# Inclusive Pedagogy Workshop

January 12, 2021

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- **Kara Rabbitt**, Associate Provost

Teaching and Learning with Autism Spectrum Disorders

Dr. Elizabeth A. Harkins

Inclusive Pedagogy Workshop
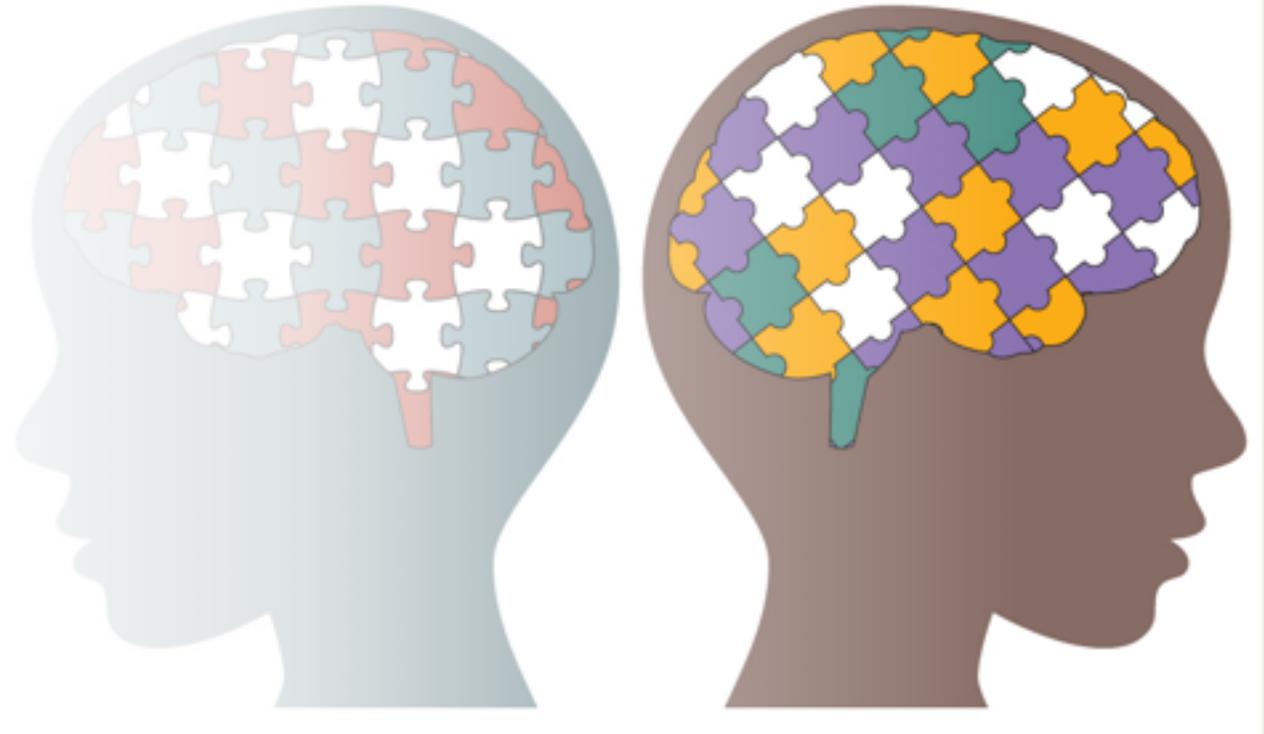
Who is in front of us?

- Disability is defined by the Americans with Disabilities Act (ADA) and the World Health Organization (WHO) as a **physical, mental, or emotional functional limitation.**
- In 2011–2012, 11% of college students reported having a disability
- In 2015-2016, 19% of undergraduates reported having a disability
- Differences by characteristics such as veteran status, age, dependency status, and race/ethnicity
  - 26% of undergraduates who were veterans reported having a disability
  - Compared with 19% of undergraduates who were not veterans
- **Graduate rates are lower for students with disabilities**

What does autism look like in the college classroom?

- Many students with ASD have social difficulties, including problems with verbal and nonverbal communication (APA, 2013)

- They may have challenges when navigating social situations
    - Understand others' points of view
    - Taking turns in conversations (language pragmatics)
    - Understanding sarcasm, abstract language, and some forms of humor

- In class, this may look like
    - Monopolizing class discussions or not speaking at all
    - Difficulty adjusting to change (change in assignments or seating arrangements)
    - Sensory sensitivity (sensitivity to fluorescent lights, sounds, or smells)
    - Challenges with time management (students may lose track of time and miss class or arrive very early to ensure they get preferred seating (Dillon, 2007)

What does autism look like in the college classroom?

- Tend to be passionate about their areas of interest and pursue those areas with great enthusiasm
- Tend to "think outside the box," use original approaches to solving problems
- Tend to take rules seriously
- Many have a wide vocabulary (particularly in their area of interest)
- Strong visual and spatial learning
- Strong memories

What is the process?

