Design for Learning

21st Century Online Teaching and Learning Skills for Library Workers

In Partnership With

Empire State Library Network

South Central Regional Library Council

School of Information Studies SYRACUSE UNIVERSITY

INSTITUTE of Museum and Library SERVICES

Design for Learning 3 - Diversity

Learning Style Diversity and the UDL (Week 4 Lesson)

INSTITUTE of Museum and Library SERVICES

Welcome to Week 4!

This lesson includes:

- Advance Organizer for Week 4 (video, with transcript)
- Preparing Learning Materials for Diverse Student Needs (reading)
- Learning Styles (reading)
- Kolb Learning Styles (reading, with challenge question)
- Revisiting UDL (reading, with challenge question)
- Reflection (activity)
- Summing Up Week 4 (reading)
- Additional Resources (list)

Advance Organizer for Week 4

Video Transcript:
"D4L Diversity Module Week 4: Overview"
https://youtu.be/DDM-23OVcZk

Boozhoo. Hi! This is Loriene Roy.

Returning to Learning Style Diversity and the UDL

In most cases we teach the way we prefer to learn. It is important to not only understand our personal preferences for learning but also to start to understand how others learn. We often need to challenge ourselves to provide learners with many ways to start their learning.

You received background about learning styles in the Foundation Module including a brief description of the Kolb Learning Styles Inventory. Kolb's learning cycle is relatable to speaking about indigenous worldview, the way that Native people look at, explain, understand, and connect with the world. One connection between an indigenous world view and Kolb's model is that both models are non-linear and present cycles of actions. In that sense, they are never ending and also allow individuals to enter the cycle where and when they want.

In this last week of the Diversity Module, we will brainstorm some ideas of how to present content for all of the Kolb defined learning preferences. Then, we will return to the Universal Design for Learning. We will see if our conversation about diversity in this module helps also incorporate UDL elements in our instruction. Your last tasks will be to review/revise two items: (1) your draft definition for diversity and (2) your draft instructional design plan for your Capstone Module Project. Make any revisions that you think would be more reflective of diversity.

I will then extend a final chi megwitch, thank you very much, for traveling through the Diversity Module with me. I hope that you have found it useful!

Preparing Learning Materials for Diverse Student Needs

Welcome to the last week of the Diversity Module. Over the previous three weeks you have looked at the meaning of diversity, considered what you bring as a learner and educator to a learning scenario, and reflected on what others bring and how you might be more responsive to diverse needs in your teaching and training. You have completed assignments and likely explored the background readings and video. And all of these activities have great relevance to teaching and learning online, but learning about them does not follow a linear (beginning to end) process. You may have to revisit the topics again and again during your D4L experience as well as throughout your life.

This week we will connect our personal selves and the selves of our colleagues and patrons back to the learning setting by returning to two key concepts and resources that you heard about in the Foundation Module: Learning Styles and UDL or Universal Design for Learning. In the Orientation Module you also completed a quiz to help you understand what kind of learner you are.

Remember that your institution also has services and advice for you in working with students especially if your audience includes students who are in K-12 or in higher education. You will have resources to assist you in making sure that all of your students have equal access to their education. This includes tapping local resources that help you make reasonable accommodations for students with disabilities. Where I teach, the process of working with students is formalized. First, faculty are advised to include a note in their syllabi that includes text such as the following:

"Any student with a documented disability (physical or cognitive) may submit an academic accommodation request. See the Division of Diversity and Community Engagement, Services for Students with Disabilities for more details at http://ddce.utexas.edu/disability/ . You can also contact this office by phone, by videophone, or by email."

Then, if a student registers with Services for Students with Disabilities and meets the guidelines for documenting their needs, faculty receive a letter describing the types of accommodations that might best serve that student. The student and faculty then meet to discuss the recommendations and determine which ones are reasonable.

Accommodations that educators for online instruction might adopt include granting permission to take additional time to complete examinations, permission to use spell check during

examinations, permission to ask for explanations of text questions, and permission to have course content in various formats such as in braille, large font, or in recorded formats.

Learning Styles

There are a number of questionnaires that can help you understand your own learning style. You completed the "What's Your Learning Style?" questionnaire in the Orientation Module.

We prefer to start learning at the stage in the cycle with which we are most familiar. Note that your learning may be impacted not only by your individual preference but also by your cultural background. Cajete (p. 26) describes the core of education among Native people:

"Understanding the depth of relationships and the significance of participation in all aspects of life are the keys to traditional American Indian education. Thus, a learning preference among Natives might mean connecting the content of what is learned to community and to lived experience."

Learning differences can be ascribed not only to individual and cultural preferences but also to learning differences that occur over the lifespan. Another related concept is that of andragogy, a phrase coined by Malcolm Knowles. Initially, andragogy was considered a way of explaining that adult learning differed from pedagogy, or child-focused learning. Andragogy was based on four unique assumptions:

"Adults are self-directed learners, adults have a reservoir of experience that is a resource for learning, adults are motivated to learn the developmental tasks of their social roles, and adults are looking for learning that serves an immediate need" (Collins 2011, p. 24).

