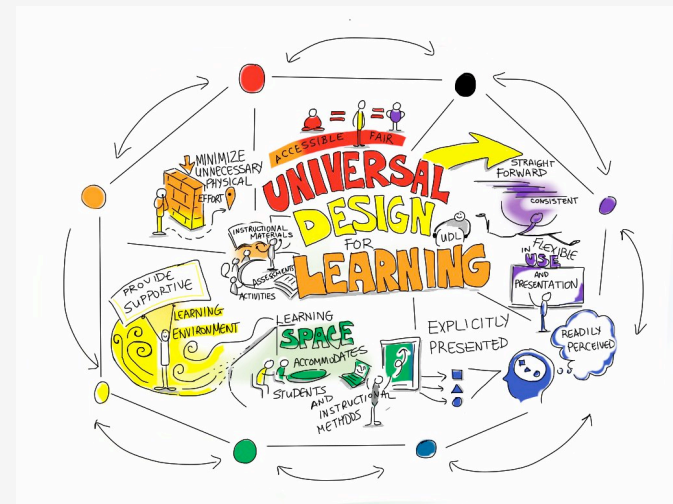




# Inclusive Design and Teaching Practices: UDL for First-Year Experience Educators

Dr. Laila Ferreira  
(JWAM & Vantage  
College)

Dr. Jennifer Gagnon  
(Political Science &  
Vantage College)



# Workshop: Incorporating Universal Design for both Educators and Student

- **Specific, manageable strategies and resources** to apply UDL in your own teaching and course design
- **Hands on experience** by redesigning at least one aspect of your course with UDL & sharing cross-disciplinary strategies
- **Empowerment** through awareness that UDL doesn't need to be done all at once-it is a process and shift in mindset

# Thinking Inclusively: 3 main points

- You do not need to be an expert:
  - the person facing the barriers is the expert: the experience will vary from person to person
- Respond with flexibility:
  - we won't always get it right but we are continuously learning and adapting
- Small changes and shifts have a big impact:
  - you can't do it all at once

# Accommodations & the First-Year Experience (Educators & Students)

## Accommodation: UBC Policy 73

The purpose of Accommodation is to create an accessible learning environment that enables all Students to meet the essential requirements of UBC's courses, programs and activities....

....UBC recognizes the benefits of the application of Universal Instructional Design principles to the built and learning environments at UBC. These principles are a comprehensive approach to classroom interaction and evaluation and include flexibility of delivery systems and evaluation methods

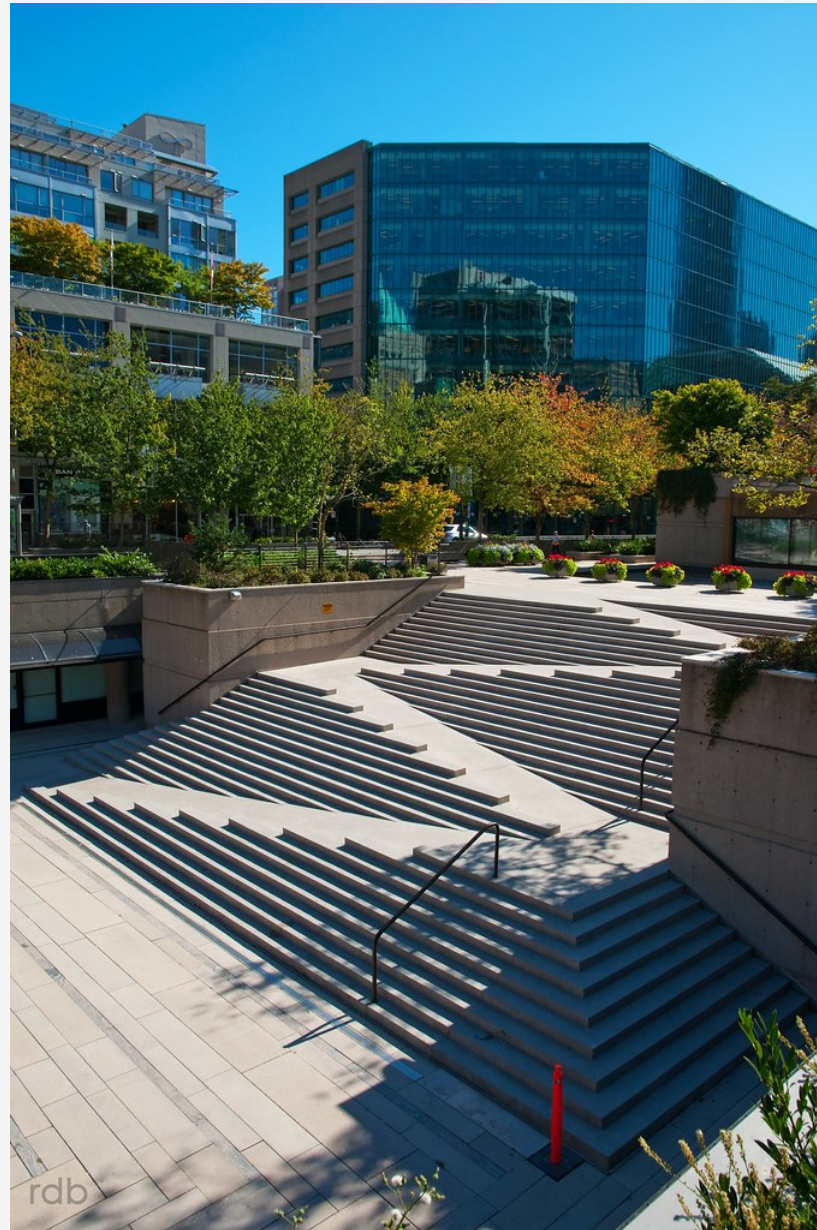
## Potential barriers of accommodation model

