

# ARE YOU LISTENING?

## SUPPORTING INCLUSIVE LEARNING DESIGN

WITH LAGUARDIA'S

## DESIGNING FOR ALL PROJECT



<https://designing4all.commons.gc.cuny.edu/>

# DESIGNING FOR ALL (DFA) PILOT

- ▶ Ensuring access to resources for all learners
  - ▶ Helping faculty, students and the institution learn meaning of inclusive design – and use it actively
  - ▶ CUNY Accessibility Strategic Technology Initiative & LaGuardia CC support
  - ▶ Based in students' real experience
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# OUTCOMES

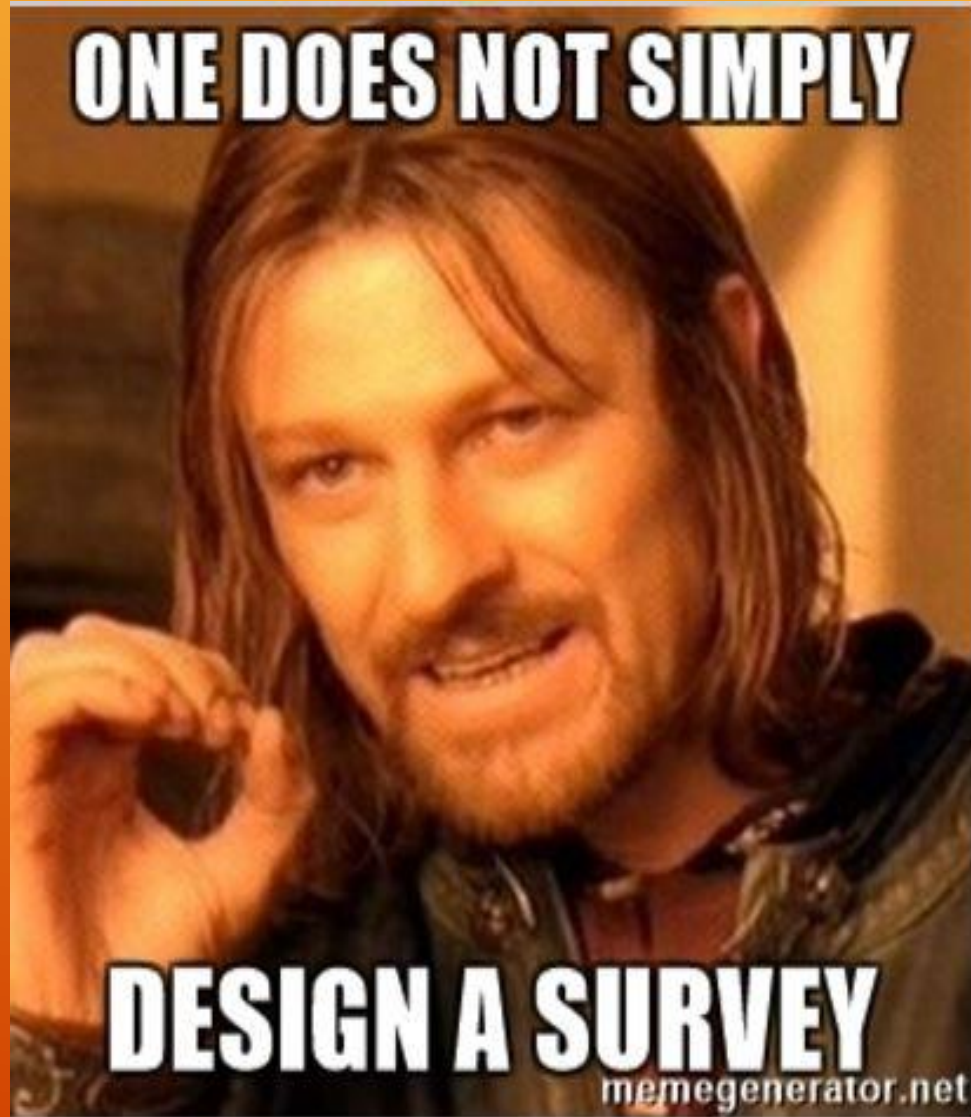
- ▶ Student survey
  - ▶ Faculty: independent research and revise or develop 2 course activities
  - ▶ Develop resources and support network for LaG & CUNY faculty
  - ▶ Reduce barriers for students
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- A decorative graphic consisting of several parallel white lines of varying lengths, slanted diagonally from the bottom right towards the top right, located in the lower right quadrant of the slide.

