

Powering inclusive TAFE Teaching with UDL guidelines

Introduction

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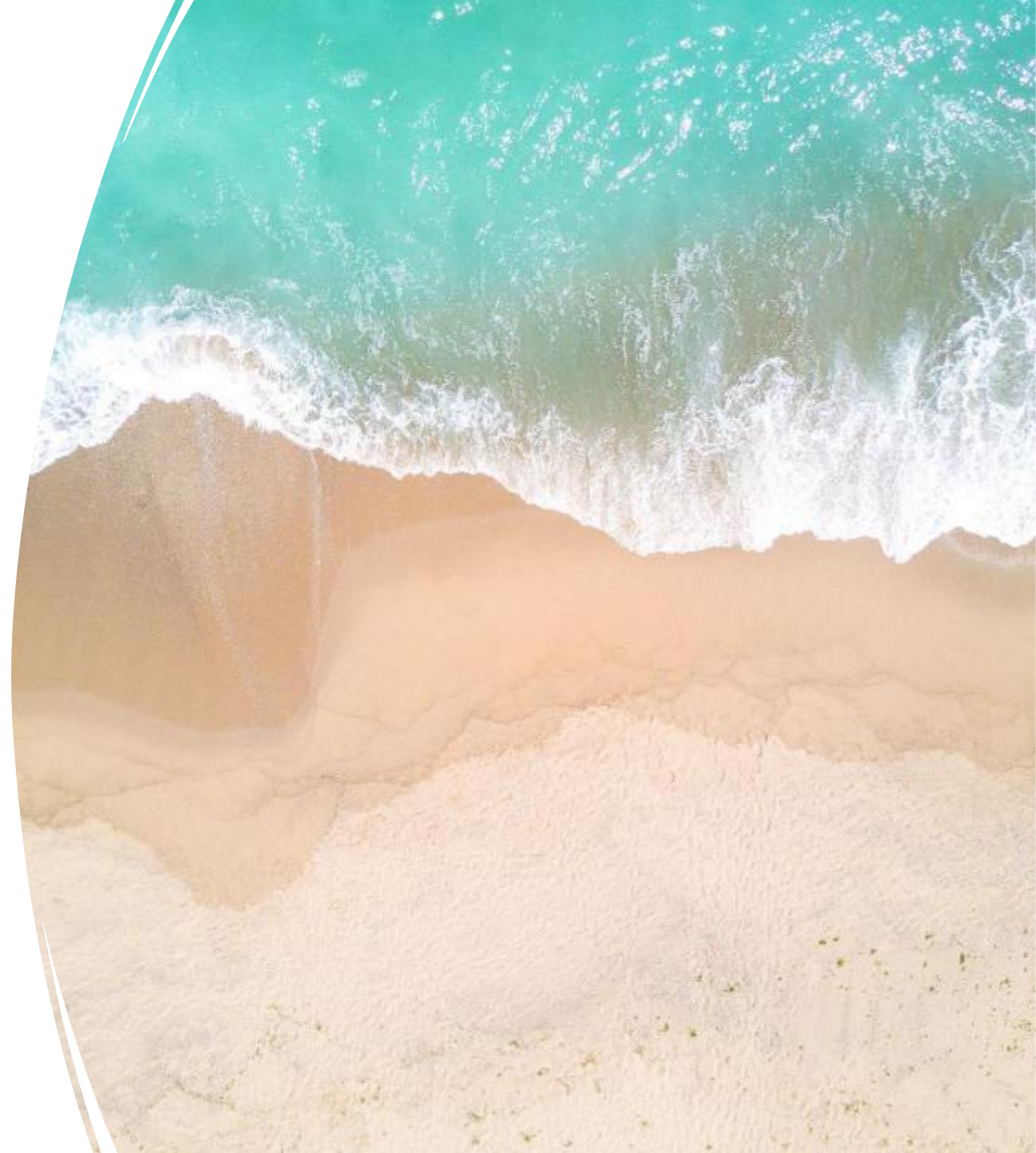


Acknowledgement of Country

I acknowledge the Traditional Custodians of the lands on which we join from today and recognise their valuable contributions to Australian and global society.