- Students with disabilities are strongly encouraged to contact the **Accessibility Resource Center**
  - This is **not mandated**
  - Nor is it mandated that they disclose their diagnosis to their professors

- "Accommodation Letter"
  - The rules:
    - Accommodations last through an entire Academic Year
    - It is the **responsibility and choice** of the student to present this letter to their professors
    - It is suggested that students meet with their professors
  - But what are accommodations?

So what does that mean?

- Expect . . .
  - That there are learning differences in front of you

- Ask . . . .
  - What are accommodations and teaching strategies work for everyone?

- Remember . . .
  - Not all students need to take notes or make eye contact with you to listen or learn
  - Your own flexibility and creativity
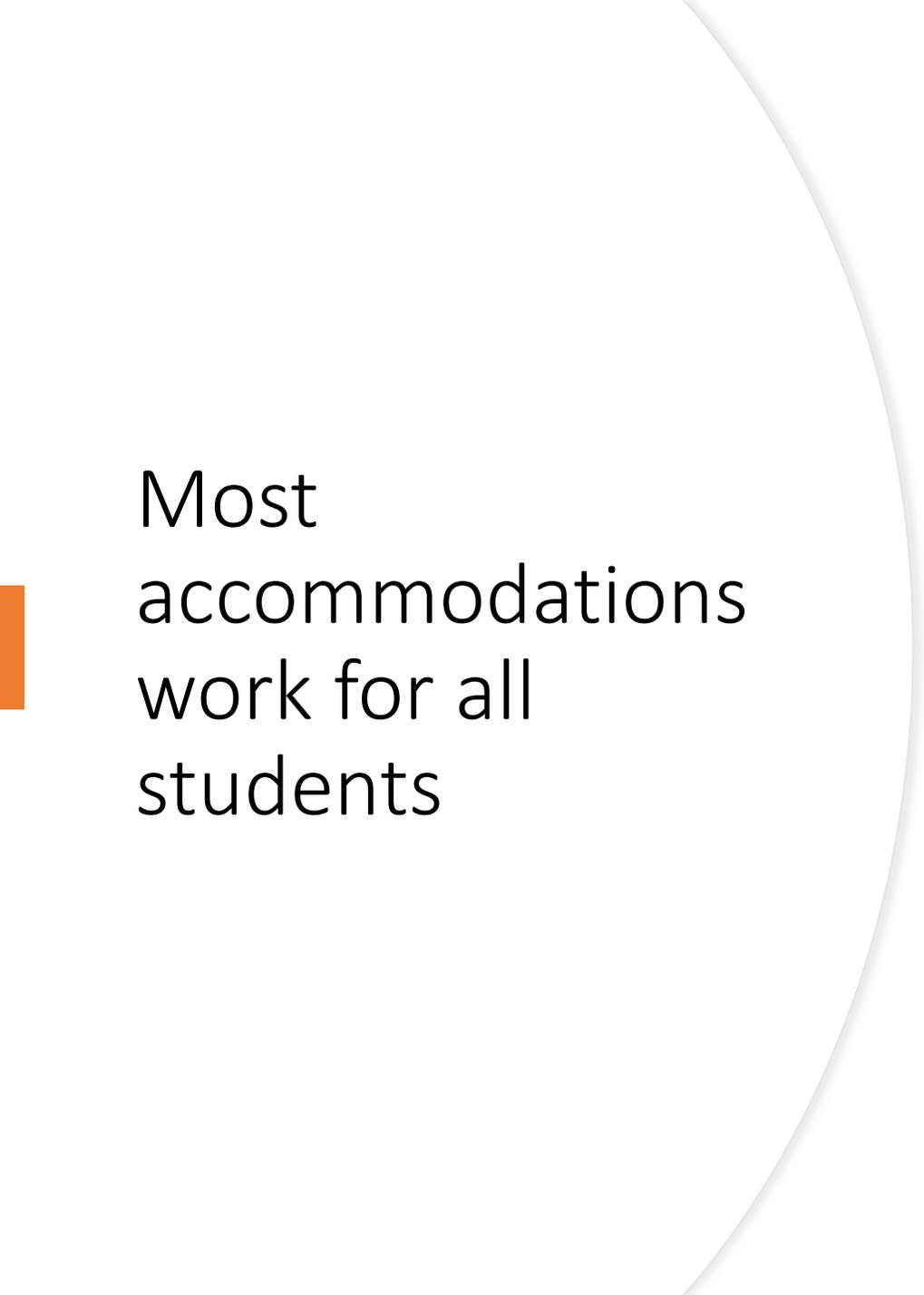
Most accommodations work for all students

- Common accommodations include:
  - Extended test time
  - Reduced distraction environment / preferred seating
  - Note taking services
  - Adaptive technology

- Less common accommodations:
  - Classroom relocation

Most teaching strategies work for all students too

- Organizational Routines
  - Clear and consistent
  - Preview and review
  - What YOU do
    - Lecture materials
    - Assessments
    - Assignments & rubrics
    - Blackboard & syllabus
  - What STUDENTS do
    - Readings, assignments and assessments, and other student responsibilities

- Communication
  - Consistent, explicit, and direct
  - What is working or not working?

