

# Action Research, VET and UDL

The Nexus for Success in VET Teaching



## WELCOME YUMA

CIT acknowledges the cultural host nation of the ACT, the Ngunnawal people, as Canberra's first inhabitants and traditional custodians of the ACT and Region. We recognise the special relationship and connection to country the Ngunnawal people have with this area since time immemorial.

Prior to non-Indigenous arrival, Ngunnawal were a thriving community whose cultural practices were, and still are, core to their physical and spiritual wellbeing. We acknowledge the historical dispossession of the Ngunnawal people, and Dhawura Nguna Dhawura Ngunnawal Ngunnawalwari Dhawurawari Nginggada Dindi Yindumaralidjinyin Dhawura Ngunnawal Yindumaralidjinyin

This is Ngunnawal Country. We always respect their Elders, male and female. We always respect Ngunnawal Country.

recognise the long-lasting, profound and ongoing impact invasion has had on their health and wellbeing, livelihoods, cultural practices, families and continuation of laws/lore.

CIT respectfully acknowledges the significant contribution of the Ngunnawal people to the life of Canberra.

We also acknowledge other Aboriginal and Torres Strait Islander peoples that have made this place their home.

# Identifying what UDL Consideration is needed (Plus 1) and Measuring Impact

## **Action Research**



## Action Research, VET and UDL

What – What Action Research (AR) is

Why – Why VET and UDL are perfect for AR

How - How to start AR and example of UDL aligned AR at CIT



## **Chat Box Quiz**

As a percentage of enrolment, who has more students with identified disability?

**Universities or VET?** 







10.6% (ADCET, 2022)

Increasing trend

VET

3.9% (NCVER, 2023)

Decreasing trend



## **Action Research – Hands on Research**

Research that involves actively engaging in problem-solving activities and reflecting on the process.

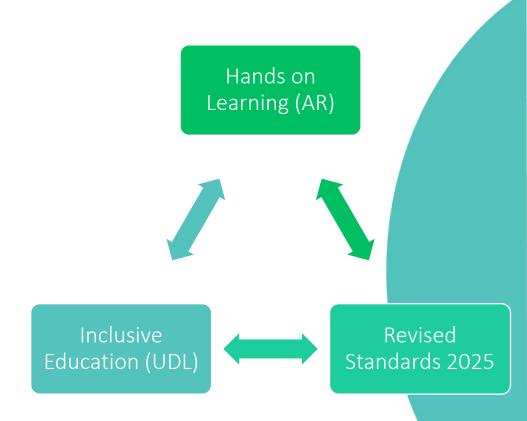
- ✓ Best if done collaboratively
- ✓ Not research that you do on top of your work but becomes part of practice



## **Action Research and VET**

## Opportune time in VET

- VET = Hands on learning
- Increased inclusion of UDL in policies
- Revised Standards 01 July 2025
  - Increased focus on diversity & inclusion, engagement and wellbeing





## **Universal Design for Learning**

Provides a scaffold for Action Research – 36 Considerations to test and evaluate

> Each consideration backed by evidence

Design Multiple Means of Engagement >



Design Multiple Means of Representation →



Design Multiple Means of Action & Expression →



Design Options for

#### Welcoming Interests & Identities (7) •

- Optimize choice and autonomy (7.1) >
- Optimize relevance, value, and authenticity (7.2) >
- Nurture joy and play (7.3) >
- Address biases, threats, and distractions (7.4) >

Design Options for

#### Perception (1)

- Support opportunities to customize the display of information (11) >
- Support multiple ways to perceive information (12) >
- Represent a diversity of perspectives and identities in authentic ways (12) >

Design Options for

#### Interaction (4)

- Vary and honor the methods for response, navigation, and movement (4.1) >
- Optimize access to accessible materials and assistive and accessible technologies and tools (42)

Design Options for

#### Sustaining Effort & Persistence (8)

- Clarify the meaning and purpose of goals (8.1) >
- Optimize challenge and support (8.2) >
- Foster collaboration, interdependence, and collective learning (83) >
- Foster belonging and community (8.4) >
- Offer action-oriented feedback (8.5) >

Design Options for

#### Language & Symbols (2) (2)

- Clarify vocabulary, symbols, and language structures (21) >
- Support decoding of text, mathematical notation, and symbols (22) >
- Cultivate understanding and respect across languages and dialects (23) >
- Address biases in the use of language and symbols
   (24) >
- Illustrate through multiple media (2.5) >

