

William Ortiz
Instruction Librarian
CSU San Bernardino

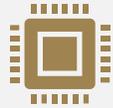
Visualizing Instruction: Universal Design for Learning, Culturally Responsive Teaching, and Andragogy in Action



Agenda



Intro



UDL, CRT, Andragogy: the basics



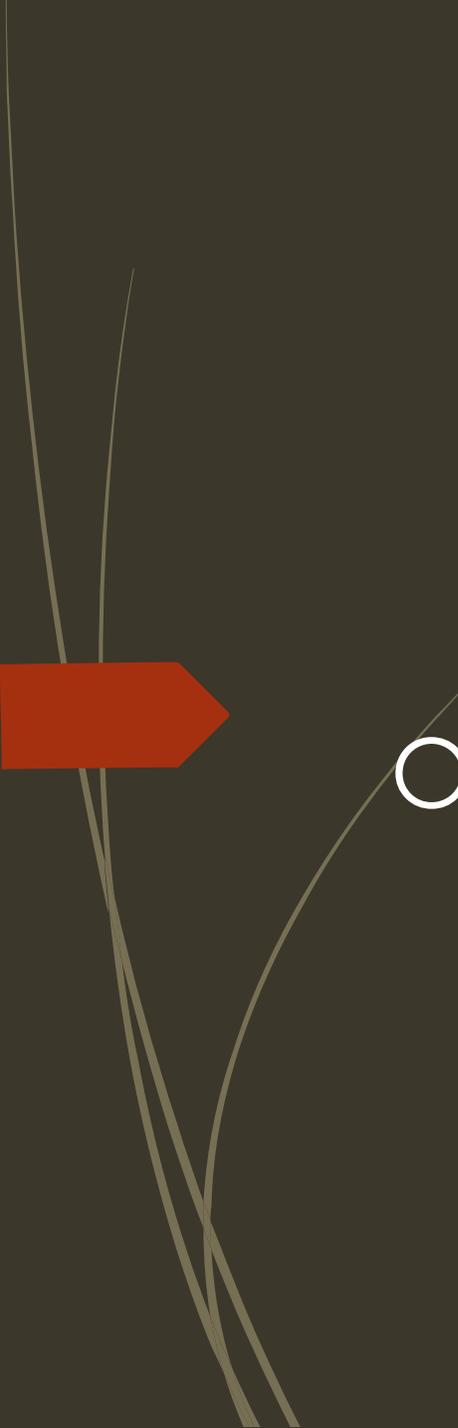
Activity



Conclusion

Positionality Statement

William Ortiz (he/him) is a first-generation Mexican-Guatemalan-American male working in higher education. He comes from a low-income background. Much of his early-career experience as an educator comes from working directly with “non-traditional” students, such as incarcerated adults, migrant farm workers, and first-generation students.



Learning Outcomes

- ▶ Following the presentation, participants will be able to:
 - ▶ **(1)** Describe major elements and similarities between the UDL, CRT, and Andragogy education models
 - ▶ **(2)** Provide examples of elements of each model in the information literacy one-shot

Warm Up Activity

- ▶ Let's start with a few questions



Educational theories & frameworks/models



Type of theory/model:	Examples:
Educational Theory	Behaviorism Constructivism Humanism
Educational Framework/Model	Universal Design for Learning Culturally Responsive Teaching Andragogy
Instructional Design Model	ADDIE GRR Madeline Hunter Template

(Kivunja, 2018; Reigeluth et al., 2017; Smith & Willet, 2023)

► “...the theoretical framework comprises what leaders in your field of research say about your research question, about the problem you plan to investigate, and might even include suggestions of how to solve that problem...” (Kivunja, 2018, p. 46)



What is an educational framework/model?