Most teaching strategies work for all students too

- Content and Curriculum
  - Incorporate student experiences, interests, and strengths
  - Use visual cues to promote understanding
  - Provide students with options (groupwork, format, communication style, etc.)
- Assessments and Assignments
  - Break larger projects into smaller sections
  - Allow different formats
  - Provide students with options (groupwork, format, communication style, etc.)
- Classroom environment
  - Avoid singling out students
  - Check in with your senses
  - Remember your flexibility and creativity

Syllabus

Date	Topic	Our Responsibilities	Your Responsibilities
Week 2 **Sept 2**	**Foundations of UDL**	<u>Review:</u> Accessibility and Legislation ppt.	<u>Read:</u> 1. *Domino's Wants to Slice Away at the Americans With Disabilities Act* 2. *Crumbling Sidewalks Become a Legal Battleground* 3. *Another ADA Lawsuit Alleges Website Not Accessible to the Blind: This time the Target is the Wine Enthusiast Catalog* <u>Discuss:</u> *Discussion Board 1* **11:59PM on 9/2, 9/4** Which article resonated with you the most and why? Why do you as a [student, preservice teacher, citizen] need to care about legislation, and which legislation is most important to you right now? *Use examples from readings, PowerPoints, and videos.*

Assignments

- Break larger projects into smaller sections
- Allow for different formats when you can
- Be consistent (presentation and rubric)

| Assignment Five – 10 points |
| --- |
| Choose from one of the following options to demonstrate what you've learned: a scholarly poster, a PowerPoint, or a paper. *More comprehensive directions and rubrics will be distributed when relevant in the semester. Please review the rubric to see how your work will be assessed.*

Assignment Three is due on a Sunday by 11:59pm. If it is turned in after the due date, it will be marked off 10% per day late. |

The rules:
1. Scholarly poster - save and upload as PowerPoint or pdf https://guides.nyu.edu/posters
2. PowerPoint - 5-10 slides; include pictures, video links, and your audio
3. Paper - two pages, standard formatting
4. Cite your sources (APA standard formatting) in-text and on a References page/section.

Assignments & Rubrics

Rubric		
Novice	**Competent**	**Proficient**
0 % Several issues were not addressed and lack research supporting statements made in the document.	50 % Most issues are addressed but not supported by sufficient detail or research.	100 % All issues are addressed in detail with supporting and researched documentation.
0 % The information is missing key elements, is choppy, and / or disorganized.	50 % Information is organized, but paragraph is not well constructed.	100 % Information is very well organized with well constructed paragraph. Follows the expected format of an abstract.
0 % Many grammatical, spelling, or punctuation errors. APA is not used.	50 % A few grammatical, spelling, or punctuation errors. APA is inconsistent.	100 % No grammatical, spelling or punctuation errors. APA is correct.

Blackboard – Course Material
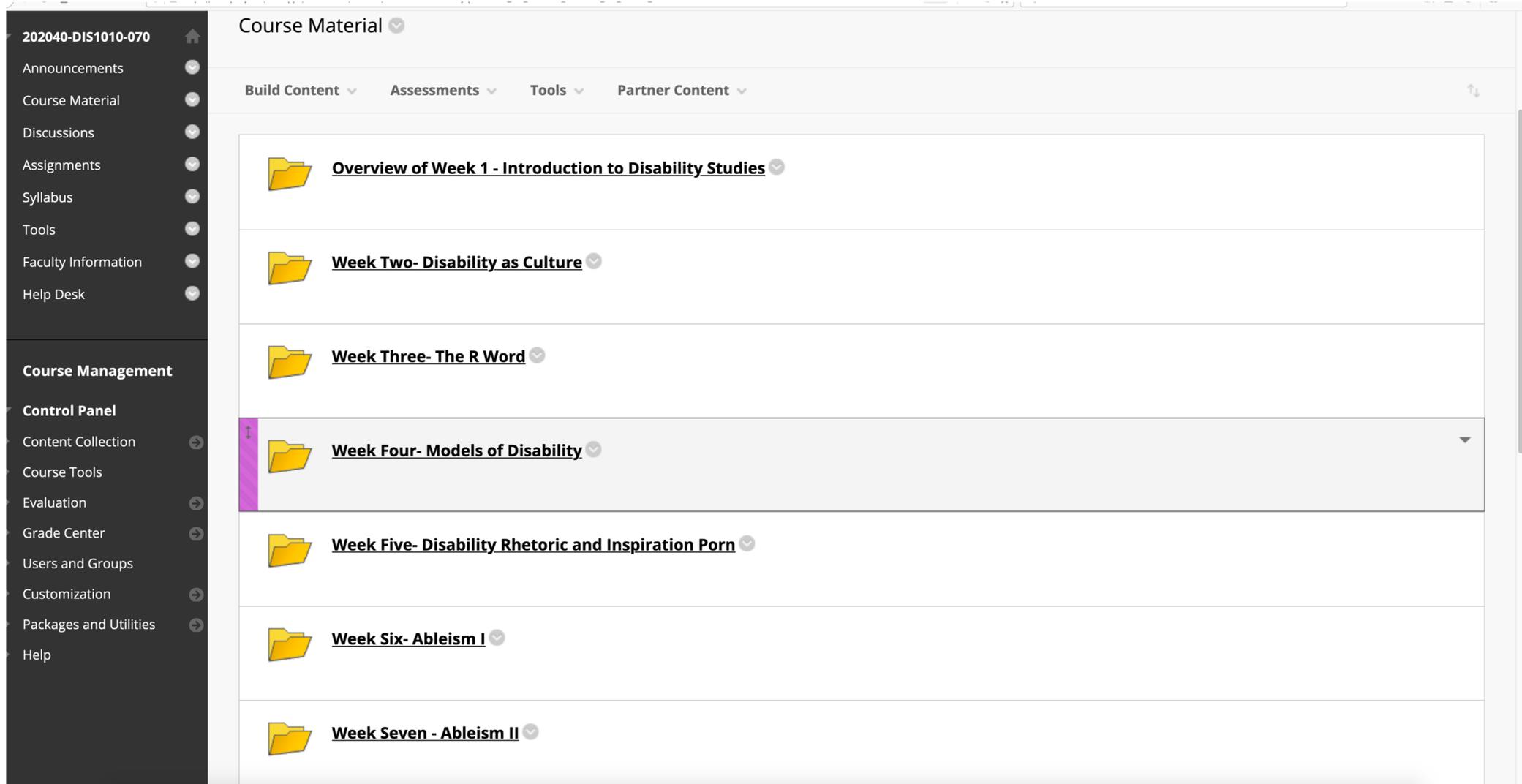
Course Material ⌄

