

Universal Design/AT for Learning and Literacy for English Language Learners in the General Classroom Setting

18

Davina Pruitt-Mentle
Educational Technology Policy,
Research and Outreach
University of Maryland



Welcome and Logistics



- Welcome & Introductions
- Introduction to the course
- Reviewing the class format/procedures
- Using online components and WebCT, online participation, and review of course components
- Pre-course Assessment/Survey Profile (online)
- Discussion



Introductions



Logging in to WebCT



- Go to www.courses.umd.edu
- In general, your login is UM-lastname
 - See sheet for exceptions
- Password is MHEC2006
- Please take 2 quick surveys in the *Quizzes* Section



Think About



- What does Assistive Technology mean to you?
- What does Universal Design mean to you?



What is Assistive Technology?



- Assistive technology is any tool or device that a student uses to do a task that he or she could not otherwise do without it or any tool the student uses to do a task more easily, faster, or in a better way. It can be a commercial product or something someone makes. It can be a simple "low tech" device such as a pencil grip or an expensive "high tech" device such as a computer. The legal definition of assistive technology is, "... any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve the functional capabilities of a child with a disability." (Authority: 20 U.S.C. 1401(1))

See handout

Reed, P. & Lahm, E. (2005) Wisconsin Assistive Technology Initiative (general edition) overview starts us off with a great introduction to what AT is - Retrieved from [http://www.wati.org/Products/pdf/resource_guide - general.pdf](http://www.wati.org/Products/pdf/resource_guide_-_general.pdf)



What is UD?

EDUC477 / EDUC477 Sec. IS11, 0101 - WebCT 4.1.5 - Mozilla Firefox

File Edit View Go Bookmarks Tools Help

https://www.courses.umd.edu/SCRIPT/EDUC477-DP000/scripts/serve_home

EDUC477 / EDUC477 Sec. IS11, 0101 - We... EDUC477 / EDUC477 Sec. IS11, 0101 - We... EDUC477 / EDUC477 Sec. IS11, 0101 - ...

myWebCT Resume Course Course Map Check Browser Log Out Help

EDUC477 / EDUC477 Sec. IS11, 0101

Control Panel View Designer Options

Course Menu

- Homepage
- Calendar
- Syllabus
- Course Content
- Discussions
- Chat Room
- Whiteboard
- Quizzes
- Assignments
- Student Pages
- My Grades
- Getting Started
- Compile

Homepage > Course Content > Session 12: Co... > **Session 13: Un...**

Glossary | Take Notes | Search | Discussions

Introduction:

Excerpts from Chapter 1: Education in the Digital Age from *Teaching Every Student in the Digital Age* provides a wonderful overview of this week's session

Cultural, educational, and legal changes have significantly altered the mix of students in regular education classrooms. Today's typical classroom might include students whose first language is not English; students who are not reading on grade level; students with behavioral, attention, and motivational problems; students from varied cultural backgrounds; and students classified as gifted. In addition, there are students with particular needs, such as limited vision, motor disabilities, emotional difficulties, speech and language difficulties, and learning disabilities.

At the same time, increasing emphasis on learning standards places greater responsibility on teachers and administrators to ensure that each of these students reaches the highest levels of achievement. The Individuals with Disabilities Education Act (IDEA) Amendments of 1997 (text available at <http://www.ideapractices.org/>), preclude a separate educational agenda for students with disabilities and hold teachers responsible for ensuring that these students demonstrate progress within the [general education curriculum](#). The Amendments indicate that high expectations and attention to access, as well as participation and progress within the [general curriculum](#), are critical for improving outcomes for students with disabilities. Most of us would agree that these factors are critical for all learners.

The challenge posed by greater [diversity](#) and greater [accountability](#) is to enable students with widely divergent needs, skills, and interests to attain the same high [standards](#). To transform the pressures of [diversity](#) into opportunities for all learners, we apply insights about learners who don't "fit the mold" to help us create flexible [curricula](#) and tools that will work more effectively for everyone. In this way, the challenges we face as educators inspire us to reconsider the way [curriculum](#) is designed and the way schooling is conducted.

