Welcome to Session 2 of Supporting Diverse Learning in Higher Education 2!

Tuesday 30 April from 12.15 – 15.30 in Otakaari 1, Y307

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How's everyone doing? ☺

Any urgent questions at this point?

Let's warm up! (5 mins)

Individually:

- Think of a time when you have felt **strongly engaged as a learner** (in any educational level or setting)

- What was it that engaged you?

With a pair:

- Share your experiences with your pair.

A!

Timeline & Course Assignments

Contact teaching

Session 1

23 April

Universal Design for Learning (UDL)

Digital Accessibility

Session 2

30 April

UDL continues

Self-Determination Theory (SDT)

Session 3

14 May

Workshop on the Course Assignments

Course assignments

Pre-assignment

Assignments 1 & 2
(Assignment 4 a)

DL 29.4.2024 at 23:59

Assignment 3

DL 13.5.2024 at 23:59

Assignments 4 a + b

DL 24.5.2024 at 23:59

Individual reflecting, reading & processing during the course

Intended Learning Outcomes

Understand
- understand your role as a teacher in the diverse learners' learning process in different situations

Identify
- the opportunities provided by the Universal Design for Learning (UDL) and Self-Determination Theory (SDT) as pedagogical approaches and apply these principles to your teaching

Design
- design accessible teaching materials

Session 2

12.15 – 13.35   **Universal Design for Learning (UDL): Benefits, Challenges, Practical Applications**

13.35 – 13.45   **Break 1**

13.45 – 14.35   **Self-Determination Theory (SDT): Benefits, Challenges, Practical Applications**

14.35 – 14.45   **Break 2**

14.45 – 15.20   **Applying SDT to Teaching & Learning**

15.30   **Closing**

A!

Benefits & Challenges of UDL 1/2

- **Get together with your pre-determined group:**

Group 1:

Article 1: Emese

Article 2: Caterina

Article 3: Saeed

Article 4: Pilvi

Group 2:

Article 1: Meri

Article 2: Donya

Article 3: Oscar

Article 4: Jouni

Group 3:

Article 1: Satu

Article 2: Ksenia

Article 3: David

Article 4: Ivan

Group 4:

Article 1: Virve

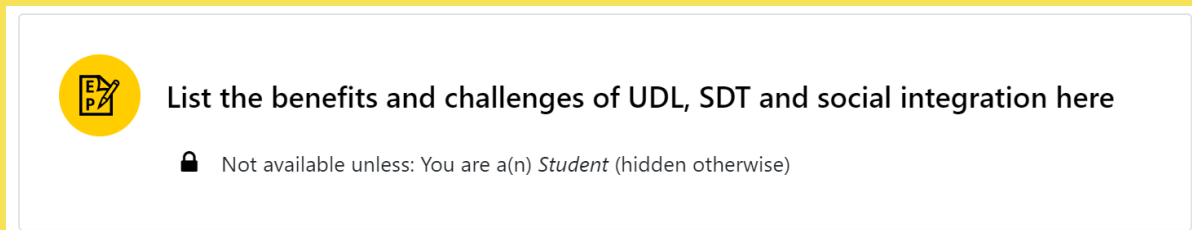**Article 2: Christine**

Article 3: Tapani, Samuel

Article 4: Jonatan

➤ **Based on your reading (Articles 1 and 2), share with your group about**

- **the key benefits/ challenges of implementing UDL in HE settings? (10 + 10 mins)**

A!

Benefits & Challenges of UDL 2/2

➢ **Another group member lists the benefits/ challenges in the EtherpadLite in Session 2!**

List the benefits and challenges of UDL, SDT and social integration here

🔒 Not available unless: You are a(n) *Student* (hidden otherwise)

Any thoughts or reactions? (10 mins)

A!