202040-DIS1010-070 🏠

Announcements ⌄
Course Material ⌄
Discussions ⌄
Assignments ⌄
Syllabus ⌄
Tools ⌄
Faculty Information ⌄
Help Desk ⌄

Course Management

Control Panel

Content Collection →
Course Tools
Evaluation →
Grade Center →
Users and Groups
Customization →
Packages and Utilities →
Help

Build Content ⌄   Assessments ⌄   Tools ⌄   Partner Content ⌄   ⇅

📁 **Overview of Week 1 - Introduction to Disability Studies** ⌄

📁 **Week Two- Disability as Culture** ⌄

📁 **Week Three- The R Word** ⌄

📁 **Week Four- Models of Disability** ⌄

📁 **Week Five- Disability Rhetoric and Inspiration Porn** ⌄

📁 **Week Six- Ableism I** ⌄

📁 **Week Seven - Ableism II** ⌄

Blackboard – Course Material

Blackboard - Assessments

Preview Upload Assignment: Reflection 1
You are previewing the assignment - your submission will not be saved.

202050-SPC5850-080
Announcements
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Needs Grading
Full Grade Center
  Assignments
  Tests
Users and Groups
Customization
Enrollment Options
Guest and Observer Access
Properties
Quick Setup Guide
Teaching Style
Tool Availability
Packages and Utilities
Help

ASSIGNMENT INFORMATION

Due Date	Points Possible
Tuesday, December 29, 2020	**5**
11:59 PM	View Rubric

Reflection 1

Based on the readings and video evaluate your students' experiences with LRE and the continuum of services they receive. Then, make suggestions for improvement overall.

ASSIGNMENT SUBMISSION

Text Submission   Write Submission

Attach Files   Browse My Computer   Browse Content Collection   Browse Cloud Storage

ADD COMMENTS

Comments

When finished, make sure to click **Submit**.
Optionally, click **Save as Draft** *to save changes and continue working later, or click* **Cancel** *to quit without saving changes.*
You are previewing the assignment - your submission will not be saved.

Cancel   Save Draft   Submit

Teaching and Learning with First-Generation Learners

Inclusive Pedagogy Workshop: 1/12/21

Dr. David Fuentes

WHAT IS A FIRST GENERATION STUDENT?

WE DEFINE FIRST GENERATION AS

"students whose parent(s) or guardian(s) have not completed a 4-year degree at a college or university in the United States."

Who are First-Gen Learners?

THE DEMOGRAPHICS OF THE NEWEST GENERATION
Who is most likely to be "first generation" today?

Female   **Black or brown**   **Poor**

40%   60%

In a nationally representative sample of students conducted between 1988 and 2000, 60% of first-generation students were female

% of all first-time, full-time freshmen in 4-year colleges who are first-generation (2005)

Latino 38%
African American 23%
Asian American 19%
White, non-Hispanic 13%

% of first-generation students, by family income
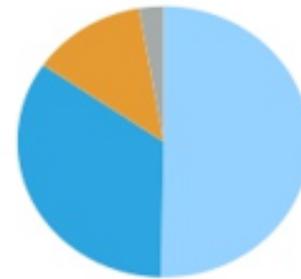
- < $25,000
- $25-49,999
- $50-74,999
- > $75,000

Of all first-generation students in a nationally representative study conducted between 1988 –and 2008, 85% had family incomes below $50,000

