guide](#)
- Karisa Krcmar (ed) (2019) [*The Inclusivity Gap*](#) (e book)
- Bracken, S. and Novak, K. (2019) *Transforming Higher Education Through Universal Design for Learning An International Perspective*. Routledge, London