We Need Everyone to Move the Nation: Designing Lessons for Deeper Learning, Inclusion, and Engagement

2022 Summer Summit

ICCB
ILLINOIS COMMUNITY COLLEGE BOARD

Professional Development Network
Inspiring Adult Education

SUPPORTING SUCCESS
Southern Illinois Professional Development Center

Welcome from Tara and Sarah

Southern Illinois Professional Development Center

- Equity trainers
- Certified UDL Trainers
- Passion for learning, learners, and the aha moment
- Rhyming names just so we're easier to remember

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Today's Working Agreements

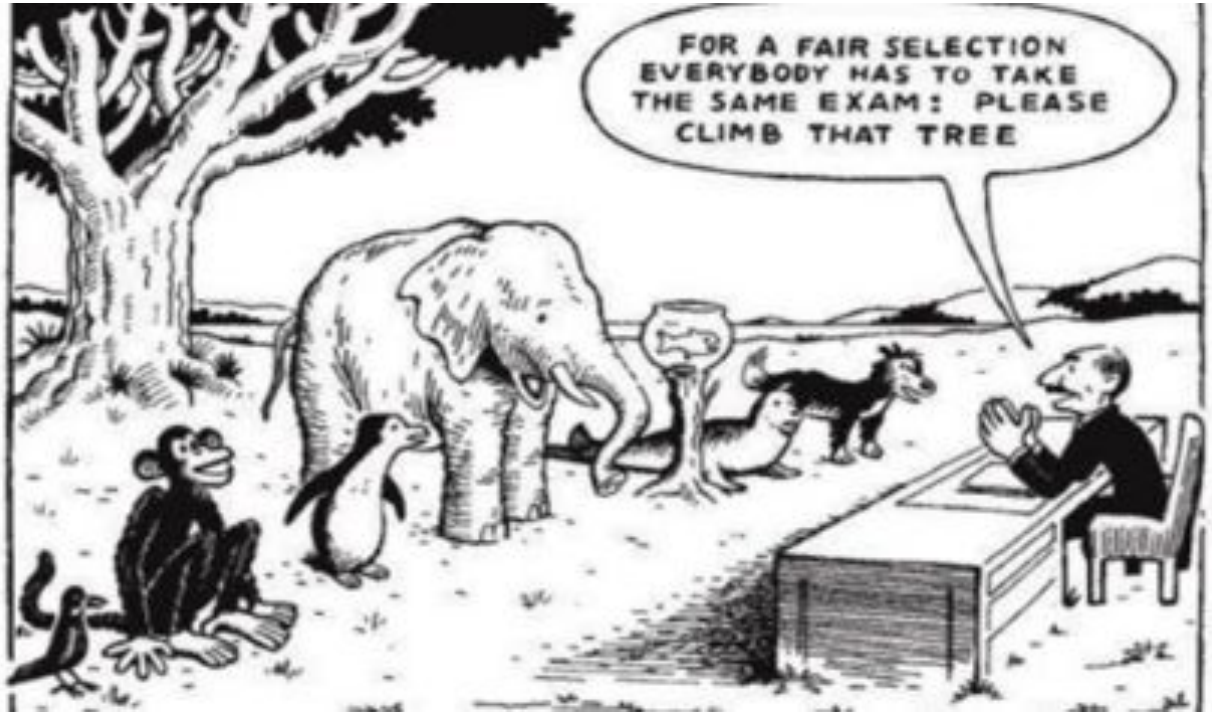
from:

- **Grace**
  - To yourself
  - To our students
  - To your colleagues
- **Ask**
  - Got a question? Drop it into the chat! Ask a friend. Use the backchannel.
- **Try**
  - Try something new. It may go well… it may not the first time.
  - "Failure is success in progress." -Albert Einstein
- **Support**
  - Share in the chat and support one another. Offer a kind word or share a success story.
- **Be Present**
  - We're all in this together.

