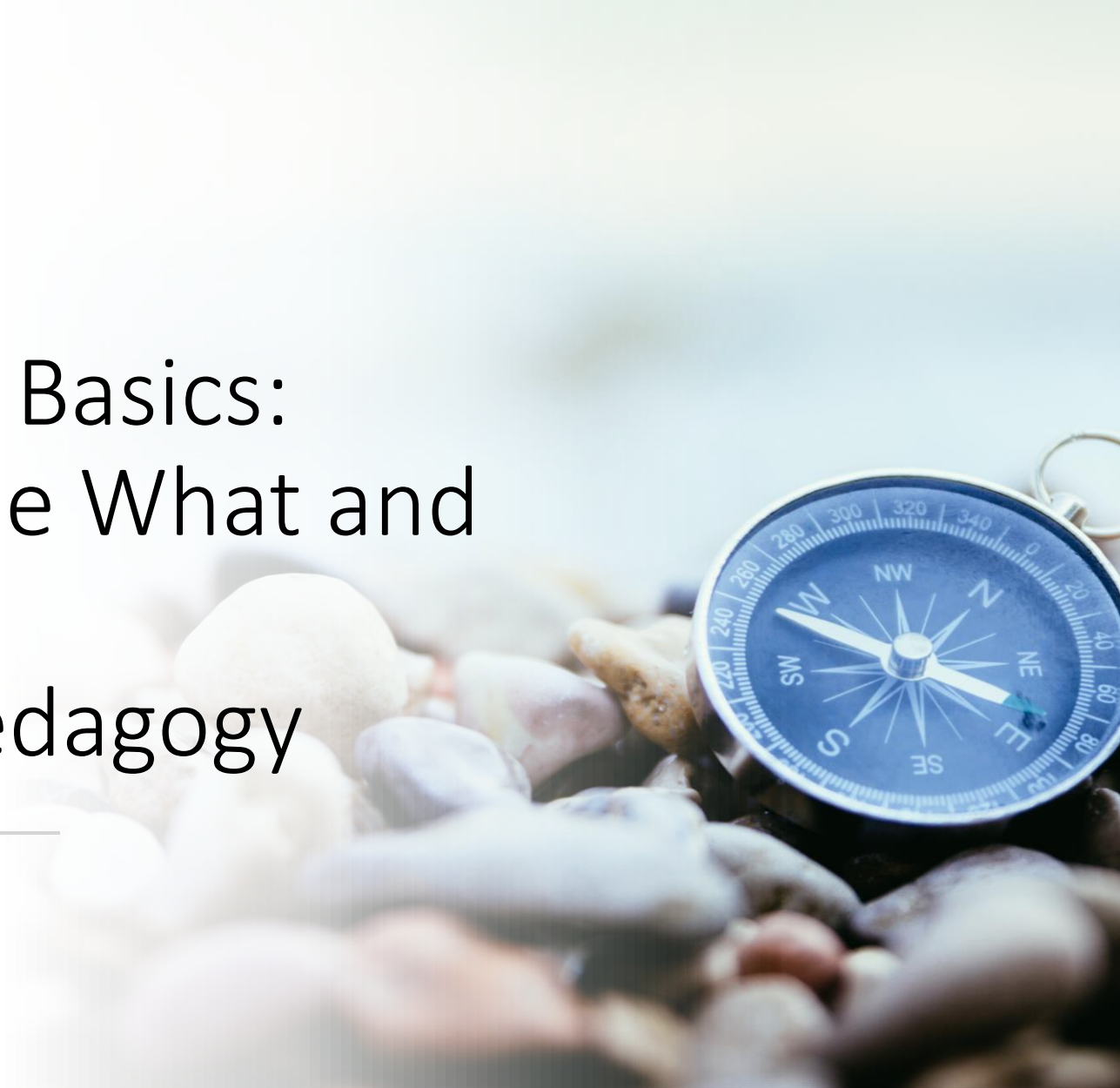


Back to the Basics: the Why, the What and the How of Inclusive Pedagogy

Laure Galipeau
Catherine Soleil



About us

Dawson Faculty, French Department

Since 2015: UDL@Dawson CoP

PAREA Grant (2014-2017)