Note: National study cited is the National Education Longitudinal Study (1988-2000)
Source: C.Tym, R. McMillion, S. Barone, J Webster "First Generation College Students: a literature review" (2004); S. Choy. Students Whose Parents Did Not Go To College: Postsecondary Access, Persistence, and Attainment (NCES 2001-126) (2001); Higher Education Research Institute "First in My Family: a profile of First-Generation College Students at 4-year Institutions since 1971" (2007)

F¹RST GRADUATE

Unemployment rates and earnings by educational attainment, 2019

Unemployment rate (%)   Median usual weekly earnings ($)

Doctoral degree	1.1	1,883
Professional degree	1.6	1,861
Master's degree	2.0	1,497
Bachelor's degree	2.2	1,248
Associate's degree	2.7	887
Some college, no degree	3.3	833
High school diploma	3.7	746
Less than a high school diploma	5.4	592

Total: 3.0%   All workers: $969
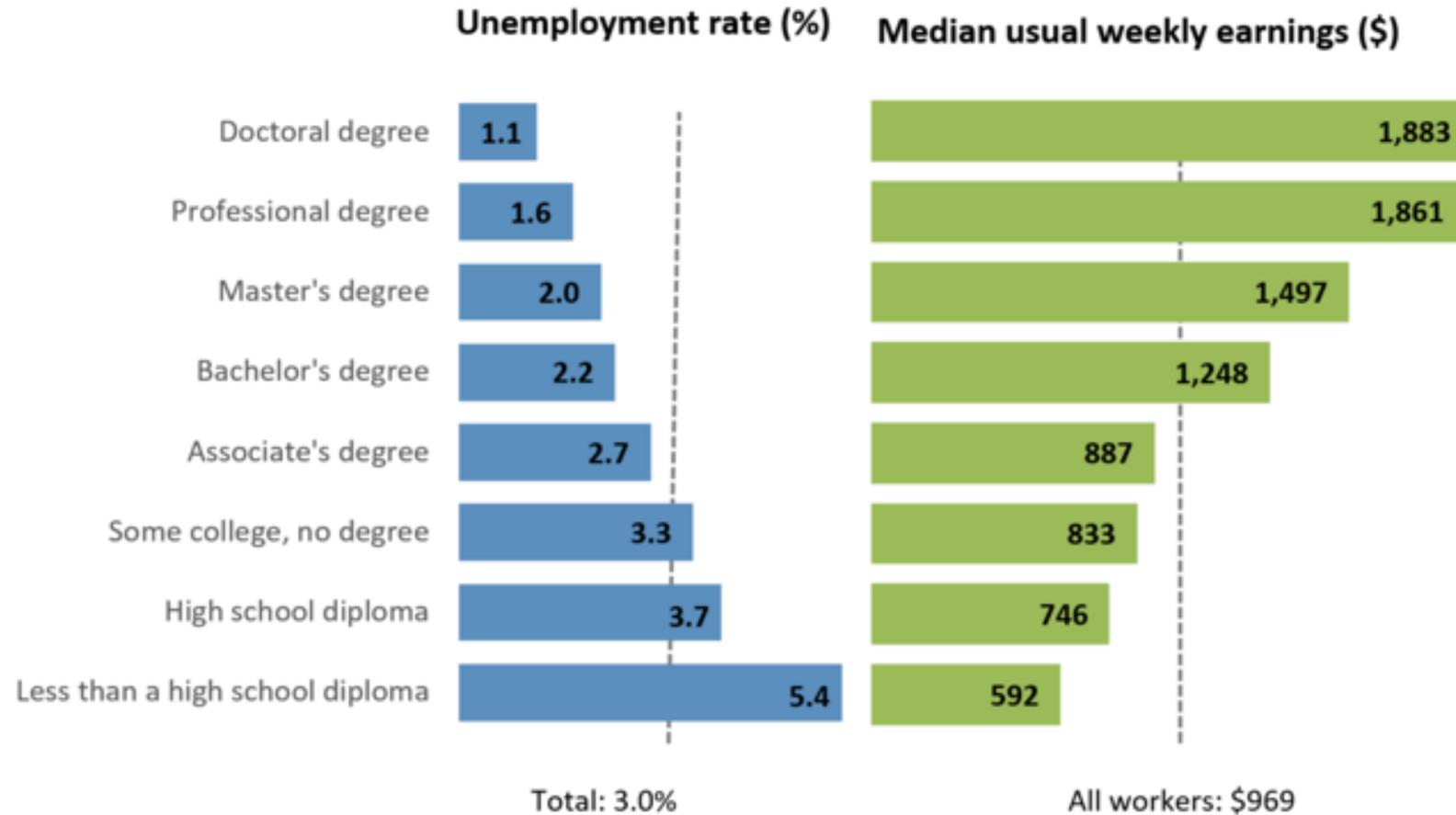
Note: Data are for persons age 25 and over. Earnings are for full-time wage and salary workers.
Source: U.S. Bureau of Labor Statistics, Current Population Survey.

What are First-Gen learner Characteristics?