- Guide
- Lens
- Starting Point
- It is NOT A contract

“Educational learning theories are conceptual frameworks that describe how people absorb, process, and retain information.” (Feder & Roggerman, 2024)

“Learning theories describe the conditions and processes through which learning occurs, providing teachers with models to develop instruction sessions that lead to better learning.” (Saunders & Wong, 2020, p. 37)

Universal Design for Learning

UDL "...puts the concept of accessibility front and center during the development of lesson plans... Many people treat accessibility as an add-on after the initial design phase. UDL... advocate[s] for planning with a variety of learners and users in mind..." (Pionke & Rutledge, 2021)



Multiple points of entry into the content



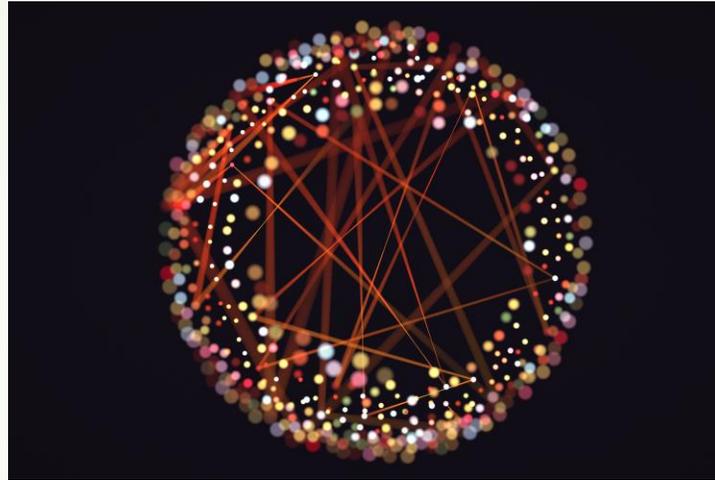
Multiple ways to form knowledge and make sense of content



Multiple ways to demonstrate mastery/understanding of content

Culturally Responsive Teaching

- ▶ Utilizing students' culture in the class
- ▶ Students seeing themselves in the curriculum
- ▶ Involves representation of diverse scholars in readings and resources