- **Cost and access to healthcare professionals (documentation)**
- **Student experiences, identities, disabilities are variable & diverse**
- A student experiences (or recognizes) barriers for the first time
- **Attitudinal barriers: students, faculty and staff knowledge**
- Structural barriers: inaccessible classrooms, materials, learning situations
- **Institutional barriers: inflexible program requirements**

(Mullins & Preyde; Osborne; Gagnon)

## Integrated Design?

- The importance of centering the needs of disabled people in design
- The imperative to include disabled people in design and academic professions



Vancouver Art Gallery-designed by  
Arthur Erickson

# Integrated Design

**Curb ramps=universal and integrated design**



**Curb ramps gone wrong=lack of lived experience and knowledge**



- 1 No curb cut here means grass gets trampled and wheelchair users can't access.
- 2 New curb cut launches wheelchair users outside of crosswalk.

# What is Universal Design for Learning?



**UDL IS A DESIGN MINDSET vs. AD-HOC ACCOMODATION**

**WHEN WE THINK and DESIGN FOR INCLUSION WE ALL BENEFIT**

# Three key UDL principles

## Multiple means of:



- **Representation** with a goal of resourceful, knowledgeable learners
- **Engagement** with a goal of purposeful, motivated learners
- **Action and expression** with a goal of strategic, goal-directed learners



# Multiple Means of Representation

- course materials are accessible in a range of formats (online, in-hand, captioned, etc.)
- **patterns and connections between high-level concepts & low-level details are highlighted**
- videos, podcasts and radio programs for key concepts are accessible for all students
- **use of technology for collaborative and outside of class engagement with course material**



# Multiple Means of Action and Expression

- learning objectives (and assignment objectives) are clearly established
- **students are provided with options for evaluation methods**
- opportunities for online feedback or discussion that allow for reflection



# Multiple Means of Engagement

- lecture notes and slides made available to students before class
- **low-stakes assignments & activities throughout the term: scaffolding**
- opportunities for choice in content and engagement with the material
  - videos, podcasts and radio programs used to supplement & support lectures and readings
  - group and individual work

# Teaching with an inclusive mindset:

## Territorial Acknowledgement

- Provide an acknowledgement that is authentic and meaningful to you and the context:
  - the particular teaching and learning situation, discipline, topic of the course



# Teaching with an inclusive mindset:

## Inclusivity/Diversity Statement

- Situates the instructor's own accessibility needs
- Tells the students:
  - all students belong and have value
  - all experiences, identities, and abilities are supported
- Includes everyone in the responsibility for creating an inclusive learning environment



# Teaching with an inclusive mindset: Foster Collaboration



## Barriers

- Socio-Economic Status
- Disability Status & Identity
- LGBTQIA Identity
- Cultural Background  
(International students)