Noncognitive Factor Scores by First-Generation Status
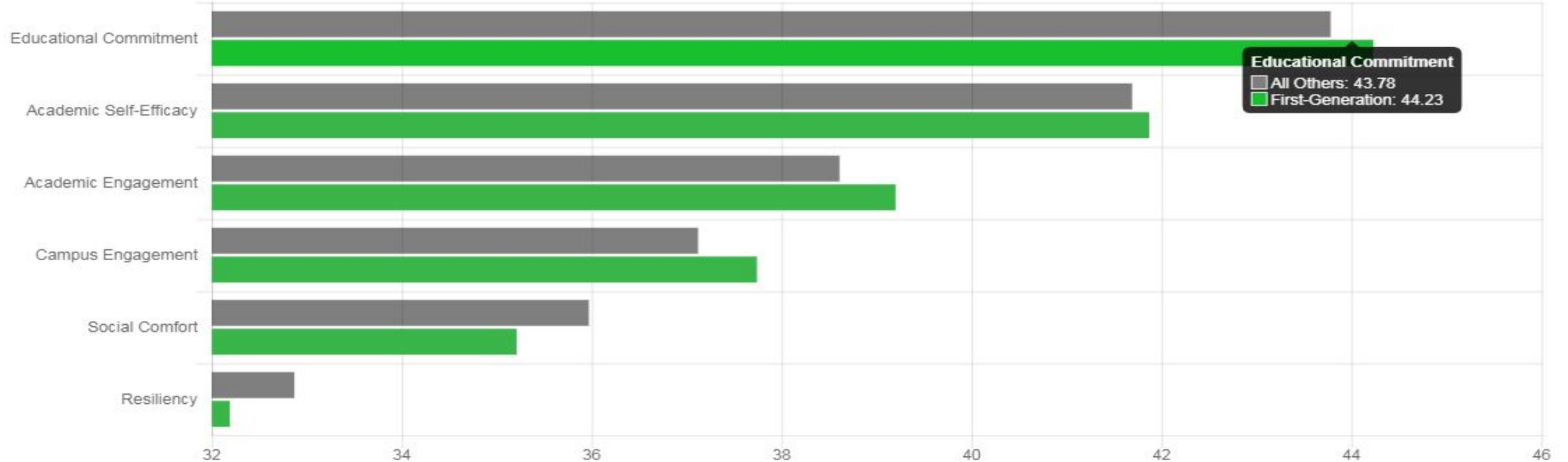
How do we pedagogically support First Generation learners?

Pedagogical considerations for student success

- Pedagogical strategies that support first generations college students also benefit ALL students. Good pedagogy for this group is *just plain good pedagogy!*
  - *They may include:*
    - Be aware of <u>language use in the classroom </u>(how might the reliance on oral communication be scaffolded to support English learners, for example?). Tips for oral language communication:

      - Enunciate your speech
      - Pace of speech should be accessible for a variety of language backgrounds.
      - Limit use of idiomatic expression
      - How can text be used to scaffold verbal communication? (routines that help students follow oral disc.)
      - Academic language: Use of acronyms, academic specific terminology and jargon, that we become fluent in are not accessible for all students and must be explicitly taught, and accessible. Not understanding what is being said in a classroom is to make certain that efficacy and participation remain low.

Cummins, J. (2002). Language, Power, and Pedagogy: Bilingual Children Caught in the Crossfire. *Language Policy*, *1(2)*:193-195.

Pedagogical considerations for student success

- Assessment: are you <u>assessing content or language</u> or both?
  - Educators often assess what they teach (content)and simultaneously assess how students present knowledge (Language/Form) that they often have not taught.
  - Separating language and content and explicitly teaching both helps all learners improve.
  - It also does not presume a baseline understanding of communicating knowledge, something more socially constructed than objective or universal.

Valdez & O'Malley (1996). Authentic Assessment for English Language Learners. Addison-Wesley Publishing Company.

Power-Knowledge Dynamics

- Power Knowledge dynamics must be understood and addressed for the benefit of *all* learners.
    - How do we value the knowledge that student come into class with? Are they empty vessel's or filled with valuable insights we all can learn from? Freirian pedagogy and critical consciousness/pedagogy.
    - How do our classroom routines evidence or not the way we value what students bring into the classroom?
        - Authentic versus inauthentic dialogue, questions, disagreements. To what extent does what students know fit into what they are being asked to learn?
        - Do we ask that our students construct knowledge and meaning or absorb it through our classroom practices?

Freire, P. (2000). *Pedagogy of the oppressed* (30th anniversary ed.). New York: Continuum.

Student as *funds of knowledge*

- Premise: Student have a wealth of knowledge, cultural and lived experience that they bring with them into the classroom. People are competent and have knowledge and their life experiences have given them that knowledge. **We must all learn from it!**

- **From this perspective,** "the funds of knowledge approach facilitates a systematic and powerful way to represent communities in terms of the resources they possess and how to harness them for classroom teaching." (Yosso, 2005, p. 83).

- Raises the question(s), who's cultural capital do we value? How can we be more inclusive?

