# Resources for Supporting Each and Every Adult Learner
## HANDOUT

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The Gift  **https://www.coxcampus.org/the-gift/**

## Using Universal Design (UDL) for Learning to Support Adult Learners

### 20 Tips for Teaching an Accessible Online Course  https://www.washington.edu/doit/videos/index.php?vid=79
In this archived video, Sheryl Burgstahler offers 20 tips, both in educational practices and in more technical practices, for how faculty can make their courses more accessible to students with disabilities. A companion handout for this video is available at **https://www.washington.edu/doit/sites/default/files/atoms/files/20_Tips_Designing_Courses_5_7_20.pdf**

### Applying the Principles of Universal Design for Learning (UDL) in the College Classroom
**https://files.eric.ed.gov/fulltext/EJ1201588.pdf**
This very helpful 2018 article has charts that show both options for using UDL strategies and the research that support those approaches. For example, Table 1 has 13 different ideas to support student engagement, along with an explanation of how each idea might be implemented. Comparable charts are available for representation and expression.

### Center for Teaching and Learning: Inclusive Teaching Strategies
**https://www.washington.edu/teaching/topics/inclusive-teaching/inclusive-teaching-strategies/**
Inclusive teaching refers to practices that support meaningful and accessible learning for all students. The strategies covered on this page aim to recognize the diverse strengths students and instructors bring to class. The site offers five core practices and resources for building upon those strengths.

### Center for Universal Design in Education (CUDE)
**https://www.washington.edu/doit/programs/center-universal-design-education/overview**
CUDE develops and collects resources to help educators apply universal design (UD) in order to make all aspects of the education experience welcoming to, usable by, and inclusive of everyone, including people with disabilities. The website section on post-secondary applications includes everything from curriculum and instruction to options for information technology.

### UDL in Higher Education  http://udloncampus.cast.org/page/udl_landing
This online section provides an overview of the UDL framework and how it applies to higher education learning environments and additional resources for deeper understanding. It also offers practical information about getting started, case stories that are examples of courses and programs that use UDL to improve student success, and links to some colleges and universities that have UDL initiatives.

## Using Universal Design (UDL) for Learning to Support Adult English Language Learners

### Facilitating Adult Learner Interactions to Build Listening and Speaking Skills
**http://www.cal.org/caelanetwork/resources/facilitating.html**
This online article offers strategies for supporting adult English language learners to build their skills for interaction in the college classroom settings. It includes practices to increase peer interaction and feedback and specific interaction activities.

## eDictionaries

Allow (and encourage) your students to use eDictionaries to look up unknown words at any time. Any regular dictionary will do, but eDictionaries allow students to hear the pronunciations of words. As you might imagine, this is extremely helpful for anyone learning a second language or anyone learning the new vocabulary of their field. If students encounter an unknown word, they can type it into an eDictionary, hear the word pronounced and either read or listen to the definition. Also, if they aren't sure how to spell a word, many eDictionaries will allow them to speak the word to have the correct spelling displayed. They can also see the equivalent word in a variety of languages. One example is **https://www.thefreedictionary.com/**

## Early Childhood Activity and Assignment Examples

| Before UDL | After UDL |
|---|---|
| Students introduced themselves during the first session of class   by sharing their name and a favorite hobby | Faculty use multiple techniques to engagement and build connections with and among students both for the initial class and on an ongoing basis. Examples are provided in the handout below (page 3) and the **PowerPoints from the Shift Happens webinar.** |
| Students were discouraged from collaborating on projects and encouraged to do their own work | Students are encouraged to collaborate in exploring ideas in their own language, then presenting them in English after opportunities to practice. |
| Students were identified as having difficulties explaining concepts and practices to families in English | Faculty incorporate more opportunities for role play to allow students to practice effective ways in which to say things to families or other professionals. Using a triadic model (one student = family member; one student = teacher; one student = observer) students are able to practice and help each other to apply the evidence-based practices they've learned. This approach can be used with cell phones, smart phones, or even videotaped for additional feedback. |
| Identify a community resource that provides child care and write a two paragraph summary of what they offer | **New assignment directions:** In pairs, create a visual presentation (print, poster, video) about a community agency providing child-care. Include information about whether the resource welcomes children with disabilities, children who are dual language learners, etc. |
| In a Child, Family, and Community course, students had the following assignment: Read the **DEC Recommended Practices for Families** and come prepared to discuss them (pgs. 10-11) | **New assignment directions:** Read the **DEC Recommended Practices for Families with Interactive Glossary** (definitions of key terms are displayed when a cursor hovers over them) (pgs. 10-11) and the **DEC Recommended Practices with Embedded Examples** (multiple examples of how the practice might be implemented by different early childhood partners in different settings). |
| Students read a chapter about practices for supporting effective early childhood environments | Students learn about effective environment practices from ECTA's Recommended Practices **Practice Guides.** Each guide includes a description of the practice, a video of the practice, a vignette of how the practice might be implemented, and guidance on how to know if the practice is working. Guides may be downloaded as a PDF or to a phone. |
| Students read and summarized an article on effective ways to interact with children with and without disabilities. | Students participate in role plays, scenario-based activities, and dilemmas to build their capacity to hear about, read about, and try out new practices in a supported environment. In the learning guides in the Do/Study, and Act sections **of the Recommended Practice module on interactions,** faculty can access all these activities, along with a performance feedback guide that breaks down the capabilities to be mastered. |

