Inclusive Education

Prepare the physical and virtual environments for flexibility and personalisation

A suggestion for implementing the strategy 'Design considerations in secondary settings' from the Guide: Universal Design for Learning

Includes:

- Student-led design for diversity
- Expect and plan for variability
- Ensure furniture supports learning
- Plan for flexibility
- Reflection questions
- Useful resources
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From Guide: Universal Design for Learning
Strategy: Design considerations in secondary settings
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Date
21 January 2019
Link

Student-led design for diversity

Consider how you support student agency in the inclusive design of your learning space.

Source: EDtalks (NZ)  No captions or transcript
Source:
EDtalks (NZ)
http://edtalks.org/#/video/involving-students-design

Video hosted on Vimeo http://vimeo.com/73105645
Expect and plan for variability

Ensure all learners, staff and students can equitably access and participate in learning environments.
Ensure furniture supports learning

Often the simplest resources will support accelerated learning if students are given the agency to personalise the environment.
Plan for flexibility

Create physical and virtual spaces that students can adjust to meet their needs and the demands of the task. Inclusive environments are responsive to our varying need to “work together or alone, in silence or with noise, standing or sitting, passively or actively, with technology and without it, indoors and outdoors.

Mark Osborne

Source: CORE Education

Source: CORE Education
Reflection questions

Reflect on the following questions for your context.

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
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<tbody>
<tr>
<td>How can we more effectively involve all students in the design of our flexible learning space?</td>
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<tr>
<td>How can we improve the design of online environments to remove barriers to access and engagement?</td>
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<td>Can our learning space be changed and rearranged based on user needs and preferences at that time?</td>
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<td>How can the layout of the environment minimise threats and distractions to learning?</td>
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<td>How can the layout of the environment create opportunities for connection and collaboration?</td>
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<td>What regular processes do we have to seek student and whānau feedback on the usefulness of our physical and online environments?</td>
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Useful resources

UDL Virtual tour
Publisher: Maryland Learning Links
Visit website

5 ways to improve student voice and choice
Publisher: 4 O’Clock Faculty
Visit website

Learning environments, belonging and inclusion
Read time: 14 min
Publisher: CORE Education
Download PDF (739 KB)