Tara J. Yosso * (2005) Whose culture has capital? A critical race theory discussion of community cultural wealth, Race Ethnicity and Education, 8:1, 69-91

Working with Adult Learners

Dr. Kara Rabbitt
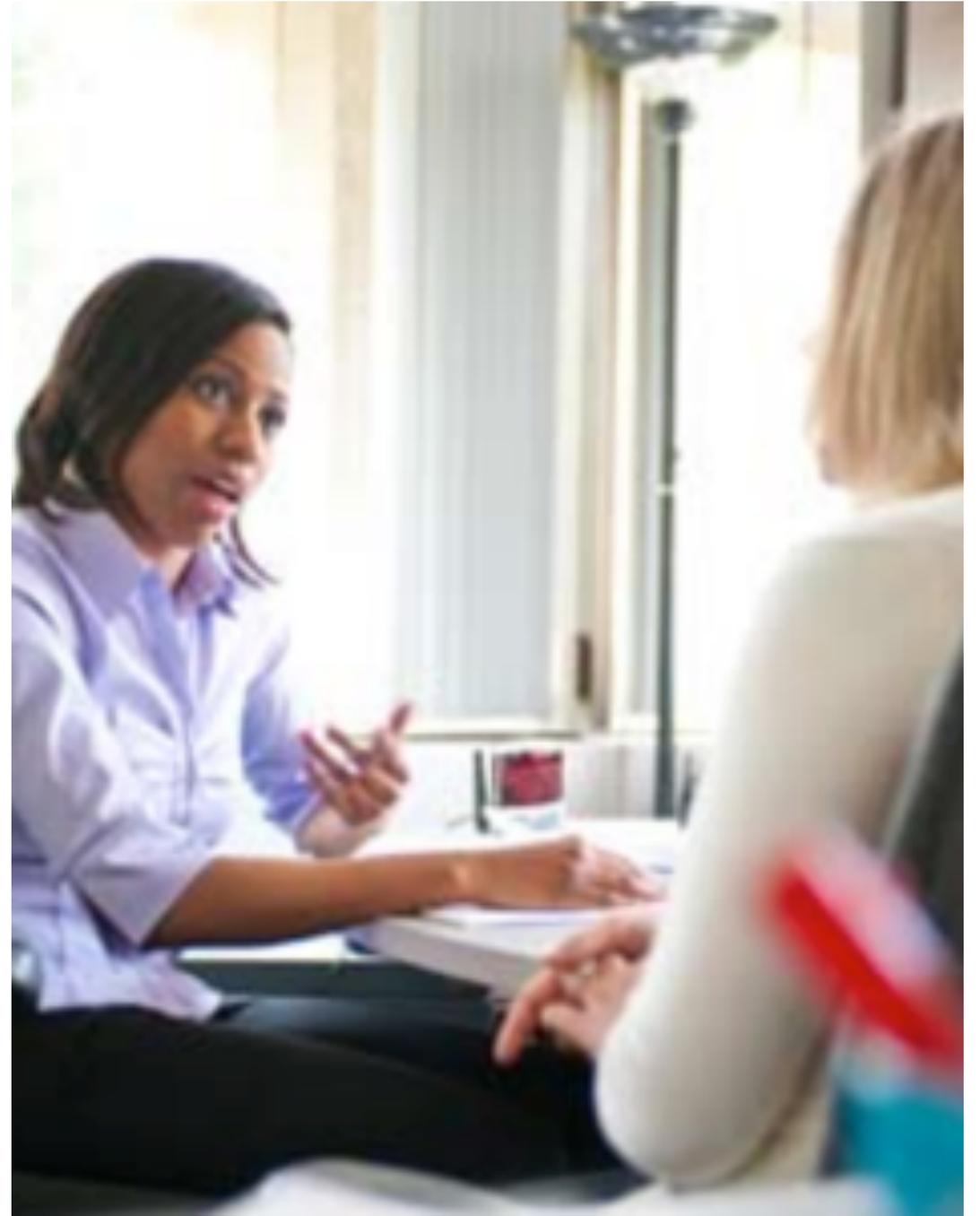
Why do students enroll in college?

