

Inclusive Pedagogy: Benefiting ALL Learners

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ABSTRACT

Inclusive Pedagogy: Benefiting ALL Learners

The prevalence of students with disabilities and learning differences attending college is steadily increasing. This calls for a reform among educators to adjust their teaching practices to serve this diversity of learners more effectively. Traditional methods of addressing disability and learning differences within the college classroom put the responsibility on individual students to request accommodations and adapt their learning to the outlined course requirements. Inclusive pedagogy creates learning that is “meaningful, relevant, and *accessible to all*.” This represents an institution-wide shift in mindset and responsibility toward creating content, instructional delivery, and assessments that are accessible, equitable, and beneficial for everyone. This presentation hopes to outline how post-secondary education has dealt with disability historically and how it should continue to advance in understanding and utilization of best teaching practices, such as the inclusive approach, to support all students.

Teaching Diverse Learners

Contingent Approach

- ❖ Most prevalent
- ❖ Accommodations
- ❖ Student-Driven

Student performs to the **best of their ability** within an **existing** system.

Alternative Approach

- ❖ All for ONE
- ❖ Adaptations
- ❖ Shared Responsibility

Adapting content based on **disability status**.

Inclusive Approach

- ❖ Diverse Learners
- ❖ Equity in Learning
- ❖ Beneficial to ALL

Promotes **every** learner to achieve and does not create any **additional** barriers.

WHY?

**INCLUSIVE
PEDAGOGY**

"Inclusive pedagogy creates
learning that is
"meaningful, relevant, and
accessible to all."

(Awang-Hashim et al., 2019 ; Lawrie et al., 2017)

DIVERSITY AT UTAH STATE

CULTURE/LANGUAGE

Utah State serves students from more than 69 countries.

(USU, 2022)

DISABILITY

Approximately 20% of undergraduates & 12% of grad students report having a disability.

(National Center for Education Statistics, 2018)

EDUCATION

56% of undergraduates nationally were first-generation college students.

(RTI International, 2019)

AGE

Undergraduate students' average age is 21, and graduate students' average age is 30.

(USU, 2022)

ENROLLMENT

35% of students are part-time students.

(USU, 2022)

SES

25,383 students were awarded federal aid for Utah State University.

(FAFSA, 2022)

WHAT CAN YOU DO?

**MAKE A
COMMITMENT
TO INCLUSION**

**BE CONSCIOUS
OF CURRICULUM
DESIGN &
CONTENT**

**USE INCLUSIVE
TEACHING &
ASSESSMENT
PRACTICES**

The Three Principles of the Inclusive Approach

INCLUSIVE STRATEGIES

MAKE A COMMITMENT

- ❖ Philosophy of Accessibility
- ❖ Plain Language
- ❖ Acknowledge Ineffective Practices
- ❖ Advocate for Inclusive Practices
- ❖ Lessen Barriers