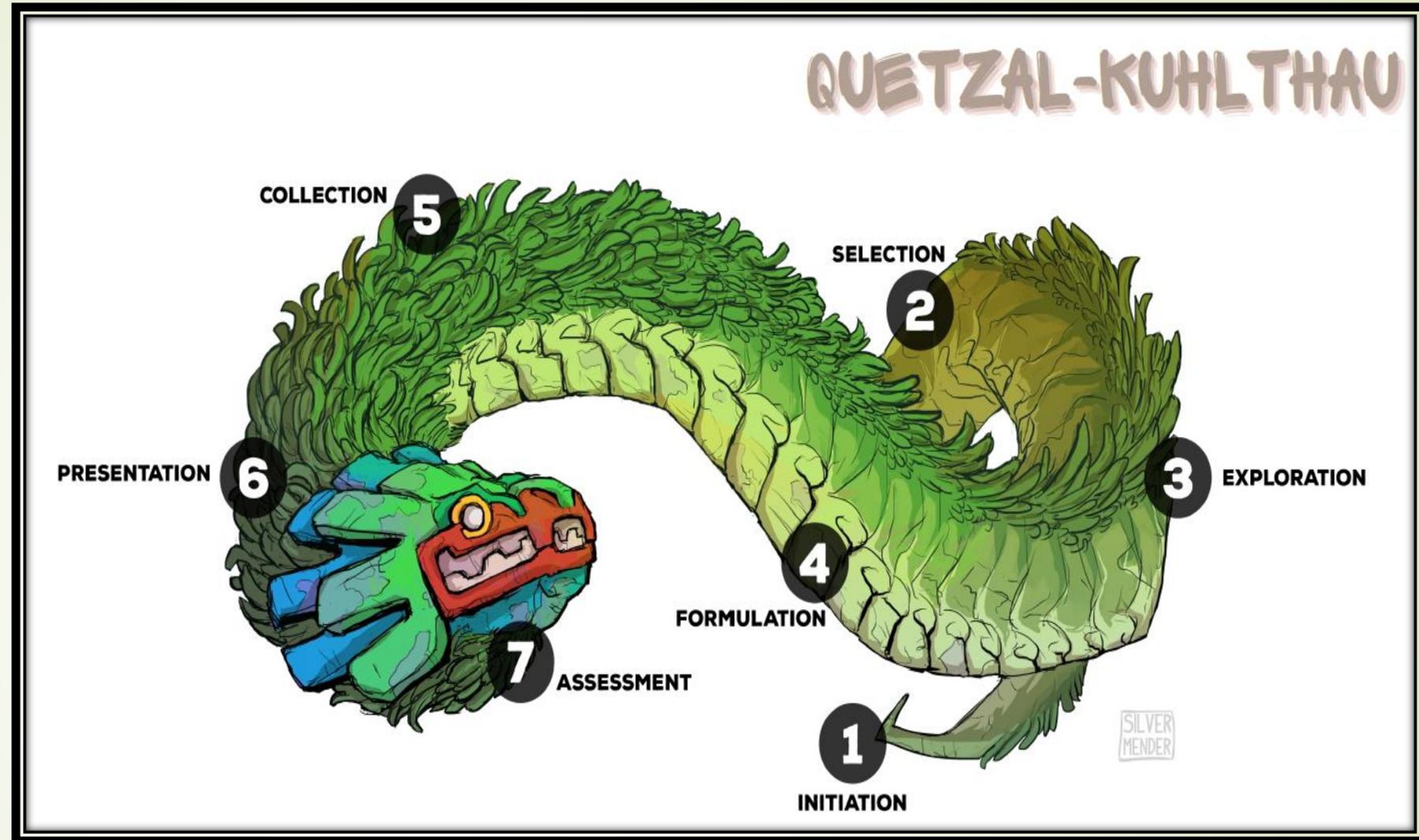


CRT is “using the cultural characteristics, experiences, and perspectives of ethnically diverse students as conduits for teaching them more effectively... when academic knowledge and skills are situated within the lived experiences and frames of reference of students, they are more personally meaningful, have higher interest in appeal, and are learned more easily and thoroughly.” (Gay, 2002, p. 106)

“...the concept of culturally responsive teaching applies not just to students of color, but to everyone. The problem is that what is culturally responsive for White middle-class students passes as the norm, labeled simply as ‘good teaching’ or ‘best practices.’” (Sleeter & Cornbleth, 2011, p. 3)

Culturally Responsive Teaching

“Culturally responsive teaching empowers students to use their cultural knowledge and experiences as a “vehicle for learning.”” (Cowden et al., 2021, p. 233)



SOURCE: (Baldivia, 2023)

Andragogy

Adults have a self-concept and a self-directing personality

Adults bring a wealth of experience to the learning process

Adults come to the learning process ready to learn and actively participate (the information need)

Adults are oriented to the immediate application of learned knowledge

Adults need to know the reason for learning something

Adults are driven by intrinsic motivation to learn (self-esteem, quality of life, etc.)

SOURCE: (Cooke, 2010; Forrest & Peterson, 2006; Knowles, 1984)