# Resources for Engaging and Building Relationships With and Among Students

Shift Happens: Building and Sustaining Community in Online Learning Environments (PowerPoints, handouts)
Sources: ACCESS webinar by Danielle Savory Seggerson, Laura Fenendael, and Jennifer Koel
**https://fpg.unc.edu/presentations/shift-happens-1**

| Tips for Building Connections and Staying Connected | Examples | Dig Deeper |
|---|---|---|
| Be Predictable and Clear | <ul><li>Be consistent</li><li>Clear assignment direction that provide an overview/ purpose, connect to outcomes/standard, and include rubric/scoring scheme.</li><li>Be responsive: Timely communication and feedback</li></ul> | <ul><li>TILT Higher Ed **https://tilthighered.com/transparency**</li><li>Small Teaching Online by Flower Darby **https://www.wiley.com/en-us/Small+Teaching+Online%3A+Applying+Learning+Science+in+Online+Classes-p-9781119619093**</li><li>How To Give Students Better Feedback with Technology: Advice Guide **https://www.chronicle.com/interactives/ 20191108-Advice-Feedback?cid=cp234**</li></ul> |
| Be Authentic and Plan with Connection in Mind | <ul><li>Create videos for a variety of purposes</li><li>Use photographs and be personal</li><li>Write or video module wrap-ups</li><li>Use reflection Journals</li><li>Use discussion boards</li><li>Use video conferencing tools</li><li>Consider using tech tools</li></ul> | <ul><li>99 Tips for Creating Simple and Sustainable Educational Videos: A Guide for Online Teachers and Flipped Classes by Karen Costa **http://www.karencostawriter.com/book.html**</li><li>Michael Wesch Youtube Channel: Teaching Without Walls: **https://www.youtube.com/channel/UChaQjN6tViOSPvY9LLaq_Mg**</li><li>Planning Discussion Boards **https://www.insidehighered.com/ digital-learning/article/2019/03/27/new-approaches-discussion-boards-aim-dynamic-online-learning**</li><li>Creative Pedagogy for Online Instruction **https://fctl.ucf.edu/ teaching-resources/teaching-strategies/creative-pedagogy-for-online-instruction/**</li><li>8 Ways to Be More Inclusive in Your Zoom Teaching **https://www.chronicle.com/article/8-Ways-to-Be-More-Inclusive-in/248460**</li><li>A Student's Guide to Zoom **https://docs.google.com/document/d/1x2H1blKddyIpON57ML2zU-SOVqwMWsN484eRMzhGiu0/edit**</li><li>Humanizing Online Teaching **https://brocansky.com/humanizing-online-learning** (see infographic and tool buffet)</li><li>ACUE's Online Teaching Toolkit **https://acue.org/online-teaching-toolkit/?mc_cid=8ed289f195&mc_eid=c71079a32f#sec1**</li><li>ACCESS Think Tank **https://accessece.org/The-Tank**</li></ul> |
| Keep it Simple and Sustainable | *Reflection Questions* <ul><li>What are my student's needs?</li><li>What can my current LMS do?</li><li>What strategies are authentic to my teaching?</li><li>What is one thing might I learn more about or try out?</li></ul> | <ul><li>How to Make Smart Choices About Tech in Your Course **https://www.chronicle.com/interactives/08262019-adviceguide-tech-choices**</li><li>ACUE's Online Teaching Toolkit **https://acue.org/online-teaching-toolkit/?mc_cid=8ed289f195&mc_eid=c71079a32f#sec1**</li></ul> |

# Technology Applications for Universal Design for Learning

The following are useful technology applications that fit within the framework of Universal Design for Learning

## Engagement

**Multiple ways of engagement**

**Kahoot**
www.kahoot.com
Create live quizzes/polls. Students respond live in your class

**Google Suite**
https://gsuite.google.com/
Google docs allow for collaboration with groups of students. Google Forms can help with surveys, student responses.

## Representation

**Multiple ways of representation**

**PDF Documents**
acrobat.adobe.com
* Accessibility (read aloud)
* Embedded Vocabulary Support (dictionary and thesaurus)

**Google Translate App**
https://translate.google.com
A)Text translation
B)Audio Translation
C)Visual Translation

**Youtube and other video apps**
www.youtube.com
A) Allow for visual representation of information
B)Captioning

## Expression

**Multiple ways of expression**

**Flip Grid**
www.flipgrid.com
Flip Grid is a virtual classroom that can allow students multiple opportunities to express themselves and interact with others through video.

**Student Choice**
With the learning objectives in mind, allow students to choose their own technology to express their learning (creating an online video, song, etc)