Fortunately, technological advances have equipped educators with tremendous new instructional resources in the form of computers and digital [media](#). New technologies offer us the opportunity to respond to the multifaceted individual differences in our student population by providing more varied [media](#), tools, and [methods](#). Because of their inherent [flexibility](#), digital technologies can adjust to learner differences, enabling teachers to (1) differentiate problems a student may have using particular kinds of learning [media](#) from more general learning problems and (2) draw upon a student's other strengths and interests that may be blocked by the exclusive use of printed text.

This session will explore how Universal Design (UD) can help ALL students in today's classroom setting

Readings:

- Start by reading MSDE Universal Design Handbook [\[PDF\]](#)
- Next, read chapter 9 of [How People Learn: Brain, Mind, Experience, and School: Expanded Edition](#) (2000) (you may find other chapters of interest).
- Then read chapters 1, 2 & 6 of Rose & Anne Meyer [Teaching Every Student in the Digital Age: Universal Design for Learning](#). ASCD

Done

start | Inbox for dpruitt@... | Microsoft Office... | EDUC477 / EDUC477... | Sign in to Yahoo! - ... | Microsoft PowerPol... | www.courses.umd.edu

1:16 PM



UDL Defined

- Simply put, UDL is the practice of embedding flexible strategies into curriculum during the planning process so that all students can access a variety of learning solutions. UDL places an emphasis on using digital technology, in addition to other strategies and materials that support diverse learners.

DeCoste, D. Ed.D. (2004). A handbook on universal design for learning and accessible technology: Proactive and accommodative instructional strategies for today's Teachers



Education Technology Outreach Activities



For Educators as well as Youth in the MD & DC Area

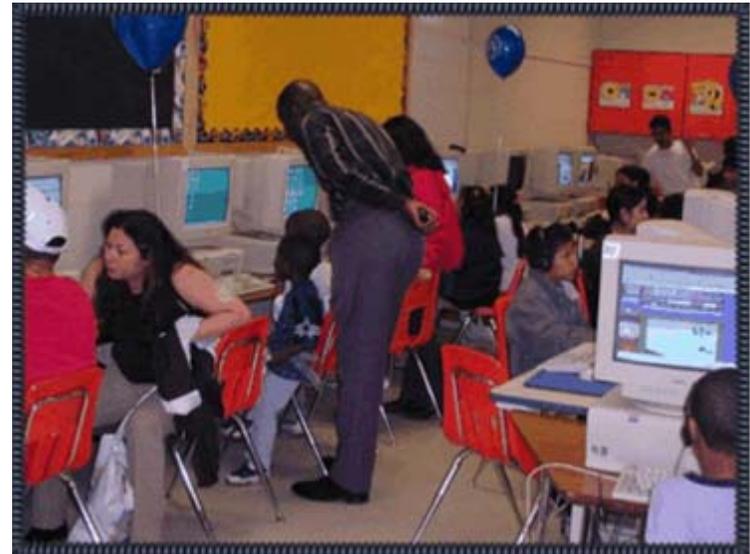
- Graduate Courses
- Professional Development
- Institutes
- Seminars
- Workshops
- Conferences
- After School Programs
- Summer Programs

Other Efforts



- After school computer homework club (elementary school)
- After school technology enrichment program (Community Center)

•Evening Adult Classes





Lessons Learned



Voices From the Field



Practice Time

- **After School/Training**
 - Don't have time
 - Work
 - Take Care of Siblings
 - Need child care
 - Not allowed or times do not fit schedule
 - No help
 - Home computer too slow
 - Home computer "looks" different
- **In School/Training**
 - Not enough time in class
 - Classes too structured
 - Don't like to use social time to make up work
 - Lab time inconvenient
 - Need more "open" time - Internet there, but we can not use it
 - No one to help – teacher/monitor unable to help with questions



Quotes About Practice



- “Don’t have no computer.”
- “[I] Had internet, then dad got mad because they started charging a lot.”
- “Can’t understand. Looks different than at school. This [menu bar is] not the same at home.”
- “I can’t [go to friends to work on computers] after school. I take care of my brother.”
- My uncle got it for us. But he doesn’t know it either.”
- “Mom and dad can’t understand the book. They’re just learning English, well they know, but not a lot of those [computer] words.”
- “Would like to practice ...but need to buy a computer.”
- “The things we use [in classes/in training] I do not have at home.”



