Inclusive Design for Learning: Building on Diverse Abilities

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Warm Up
- what is “disability”?
- alternative views:

- shift in thinking of students as individual problems, to viewing the challenge in the context of learning environments

Intro to Inclusive Design for Learning - IDL (see framework chart also)
- framework for opening up and adapting learning environments to be more accessible for students with diverse abilities
- clear goals and a flexible framework for minimizing access barriers and maximizing opportunities for engagement
- 4 overarching guidelines (see chart for full framework)
  - multiple means of representing
  - multiple means for engaging
  - multiple means for acting & expressing
  - adaptable accommodation strategies
- principles & guidelines mixer: meanings & examples

Barrier Brainstorm
- what barriers to our programs present for students with diverse abilities?
  - representational?
  - engagement?
  - action or expression?
  - lack of adaptability or accommodation?
- other angles:
  - physical barriers? of tools? furniture and space?
  - social barriers? communication? interaction?
  - OR try inverting IDL principles (e.g. inflexibility, imperceptibility)
Intro to IDL Implementation
- choose clear, specific learning goals
- plan ways of continually assessing student understanding
- plan means of representation, engagement, action & expression (iterative!)
- maximize alignment with IDL principles & learning goals
- reflect on remain barriers
- make explicit plans for accommodation for when some students might not be fully included by design, develop adaptable strategies
- try it! reflect on it, improve it

Tools & Tech
- “low tech” tools for adapting materials:

- universally designed tech:

- adaptive tech:

Implementation ideas