Our Goals for this session…

- Explore Universal Design for Learning and its connection to inclusive classrooms
- Link lesson concepts and activities to deeper learning and building independence
- Expand thoughts on the good work you're ALREADY doing
- Gasp, laugh, and nod your head
- Tilt your head as you consider a new thought or perspective

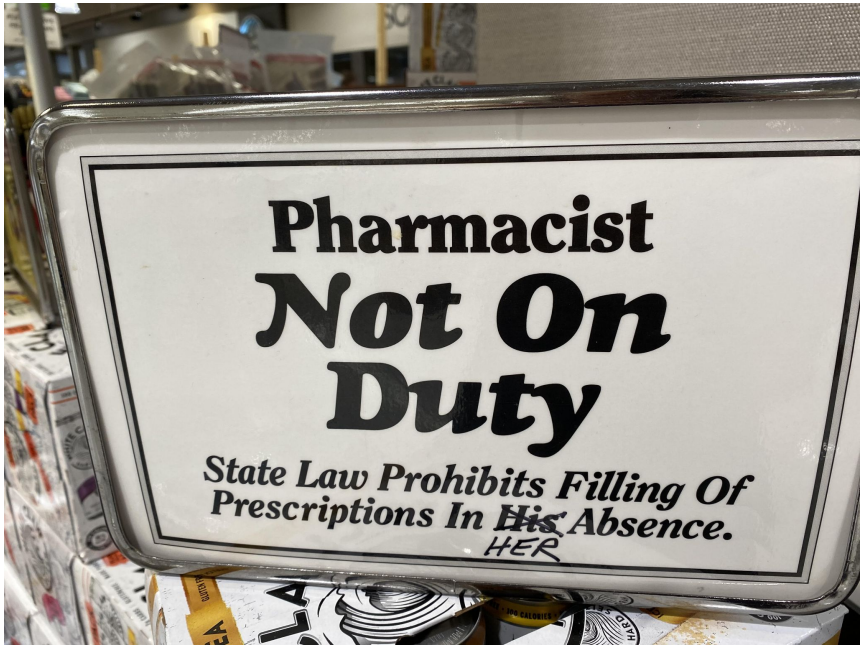
Designing for an Inclusive Classroom



Take time to make time

Please call me…	I'm good at…
It irritates me when…	When I'm learning something new, I like to…

Words matter



Words matter

Inclusive Planning Matters

Designing for Variability - being thoughtful in your planning

Words matter

Inclusive Planning Matters

Designing for Variability - being thoughtful in your planning

Words matter

"It's not no - it's when"

Jamil Steele

Universal Design for Learning Guidelines

Visit the UDL Guidelines

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.

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

Access

Provide options for **Recruiting Interest** (7)

- Optimize individual choice and autonomy (7.1)
- Optimize relevance, value, and authenticity (7.2)
- Minimize threats and distractions (7.3)

Provide options for **Perception** (1)

- Offer ways of customizing the display of information (1.1)
- Offer alternatives for auditory information (1.2)
- Offer alternatives for visual information (1.3)

Provide options for **Physical Action** (4)

- Vary the methods for response and navigation (4.1)
- Optimize access to tools and assistive technologies (4.2)

Build

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)

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 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)

Internalize

Provide options for **Self Regulation** (9)

- Promote expectations and beliefs that optimize motivation (9.1)
- Facilitate personal coping skills and strategies (9.2)
- Develop self-assessment and reflection (9.3)

Provide options for **Comprehension** (3)

- Activate or supply background knowledge (3.1)
- Highlight patterns, critical features, big ideas, and relationships (3.2)
- Guide information processing and visualization (3.3)
- Maximize transfer and generalization (3.4)

Provide options for **Executive Functions** (6)

- Guide appropriate goal-setting (6.1)
- Support planning and strategy development (6.2)
- Facilitate managing information and resources (6.3)
- Enhance capacity for monitoring progress (6.4)

Goal

Expert learners who are...

Purposeful & Motivated	Resourceful & Knowledgeable	Strategic & Goal-Directed

CREATING ACCESS: Universal Design and AT

MAKING LEARNING MEANINGFUL: Build Learning Skills

BUILDING INDEPENDENCE: Internalize Learning Behaviors

3 Layers of the UDL Guidelines

Starting with the Why

Thinking about now and how

Multiple Means of Engagement

Provide multiple means of

Engagement

Affective Networks
The "WHY" of Learning

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Purposeful & Motivated

Evaluating Work for UDL

Providing for Multiple Means of Engagement	**Present**	**NOT Present**	**Please explain *HOW* the aspect is present or not present in the activity or lesson. If it is NOT present, what are some ideas for including it?**
Recruiting Interest			
Optimize Individual Choice and Autonomy		X	Everybody is doing the same activity and producing very similar work. There are many ways to allow for more autonomy. Students could record themselves on their phones and then type what they said. Students could choose to watch a short video and write about what that family is doing rather than writing about their own lives (this is especially kind for our students who have no family in this country; it makes the material less triggering).

Evaluating Work for UDL

Self-Regulation			
Develop self-assessment and reflection		X	After correcting their errors, there is no reflection on the types of errors made or why they made certain choices in their paragraphs about what they included or didn't include. Instead of having students read their paragraphs to each other in groups, which doesn't relate to the objective, they could do a self-reflection on the writing process and their errors.