I pay my respects to their Elders, Ancestors and their descendants, who continue cultural and spiritual connections to Country.

I acknowledge Aboriginal and Torres Strait Islander people participating in this event.





Outline

Overview

- Universal Design for Learning 3.0: why, what, and who for? (ADCET)

Implementation

- How do we get started and take the next steps? (TAFE SA & TAFE NSW)
- How do we know what's needed and if it's working? (Canberra Institute of Technology)

Conclusion

- Resources and opportunities (ADCET)

UDL 3.0: why, what, and who for?

Scenario 1

To engage and motivate students, posters of professionals are placed on the walls (unintentionally, these are all of one gender/race/age)

Question: Will this approach work well to engage a range of students?

What's needed? Maybe there can be more than one way to engage students.

Multiple means of engagement



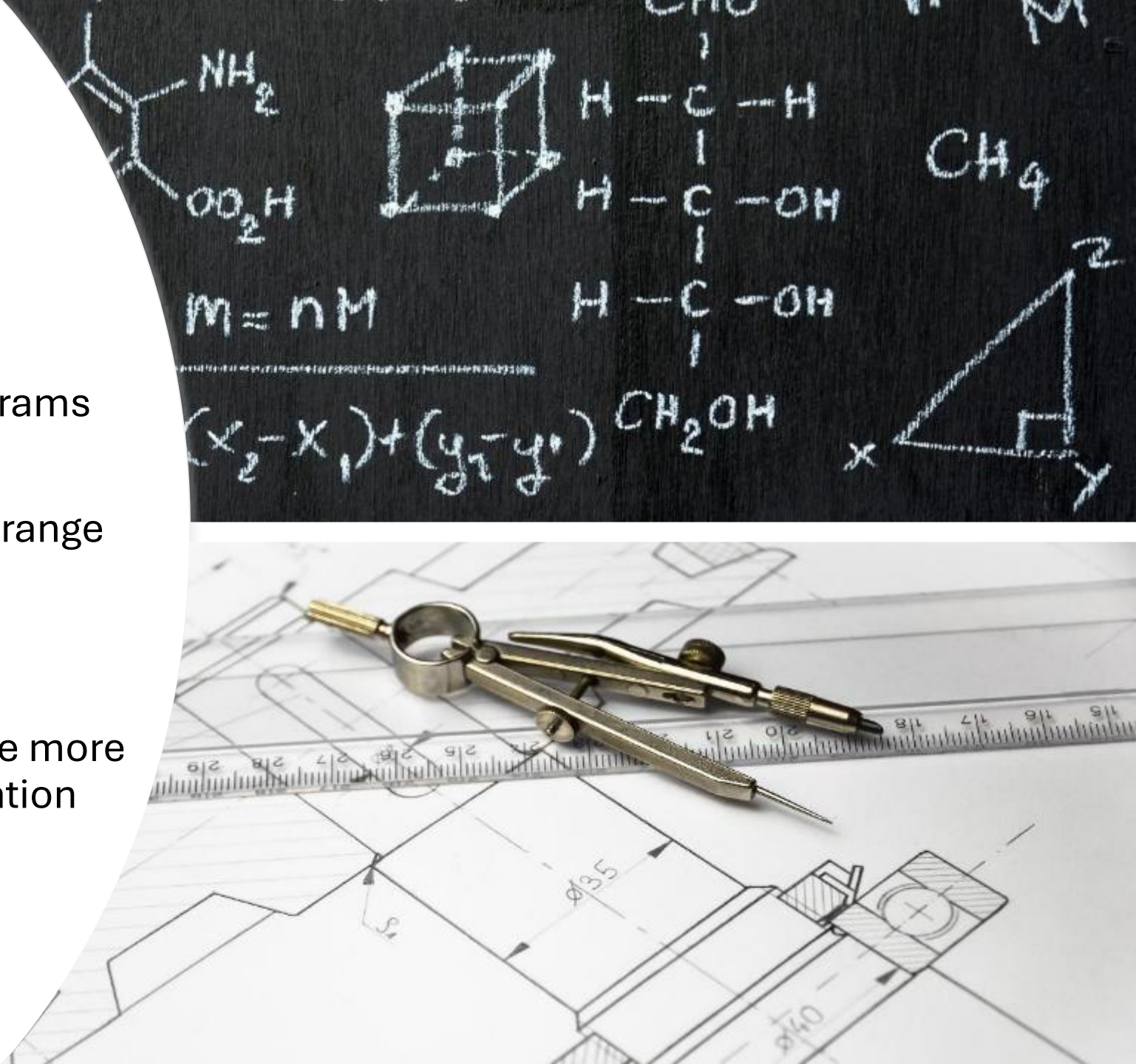
Scenario 2

Students are learning about a 3D concept/procedure via text-based worksheets with 2D figures and diagrams

Question: Will this approach help a range of students to understand the concept/procedure?

What's needed? Maybe there can be more than one way to present this information

Multiple means of representation



Scenario 3

Students express their understanding about how to hold effective meetings with clients/patients/carers by writing a description of their process

Question: Will this approach allow a range of students to show their skills and receive feedback?

What's needed? Maybe there can be more than one way that students can express their knowledge.

Multiple means of action and expression



What are the UDL 3.0 principles about?

Design multiple means of engagement

Design multiple means of representation

Design multiple means of action and expression

Engagement

Design multiple means of engagement

Design multiple means of representation

Design multiple means of action and expression

- Foster inclusive environments where students can bring their whole selves, feel they belong, and feel safe to engage
- Design relevant and authentic learning experiences that spark motivation and enthusiasm for learning
- Consider how confidence, expectations and motivation can sustain/hinder progress when faced with challenges