Effectiveness of UDL remains to be established

- **UDL practices effective for both students with and without disabilities** (Seok et al., 2018)

- **An effective teaching methodology for improving the learning process but no impact on educational outcomes** (Capp, 2017)

- **High student satisfaction rates but no improvement in grades** (Cumming & Rose, 2021)

- **Inadequate methodology for proving the effectiveness of UDL** (Rao et al., 2014)

- **More systematic quantitative research needed in contrast to the qualitatively examined perspectives of students** (Schreffler et al., 2019)

A!

Get to know the elements of UDL 1/2

- **With a pair, discuss the UDL element assigned to you** @https://udlguidelines.cast.org/ **(10 mins):**

  1. **Emese & Pilvi:** Recruiting Interest
  2. **Caterina & Saeed:** <mark>Sustaining Effort & Persistence and perception were not covered</mark>
  3. **Meri & Jouni:** Self-regulation
  4. **Donya & Oscar:** Language & Symbols
  5. **Satu & David:** Comprehension
  6. **Ivan & Ksenia:** Physical Action
  7. **Virve, Jonatan, Tapani**: Expression & Communication
  8. **Christine & Samuel:** Executive Functions

  ➢ **Click at least on the title of this element**
  ➢ **What seems to be the gist of this element?**

A!

Break 1
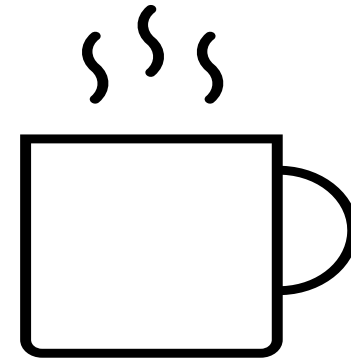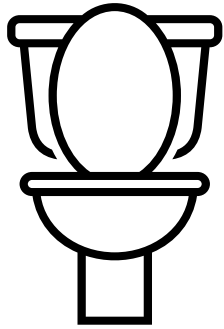
- **With the whole group,**

  - **What do you think: Is UDL a "one-size-fits-all" approach?**

- **Save your unanswered questions for Session 3!**☺

A!

Session 2

12.15 – 13.35   **Universal Design for Learning (UDL): Benefits, Challenges, Practical Applications**

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13.45 – 14.35   **Self-Determination Theory (SDT): Benefits, Challenges, Practical Applications**

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14.45 – 15.20   **Applying SDT to Teaching & Learning**

15.30   **Closing**

A!

Self-Determination Theory (Ryan & Deci, 2020)

According to the Self-Determination Theory,

- **All humans innately geared towards growth, learning, and connection with others** (Self-Determination Theory (SDT), Ryan & Deci, 2020)

- However, healthy/**optimal development does not occur automatically**

  ➢ **supportive conditions required for three basic psychological needs!**

  ➢ **even more critical for disabled HE students whose skills related to these psychological needs may be highly compromised by their disabilities** (e.g., Grimes et al., 2021)!

A!

Supporting Students' Basic Psychological Needs

Autonomy

- A sense of initiative and ownership in one's actions
- Supported by experiences of interest and value and undermined by experiences of being externally controlled, whether by rewards or punishments

Competence

- The feeling of mastery, a sense that one can succeed and grow
- Best satisfied within well-structured environments that afford optimal challenges, positive feedback, and opportunities for growth

Relatedness

- A sense of belonging and connection
- Facilitated by conveyance of respect and caring

Supporting basic psychological needs necessitates academic & social integration

Academic integration

Social integration

- **Satisfaction with the academic system & my intellectual development and growth**

- **Relationships with faculty and peers on campus promote my intellectual growth and development** (DaDeppo, 2009)

- **Interaction with peer groups, faculty and administrators, and extracurricular activities**

- **Others in the campus community care about me personally and have interest in me as an individual** (DaDeppo, 2009)

e.g., Moriña & Orozco, 2021; Ehlinger & Ropers, 2020; Kutscher & Tuckwiller, 2019; Goegan & Daniels, 2019; Langørgen & Magnus, 2018; Vlachou and Papananou , 2018; Järkestig Berggren et al., 2016; Strnadová et al., 2015; Milic Babic and Dowling, 2015; Leake & Stodden, 2014; Coriale et al., 2012; Schreiner et al., 2011; Mamiseishvili & Koch, 2010; DaDeppo, 2009; Laird et al, 2008

A!