PRIMARY MOTIVATION FOR ENROLLING IN UNDERGRADUATE STUDY

Motivation	Percentage
Transition to a new career	29%
Next step after graduation from high school	22%
Search for a promotion/new position in a specific field	16%
Unemployment and the need for more education in order to get a job	13%
Returnin to the job market and the need for updating skills	8%
Personal reasons not related to career	10%
Other	3%
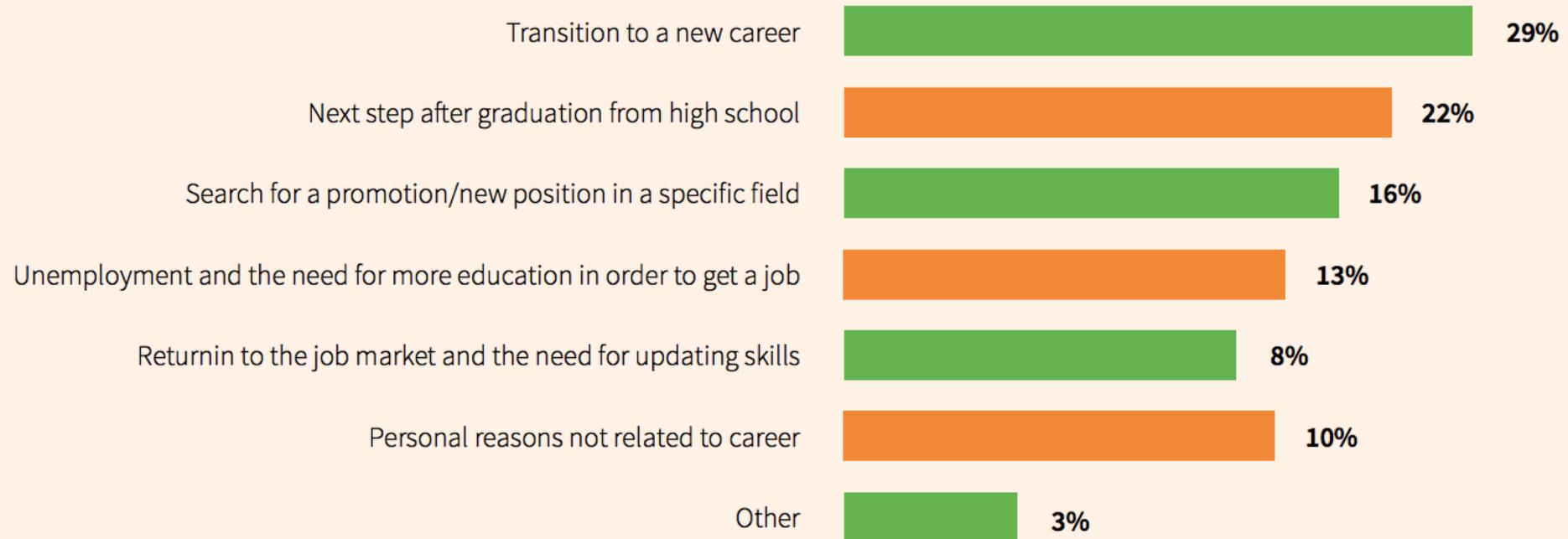
2 Report: Post-Traditional College Students: Attracting and Serving the New Majority.

Question: What is an "Adult Learner"?
Answer: Our students

- Post-traditional college students are "the new majority" in higher education

- This is not new:
  - Students aged 22 and over made up 55% of U.S. postsecondary enrollments 1970-2015.
  - Since 2000, around 40% of students enrolled in American higher education have been over the age of 25.

- This is William Paterson:
  - By 2019 Fact Book data, 20% of WP UG were 25 or older and roughly 1/3 were transfer students.

Additional Definitions of Adult learners:

- Adults—generally considered over age of 24;
- Online and distance learners;
- Students who live off-campus;
- Single parents;
- Part-time students;
- Continuing education students;
- Mid-career professionals;
- Delayed enrollees;
- Occupational certification program students.

What do adult learners do?

According to a 2017 study by [Aslanian Research group](#), post-traditional college students tend to:

- demonstrate similar levels of college-readiness as do students coming directly from high schools;
- have stopped out or deferred college due to social and economic factors rather than academic issues;
- prefer to attend college close to where they live and work;
- study full-time, with a preference for a blend of online and in-person options;
- prefer course lengths of 7-8 weeks or less.

What do adult learners want?

- Strong instructors
- Effective course planning and organization
- Manifestation of currency of content and of instructor's knowledge
- Embracing personality (commitment, dedication, approachability, energy, empathy, humor, enthusiasm, respect, empowerment)

"Instructors of higher education programs must be those who understand the complexities of adult life. They must be grown adults themselves and must be sensitive to adults' learning styles and needs."

5 characteristics of adult learners

1) As a person matures, the self-concept moves from that of a dependent personality toward one of a self-directing human being.
2) Adults have accumulated a growing reservoir of experience, which is a rich resource for learning.
3) The readiness of an adult to learn is closely related to the developmental tasks of his or her social role.
4) There is a change in time perspective as people mature--from future application of knowledge to immediacy of application. Thus, an adult is more problem centered than subject centered in learning.
5) Adults are generally more motivated to learn by internal factors rather than external ones.

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Considerations for teaching:

Pedagogy vs. **Andragogy**—"the art and science of helping adults learn"

- Awareness of power
- Transparency in terminology and systems
- Flexibility
- Respect for the investment and sacrifice of the learners
- Acknowledgment and engagement of the skills, attributes, and experiences adult learners bring
- Authenticity in interactions with learners

Why does it matter?

- "Higher education needs to be understood as vaccine and antidote against economic stagnation and social stratification."
  - Dr. Su Jin Gatlin Jez, Executive Director of California Competes at conference 10/18/19
- "Universities adapting to the new needs of the day must learn how to develop the abilities of people who have had trouble with school in their youth and have not earned credentials. …. A democratic educational system requires multiple doors."
  - -M.L. King, Jr. Where Do We Go From Here, Chaos or Community? (Boston: Beacon Press, 1968.)

Questions?

- **Working with Students with Autism**
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  - Kara Rabbitt   rabbittk@wpunj.edu