Representation

Design multiple means of
engagement

Design multiple means of
representation

Design multiple means of
action and expression

- Design learning materials that enable a diverse range of students to perceive and make meaning of information
- Consider how a diversity of perspectives and identities are authentically represented in the content
- Facilitate connections within and between concepts to build knowledge

Action and Expression

Design multiple means of
engagement

Design multiple means of
representation

**Design multiple means of
action and expression**

- Ensure that digital and physical learning environments, materials, tools, and learning systems are accessible
- Enable students to express their understanding and communicate in various ways
- Support organisation and planning to reach authentic goals



It's about all students!

**Design multiple means of
engagement**

**Design multiple means of
representation**

**Design multiple means of
action and expression**



**Considering who our learners are, and welcoming, valuing and responding
to this diversity**



Final points

- ✓ Proactively reducing barriers to learning and increasing options that enable meaningful, accessible, and empowering learning experiences at TAFE
- ✓ You might already be doing many UDL practices!
- ✓ UDL is about *all* students
- ✓ UDL can be implemented widely, not only in the classroom



Up next

Overview

- Why, who, and what of UDL 3.0 (ADCET)



Implementation

- How do we get started and take the next steps? (TAFE SA & TAFE NSW)
- How do we know what's needed and if it's working? (Canberra Institute of Technology)

Conclusion

- Resources and opportunities (ADCET)



Now

Overview

- Why, who, and what of UDL 3.0 (ADCET)

Implementation

- How do we get started and take the next steps? (TAFE SA & TAFE NSW)
- How do we know what's needed and if it's working? (Canberra Institute of Technology)



Conclusion

- Resources and opportunities (ADCET)

Resources and opportunities

- [UDL Symposium, 25th-26th June](#)
- [UDL in Tertiary Education Community of Practice](#) (facilitated by TAFE SA and ADCET)
- [ADCETAssist](#) for your questions about accessibility and inclusive teaching
- [Free eLearning in UDL 3.0](#) coming soon!

