ENGAGING ADULT LEARNERS WITH UNIVERSAL DESIGN FOR LEARNING (UDL)

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AGENDA

What do I need to know about andragogy?

What do I need to know about traditional & non-traditional learners?

How can Universal Design for Learning support my students?

WHAT DO I NEED TO KNOW ABOUT ANDRAGOGY?
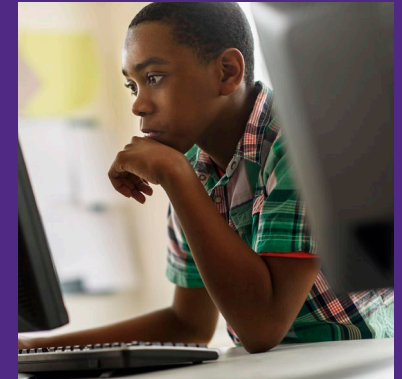
THE "-GOGIES"

Pedagogy
Leading children to learn

Andragogy
Leading adults to learn

Geragogy
Leading the elderly to learn

Heutagogy
Self-directed learning

ANDRAGOGY: MALCOM KNOWLES, 1980

- Arrive at a self-concept and need to be seen as capable of self-direction

- Possess an accumulation of life experiences that add to the classroom experience

- Need to be assured and reinforced about why a subject matter is important to learn

- Solution-oriented and desire practical application

- Motivated by intrinsic motivation rather than extrinsic motivation

ANDRAGOGY: MILLER, 2017

INTERNALLY MOTIVATED

WANT TO LEARN DIRECTLY APPLICABLE CONTENT

COME TO LEARNING WITH KNOWLEDGE AND EXPERIENCES THEY HAVE ALREADY GAINED

WHAT DOES IT MEAN TO BE AN ADULT?

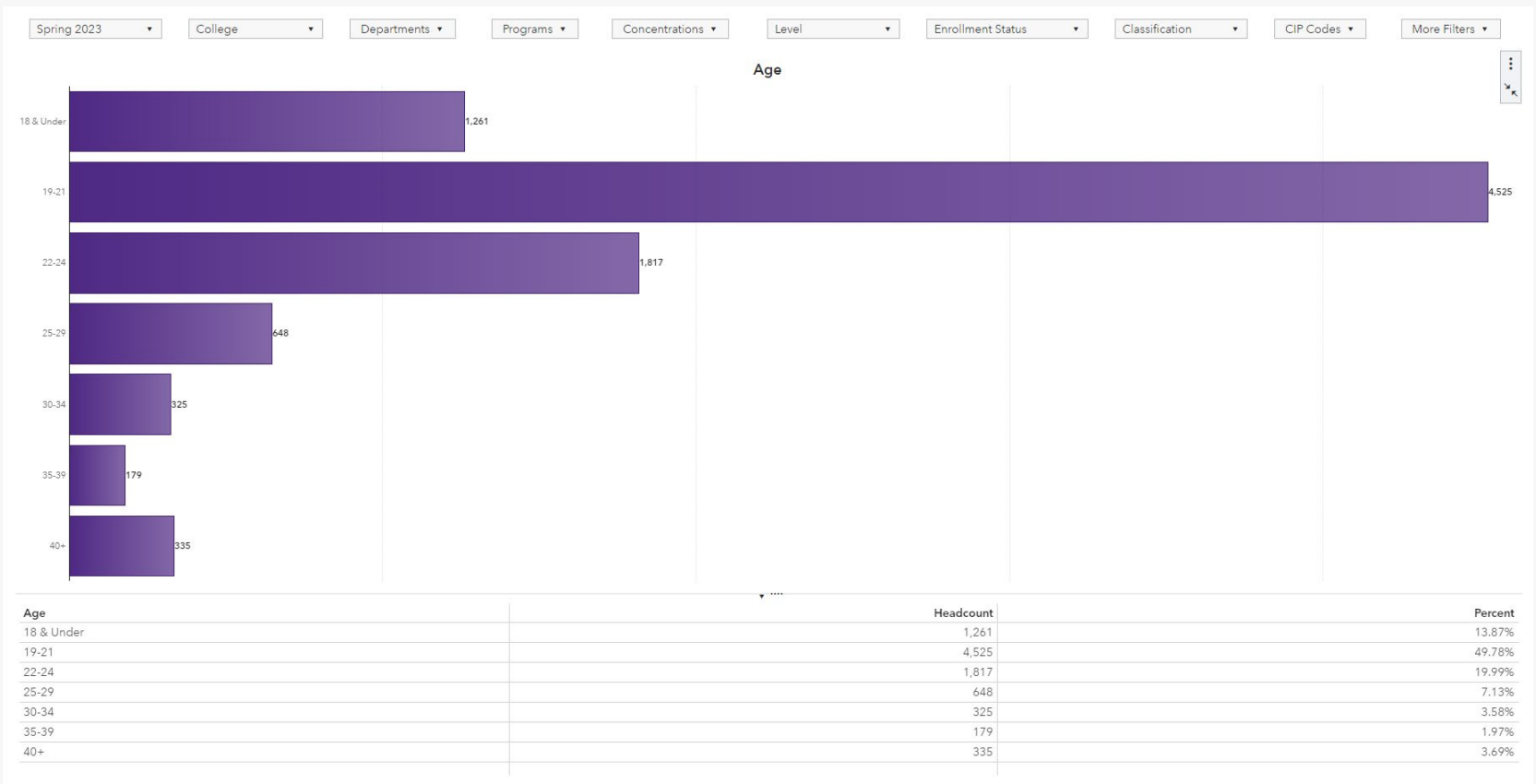# TRADITIONAL & NON-TRADITIONAL LEARNERS

What do I need to know?