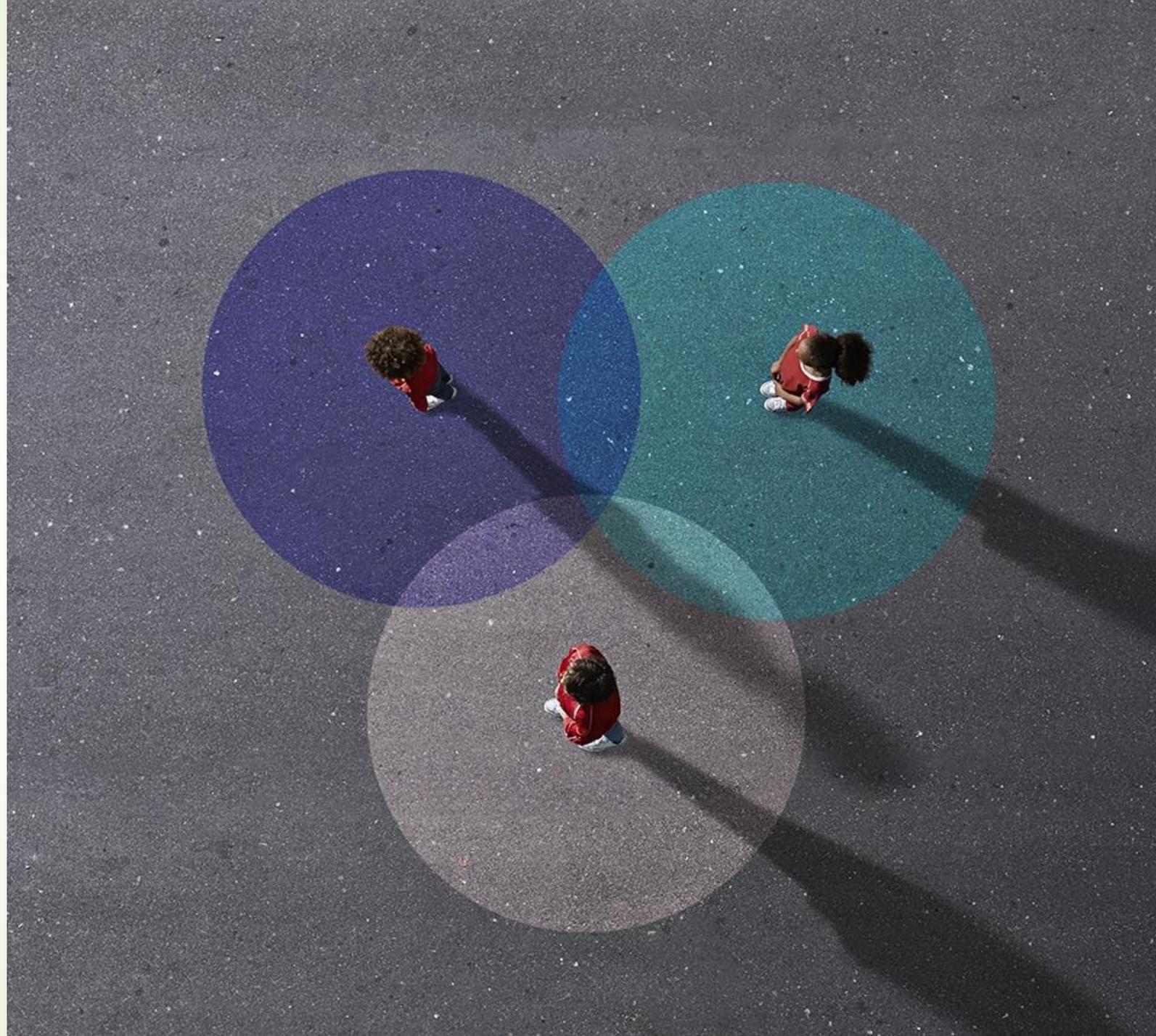
“Adult learners are multi-taskers, with responsibilities of work, family, and school, and, consequently, they want pertinent information and assistance from the library...” (Cooke, 2010, p. 220)

