

Universal Design for Learning for FET Guidance Practitioners: Lowering Barriers to Facilitate Informed Choices

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30 November 2021



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Welcome to the Webinar!

Mary Stokes

NCGE Guidance Programme Coordinator - FET



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A Thought Exercise

What tells your clients
that your door is open?



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The Policy Landscape

Dara Ryder

CEO, Association for Higher Education Access & Disability



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UN Sustainable Development Goals

“Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.”

UN Convention on the Rights of Persons with Disabilities

“Universal Design, UDL, and inclusion are key to achieving the right to education and training.”



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National Further Education & Training Strategy

FET is committed to developing “inclusive practice across the system [and] adopting a universal design for learning (UDL) approach in shaping its future provision.”



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NCGE: A Whole School Guidance Framework

“Viewing career guidance through a universal design (UD) lens offers an exciting opportunity for career Guidance Counsellors to take their unique place in the inclusion agenda.”



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NCGE: A Whole School Guidance Framework

National Centre for Guidance in Education
June, 2017



What is UDL?

Multiple means of

- learner engagement
- representing information
- action & expression



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Why apply UDL in Guidance?



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Irene's Story

Why apply UDL
in Guidance?

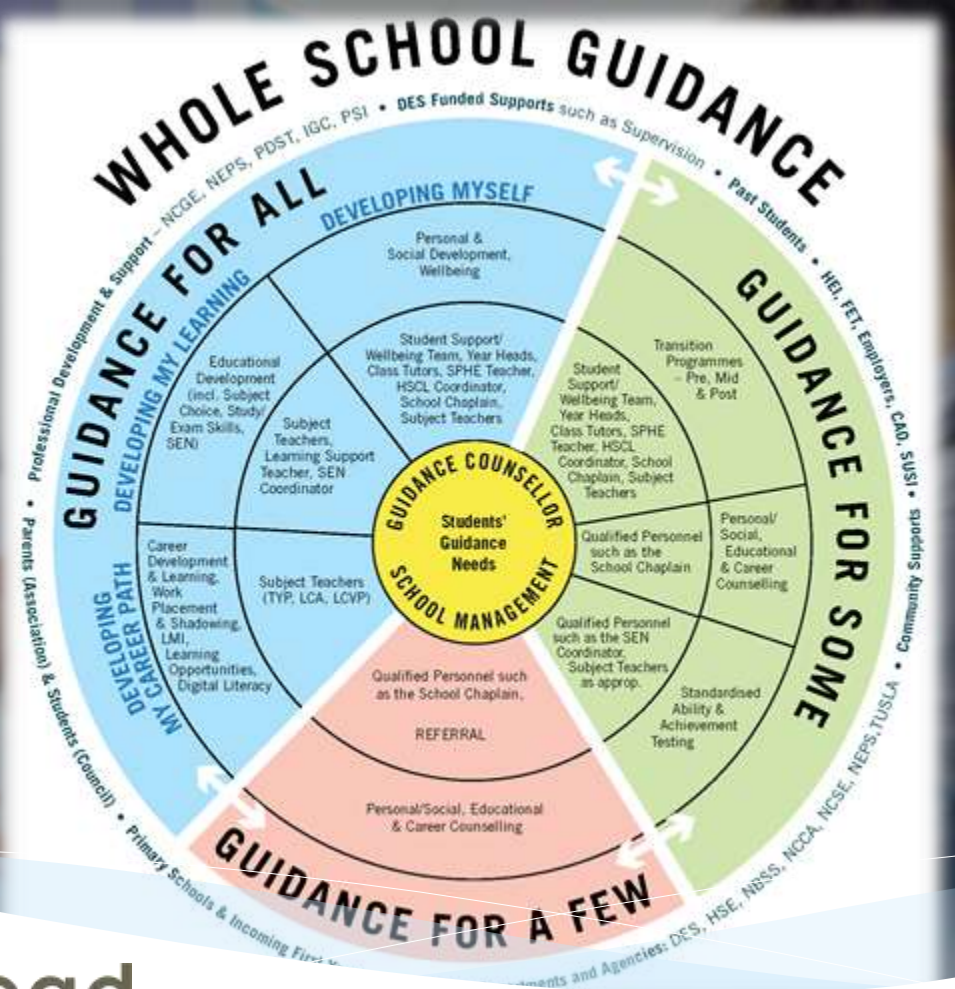


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Why apply UDL in Guidance?



