

Moving towards Inclusive Education: Secondary School Teacher Attitudes towards Universal Design for Learning in Australia

Contents

Introduction 01

02 Methodology

Key Findings 03

04 Limitations and Implications





https://www.tcaaustralia.com.au/raised-pedestrian-crossing

https://kilolimacode.com/universal-design-the-basics/



Universal Design

https://www.slate.com/articles/sports/sports_nut/2015/02/hardest_shot_in_bowling_it_s_not_the __7_10_split_it_s_the_greek_church.html

Inclusive Education



Introduction

What

The Universal Design for Learning (UDL) Framework

https://www.youtube.com/watch?v=PQSAQdxnQBY

Provide multiple means of Engagement >

> Affective Networks The "WHY" of learning



Provide multiple means of Representation >

Recognition Networks

The "WHAT" of learning

Provide multiple means of

Action & Expression →

Strategic Networks The "HOW" of learning



Recruiting Interest (7)

- Optimize individual choice and autonomy (7.1)
- Optimize relevance, value, and authenticity (
- Minimize threats and distractions (7.3) >

Provide options for

Perception (1)

- · Offer ways of customizing the display of information (1.1) >
- Offer alternatives for auditory information (1.2)
- Offer alternatives for visual information (1.3) >

Provide options for

Physical Action (4)

- Vary the methods for response and navigation (4.1) >
- Optimize access to tools and assistive technologies (4.2) >

Provide options for

Sustaining Effort & Persistence (8)

- Heighten salience of goals and objectives (8.1)
- Vary demands and resources to optimize challenge (8.2) >
- Foster collaboration and community (8.3) >
- Increase mastery-oriented feedback (8.4) >

Provide options for

Language & Symbols (2) •

- Clarify vocabulary and symbols (2.1) >
- Clarify syntax and structure (2.2) >
- Support decoding of text, mathematical notation, and symbols (2.3) >
- Promote understanding across languages (2.4)
- Illustrate through multiple media (2.5) >

Provide options for

Expression & Communication (5)

- Use multiple media for communication (5.1) >
- Use multiple tools for construction and composition (5.2) >
- Build fluencies with graduated levels of support for practice and performance (5.3) >

Provide options for

Self Regulation (9)

- Promote expectations and beliefs that optimize motivation (9.1) >
- Facilitate personal coping skills and strategies
- Develop self-assessment and reflection (9.3) >

Provide options for

Comprehension (3)

- Activate or supply background knowledge (3.1)
- Highlight patterns, critical features, big ideas, and relationships (3.2) >
- Guide information processing and visualization (3.3) >
- Maximize transfer and generalization (3.4) >

Provide options for

Executive Functions (6)

- Guide appropriate goal-setting (6.1) >
- Support planning and strategy development (
- Facilitate managing information and resources (6.3) >
- Enhance capacity for monitoring progress (6.4)

Expert Learners who are...

Purposeful & Motivated

Resourceful & Knowledgeable

Strategic & Goal-Directed

Introduction

In the current study...

Research Questions

- 1) What is the level of Australian secondary school teachers' attitudes towards the UDL framework?
- 2) How are the attitudes of Australian secondary school teachers towards the UDL framework related to gender, years of teaching experience, and their previous exposure to people/persons with disabilities?

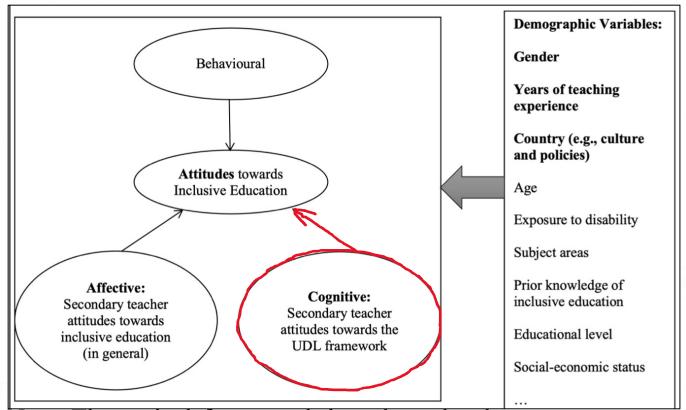
Why is the study important?

Methodology

from a larger cross-national study...

Figure 1

Theoretical Framework for Attitudes Towards Inclusive Education and Demographic Variables



Note. Theoretical framework based on the three components of attitude-relevant responses (i.e., affective, cognitive, and behaviour) (Eagly & Chaiken, 1993)

Methodology

In the current study...

Research Design

Participants

01

0.

The current cross-sectional study: derived

from a larger cross-national study

Snowball sampling method: 120 Australian secondary school teachers

Instruments

Data Analysis

03

04

A Demographic Survey;

A self-designed UDL Framework Scale

SPSS software: descriptive and inferential data analyses

In the current study...



The main results of this study indicated that the Australian teachers' overall attitudes towards the UDL framework were positive although they still have some practical concerns.



In the current study...

Australian teachers' overall positive attitudes towards the UDL framework

recommended in the Australian Curriculum

teacher preparation

high level of self-efficacy

In the current study...



The main results of this study indicated that the Australian teachers' overall attitudes towards the UDL framework were positive although they still have some practical concerns.

