Universal Design for VET Educators Project

**Annemaree Gibson** and **Annie Carney**

## Slide 1:

### Universal design research project cycles 1 and 2

Annemaree Gibson & Annie Carney

Teaching & Learning Specialists

Box Hill Institute

## Slide 2:

### A research project

How can VET teachers apply the Principles of Universal Design in Education to support learners of all abilities?

## Slide 3:

### The research cycles

CYCLE 1: Collaborate, Implement, Reflect

CYCLE 2: Evaluate, Analyse, Explore

PUDDLEs: Pivot, Further enquiry

## Slide 4:

### Cycle 1: Collaboration

Animated video + Expert teacher + Sharing

Image 1: Predictable structure and instruction in Education (The Principles of Universal Design)

Image 2: Dean Champ (Teacher - Special Eduation)

## Slide 5:

### Cycle 1: Implementation

* Community of practice
* *Universal Design for VET teachers* course
* A research project:

" How can VET teachers apply the Principles of Universal Design in Education to support learners of all abilities? "

## Slide 6:

### What the data suggests in cycle 2

**Insufficient data**

* Limited participants
* Short timeframe

**Why?**

* Participation barriers
* Too early

## Slide 7:

### EMAR CPDE outcomes – cycle 2

**Time to consider and adapt**

* Enrolment comparison
* Make compulsory or promote?
  + Intrinsic versus extrinsic motivation
  + Communication strategies

## Slide 8:

### Cycle 2 conclusions

**EMAR tool**

* Effectiveness: critical decision points
* Where we are now
* Where to next?

**Further enquiry**

* Emerging themes
* Literature and environmental review

## Slide 9:

### Principles of Universal Design Development Learning Essentials (PUDDLEs)

'Acronyms are a powerful tool for recalling information which makes them a fantastic memory aid.' Dr Sharmon, Deakin University

## Slide 10:

### Change Agents

* Planting early adopters to act as change agents in faculties.

Or

* Faculty pilot programs.

## Slide 11:

### What is on the horizon?

**Environmental scan**

* What can we borrow?

**Further enquiry**

* Rubric
* Checklist
* Template

## Slide 12:

### Can be replicated or elaborated

The activity or work has significance beyond the individual context: Breaks new ground or is innovative

## Slide13:

### References

* ACCESS Project, 2011, 'Universal Design for Learning: A Concise Introduction', Colorado State University [PDF] <http://accessproject.colostate.edu/udl/modules/udl_introduction/udl_concise_intro.pdf>
* ADCET: Universal Design <https://www.adcet.edu.au/disability-practitioner/course-design-and-implementation/universal-design>
* Altrichter, H., Posch, P. & Somekh, B. 1993,*Teachers Investigate Their Work: An Introduction to the Methods of Action Research*, Routledge, London <https://kangkholidblog.files.wordpress.com/2018/03/herbert-dkk-teachers-investigate-their-works.pdf>
* Australian Vocational Education and Training Research Association, 2021. *Webinar 7: Human research ethics.* [Online]   
  Available at: https://avetra.org.au/events.php/40/webinar-7-human-research-ethics
* Burgstahler, S. 2020, *Universal Design of Instruction (UDI): Definition, Principles, Guidelines, and Examples*, DO.IT (Disabilities, Opportunities, Internetworking and Technology) <https://www.washington.edu/doit/universal-design-instruction-udi-definition-principles-guidelines-and-examples>
* CAST, *About Universal Design for Learning*, <https://www.cast.org/impact/universal-design-for-learning-udl>
* Connell, B. R., Jones, M., Mace, R., Mueller, J., Mullick, A., Ostroff, E., Sanford, J., Steinfeld, E., Story, M. Vanderheiden, G. 1997, *The Principles of Universal Design*, The Center for Universal Design, NC State University <https://projects.ncsu.edu/ncsu/design/cud/about_ud/udprinciplestext.htm>
* McPherson, M. & Nunes, M. B., 2004. *Developing Innovation in Online Learning: An Action Research Framework.* 1 ed. London: Routlege-Falmer.
* National Centre for Student Equity in Higher Education (NCSEHE) 2018, *Deakin University — Inclusive Curriculum and Capacity Building (ICCB)*, Curtin University.
* Nous Group. (2019). *Improving assess and achievement for students with a disability - final report.* Melbourne: Box Hill Institute (commissioned on behalf of the TAFE network).
* OECD, 2009. *Creating Effective Teaching and Learning Environments: First Results from TALIS,* s.l.: Source OECD.
* Pitman, T. (2021, February 14). *Disability not the problem, awareness and accessibility are.* Retrieved from Campus morning mail: https://campusmorningmail.com.au/news/disability-not-the-problem-awareness-and-accessibility-are/
* Rickinson, M., Mildon, R. & Donovan, J., 2020. *What does it mean to use research evidence well in education?.* <https://www.eisummit.org/events>: Evidence and Implementation Summit 2021.
* Venville, A., Street, A. & Fossey, E., 2014. Student perspective on disclosure of mental illness in post-compulsory education: displacing doxa. *Disability & Society,* 29(5), pp. 792-806.