Universal Design for Learning: Adult Learning & Literacy

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Session Goals:

- LEARN: Universal Design for Learning framework and principles
- EXPLORE: Ideas for UDL in instruction
- IDENTIFY: Benefits and challenges to implementing UDL in adult learning environments

but First.....

http://www.youtube.com/watch?v=RSmQs-UT1uM&feature=related
Finding different ways to learn….

The heart of Universal Design for Learning

Addressing the many variables involved in learning…. In a way that engages the learner, supports personal choice, and recognizes the diversity of learning styles and approaches.

... And this fits well with how adults learn! Let’s look at a few theories…
Knowles, 1973: ANDRAGOGY

“Must recognize distinction between the learning of children and the learning of adults”

ANDRAGOGY differs from pedagogy in:

1. Changes in **self-concept** – essential self-direction
2. The role of **experience** – need experiential examples
3. **Readiness** to learn – learning timed with developmental tasks
4. **Orientation** to learning – problem-centered
Mezirow, 1991: TRANSFORMATIVE LEARNING

1. Centrality of experience
2. Critical reflection
3. Rational discourse

“For learners to change their meaning schemes (specific beliefs, attitudes, and emotional reactions), they must engage in critical reflection on their experiences, which in turn leads to a perspective transformation…”
Steps of Perspective Transformation

1. Self-examination
2. Critically assess assumptions
3. Others have shared similar transformations
4. Explore new roles or actions
5. Develop a plan for action
6. Acquire knowledge and skills to implement
7. Tryout
8. Develop competence and self-confidence in new roles
9. Reintegrate into life based on new perspectives
How do adults learn?

MIs
1. Linguistic
2. Logical–mathematical
3. Spatial intelligence
4. Bodily–Kinesthetic
5. Musical
6. Interpersonal
7. Intrapersonal
8. Naturalist

- Examine their own abilities as learners
- Celebrate their strengths
- Investigate their hidden intelligences
- Be optimistic about overcoming their weaknesses

MULTIPLE INTELLIGENCES
(Gardner, 1983)

MI & Adult Learning
(Armstrong, 1992)
What is UDL?

http://www.udlcenter.org/resource_library/videos/udlcenter/udl

Research, Framework & Principles
It begins with Neural Networks

- Recognition
- Strategic
- Affective
It extends the architectural concept of Universal Design....

Physical environment
Addresses Universality in Learning Through the 4 Components of the Education Curriculum

- Goals
- Methods
- Materials
- Assessment

To change from "one size fits all"
The 3 Principles of UDL

- **Multiple Means of Representation**
  - To increase recognition

- **Multiple Means of Expression**
  - To expand strategic output

- **Multiple Means of Engagement**
  - To enhance involvement
Challenge #1: Increase Recognition
Representation

Alternatives for teachers

- Audio amplification; multimedia
- Concept maps; structural scaffolds
- Visual & audio recording
- Guided notes
- Timer/pacing indicator
- PowerPoint slides to provide structure and explanations

YOUR IDEAS?
Challenge #2: Increase Strategic Output
Expression

Choices for Students

• Interpreting Q & A (large group)
• Follow-up discussion (small group)
• Flexible discussion groups/ options
• Assigned Note-takers
• Online discussion forums
• Multi-model responses
• Project-based learning & outputs

IDEAS?
Challenge #3: Enhance Involvement
Engagement

Ways to Connect

• Importance of guiding questions
• Power of personal anecdote
• Facilitate class interaction
• Stress affect, not data
• Eye contact
• Direct & timely feedback
• Online networking

YOUR THOUGHTS?
A Key Resource

The UDL Guidelines

I. Provide Multiple Means of Representation
   - Perception
   - Language and symbols
   - Comprehension

II. Provide Multiple Means of Action and Expression
   - Physical action
   - Expressive skills and fluency
   - Executive function

III. Provide Multiple Means of Engagement
   - Recruiting interest
   - Sustaining effort and persistence
   - Self-regulation

http://www.udlcenter.org/aboutudl/udlguidelines
What is the role of technology and accessible instructional materials (AIM) to support UDL?
More resources

- Paul V. Sherlock Center
- RI Modified UDL Checklist
- AIM Center
- UDL Connect Online Community
UDL to support our non-traditional learners

• Focus on essential content

• Use differing means for initial learning

• Use differing means for reinforcement
  • Multi-media; interactive content; multi-sensory

• Opportunities for practice
More UDL supports for non-traditional learners

- Appropriate life experiences & models
- Connections to the community
- Diverse instructional settings
- Cross-subject dialogue
- Student-generated goals
- Bridge theoretical with practical
Issues of Self-Determination

- Adult students have a voice directing their lives
- Adult students know their strengths, preferences and learning styles
- Adult students are directing the services and supports they need for success
- Adult students are advocating for themselves
UDL in Federal Policy and Legislation

- OSEP UDL Toolkit
  http://www.osepideasthatwork.org/udl/index.asp
- UDL is referenced in:
  - 2007 draft House NCLB bill
  - Higher Education Act of 2008
  - House/Senate LEARN ACT
  - Guidance on ARRA
  - Race to the Top Assessment Criteria
  - National Educational Technology Plan
  - Administration’s Blue Print for ESEA
  - OSEP Personnel Preparation Grants
Universal Design for Learning (UDL) means a scientifically valid framework for guiding educational practice that — (A) provides flexibility in the ways information is presented, in the ways students respond or demonstrate knowledge and skills, and in the ways students are engaged; and (B) reduces barriers in instruction, provides appropriate accommodations, supports, and challenges, and maintains high achievement expectations for all students, including students with disabilities and students who are limited English proficient. [HEOA, P.L. 110–315, §103(a)(24)].
“UDL requires that we not only design accessible information, but that we design an accessible pedagogy. In general terms, pedagogy is the science of teaching and learning – the educational methods that skilled educators use to highlight critical features, emphasize big ideas, clarify essential relationships, provide graduated scaffolds for practice, model expert performance, and guide and mentor the apprentice. All of these, and more, are what teaching is – and the measure of their success is what we call learning.”

Representation
- Provide multiple ways of clearly identifying essential course concepts
- Provide multiple ways to teach important concepts
- Provide examples and illustrations of major course assignments

Engagement
- Offer varied ways to involved students in the learning process
- Offer clear and specific feedback on all assignments

Expression
- Provide alternatives for how students complete major assignments
- Provide clear guidelines and evaluation rubrics

http://enact.sonoma.edu/udl
Discussion – Q & A

- Benefits to implementing UDL in adult learning environments?
- Challenges or barriers to implementing UDL in adult learning environments?
- Other questions? Reactions?
“Let us think of education as the means of developing our greatest abilities, because in each of us there is a private hope and dream which, fulfilled, can be translated into benefit for everyone and greater strength for our nation.”

*John Fitzgerald Kennedy*
Thank you very much.

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