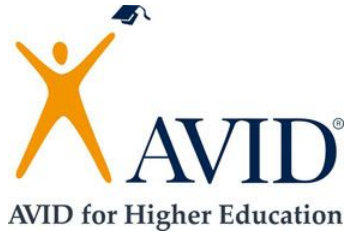# Active Learning as Universal Design

Kristi Gerdes, AVID for Higher Education, Instructional Strategist
Cory Teubner, Butler Community College, Associate Professor of English

AVID's mission is to close the achievement gap by preparing all students for college readiness and success in a global society.

BCC Inclusion Statement: In support of its institutional values, Butler Community College nurtures diversity and inclusion through the practice of Cultural Competency, an ever-evolving concept that recognizes, supports, and embraces the understanding of human difference. Through culturally competent behaviors, attitudes, instruction, and policies, Butler promotes a diverse educational experience, fosters inclusivity to ensure student success, and contributes to the vitality of the institution and the communities it serves.

AVID for Higher Education

Butler Community College

Butler
Community College
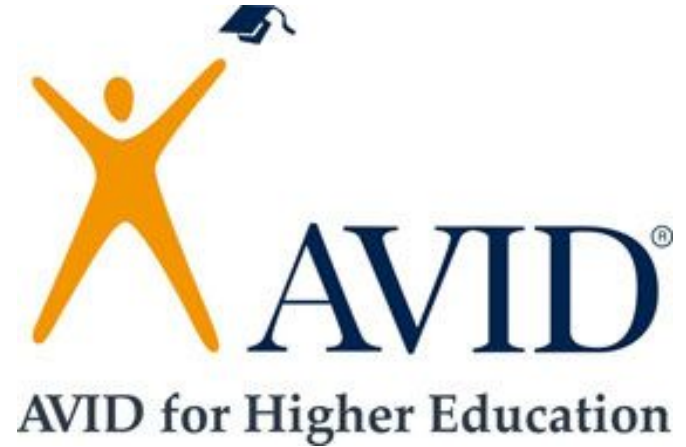
- Community College in south central Kansas
- An enrollment of over 10,000 students
- The English and Reading departments are separate but work well to support each other.
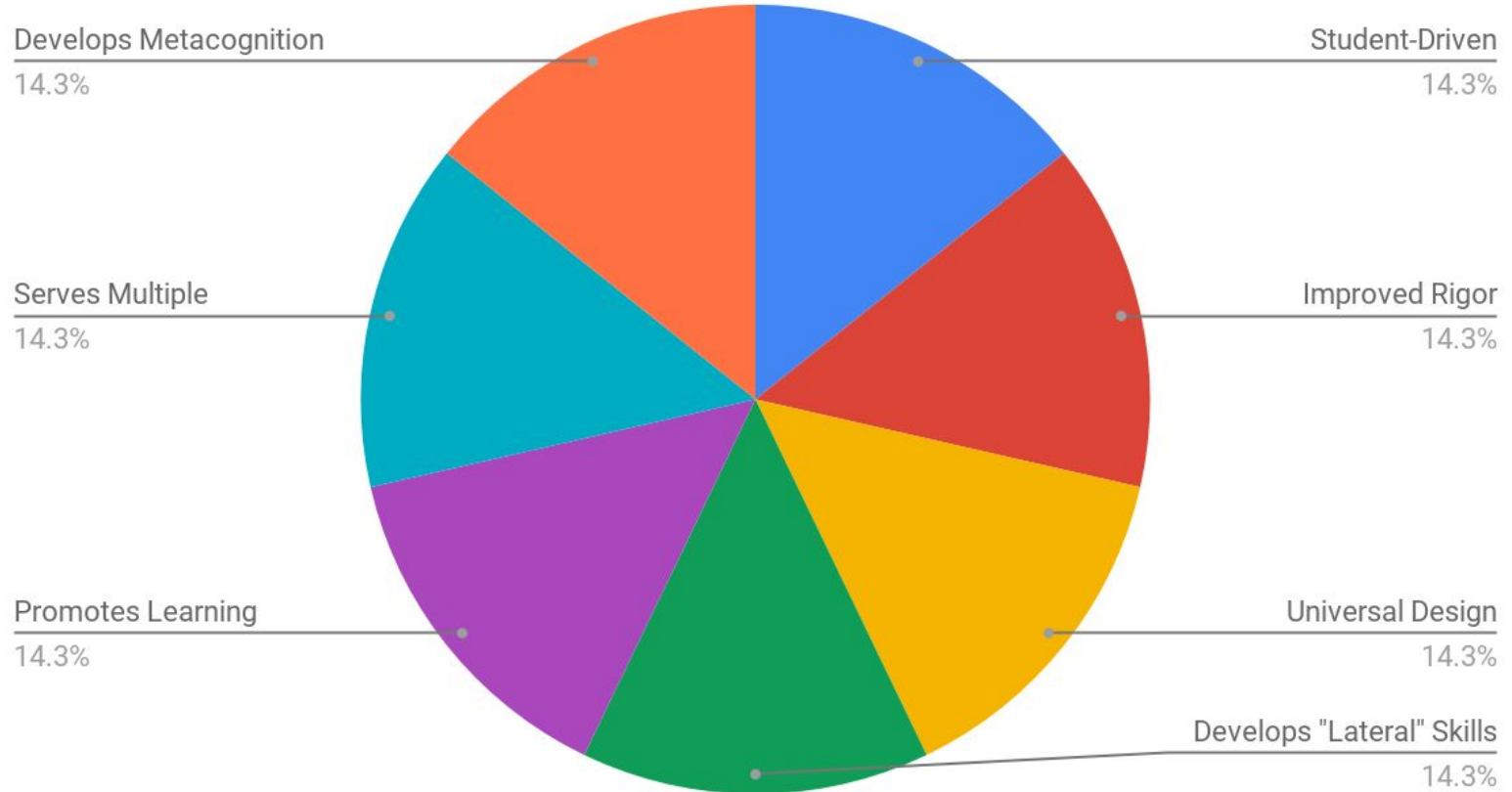
Butler's ALP:
- Co-requisite model in which students enroll simultaneously in EG 060 Fundamentals of English & EG 101 Composition I
- Scaled up Fall of 2016; first pilot in Spring 2013. Approx. 35 sections.