CURRICULUM DESIGN

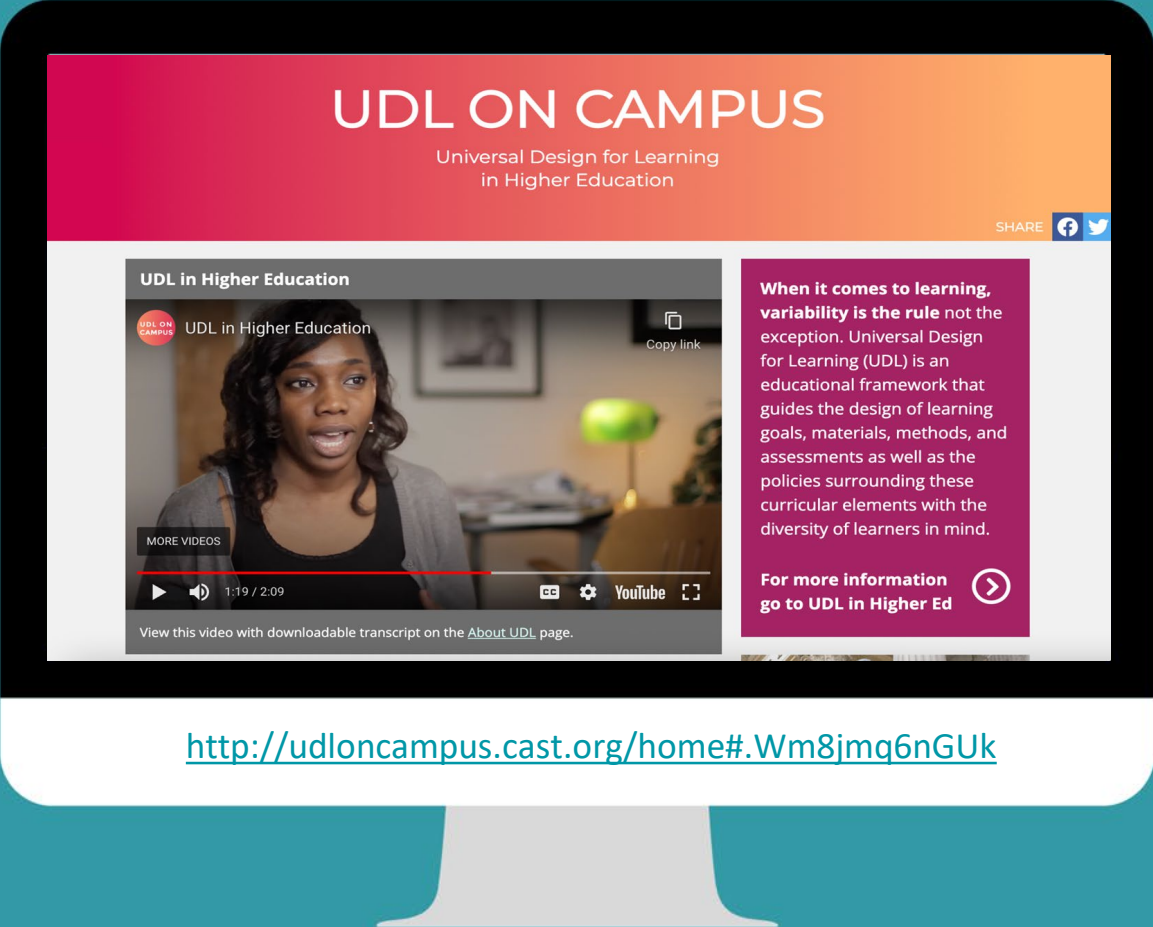
- ❖ Be Transparent
- ❖ Focus on Strengths
- ❖ Emphasize Key Ideas & Content Relationships
- ❖ Scaffolding Assignments
- ❖ Embrace Diversity of Learners

TEACHING & ASSESSMENT

- ❖ Provide Information in Multiple Formats
- ❖ Flexible Pace
- ❖ Pre-Assessment
- ❖ Assessment Options
- ❖ Canvas Accessibility
- ❖ Make connections to students' lives

Other UDL Resources

- ★ UDL on Campus:
<http://udloncampus.cast.org/home#.Wm8jmq6nGUk>
- ★ UDL Self Assessment + reflection:
<https://www.teaching.unsw.edu.au/getting-started-udl>
- ★ UDL Basics:
<https://udlguidelines.cast.org/>
- ★ UDL & Icecream?
<https://www.youtube.com/watch?v=xzwhewT8uBc>



The image shows a computer monitor displaying a webpage. The webpage has a pink and orange gradient header with the text "UDL ON CAMPUS" and "Universal Design for Learning in Higher Education". Below the header is a video player showing a woman speaking, with the title "UDL in Higher Education" and a "Copy link" button. To the right of the video is a purple text box with white text that reads: "When it comes to learning, variability is the rule not the exception. Universal Design for Learning (UDL) is an educational framework that guides the design of learning goals, materials, methods, and assessments as well as the policies surrounding these curricular elements with the diversity of learners in mind." Below the text box is a button that says "For more information go to UDL in Higher Ed" with a right-pointing arrow. At the bottom of the monitor, the URL <http://udloncampus.cast.org/home#.Wm8jmq6nGUk> is displayed.

Thank you!

Any questions?

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