CHARACTERISTICS OF TRADITIONAL & NON-TRADITIONAL LEARNERS

TRADITIONAL

- Under age 24

- No dependents

- Taking classes full-time

- Employed 34 hours or less per week

NON-TRADITIONAL

- Age 25+

- In school part time

- Delayed enrollment in college

- Working 35 or more hours/week

- Hold multiple roles: family member, employee, caregiver

SPRING 2023 AT TNTECH

50% of our students are between 19 and 21.

WOULD YOU DESCRIBE YOUR STUDENTS AS ADULTS? TRADITIONAL? NON-TRADITIONAL? BOTH?

MILLER, 2017

"No universal prescription [...] can be made, especially when the multifaceted nature of adult learners is considered."

"Educators must constantly be evaluating what effects the teaching process is having on students and their learning, a process contrary to traditional approaches to college teaching which often perceived all students, regardless of their level of personal growth and life experiences, as sponges soaking up the knowledge coming forth from the teacher."
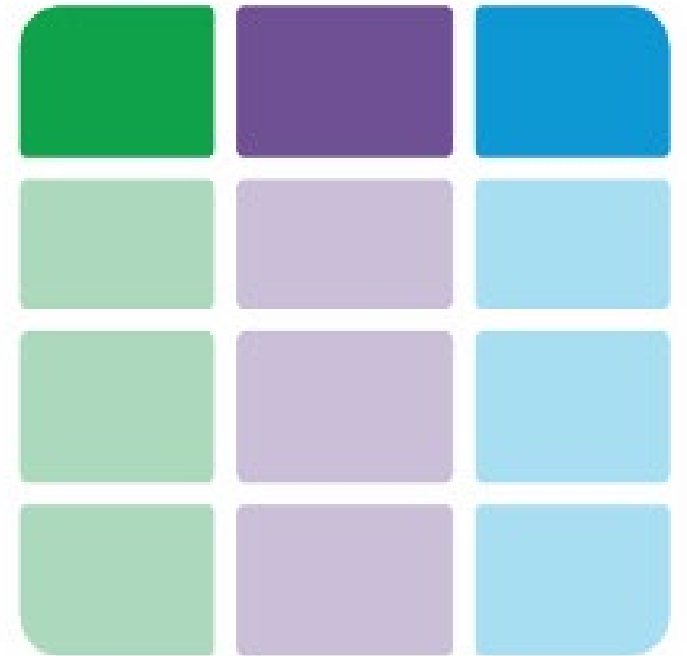
HOW DO WE MEET THE DESIGN NEEDS OF ALL LEARNERS?

UNIVERSAL DESIGN FOR LEARNING

Universal Design for Learning (UDL) is a framework to improve and optimize teaching and learning for all people based on scientific insights into how humans learn.

HTTPS://UDLGUIDELINES.CAST.ORG

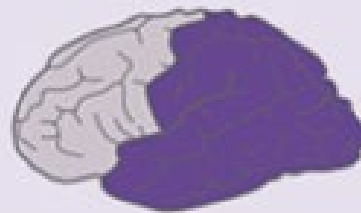| Multiple Means of Engagement	Multiple Means of Representation	Multiple Means of Action/Expression
Stimulate motivation and sustained enthusiasm for learning by promoting various ways of engaging with material.	Present information and content in a variety of ways to support understanding by students with different learning styles/abilities.	Offer options for students to demonstrate their learning in various ways (e.g. allow choice of assessment type).
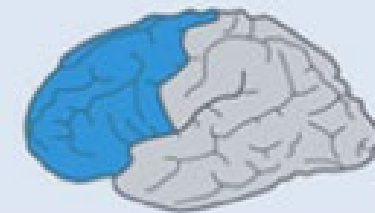
THE WHY, WHAT, & HOW OF LEARNING

NOTES FROM CAST.ORG

"The UDL Guidelines are not meant to be a "prescription" but a set of suggestions that can be applied to reduce barriers and maximize learning opportunities for all learners. **They can be mixed and matched according to specific learning goals** [...]."

"In many cases, educators find that they are already incorporating some aspects of these guidelines into their practice [...]."

REFERENCES

CAST. (2018). Universal Design for Learning Guidelines version 2.2. **http://udlguidelines.cast.org**

Miller, N. (2017). A model for improving student retention in adult accelerated education programs. *Education (138)*1, 104-114.

TnTech. (n.d.) Institutional Dashboard. **Institutional Research - Institutional Dashboard (tntech.edu)**

THANK YOU!
SCHEDULE A CONSULT

https://www.tntech.edu/citl/consultations.php