Benefits & Challenges of SDT & Social Integration 1/2

- **Continue with your pre-determined group:**

Group 1:

Article 1: Emese

Article 2: Caterina

Article 3: Saeed

Article 4: Pilvi

Group 2:

Article 1: Meri

Article 2: Donya

Article 3: Oscar
Article 4: Jouni

Group 3:

Article 1: Satu

Article 2: Ksenia

Article 3: David

Article 4: Ivan

Group 4:

Article 1: Virve

Article 2: Christine

Article 3: Tapani, Samuel

Article 4: Jonatan

➢ **Based on your reading (Articles 3 and 4), share with your group about**

- **the key benefits/ challenges of implementing SDT & social integration in HE settings? (10 + 10 mins)**

A!

Benefits & Challenges of SDT & Social Integration 2/2

➢ **Another group member lists the benefits/ challenges in the EtherpadLite in Session 2!**

List the benefits and challenges of UDL, SDT and social integration here

🔒 Not available unless: You are a(n) *Student* (hidden otherwise)

Any thoughts or reactions? (10 mins)

A!

Ways to practically promote autonomy, competence, and relatedness in teaching?

Benefits?

Ways to promote autonomy & its benefits?

- **Individual reflections:**

On themselves as learners, their study skills and well-being, their own action plan and log for the course

- **Doing:**

Having a choice over materials and activities, completing individual work and meeting their own goals

➜ **behavioral, cognitive engagement, self-regulation, well-being**

➜ **interest, value**

➜ **motivation, persistence (cf. experiences of external control)**

- **How do you promote autonomy in your teaching?**

A!

Ways to promote competence & its benefits?

- **Dialogue with the teacher (academic & social integration):**

Continuous, personal, efficacy supportive feedback & tutoring

➔ **behavioral/emotional/cognitive engagement, the acquisition of skills and overall satisfaction & motivation**

- **Participation in small support groups (social integration)**

➔**identified and integrated motivation based on value, intrinsic motivation (enjoyment)**

- **Individual reflection**

➔**persistence, dedication**

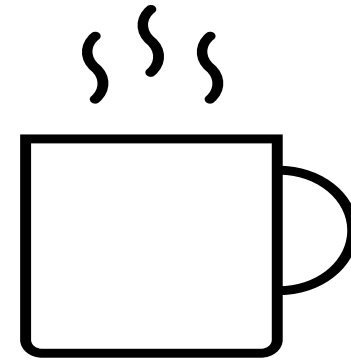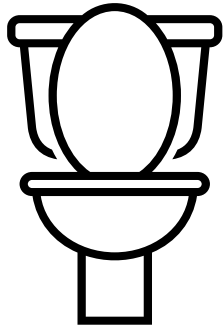- **How do you promote competence in your teaching?**

A!

Ways to promote relatedness & its benefits?

- Participation in small support groups (social integration)

➔ feeling good, accepted, respected and cared for

➔ engagement

- Dialogue with the teacher (academic & social integration)

➔ feeling good, motivated

- How do you promote relatedness in your teaching?

A!

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14.45 – 15.20   **Applying SDT to Teaching & Learning**

15.30   **Closing**

A!

Break 2

Applying SDT & Social Integration to Teaching & Learning

Instructions for the workshop 1/2

1. **With your pair, discuss the case assigned to you (10 mins):**

   1. **Emese & Satu & Jonatan: CASE B**
   2. **Caterina & Ksenia: CASE A**
   3. **Saeed & Tapani: CASE C**
   4. **Pilvi & David: CASE C**
   5. **Meri & Ivan: CASE A**
   6. **Donya & Virve: CASE B**
   7. **Oscar & Christine: CASE D**
   8. **Jouni & Samuel: CASE D**

   - **What are the challenges/ barriers to learning here?**
   - **How would you create an engaging/inclusive learning environment considering SDT and social integration in this case?**

   ➢ **One team member takes notes of your discussion.**

A!