CRISPESH

- Symposium 10 years of Inclusive Pedagogy-June 2021
- Researchers

Expertise

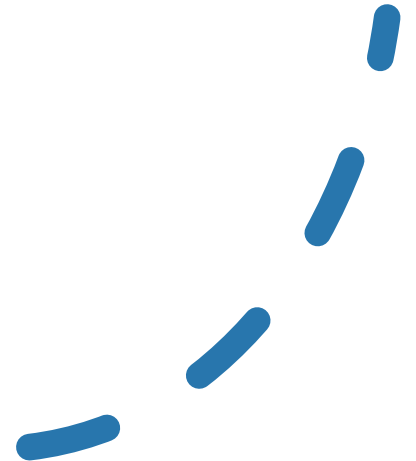
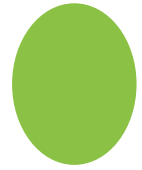
Inclusive pedagogy

UDL's Practitioners 2011-

Scoping Review-2021-2022

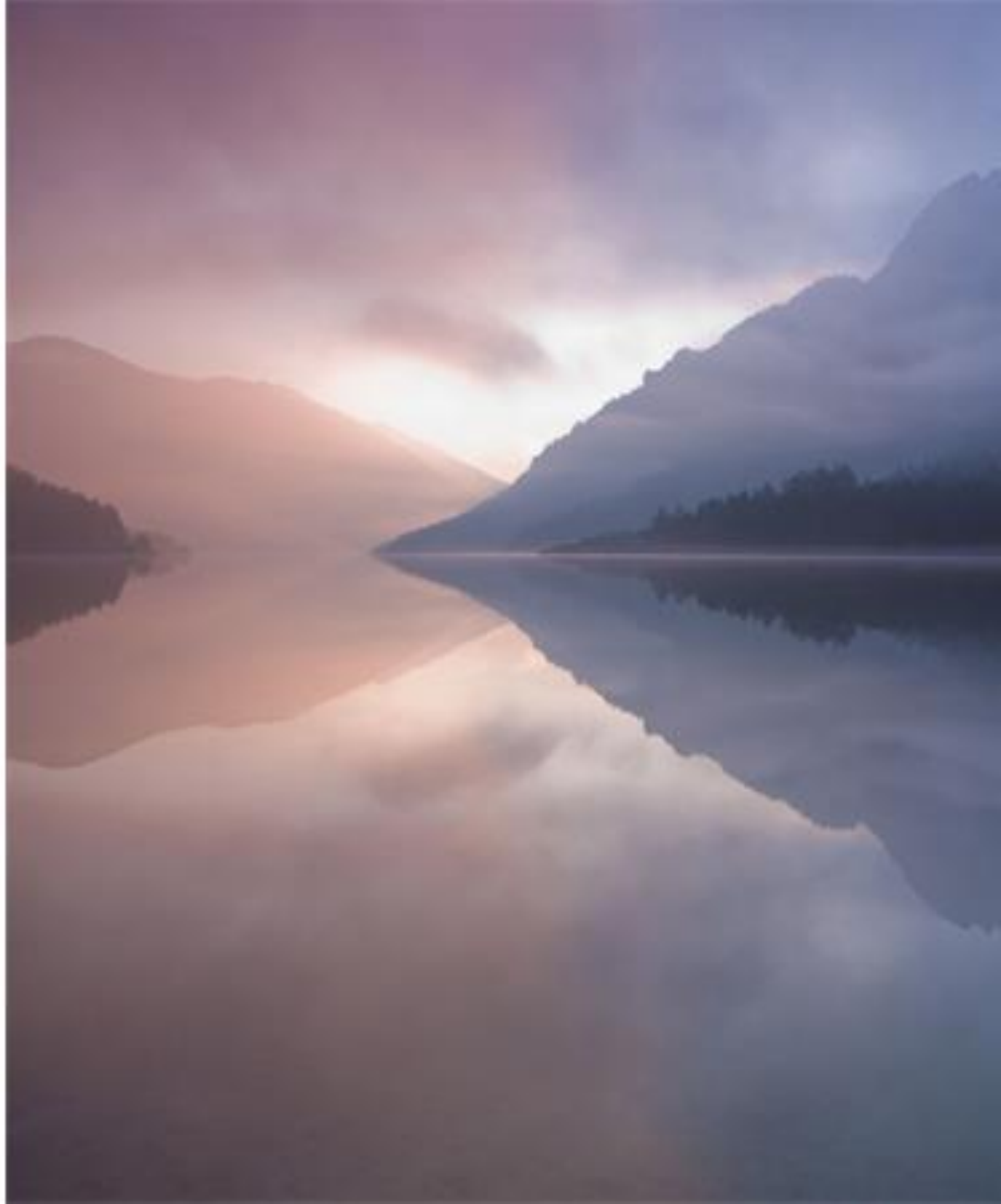
Inclusion at Large

What
does inclusion
mean to you?