What we need to do as teachers is to consider how to provide content in a way that appeals and attracts learners who prefer to start their learning in different ways. Indigenous worldview of ways of looking at the world are very cyclical. Each person is a piece of a chain with the ancestors behind us and the future generations ahead of us. The past is as close to us as mother earth. This may be why, of all of the ways to consider learning differences, that I am most attracted to Kolb's Learning Styles Inventory, which you'll see more of on the next page.

Kolb Learning Styles

Background on the Kolb Learning Styles Inventory (KLSI) is found here: "Kolb - Learning Styles" at www.simplypsychology.org/learning-kolb.html. Note that you will not find the questionnaire linked from this page. You would need to purchase copies of the questionnaire from a different website, or visit an alternative shorter version, all cited in your list of sources.
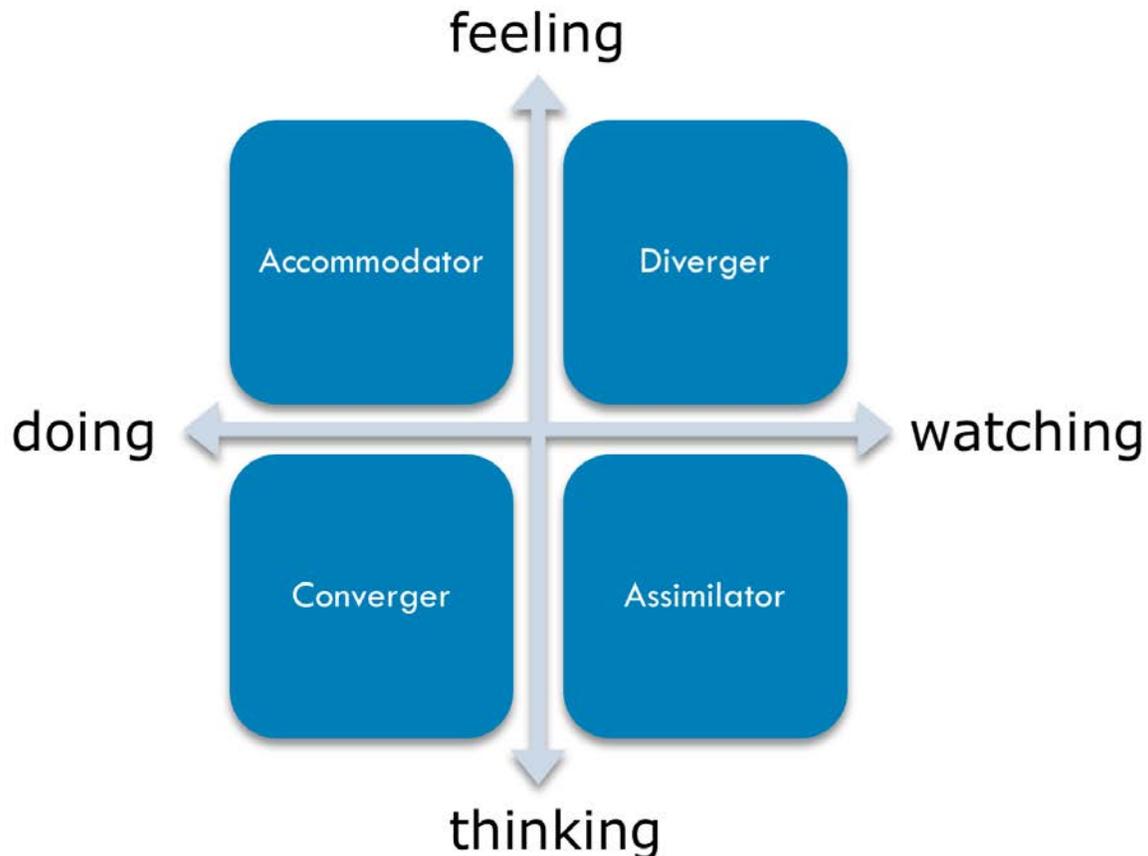
Matrix of the 4 Kolb learning styles

By completing the KLSI, you will find out where you, as a learner, prefer to start your learning. The original Kolb model identified four styles of learning based on whether you like to learn through feeling (or concrete experience), doing (active experimentation), watching (or reflective observation), or thinking (abstract conceptualization). The four styles were presented as characters and you found if you were a diverger (who learned through feeling and watching), assimilator (who learned through thinking and watching), converger (who learned through thinking and doing), or an accommodator (who learned through feeling and doing).

The important takeaway is that in any group of learners you work with you will have learners who prefer each of the Kolb preferences.

Challenge yourself!

According to the Kolb Learning Styles Inventory, if you are a diverger you will likely prefer to learn through activities such as:

A. reading and lectures
B. lectures and problem-solving or labs
C. hands-on work and projects
D. group work or role-playing

Revisiting UDL

So, how do you prepare learning materials to reach divergers, accommodators, convergers, and assimilators? Smith (cited in your sources) suggests the following types of activities to support learners of each type. She noted that activities for divergers might involve brainstorming, groupwork, and hand-on work. Like the divergers, accommodators prefer hands-on work but also the freedom to take risks, working alone or with others who share the same learning style preference. Convergers are more independent and would do well to take multiple choice tests. Assimilators learn in the traditional lecture setting and like to learn from those who have subject expertise.