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“Target particular & acute barriers to participation.”

Adult Education Guidance Initiative (AEGI) Operational Guidelines



**ADULT EDUCATION GUIDANCE INITIATIVE
(AEGI)**

OPERATIONAL GUIDELINES 2012



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The Plus-One Approach



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LEVEL 4

Personal Assistant



SPECIAL

LEVEL 3

Individual accommodation



LEVEL 2

Students with similar needs



LEVEL 1

Universal Design
for the majority
of students



GENERAL



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“Michael”’s Story

Adult Guidance Management System (AGMS)



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Provide multiple means of **Engagement** →

Affective Networks
The "WHY" of learning



Provide multiple means of **Representation** →

Recognition Networks
The "WHAT" of learning



Provide multiple means of **Action & Expression** →

Strategic Networks
The "HOW" of learning



Provide options for **Sustaining Effort & Persistence** (8) →

- Heighten salience of goals and objectives (8.1) >
- Vary demands and resources to optimize challenge (8.2) >
- Foster collaboration and community (8.3) >
- Increase mastery-oriented feedback (8.4) >

Provide options for **Perception** (1) →

- Offer ways of customizing the display of information (1.1) >
- Offer alternatives for auditory information (1.2) >
- Offer alternatives for visual information (1.3) >

Provide options for **Executive Functions** (6) →

- Guide appropriate goal-setting (6.1) >
- Support planning and strategy development (6.2) >
- Facilitate managing information and resources (6.3) >
- Enhance capacity for monitoring progress (6.4) >



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● Heighten salience of goals and objectives

Over the course of any sustained project or systematic practice, there are many sources of interest and engagement that compete for attention and effort. For some learners, they need support to remember the initial goal or to maintain a consistent vision of the rewards of reaching that goal. For those learners, it is important to build in periodic or persistent “reminders” of both the goal and its value in order for them to sustain effort and concentration in the face of distracters.

- Prompt or require learners to explicitly formulate or restate goal
- Display the goal in multiple ways
- Encourage division of long-term goals into short-term objectives
- Demonstrate the use of hand-held or computer-based scheduling tools
- Use prompts or scaffolds for visualizing desired outcome
- Engage learners in assessment discussions of what constitutes excellence and generate relevant examples that connect to their cultural background and interests

● Offer ways of customizing the display of information

In print materials, the display of information is fixed and permanent. In properly prepared digital materials, the display of the same information is very malleable and customizable. For example, a call-out box of background information may be displayed in a different location, or enlarged, or emphasized by the use of color, or deleted entirely. Such malleability provides options for increasing the perceptual clarity and salience of information for a wide range of learners and adjustments for preferences of others. While these customizations are difficult with print materials, they are commonly available automatically in digital materials, though it cannot be assumed that because it is digital it is accessible as many digital materials are equally inaccessible. Educators and learners should work together to attain the best match of features to learning needs.

- Display information in a flexible format so that the following perceptual features can be varied:
 - The size of text, images, graphs, tables, or other visual content
 - The contrast between background and text or image
 - The color used for information or emphasis
 - The volume or rate of speech or sound
 - The speed or timing of video, animation, sound, simulations, etc.
 - The layout of visual or other elements
 - The font used for print materials

● Guide appropriate goal-setting

It cannot be assumed that learners will set appropriate goals to guide their work, but the answer should not be to provide goals for students. Such a short-term remedy does little to develop new skills or strategies in any learner. It is therefore important that learners develop the skill of effective goal setting. The UDL framework embeds graduated scaffolds for learning to set personal goals that are both challenging and realistic.

- Provide prompts and scaffolds to estimate effort, resources, and difficulty
- Provide models or examples of the process and product of goal-setting
- Provide guides and checklists for scaffolding goal-setting
- Post goals, objectives, and schedules in an obvious place

Provide multiple means of
Engagement →

Provide multiple means of
Representation →

Provide multiple means of
Action & Expression →

Where Will You +1 an Interaction?

8.1 - Heighten salience of goals & objectives

1.1 - Offer ways of customizing info display

6.1 - Guide appropriate goal-setting



UDL for FET Practitioners

Guidance for Implementing Universal Design for Learning in Irish Further Education and Training



AHEAD.ie

UDL for FET RESOURCE HUB



UNIVERSAL DESIGN FOR LEARNING

AT HIVE

Discover Assistive Technology



Digital Accessibility Webinar Series



Take-Aways?



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