Time for
Reflection
2 min.

What
does inclusion
mean to you?





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The Why of Inclusive Pedagogy

Diversity in the Classroom

A portrait of college students

- Mother tongue
- Cultural background
- Age
- Gender
- Learning practices acquired
- Prior academic / personal experience
- Strengths and challenges





Variability is the norm

- Intentionality
- Purpose
- Design
- Access
- Support



Teacher's Role

“Educators must **embrace the belief that they are not only content expert, but learning experts, (...)**”

Novak K., Thibodeau T., (2016) UDL in the Cloud

Inclusion in Pedagogy

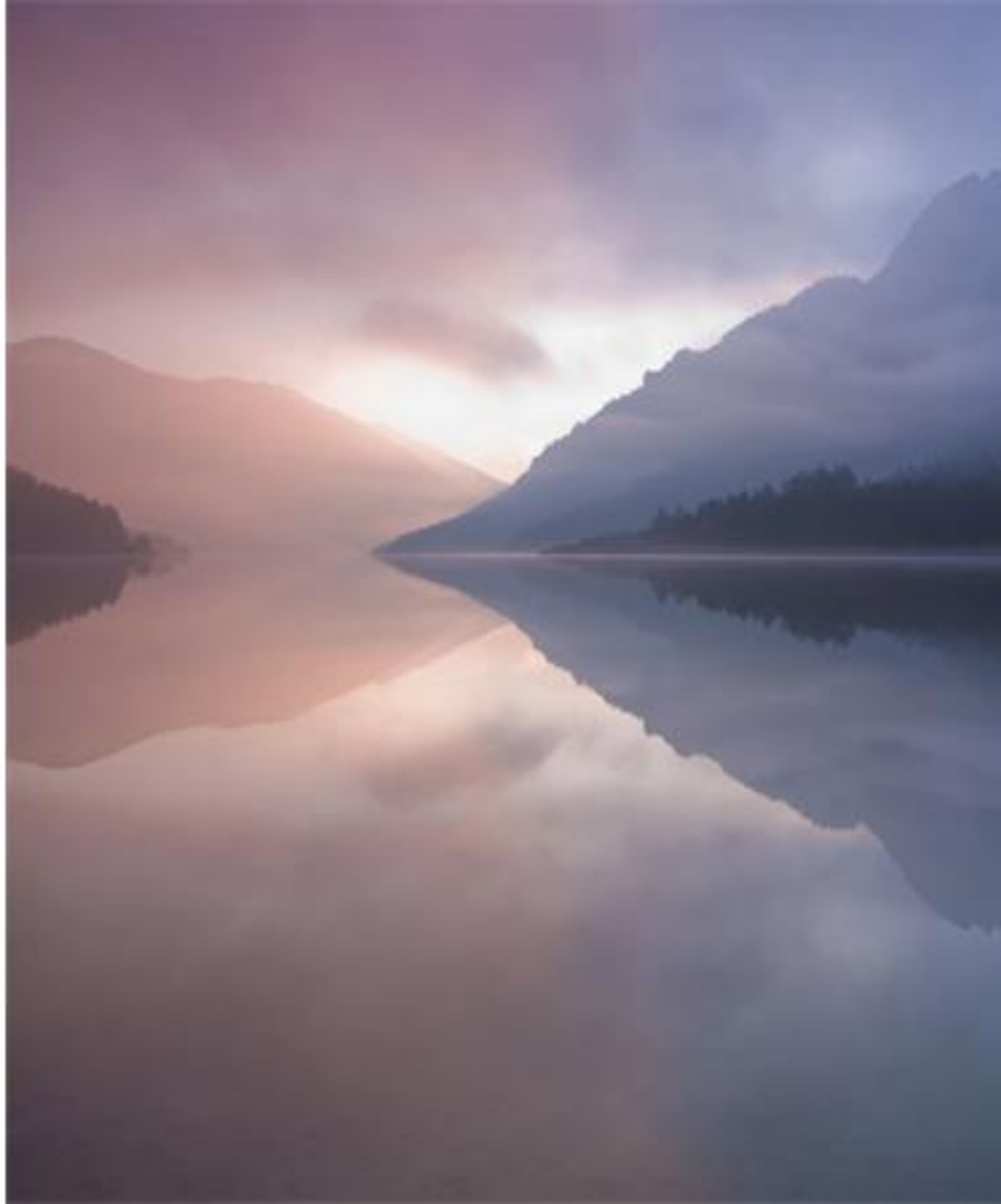
In pedagogy, what does inclusion mean to you?