# LOCAL PARTNERS IN LISTENING

In addition to students and faculty, what does providing support for inclusive learning design mean for:

- ▶ IT?
  - ▶ Office for Students with Disabilities?
  - ▶ Library?
  - ▶ Center for Teaching and Learning?
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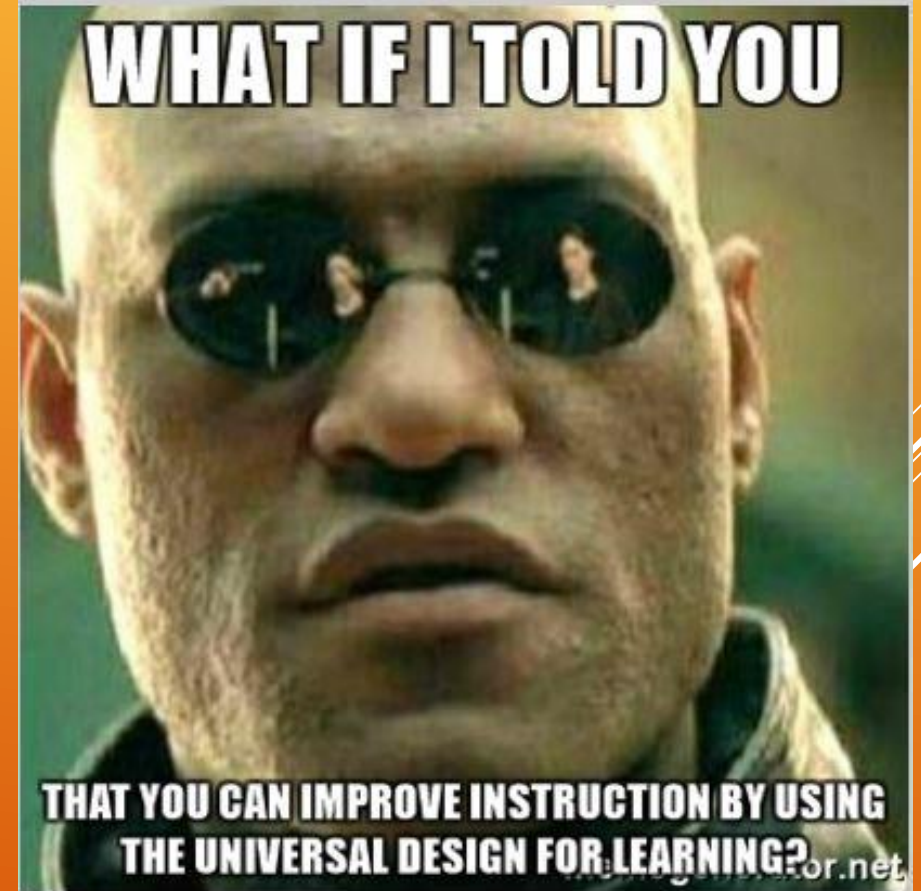
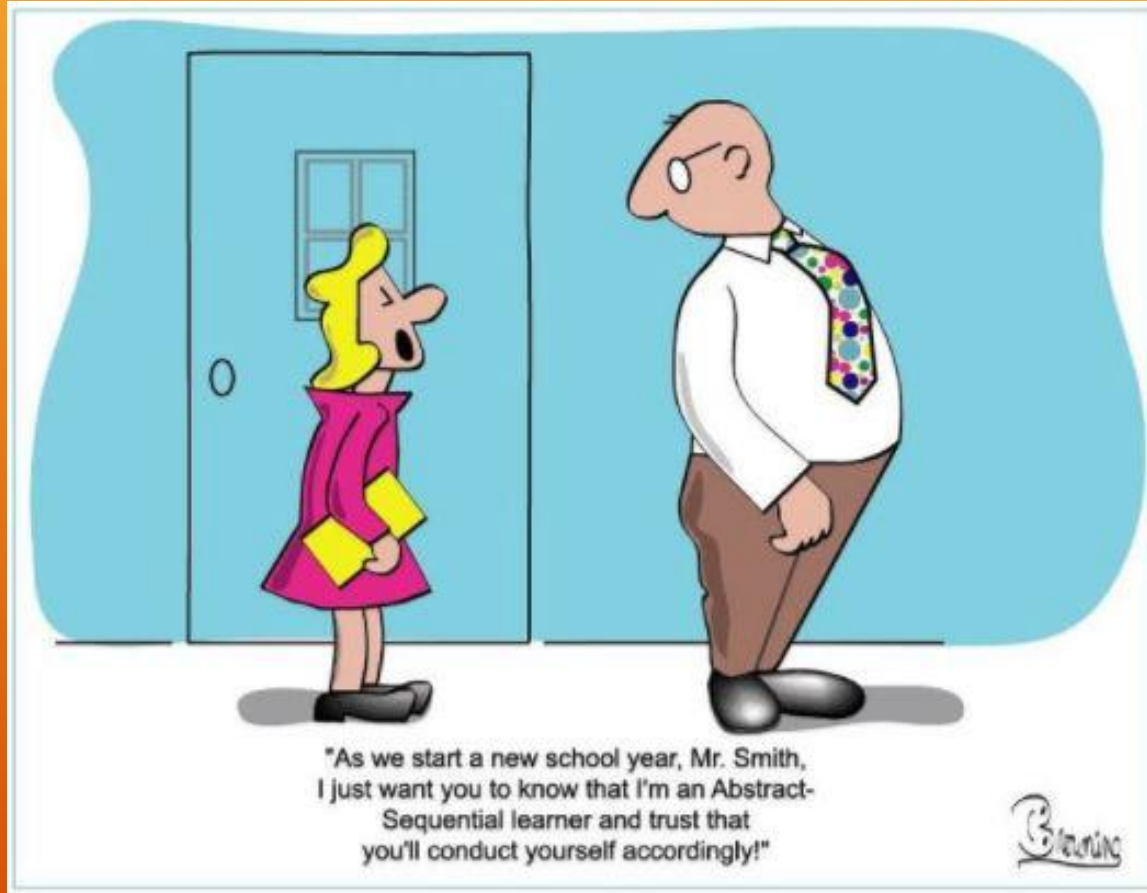
# COLLABORATIVE DESIGN PROJECT