Universal design (close relation to inclusive design) refers to broad-spectrum ideas meant to produce buildings, products and environments that are inherently accessible to older people, people without disabilities, and people with disabilities.

WIKIPEDIA
The Free Encyclopedia

Benefits of Active Learning

Develops Metacognition
14.3%

Student-Driven
14.3%

Serves Multiple
14.3%

Improved Rigor
14.3%

Promotes Learning
14.3%

Universal Design
14.3%

Develops "Lateral" Skills
14.3%

Today's Thesis:

Responsible pedagogy (actual teaching tactics/strategies) includes Universal Design because it empowers students to steer their own educations, and it gives students encounters with diverse ideas, thinkers, peers, and perspectives as needed in the global 21st-Century world.

Twenty-First Century Skills: The Four C's

- Critical Thinking
- Communication
- Collaboration
- Creativity

The Partnership for 21st Century Learning

11:50

Engaged learning looks like:

1. **Students talk to each other more.**
2. **They carry themselves semi-formally.**
3. **They are alert and thinking.**
4. **They are emotionally engaged.**
5. **They discuss their own projects intelligently.**
6. **They are invested in the projects of their peers.**
7. **They are cognizant of their membership in a learning community.**
8. **The classroom is a busy (sometimes noisy) space of conversation and discourse.**
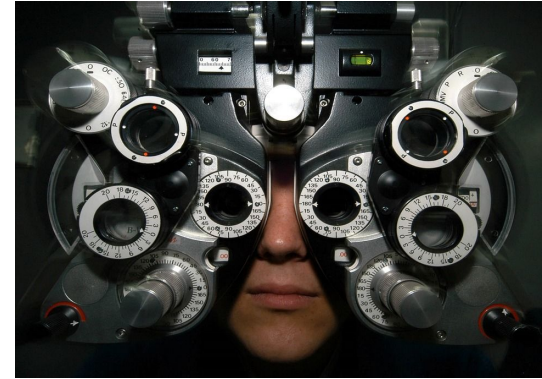
Some background ideas, information forward:

Give one, get one
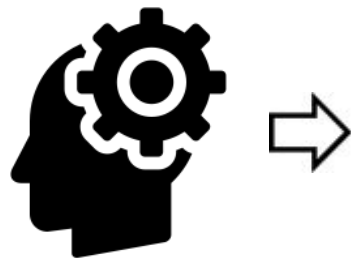
Introducing:

  Stereotype threat

  Frerie's Banking model of education

  Openness to Diversity and Challenge

  Growth Mindset

  Contact Zones

  Metacognition

12:02

Universal Design for Learning

Affective networks:
THE **WHY** OF LEARNING

Recognition networks:
THE **WHAT** OF LEARNING

Strategic networks:
THE **HOW** OF LEARNING

How learners get engaged and stay motivated. How they are challenged, excited, or interested. These are affective dimensions.

How we gather facts and categorize what we see, hear, and read. Identifying letters, words, or an author's style are recognition tasks.

Planning and performing tasks. How we organize and express our ideas. Writing an essay or solving a math problem are strategic tasks.

Stimulate interest and motivation for learning

Present information and content in different ways

Differentiate the ways that students can express what they know

Quick Write: How might we understand "Give one/get one" to be an example of universal design?

THINK, PAIR, SHARE

Need for Universal Design:
Placement for Developmental Students

- Students are radically over-placed in developmental courses
- Students frequently fail developmental courses
- Students may have passed college-level courses at higher rates
- Works against underprepared and under-represented populations
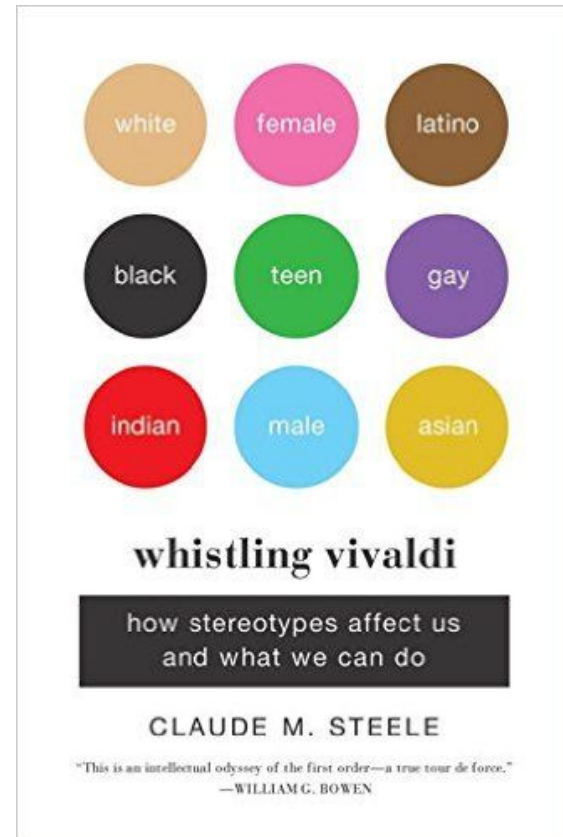- New models using "multiple measures" improves success rates