## Strategies

- Establish a supportive and consistent structure:
  - develop trust & awareness of their own and one another's strengths
- Dedicated class time and activities on how to achieve an inclusive and effective collaboration
- Make visible the teaching and learning approaches being used in the course:
  - teacher and student working together (SRL)

# How UDL can support YOU

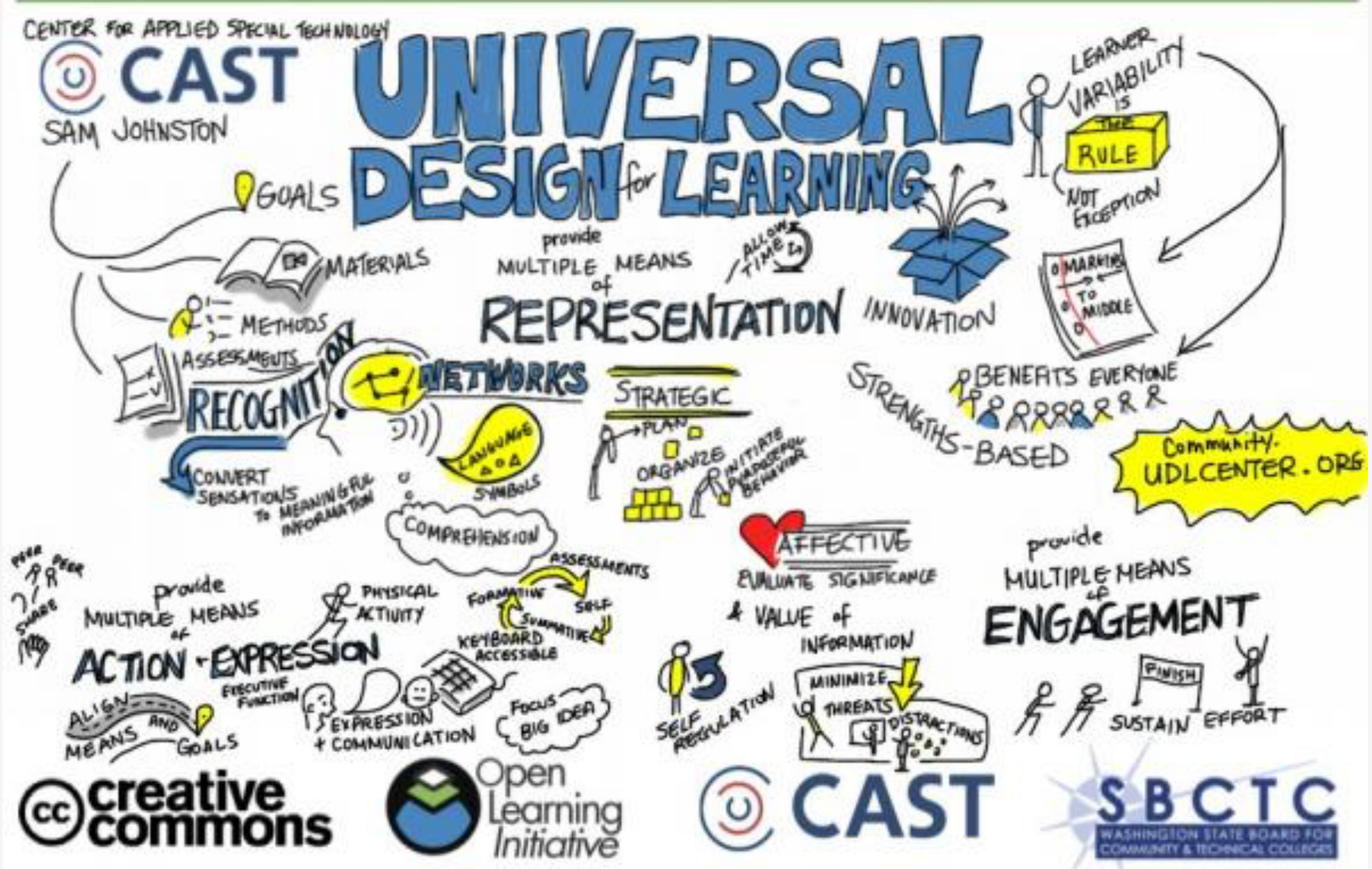
- Visibility and authenticity
- Decreased workload
- Flexibility
- Higher quality assignments and results
- Meets mental health and physical needs
- Promotion of empathy



# Accessibility & Inclusion: Questions to Consider

- Have you experienced any accessibility challenges in the teaching and learning spaces at UBC?
- Could you think of any non-inclusive language or ableism that we frequently use in speech?
- Would you want to be a learner in your own classroom? Why or why not?