What are the challenges of inclusion in your practice?

Time for
Reflection
2 min.

In pedagogy,
what
does inclusion
mean to you?

What are the
challenges of
inclusion in your
practice?



Rethinking our Teaching

- Responding to a large range of learners
- Thinking about learning barriers
- Using findings in educational research
- Variability in learning styles in the classroom

Thinking out of the box





Common Barriers for Learning

- Anxiety
- Tiredness/increased cognitive effort
- Information processing
- Organisational difficulties
- Reading difficulties
- Oral communication
- Social interactions





The What of Inclusive Pedagogy

Beliefs, Values & Attitudes



Our **beliefs**: what I believe to be true



Our **values**: a personal ideal to attain or to defend



Our **attitudes**: my personal behavior or reaction according to my beliefs and values based on my past social experiences



Integration vs Inclusion

Accommodation Approach-Medical Model

- Individual
- **Accommodations** and/or **retrofitting**
- Access is
 - **Retroactive**
 - **Specialized**
 - **Consumable**

Universal Design Approach-Social Model

- Environment
- **Environment designed, usable for ALL**
- Access is
 - **Proactive**
 - **Inclusive**
 - **Sustainable**

Adapted from AHEAD Universal Design Initiative Team (2004), Heather Mole, McGill University, AQICESH, 2012

Universal Design for Learning


Provide multiple means of
Engagement



Affective Networks
The "WHY" of Learning

Get engaged
and stay
motivated


Provide multiple means of
Representation



Recognition Networks
The "WHAT" of Learning

Categorize what
you see, hear and
read

Provide multiple means of
Action & Expression



Strategic Networks
The "HOW" of Learning

Plan, organize and
express ideas

Goal

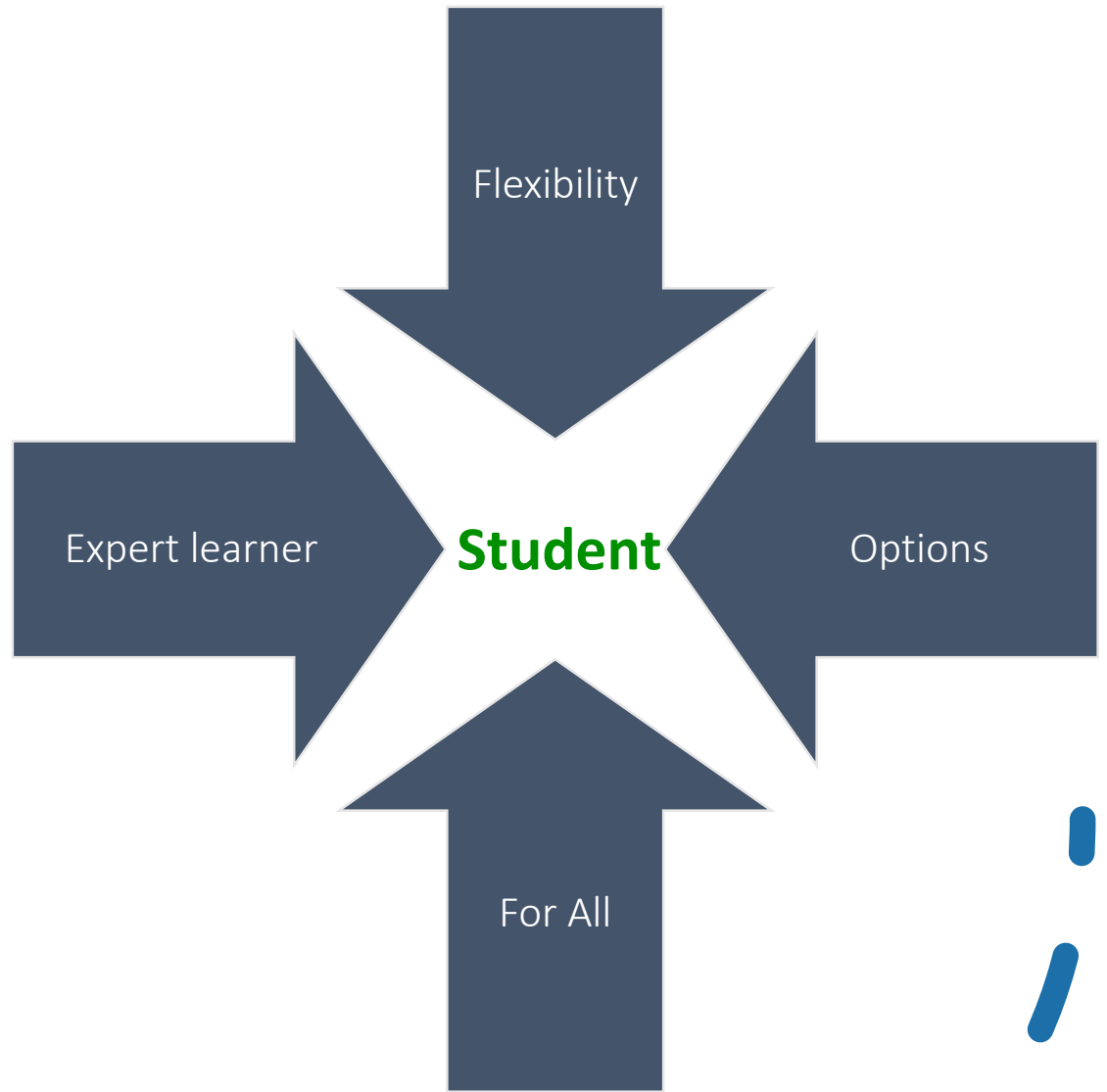
Expert learners who are...

