

Co-design Universal Design for Learning: A framework for inclusion in Higher Education



UNSW
AUSTRALIA

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Never Stand Still

Arts & Social Sciences

Acknowledgment of country

First Peoples Disability Network Australia



[Courses](#) [Wishlist](#) [Recommendations](#) [Achievements](#)



UNSW SYDNEY



Disability and a Good Life: Working with Disability

Learn how disability intersects with human rights, and how a good life can be made possible for everyone.

[Go to course](#)



UNSW SYDNEY



Disability and a Good Life: Thinking through Disability

Learn how disability is part of who we are as human beings, and how a good life is possible for everyone.

[Go to course](#)



UNSW SYDNEY



Disability and a Good Life: Working with Disability

Learn how disability intersects with human rights, and how a good life can be made possible for everyone.

[Go to course](#)

Background



- 2015 – begin developing two MOOC about Disability and a Good Life
- Driven by democratic potential – people with disabilities often excluded from education: Could a MOOC overcome this?
- Aims: 1) Awareness raising 2) Inclusion and Access
- Developed 2 MOOCs which ran in 2016, 2017
- 2016 we adapted these MOOCs into an undergraduate course

Critical Disability Studies



- Emerges alongside political movement
- Interdisciplinary
- Disability as human diversity
- How social, cultural and political understandings of disability help think through taken for granted ideas about body, mind and what it means to be human

Co-design (C)



Nothing about us, without us' (Charlton, 1998)

C: Advisory Group



1.4

YOU'VE COMPLETED 1 STEP IN WEEK 1



[Close transcript](#)

0:02

MAN: FutureLearn. [THEME MUSIC] UNSW Australia. What is a good life?

0:12

LOUISA: So, for me a good life is feeling connected to other people, and that can be at work, but it can also be in my personal life, with my family and my friends. To me a good life is definitely laughing, but it's also really crying and being able to feel like I have space to do that.

0:35

ROSEMARY: Instinctively my first response is red wine.

C: Embracing a complex team



- 5 academics (all non-teaching, from different schools/faculties/centres)
- Educational Developers (3 over the course of the project)
- 20 expert interviewees (academics and activists)
- 6 Advisory Group members
- 5 Guest Presenters (with another 3 withdrawing)
- 3 video production crews
- 1 learner guide
- 5 support workers
- marketing, admin, finance, senior management, MOOC steering committee, deans/heads of school, FutureLearn and Coursera partnership managers
- and a partridge in a pear tree

C: Learner Guide



1.5

YOU'VE COMPLETED 1 STEP IN WEEK 1



[View transcript](#)

[Download video: standard or HD](#)

Introducing your learner guide



Mei, a member of our course advisory group, will act as a learner guide on this course. She will talk through her own responses to some of the activities and other aspects of the course.

C: Implementing



Jacki Brown



Disability & LGBTI rights activist, writer, spoken-word performer, public speaker, disability sexuality educator. Proud wheelchair user and dyslexic.

LOCATION MELBOURNE, AUSTRALIA

The disabled body in higher education



‘The disabled body in the educational space becomes a form of education in and of itself. Disability figures (quite literally) in higher education spaces as different, as complex and as a particular kind of critical challenge’

(Ben-Moshe, Cory, Feldbaum, & Sagendorf, 2015; Garland-Thomson, 2005; Kumari Campbell, 2009; Michalko, 2002; Titchkosky, 2011, 2012).

Universal Design for Learning (UDL)



- Universal Design – environments designed meet everyone’s needs – no retrofitting
- UDL:
 - 1) Multiple Means of Representation
 - 2) Multiple Means of Expression
 - 3) Multiple Means of engagement
- Just good pedagogy?

UDL: Clarity and flexibility



Navigation bar with icons and labels: To do (checked box), Activity (circular arrow), Replies (speech bubble with plus), Progress (circular arrow with checkmark).