## UDL Emphasizes Multiple Means of:

★ Representation

★ Action and Expression

★ Engagement

# Workshop: Inclusive redesign (instead of accommodation)

- Introduce yourselves to one another and share your teaching context as well as a teaching/learning situation that you would like to redesign
- Brainstorm ideas for **redesigning** one aspect of this situation with your “case study” student or instructor in mind:
  - What would be the hardest component to redesign for this student or faculty member
  - What would be the easiest to redesign
  - Build on what you already do that works
  - Discuss and pay attention to disciplinary differences but establish a “take away” for each member of the group to apply in their own contexts
- Take notes, visualize, write and draw your redesign on the paper and pens provided (for later sharing with group)

*Nadia*



@natashalipman x @thisthingtheycallrecovery

Nadia, a faculty member in your department, has a disability that causes her to experience periods of symptom flare ups that require the use of a wheelchair, and periods of remission when she can walk with a cane or unaided. Nadia teaches most often on the second floor, and experiences barriers with traditional lecture theatre classroom design. Faculty meetings are often held in a room that is not accessible by elevator. Nadia has confided in a few close colleagues that she also experiences anxiety and depression, especially when her symptoms flare up, but has not shared this with HR or the department head for fear of encountering stigma. Most days, she is fully capable of fulfilling her teaching and service commitments, but worries about meeting expectations and deadlines when she experiences a flare up of physical or mental health symptoms.



**My name is Kelly** and I am 25 years old.

I sustained a brain injury that affects my vision and short-term memory. My vision changes from hour to hour and minute to minute based on the exposure to:

- Fluorescent lights
- Computer screens
- Movement (e.g. traffic on a road)
- Fatigue

When I'm exposed to these triggers, I experience blurred and double vision as well as headaches. My short-term memory challenges require that I record notes and important dates immediately.



*Ann*

**My name is Ann** and I am a student with ADHD, a learning disability that makes it difficult for me to concentrate. I use learning software (Kurzweil) on my laptop and find that reading and listening to text at the same time really helps my learning.

I am 20 years old and share an apartment with two other female students close to campus.



*Mark*

**My name is Mark** and I'm 19 years old. I am excited and nervous about starting my university studies.

I have generalized anxiety that was diagnosed in Grade 10. I have learned coping strategies but the anxiety symptoms can be unpredictable. I find that the pressures of university can exacerbate anxiety and lead to difficulty concentrating, managing timelines and absorbing information. Disrupted sleep and stomach upset also impact my attendance.

I live at home with my family and we share one computer.



**My name is Miriam.** I am an international student who has come to Canada to complete a university degree and improve my English language skills (in both spoken and written form).

I met the English-language requirement for my program but I become stressed when in-class discussion moves too quickly or includes a lot of new terminology. I appreciate captions and transcripts when video and audio materials are presented in class, as well as electronic copies of lecture notes in advance of a class. I live in residence but often miss my home country.



Trish

**My name is Trish** and I have a physical disability resulting from a car accident that left me with partial paralysis and motor issues requiring a motorized wheelchair and the use of speech to text software. I am physically dependent on my caretakers, so I especially like to read and study independently. I prefer e-book formats and PDFs that can be easily loaded onto my iPad.

I am 18 years old and live with my family in East Vancouver.



# Group share

- What strategies, redesign did your group establish?
- How did you build on what you already know and do?
- What was new?

# Take Away

- You do not need to be an expert:
  - the person facing the barriers is the expert & this experience will vary from person to person
- Respond with flexibility and with an inclusive mindset:
  - we won't always get it right but we are continuously learning and adapting
- Small changes and shifts have a big impact:
  - you can't do it all at once
- Resources are available:
  - please see the resources handout provided

# Thank you!