Purposeful & Motivated

Resourceful & Knowledgeable

Strategic & Goal-Directed

Universal Design for Learning: A Student-Centered Pedadogy





From Architecture to Learning



“Consider the needs of the broadest possible range of users from the beginning”

~ Architect, Ron Mace

Ask Yourself

What is the barrier?

What is the goal ?

What has to be assessed ?

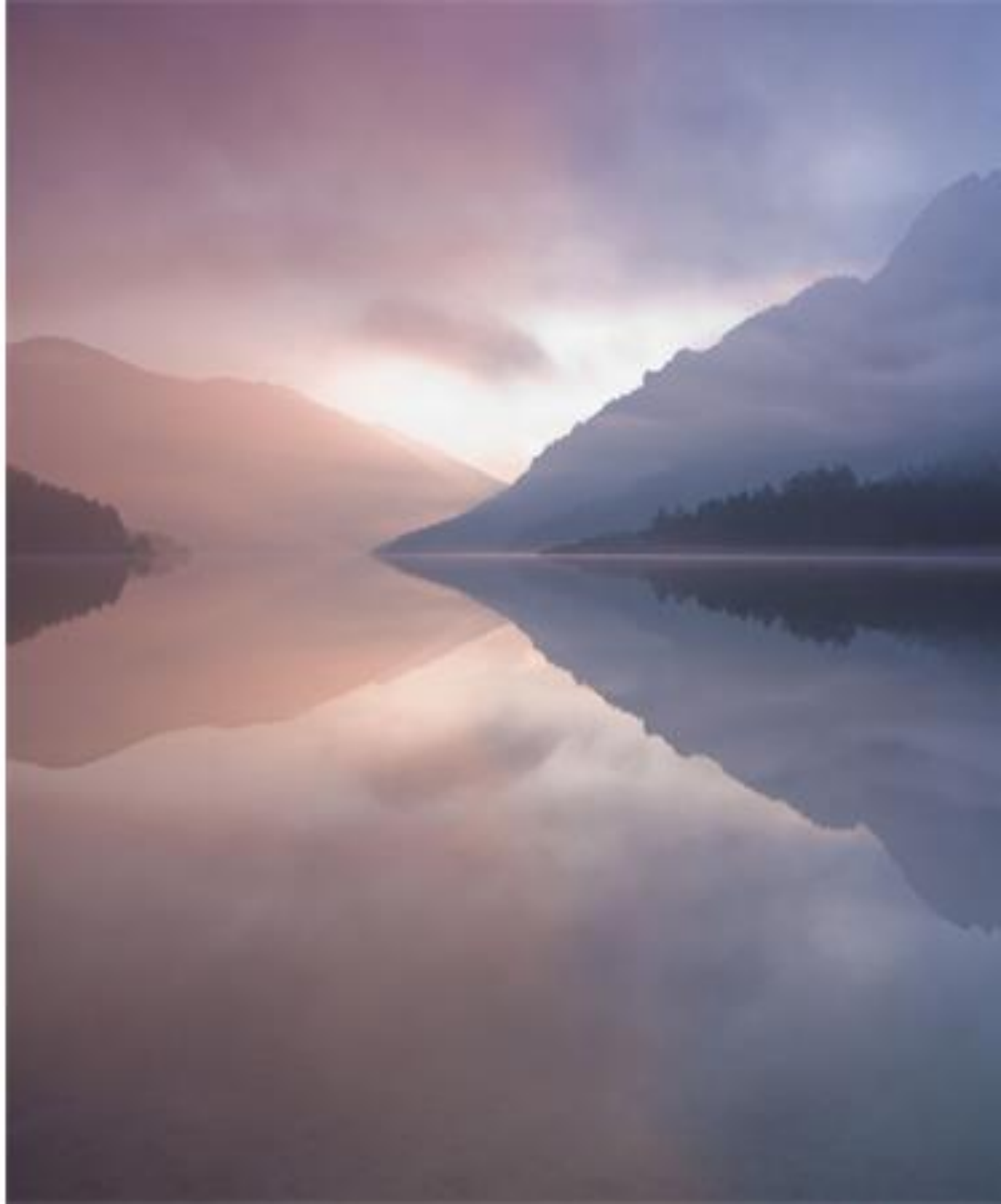
Encourage expert learning!