Week navigation bar with 6 blue buttons labeled WEEK 1 through WEEK 6. Below each button is a date: 16 May, 23 May, 30 May, 6 Jun, 13 Jun, 20 Jun. A small red triangle points down above the first button.

WEEK 1: UNDERSTANDING DISABLING ATTITUDES

6 weeks ago



Why look at disability and a good life?

Learn about the course, meet your learner guide, and explore what living good life means to different people.

1.1 WELCOME MESSAGE ARTICLE

1.2 MAKING MY COURSE ARTICLE

1.3 WHAT DOES A GOOD LIFE MEAN FOR YOU? DISCUSSION

1.4 WHAT A GOOD LIFE MEANS FOR US VIDEO (05:17)

UDL: Self-paced, self-directed, personalised, differentiated

Talking points

- Do the ideas raised in the above video overlap with yours, or with others' comments from the previous step?

Take some time to revisit your original list of what makes a good life, and update it with any changes.

Extend your knowledge — In [Step 1.13: Discussions of a good life](#), hear the course team discuss their various ideas of a good life.

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 318 comments

Mark as complete

◀ PREVIOUS

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 ENGLISH TRANSCRIPT PDF

 WHAT IS A GOOD LIFE? (MP3) AUDIO

Course schedule

| DATE | Topic | What do I need to know by the end of the week? | Core Vocab |
|-------|--------------------------------------|--|---|
| 24/07 | Introduction: What is disability? | 1) How is the course structured? 2) What is the social model of disability? 3) What is the difference between disability and impairment? 4) Do I know how to structure a blog post for this course? | Impairment Disability Social Model Medical Model Attitudes Blog Rubric |
| 1/08 | Who counts as disabled? | 1) Why is counting disability important? 2) What are some of the problems around counting disability? 3) How do people with disability represent and classify <u>themselves</u> ? | Statistics Big data Classification Badging Labelling 'Critical Disability |

UDL: multi-model resources



1.4

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[Close transcript](#)

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ROSEMARY: Instinctively my first response is red wine.

UDL: practice-based learning and feedback online



1.8 YOU'VE COMPLETED 1 STEP IN WEEK 1



[View transcript](#) [Download video: standard or HD](#)

Listening to people with disabilities

Throughout the course a diverse group of people with different impairments will talk about their lives and experiences being disabled. Some are invited experts. Others have agreed to tell us about their life experiences in more depth. Here we introduce you to five quest

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UDL: Reflecting on learning



Review and reflection

Reflect on attitudes towards disability and ideas of a good life, and review your understanding of Week 1.

1.15 REFLECTING ON A GOOD LIFE VIDEO (03:13)

1.16 REVIEWING YOUR UNDERSTANDING QUIZ

1.17 HOW IS IT GOING SO FAR? DISCUSSION

1.18 MEET THE COURSE TEAM ARTICLE

How is it going so far?

Every week we encourage you to reflect on your experiences of the course so far. Thinking about your learning is not just about listing the things you've learned. It's also about reflecting on yourself as a learner:

- what and how you like to learn;
- what you find difficult, uncomfortable or challenging;
- what you are motivated to pursue independently;
- and what goals you have for future weeks.

Talking points

With the above in mind, share your reflections in the comments for this step. You can use the questions below as a guide, but they should by no means limit your discussion:

- What core vocabulary, ideas or theories do I understand better because of the course this week?
- What did I enjoy about learning this week? What did I find difficult or challenging?

UDL: Academic resources



- Academic resources are differentiated in each week: autobiography; simple; intermediate; advanced
- Learners build a brief summary of each reading over the course
- Glossary with core vocabulary – interactive so that learners add to definitions and add links

Relevance beyond teaching critical disability studies



- We had to commit to best practice because of the topic but so should everyone – space for co-design with people with disabilities in all courses
- UDL principles are underpinned by good pedagogy but also keep focus on access for diverse groups – useful lens