Pedagogy***



- Software used irrelevant outside of classroom
- Teachers/instructors limit activities
 - Bookmark sites
 - Little searching activities (preset searching)
 - Not allowed to “do extra”
- Activities low level and/or drill and practice
- Software and websites should be
 - More practical
 - Culturally AND gender diverse



Quotations About Pedagogy



- “They [teachers] never let us explore other things ...we can only do the assignments they want...even if we could add something to make it better.”
- They [the teachers] are behind the times. They have us edit things and exchange disks...or use the computer to write an assignment but then print it out for edits...why can't we use the editing thing [track feature]?”



Quotations about Pedagogy (continued)



- “One of the hardest things is finding something [on the Internet] but they never let us do that—they always bookmark it or have us type it [URL] in.”
- “When are we ever going to use *Inspiration?*”
- “The things we use are good ...but we don’t have them at home.”



Quotations About Pedagogy (continued)



- “They [the schools] need to teach things we need to know for work.”
- “We took a whole semester learning how to do a business letter...why couldn't we have used these templates?” [templates in word and downloadable templates-template Gallery]

Connections to Work

- Use software not applicable outside of school setting
- Need to make use of activities and applications that can be practiced later (at school, library, home)
- Need to teach content but within framework of activities that apply to work skills





Langley Park Adult Education



Work Related Quotations

- “I’m taking this class for work.”- does house cleaning and wants to learn more about invoices, brochures etc...
- “I’d like a job at the bank...a bank teller...but my friend [works there] says I need to have some basic computer skills.”
- “This is great [Mapquest].” “They [school] should show us **this.**” One lady uses it to map out directions for house cleaning service and can now use it for more accurate mileage logs





Future Directions

- Connections between Science, Technology, Engineering, and Mathematics (STEM) AND Education (Ed-STEM)
- 21st Century Skills
 - Teach via inquiry base techniques
 - Student Centered
 - Workforce Connected
- Teacher-student connections
- More prolonged and focused impact
 - More than 1-2 teachers/school



