Universal Design *for* LEARNING

International School
Of Management

UNLOCKING KNOWLEDGE

INTRODUCTION

In a heterogeneous society like Nigeria, a rich and rewarding education is often hard to find especially among the public sector rank of providers even more so for the basic education cadre. This reality is even more difficult in a nation where education has suffered obvious setbacks and neglect for decades.

The failure of education to provide more widespread options for students and their families undoubtedly has many causes. Schools were designed based on the assumption that an average student possesses average learning ability and therefore should be able to learn like every other one forgetting that ability is not limited to physical traits and that learners differ in their mental, emotional and psychological make-up.

Even for those physically challenged learners, the concept of ableism and its assumptions cause harm when the educational and developmental services provided to them focus inordinately on the peculiarity of their challenges. These narratives speak to the deep cultural prejudices against people with unique abilities in general.

Universal Design for Learning (UDL) is a contemporary teaching approach that works to accommodate the needs and abilities of all learners and eliminate unnecessary hurdles in the learning process. This means developing a flexible learning environment in which information is presented in multiple ways, students engage in learning in a variety of ways, and students are provided options when demonstrating their learning. Inclusion of Universal Design for Learning (UDL) model as a guiding set of principles for curriculum development in basic, secondary and tertiary education is the focus of this course. Fundamentally, UDL provides the student with multiple means of accessing their courses based on three overarching principles: presentation; action and expression; and engagement and interaction, based on Rose & Mayer (2008). As part of the important learning on this course, guidelines are also provided for incorporating UDL into the curriculum for teaching both general and diverse populations of students with or without any disabilities.

Presenting information and ideas in multiple ways is an essential part of good teaching. This principle of UDL addresses diverse learning styles and provides multiple opportunities for students to grasp key concepts. This professional teachers' training course teaches participants how to apply UDL principles by breaking up long lectures and reading assignments into activities that engage students in listening, watching, reflecting, and doing.

This professional teaching course on Universal Design for Learning (UDL) is supplementary to a larger training program for faculty and teaching assistants about working with students of different backgrounds talents and abilities. While it is designed to be a stand-alone course, the participants may also want to consider examining additional learning opportunities available with the **Hezekiah Academy for Teachers (HAT)**; a teacher training and development project of the ISM Lagos.

LEARNING OUTCOME

On completion of this course, the student will:

- Be familiar with, and have a practical understanding of Universal Design as it is applies to professional, teaching and general learning and development functions.

- Have a complete understanding of the legislative requirements for Universal Design;

- Have a complete understanding of the business and social benefits of Universal Design;

- Be aware of the development and application of new research concepts and advances in the field;

- Be capable of consulting effectively with end users;

- Have an understanding of design as it is applied in Industry;

- Have applied, demonstrated or translated a Universal Design approach;

- Have developed team work and interpersonal skills.

COURSE OUTLINE

1. We begin this module by discussing the concept of UDL and how it improves accessibility for all students rather than just providing unified resources to students with different abilities and insist that they all learn the same way without any options.

2. The course provides information on the fundamental practices of UDL and includes tips and strategies on how to implement the following practices in course design and delivery;

   - Create a climate of openness and respect

   - Consider the physical environment of leaners

   - Clearly define expectations and offer feedback

   - Promote information access

   - Use cooperative learning methods

   - Assess students' knowledge through a variety of methods

   - Provide a listof sources of printable and online "Resources".

3. Participants will embed skills based on the principles, which also includes pedagogical approaches to a topic or concept. An instructor could decide to give a concept overview (lecture) followed by an example and an application of the concept through an in-class exercise. Other examples include statistics, case study, and expert opinion. If one approach is ineffective, a different approach may work better.

4. The fundamental practice of UDL should enable faculty to adjust their teaching methods without compromising the academic integrity and quality of their courses.

SPECIFIC TOPICS:

Background information

- Introduction to UDL

- Legislative Requirements

- Business case - benefits for designer or designing school/faculty

- Economic case - benefits for e.g. Education industry and Government spending

- Social case - e.g. aging society, ability as a continuum, human rights and equality

- Relationship to the Sustainability agenda

Universal Design approaches

- Human Diversity

- User engagement

- User-centred design tools and techniques - person as, focus groups, user consultation, task analysis, simulation, post design evaluation

- Expanding from designing for a sample of representative

- Users toward truly designing for all people

- Design for cognitive, sensory and physical human factors

Application of Universal Design in Learning and Development

- Stages of design (how Universal Design fits into pedagogy)

- The teacher, the student, school and the government.

Design research

- Understanding research publications

- Evidence-based design research

- Related guidelines and standards

Case studies

- Built Environment

- Products

- Services

- Information and Communication Technologies (ICT)

REGISTRATION & ENQUIRIES

Duration : 5 days

Registration : N10, 000 (non-refundable)

Tuition : N200, 000

FOR FURTHER ENQUIRIES, PLEASE CONTACT:

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PLEASE MAKE CHEQUE AVAILABLE TO
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