Lesson Planning

Engagement is not "one size fits all." How are you providing multiple ways to engage all learners? Click on Multiple Means of Engagement to learn more about providing options for learners and explain how you are including this below:

7.1

- Students choose various online resources to research information
- Students create chromosomes for their baby in the Mix & Match Activity

7.2

- Students discuss their inherited traits from their parents and grandparents, which are personal contextualized to each of their lives
- Activities involve active participation, exploration, and experimentation
- Activities are culturally & socially relevant, as they reflect students' ethnic/cultural, racial and/or gender group

7.3

- Students are encouraged to work individually, with a partner, and to participate in whole group discussions throughout the lesson

Provide multiple means of

Engagement

Affective Networks
The "WHY" of Learning

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Purposeful & Motivated

Considering WHERE & WHAT

Thinking about now and how

Multiple Means of Representation

Provide multiple means of
Representation

Recognition Networks
The "WHAT" of Learning

Provide options for
Perception (1)

- Offer ways of customizing the display of information (1.1)
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Provide options for
Language & Symbols (2)

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Resourceful & Knowledgeable

Evaluating Work for UDL

Providing for Multiple Means of Representation Provide Options for:	**Present**	**NOT Present**	**Please explain *HOW* the aspect is present or not present in the activity or lesson. If it is NOT present, what are some ideas for including it?**
Language and Symbols			
Illustrate through multimedia		X	There is not multimedia present in this lesson. This could easily be fixed by integrating videos or audio into the presentation of information. It would make class more engaging than starting with discussion questions on a topic that has not yet been covered.

Lesson Planning

Learners vary in the way that they react to and grasp information that is presented to them. Click on Multiple Means of Representation to explore ways that you can provide options for representing content and explain how you are including this below:

1. **Flexible Content:**
   - Written text
   - Videos with close captioning
   - Online search/websites
   - Google Drive/Docs
2. **Language & Symbols**
   - Vocabulary Log
   - Multiple Media- illustrations, photos, videos, text
3. **Comprehension**
   - Activate background knowledge: vocabulary review, prior biology lessons, ratios

Provide multiple means of
Representation

Recognition Networks
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Resourceful & Knowledgeable

Considering HOW

Thinking about now and how

Multiple Means of Action & Expression

Provide multiple means of

Action & Expression

Strategic Networks

The "HOW" of Learning

Provide options for **Physical Action** (4)

- Vary the methods for response and navigation (4.1)
- Optimize access to tools and assistive technologies (4.2)

Provide options for **Expression & Communication** (5)

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Strategic & Goal-Directed

Evaluating Work for UDL

Providing for Multiple Means of Action and Expression	**Present**	**NOT Present**	**Please explain *HOW* the aspect is present or not present in the activity or lesson. If it is NOT present, what are some ideas for including it?**
Physical Action			
Vary the methods for response and navigation		X	Students were not given any options in how they responded in writing. Everyone was completing their work with pen and paper. A simple fix would be offering students the option to use voice to text software to reduce physical strain on one's hands or to type the paragraph on the computer.
Optimize access to tools and assistive technologies		X	None of this was explicitly stated in the lesson plan. In a face-to-face classroom, it would be nice to have laminated sheets with common ALT-key codes (ex: ALT+C for copy) posted next to each computer. In an online class, this would be an important first week mini-lesson and a resource to have available in whatever the teacher uses for a shared file management system with students.

Evaluating Work for UDL

Executive Functions			
Facilitate managing information and resources	X		For what the lesson consists of as it is, there is a brainstorming chart and a grammar checklist that are meant to provide some structure. In a revamped lesson, there would be much more opportunity for graphic organizers, checklists, etc. Even providing students options to use digital checklists, online concept mapping, and other tools would allow them the chance to choose what works best for them while still feeling like there is some organization.

Lesson Plans

Learners best express what they know in different ways. Click on Multiple Means of Action & Expression to explore ways to offer options for learners and explain how you are doing this below: Google Drive – Materials

- Add captioning to YouTube videos
- Add captioning to Blackboard Collaborate Recordings
- Students may choose to listen to vocabulary pronunciations & definitions in Quizlet in addition to reading the material

Provide multiple means of

Action & Expression

Strategic Networks

The "HOW" of Learning

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Strategic & Goal-Directed

Let’s focus on the design of our classroom/curriculum rather than the weaknesses of our students

How will you redesign your cockpit?

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