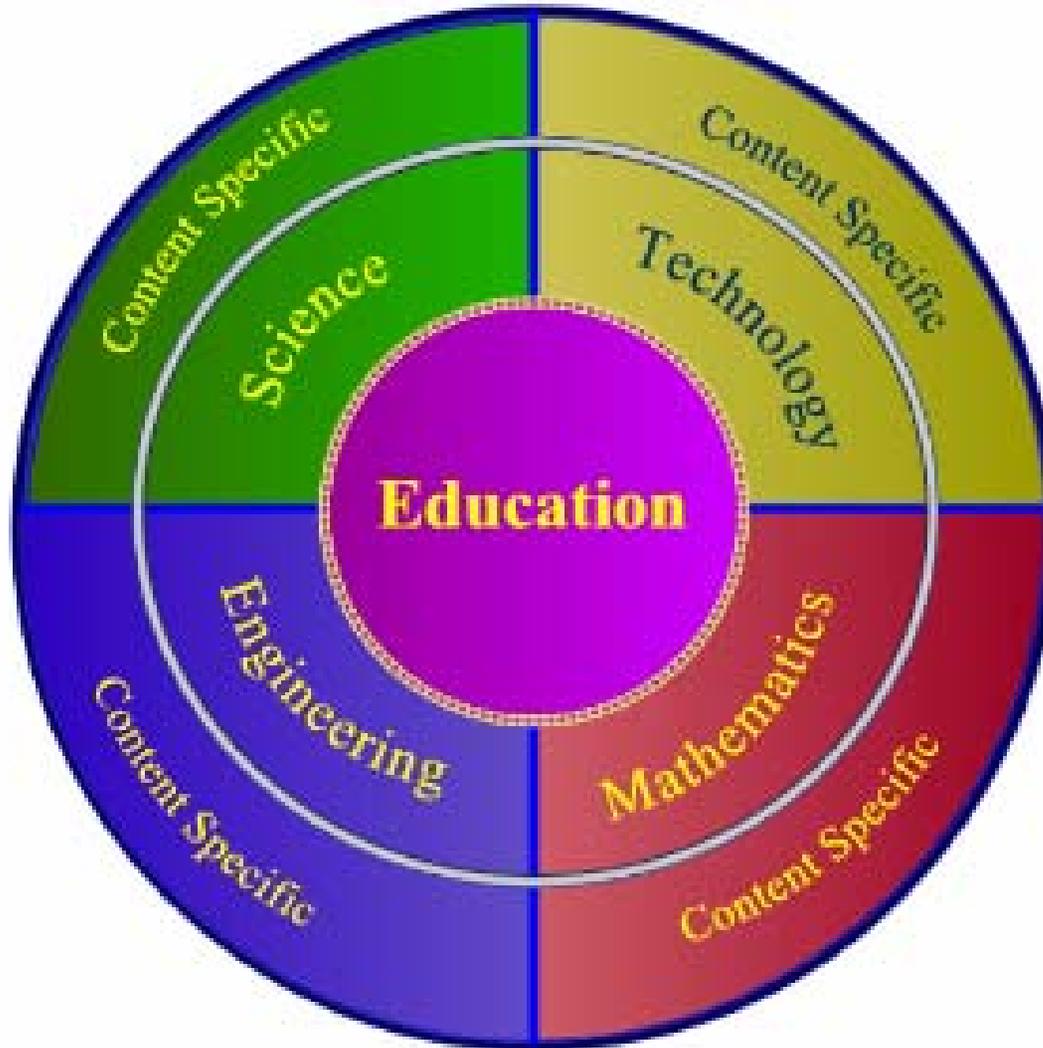
Future Directions (cont)



- Student as design partners
 - Ethnic
 - Gender
- Exposing and emphasizing IT employment possibilities to teachers, students, parents, and guidance counselors

Ex: Young Scholars Program

The New Educational Context





What does AT and UD have to do with teaching with ESOL students?



Tentative Schedule Syllabus



- **Session 1: Sept. 21st** Introduction and Connection to the General Classroom
 - (F2F)
- **Session 2: Sept 28th** AT Connection and Impact in the General Classroom: Definitions and Laws/ Federal & State Mandates NCLB-COMAR
 - (F2F)
- **Session 3: October 5th** Interactive Technology & Second Language Learning: Computer-Assisted Language Learning (CALL)
 - NO F2F Class
- **Session 4: October 12th** Learning Styles, Hidden Bias, Categories of AT, SETT and QIAT and UD Framework (Part I)
- **Session 5: October 19th** Categories of AT, SETT and QIAT and UD Framework (Part II)
 - IEP Group exercise will be given out



Tentative Schedule Syllabus



- **Session 6: October 26th** Access to Print: Learning and Visual Organizers
- **Session 7: November 2nd** What's available: Devices, Services and Strategies
- **Session 8/9: November 16th** What's available: Devices, Services and Strategies Part II
- **Session 10: November 30th** What's available: Devices, Services and Strategies Part III
 - AT Tour or Demo

Would like to move online by session 6



Tentative Schedule Syllabus



- **Session 11: December 3rd** Software and Web-based Applications
 - IEP Group (Individual Educational Plan Due)
- **Session 12: December 14th** Connection to General Curriculum and State Standards/aids in IEP (Individual Educational Plan) & Intro to Universal Design-history and Impact
 - Paper Due
- **Session 13/14: January 4th** Universal Design and Technology Integration & Diverse students: Equity & Gender Issues
- **Session 15: January 11th** Closure
 - Present IEP (Individual Educational Plan Due)



Educational Technology Outreach

College of Education

Davina Pruitt-Mentle

(301) 405-8202

dpruitt@umd.edu

<http://www.edtechoutreach.umd.edu/>