Instructions for the workshop 2/2

2. Discuss your solutions to your assigned case with the whole group (5-10 mins).

A!

CASE A

There seems to be a lack of fit between Student's A way to learn and the learning environment; Student A tends to drop out of courses <u>after initial difficulties</u> and re-enroll in the courses again and again. That's why he's been working on his <u>bachelor's degree</u> at Aalto for six years. In your course, it is student A's turn to be responsible for the learning situation of a small group (choosing a topic/ article, leading a discussion), about which the small group has been well informed. Student A arrives but has not prepared for the situation in any way and has not informed anyone about it. The fellow students are visibly irritated by the wasted time and the situation. You don't want Student A to throw in the towel again, only to re-enroll in the same course again next semester.

A!

CASE B

Student B arrives at the first meeting of the course, throws her bag loudly on the table, sits in the corner with her hands crossed over her chest and announces after the class that she is not going to participate in pair or group work because she wants to complete everything independently. Because team working skills are critical in future working life, they are one of the ILOs and much practiced in your course. Student B says she hates a society that works on extroverts' terms and doesn't realize that not all people work that way. Likewise, she states that she is unable to accept any feedback on the course assignments because she knows that it will be of no use to her learning. In your course, students submit a draft of their written assignment, which they revise into a final version based on the feedback received from the teacher. Your course also provides plenty of structured peer feedback. You know that Student B is likely to drop out without appropriate support.

A!

CASE C

You supervise student C, who has learning challenges, in his bachelor's thesis. You have not received a draft of his text from the student on time as you agreed, but the student comes to the agreed meeting even though he has not progressed at all in his work. You feel that your time is being wasted. You try to determine how to proceed and agree on the next supervision meeting. The student is not dyslexic. The situation described above repeats itself, i.e., there is no text from the student, but he comes again even though he has not progressed in his work from where you left off. The student says that he is not interested in his field at all, and that he is only interested in the engineer's good salary. The student also says that he no longer has friends because everyone has already graduated and that he doesn't know how to collaborate with others.

CASE D

Fully aware of Aalto EDI, you want to provide an equal and accessible learning environment of involvement and respect in which your students will have equal opportunities to learn, be their true selves and feel a sense of belonging. You ask student D an open-ended question about the course content you have just taught them. The student answers 'yes'. You make sure that the student understood that it was not a yes-no question, so you ask the question a second time. The student answers 'yes' again and thinks his actions are funny. In class, the student repeatedly acts this way also towards his fellow students when they ask something from him. Fellow students roll their eyes and some start to show signs of irritation towards student D's behavior. Student D repeats the same behavior throughout the 12-week course, which has a negative effect on the other students' attitude towards him.

Closing & Homework

In today's session, we discussed

- **Benefits, Challenges, Effectiveness, Applications of**

    1) **UDL**

    2) **SDT & Social Integration**

Homework DL 13 May (23:59) :

- **Assignment 3/ Pre-task for Session 3** (1 page/2 hrs):

  - Prepare/submit in MyCo two or three questions you have about applying digital accessibility, UDL, and SDT in your own course to improve its inclusiveness.

  - Use these questions for your preparation:

    - What do you find easy/ challenging about these approaches?

    - What do you dis/agree on regarding these approaches?

    - How could you apply them in your own course?

A!

About Session 3

- **Workshop on the Course Assignments 4 a + b in class**

  - **Does anyone want to join over Zoom?**

  - Possible if min. 4 participants wish for this!

- **Working method:**

  1) Small group work (1,5 h): everyone will have 30 mins to ask/ discuss their questions

  2) Work with the whole group (1,5 h)

A!

Any questions at this point?

Thank you and see you on Tuesday 14 May from 12.15 – 15.30!

A!

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