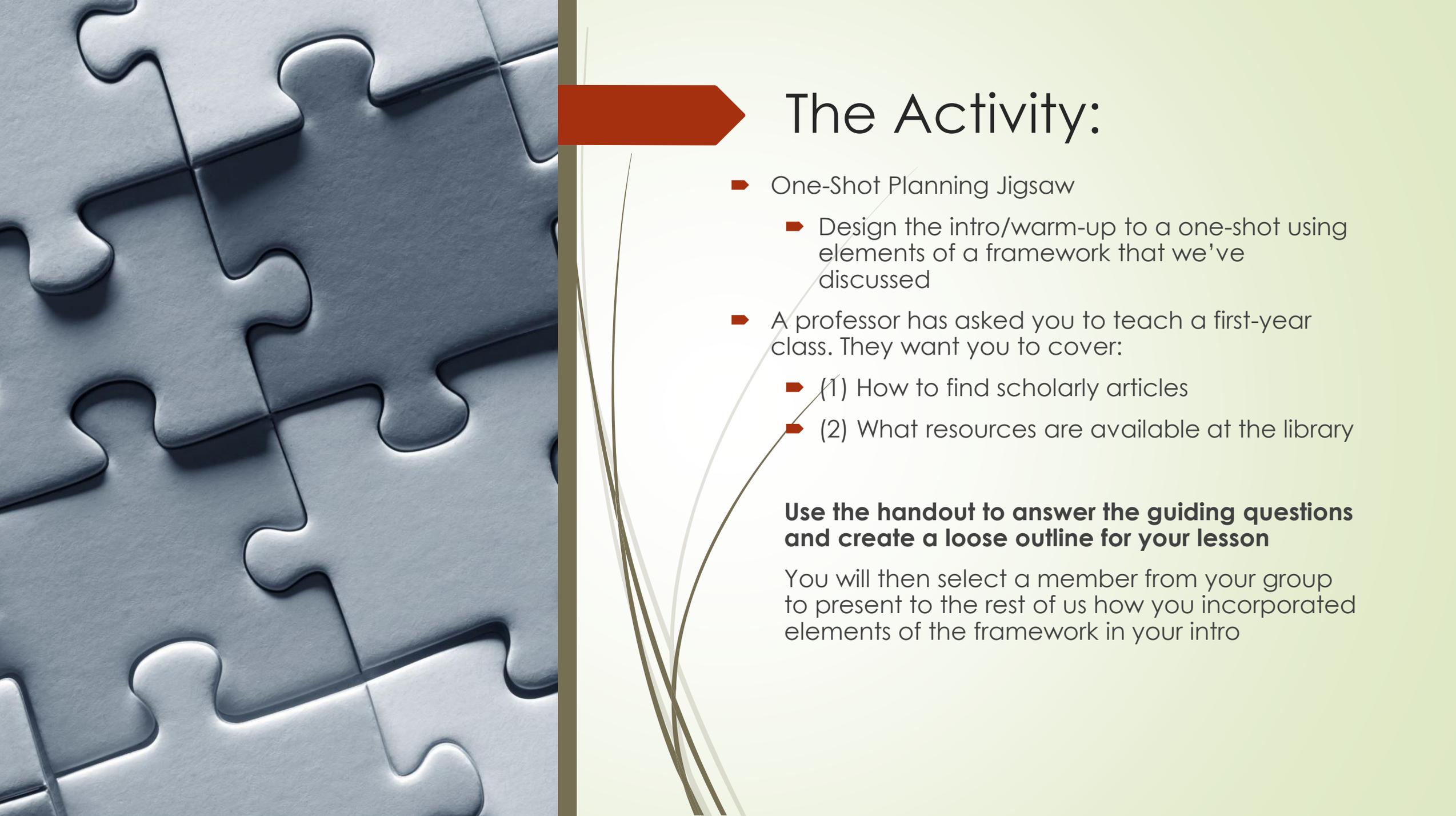


“...neuroscience supports that in-person and active learning may be more important for adults than for children... without experience, our brains have no basis for constructing meaning.” (Fogelberg, 2023, p. 141)

Do we see
differences/similarities?

- “...when two different models or theories address the same objective, their commonalities far outnumber their differences, and hence that integration will be more useful than elimination.” (Reigeluth, 1983, p. 38)





The Activity:

- ▶ One-Shot Planning Jigsaw
 - ▶ Design the intro/warm-up to a one-shot using elements of a framework that we've discussed
 - ▶ A professor has asked you to teach a first-year class. They want you to cover:
 - ▶ (1) How to find scholarly articles
 - ▶ (2) What resources are available at the library

Use the handout to answer the guiding questions and create a loose outline for your lesson

You will then select a member from your group to present to the rest of us how you incorporated elements of the framework in your intro



Prep Time!
10 min



Get into your groups



Discuss! Answer the worksheet questions in your groups



Decide who will present

Presentations!!

Select a group member to present





Let's Discuss!!



Contact Me

William Ortiz, Instruction Librarian

William.Ortiz@csusb.edu

909-537-7791



References/Documents