You will want to keep this summary of learning style differences as you develop your learning material. Chances are your learning community will include individuals from all four learning preference styles.

In the Foundation Module you heard about Universal Design for Learning (UDL). You can see that attention to learning style differences is in agreement with all three broad UDL Principles:

- Provide multiple means of representation
- Provide multiple means of action and expression
- Provide multiple means of engagement

Here is also a good place to consider your plans for assessment. Take a close look at your description of your plan. Different students may be more comfortable or perform better with different kinds of assessments. It can be very helpful if you provide a variety of assessments instead of favoring one approach.

Note that sometimes people associate UDL as an approach to use solely in making accommodations for learners with disabilities. As you learned in the Foundation Module, UDL

focuses on providing learning in multiple ways for multiple learners. The full text of the UDL, found on the website for the National Center on Universal Design for Learning, provides many examples of actualizing the UDL ideals. You may have incorporated some of these in your personalized Checklist for Diversity and Pedagogy in the Online Environment that you created last week.

Challenge Yourself!

2. UDL acknowledges:

A. A one-size-fits all curricula
B. That learners vary in how they respond to instruction.
C. That it should only be used in work with individuals with disabilities.
D. It is best not to use technology when designing instruction for a range of learners.

Reflection

Take a look at the definition for diversity that you wrote in your workbook in week 1. How would you revise it, based on your thinking, reading, viewing, listening, and reflection throughout the Module?

Write your revised definition in your workbook for this week.

Summing up Week 4

To finish your work for this week:

Here's your final assignment!

Please review your draft instructional design plan for your Capstone Module Project. Make any revisions that you think would be more reflective of diversity. Use the customized Checklist for Diversity and Pedagogy in the Online Environment you created earlier in this module as your rubric or guide. Make your revisions in your workbook, and then feel free to post your revisions on the Discussion Board.

Chi megwitch! Thank you for joining me in learning more about diversity in the context of creating educational resources, especially online sources. As always, I have learned more than anyone and I have valued our time together. Best wishes and I am confident that your

participation in D4L will help you create useful resources that, among other things, represent your best thinking and consideration of diversity.

Additional Resources

For this week's instruction,
you may find the following resources helpful.

References

Here are citations to sources mentioned in this module:

- Cajete, G. (1997). Look to the mountain: An ecology of Indigenous education. Skyland, NC: Kivaki Press.
- Collins, John William. (2011). The Greenwood dictionary of education. Santa Barbara, CA: ABC CLIO/Greenwood.
- McLeod, S. A. (2013). Kolb - Learning Styles. Retrieved from www.simplypsychology.org/learning-kolb.html
- National Center on Universal Design for Learning. (2016). UDL guidelines – Version 2.0. http://www.udlcenter.org/aboutudl/udlguidelines/downloads
- Smith, A. (2015). How Kolb's learning styles can help you in the classroom. Retrieved from http://www.brighthubeducation.com/student-assessment-tools/73159-kolb-learning-styles/
- The University of Texas at Austin. (2017). Class syllabi. Retrieved from http://catalog.utexas.edu/general-information/academic-policies-and-procedures/class-syllabi/
- The University of Texas at Austin. Services for students with disabilities. (2017). Retrieved from http://diversity.utexas.edu/disability/accommodations-and-services/

Additional Resources

- Canadian Tire 'Wheels':60. (2016). Retrieved from https://www.youtube.com/watch?embed=no&v=pFuwUiHo-WI

Your Professional Reading

You might have access to the following sources, some of which should be available by clicking on the links.

- Baldiris Navarro, S., Zervas, P., Fabregat Gesa, R., & Sampson, D. G. (2016). Developing teachers' competences for designing inclusive learning experiences. Educational Technology & Society, 19 (1), 17-27.

- Honey & Mumford Learner Types (1986) Online Questionnaire. (2015, September 21). Retrieved June 5, 2017, from http://resources.eln.io/honey-mumford-learner-types-1986-questionnaire-online/ Note: this is a shortened version of Honey and Mumford's version of the Kolb questionnaire.
- Kolb learning style inventory (KLSI), version 4 online. 2017. Retrieved from http://www.haygroup.com/leadershipandtalentondemand/ourproducts/item_details.aspx?itemid=118&type=2&t=2 . Note: see details on ordering paper copies or access to online copies of the questionnaire.
- Kolb learning styles. (2005). Retrieved from http://www.businessballs.com/kolblearningstyles.htm .

Videos

- All of this module's videos are available on a playlist at YouTube: https://www.youtube.com/playlist?embed=no&list=PLw6HBD7UyT3nJYh9vPirfARs5h1jJTTaM

Answer Key:

1. D - Yes, divergers love feeling and watching. Feeling plays out well in activities in which you actively experience a situation, and watching/observing comes in while observing a situation or listening to others in a group.

2. B - The principles of UDL support that there are multiple ways of learning.