Time for
Reflection
2 min.

What is the
barrier?

What is the goal ?

What has to be
assessed ?



The How of Inclusive Pedagogy

Engagement
Accessibility
Assessment



Engagement

How to Sustain Engagement

Clear
goals

Being
explicit

High
standards

Learn to
learn

Scaffolding

Feedback



How to Foster Participation and Collaboration

Clear goals

Being explicit

Time for reflection

Assigning roles in team work

Authentic and relevant tasks

Students' voices

Accessibility

How to Provide Access to Knowledge



PPT in advance



Electronic version of documents



Accessible documents
(Word, PPT, etc.)



Videos captioning



Using the platform
as a course space



Illustrate through
multiple media



Assessment

How to Upgrade your Assessments



Clear expectations-
Explicit
instructions

Interim due date

Formative
assessment with
feedback

Multiple ways to
demonstrate
knowledge

Examples of
good work

Rubrics



Tips for You to Succeed

Start small

Take time to set your goals

Team work: find someone to work with you

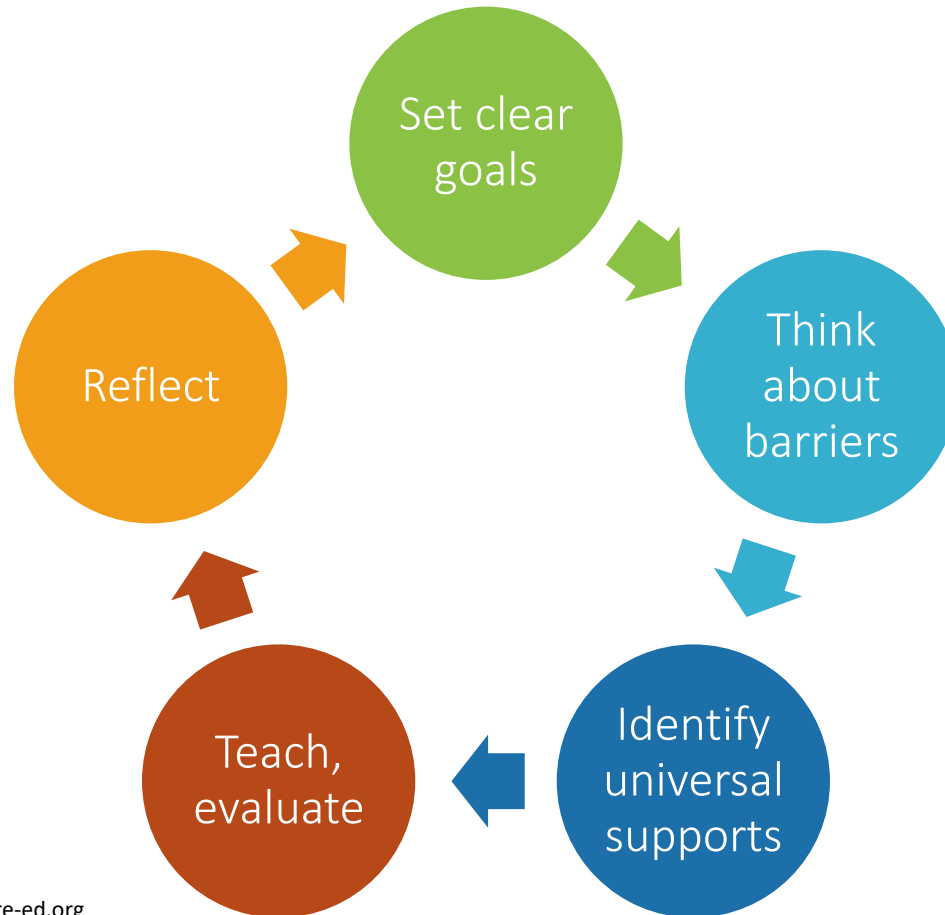
Community of Practice

It's a learning process

Dig deeper with us into the
conversation



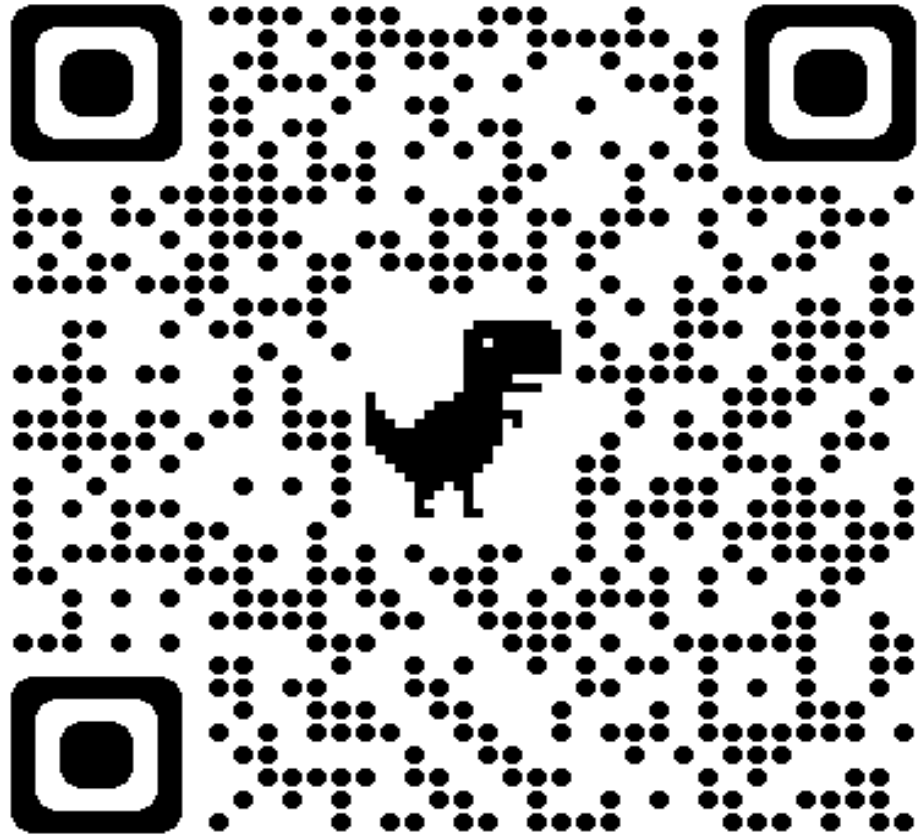
Inclusive Pedagogy Circle



Adapted from Chrissie Butler, core-ed.org

Seeing the Full Tapestry!

- <https://theudlapproach.com/tapestry/>





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Thank You!

Contact Information

Laure Galipeau



Lgalipeau@dawsoncollege.qc.ca

Catherine Soleil

Csoleil@dawsoncollege.qc.ca



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Resources

[L'approche pédagogique inclusive,](#)
université Laval

[CAST,](#) (Centre for Applied Special Technology)

[Inclusive Education,](#) New-Zealand

[Mohawk College](#)

[Novak Education](#)

[La pause CUA,](#) université de Sherbrooke

[Projet CUA](#)

[Shelley Moore: Transforming Inclusive
Education](#)

[The UDL Approach](#)

[UDL-IRN](#)

[UDL on Campus](#)

<https://inclusive.tki.org.nz>