- ▶ Engage with 5 students in collaborative process to
  - ▶ Develop survey design skills
  - ▶ Create data collection tool
  - ▶ Collect, analyze, & disseminate findings
- ▶ Work in mutual mentorship with the 5 project faculty to
  - ▶ Inform course material development
  - ▶ Review course instructional approach(es)
  - ▶ Critique potential UDL course activity
- ▶ Outcomes
  - ▶ Skill Development
  - ▶ Tangible Credentials (e.g. publications, conference presentations, etc.)
  - ▶ Empowerment



# STUDENT ENGAGEMENT: HOW DO WE GET HERE?





# LISTENING TO FACULTY

## EQUALITY VERSUS EQUITY



In the first image, it is assumed that everyone will benefit from the same supports. They are being treated equally.



In the second image, individuals are given different supports to make it possible for them to have equal access to the game. They are being treated equitably.



In the third image, all three can see the game without any supports or accommodations because the cause of the inequity was addressed. The systemic barrier has been removed.



# HOW DO WE LISTEN TO OUR STUDENTS?

## Case Scenario Brainstorms (in small groups)

- ▶ In your professional role, what tangible action could you take to address this situation?
- ▶ One suggestion you'd make for the faculty member?
- ▶ How could Universal Design for Learning be useful?

# THANKS FOR LISTENING

- ▶ Groups report back
- ▶ Next Steps brainstorm
- ▶ Designing for All on CUNY Commons:  
<https://designing4all.commons.gc.cuny.edu>
- ▶ Keep in touch: [pstadler@lagcc.cuny.edu](mailto:pstadler@lagcc.cuny.edu)