Design Options for

#### Expression & Communication (5)

- Use multiple media for communication (5.1) >
- Use multiple tools for construction, composition, and creativity (52) >
- Build fluencies with graduated support for practice and performance (5.3) >
- Address biases related to modes of expression and communication (5.4) >

Design Options for

#### Emotional Capacity (9) 😜

- Recognize expectations, beliefs, and motivations ( 9.1) >
- Develop awareness of self and others (9.2) >
- Promote individual and collective reflection (9.3) >
- Cultivate empathy and restorative practices (9.4) >

Design Options for

#### Building Knowledge (3) Đ

- Connect prior knowledge to new learning (3.1) >
- Highlight and explore patterns, critical features, big ideas, and relationships (32) >
- Cultivate multiple ways of knowing and making meaning (33) >
- Maximize transfer and generalization (3.4) >

Design Options for

#### Strategy Development (6) •

- Set meaningful goals (6.1) >
- Anticipate and plan for challenges (62) >
- Organize information and resources (6.3) >
- Enhance capacity for monitoring progress (6.4) >
- Challenge exclusionary practices (6.5) >





## **Revised Standards 2025**

## **Engaging Training**

 Standard 1.1: Training is engaging, well-structured and enables VET students to attain skills and knowledge consistent with the training product

## **Diversity & Inclusion**

 Standard 2.5: The learning environment promotes and supports the diversity of VET students.

## Wellbeing Standard

 The wellbeing needs of the VET student cohort are identified and strategies are put in place to support these needs.



## The "How"

- Stop thinking Action Research is for academics You do it everyday!
- 2. Undertake the FREE ADCET <u>UDL in Tertiary Education eLearning Program</u>
- Brainstorm with a peer challenges/barriers learners encounter in a task or topic or even educator's challenge
- 4. Come up with a Research Question
- 5. Decide on how you will measure effect
- 6. Implement intervention
- 7. Keep a journal and reflect with peers and learners
- 8. Measure impact i.e. increased use for assessment
- Share findings with Peers



## Example at CIT – Student use of MS 365 Stream Platform in Cert IV in Fitness

Barrier
Observation of
Practicals on
site

Research Question How does providing choice and enabling alternative means for demonstrating competency impact student experience? (Considerations 5.1, 7.1 and 7.2)

## Intervention

Allow students to either complete practical in person at CIT or record evidence from own context and share via MS 365

Stream

### **Evaluation**

- MS Forms embedded in Tasks
  - Subject Evaluations
- Record of time to assess

## Results

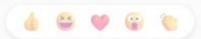
- 1. Increased satisfaction
- Increased task authenticity
  - 3. Targeted feedback and Simplified resubmits
  - 4. Reduced marking time



## **Example: Time stamped student Stream video**

- Ensure all screen give consent. Easiest to capture verbal consent via the video.
- Student instructed to always being in frame (e.g. no POV).
- Otherwise, treat it like a practical observation follow the OBS criteria





#### **Active Client Case Study**

April 1, 2025 • 2 views • Student] • HD • ··· > Home > Anatomy and Physiology

Anatomy and Camberra Institutenent 3- Practical- Active Client Case Study of Technology

Demonstration of Triceps Overhead and Leg Lifts with Weights Exercise



#### [Student]

0:00:07 Permission to be recorded and injury

history

0:00:21 Introduction to Triceps Overhead Exercise

0:00:25 Demonstration of exercise

0:00:33 Mention of elbow extension using triceps

0:00:56 Risk Injury

0:01:06 Benefits to muscle and joints

0:01:13 Benefits for soccer player

0:01:21 Leg Lifts with Weights

0:01:25 Demonstration of exercise

0:01:30 Mention of joint movement

0:01:35 Quadriceps, iliacus and psoas

0:01:59 Risk injury

0:02:10 Benefits to muscle, joints and everyday

living

0:02: 22 Thank you for participating

April 1, 2025 at 9:30 PM

## Relevant research

- Effective teaching and learning: teacher perspectives on what works best for whom
- <u>Full article: Action research as professional learning in and through practice</u>
- Faculty perspectives on UDL: Exploring bridges and barriers