CALIFORNIA ACCELERATION PROJECT

Need for Universal Design:
Stereotype Threat

Effects of Stereotype Threat
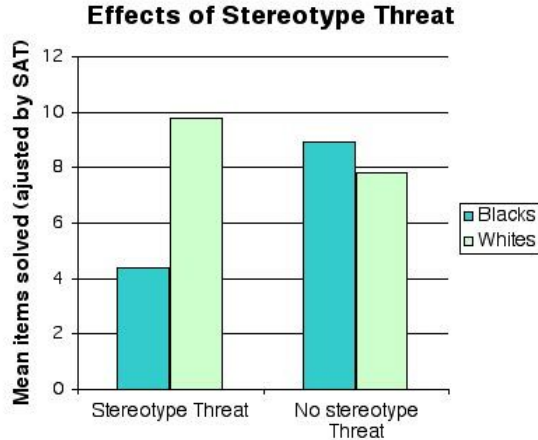
"The Effects of Stereotype Threat on the Standardized Test Performance of College Students (adjusted for group differences on SAT)". From J. Aronson, C.M. Steele, M.F. Salinas, M.J. Lustina, *Readings About the Social Animal*, 8th edition, ed. E. Aronson


white female latino
black teen gay
indian male asian

whistling vivaldi

how stereotypes affect us and what we can do

CLAUDE M. STEELE

"This is an intellectual odyssey of the first order—a true tour de force."
—WILLIAM G. BOWEN

Need for Universal Design:
Stereotype Threat

Negative stereotypes about girls' and women's abilities in math and science adversely affect their performance in these fields.

Performance on a Challenging Math Test, by Stereotype Threat Condition and Gender
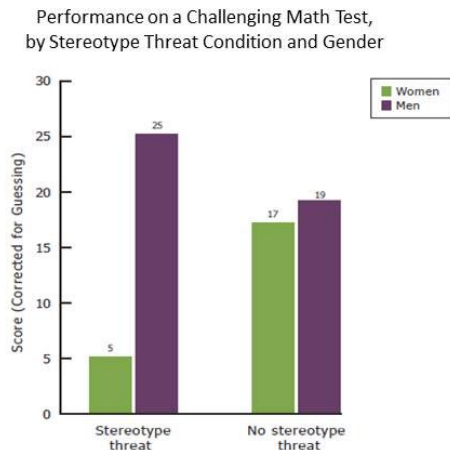
- Expose girls to successful female role models in math and science.

- Teach students about stereotype threat.

Source: Spencer, S. J., Steele, C. M., & Quinn, D. M., 1999, "Stereotype threat and women's math performance," *Journal of Experimental Social Psychology*, 35(1), p. 13.

Breaking through Barriers for Women and Girls

AAUW

Consider this:

- Diverse Curriculum
- Syllabus Design
- Gender-specific classes

50 Assumptions of Privilege

Speed Dating

1. Line up in pairs
2. Each pair shares one prompt
3. Introduce yourself
4. Discuss the prompt (30 seconds per person)
5. Leave prompt for next pair
6. ROTATE
7. Repeat

- Who in American culture and society could freely make this assumption?
- Who in American culture and society can't make this assumption?
- What about in a campus community?
- How about in your classroom?

Report Out

Prompt: How can we modify our classroom environments to reduce the disadvantages encountered by under-represented/underprepared students?

A classroom exercise: Stereotype stories

Perceptions activity

- In your assigned group, look at the photo and write a brief story about the student.
  - Describe the student's journey. How did the student get to this day on your campus?
  - How might this student experience your campus culture?
- Rotate clockwise and add to the previous group's story about the student.

Perceptions activity

Jigsaw Discussions

Student stereotypes

Report Out

Prompt: How can we modify our classroom environments to reduce the disadvantages encountered by under-represented/underprepared students?

Reflection (with handout)

REVISIT THESIS

Responsible pedagogy (actual teaching tactics/strategies) includes Universal Design because it empowers students to steer their own educations, and it gives students encounters with diverse ideas, thinkers, peers, and perspectives as needed in the global 21st-Century world.

Principles of Active Learning as Universal Design

1. Students do more talking than I do
2. Students talk more to each other than to me
3. Students encounter not only diverse opinions and ideas, but the diverse people expressing them
4. Emphasize students' participation in a learning community (Contact Zone)
5. Defuse stereotype threat and growth mindset
6. Cultivate a Growth Mindset
7. Explicitly emphasize metacognition

Intro (1/2) 9:00-9:15