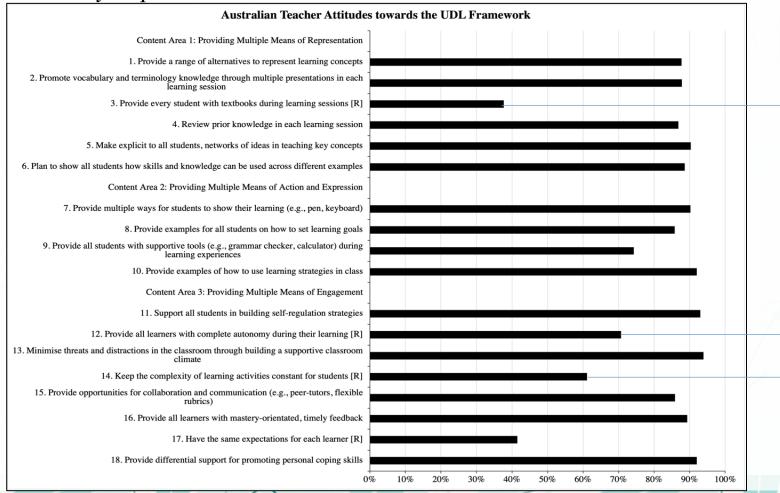


Figure 2

Key Findings

In the current study...

Percentage of teachers who judge each statement as moderately important, very important, or extremely important in the UDL Framework Scale



Providing every student with textbooks during learning sessions [R]

Provide all learners with complete
autonomy during their learning [R]

Keep the complexity of learning activities constant for students [R]

Note. The scoring of items marked with [R] is reversed when counting the sum total.

In the current study...

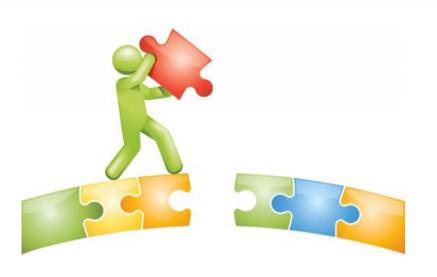


The main results of this study indicated that the Australian teachers' overall attitudes towards the UDL framework were positive although they still have some practical concerns.



Limitations and Implications

In the current study...



Limitations



Limited sample size



Limitations around the survey itself

Limitations and Implications

In the current study...



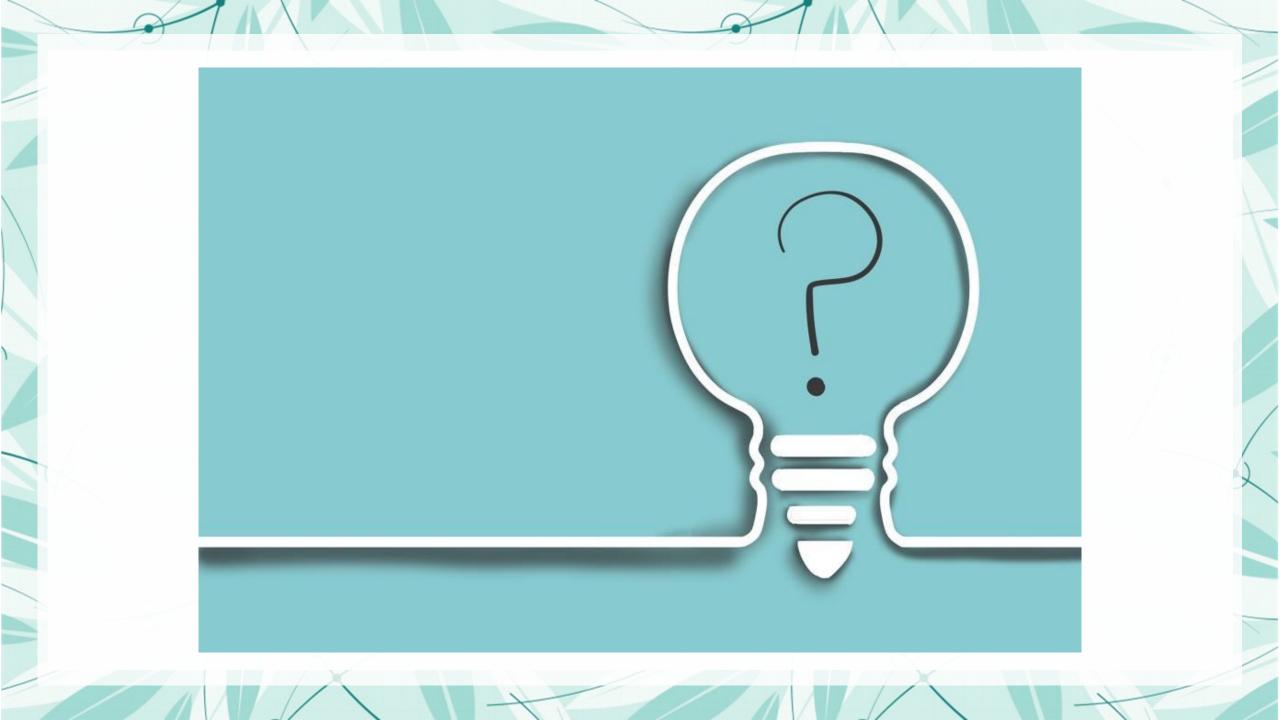
Implications



For school administrators



For pre- and in-service teachers



References

- Australian Government. (2005). Disability standards for education 2005. https://www.legislation.gov.au/Details/F2005L00767
- Capp, M. J. (2020). Teacher confidence to implement the principles, guidelines, and checkpoints of universal design for learning. *International Journal of Inclusive Education*, 24(7), 706-720. https://doi.org/10.1080/13603116.2018.1482014
- Center for Applied Special Technology [CAST]. (2018a). *Universal design for learning guidelines version 2.2: Principle I. provide multiple means of representation*. http://udlguidelines.cast.org
- Center for Applied Special Technology [CAST]. (2018b). *Universal design for learning guidelines version 2.2: Principle II. provide multiple means of action and expression*. http://udlguidelines.cast.org
- Center for Applied Special Technology [CAST]. (2018c). *Universal design for learning guidelines version 2.2: Principle III. provide multiple means of engagement*. http://udlguidelines.cast.org
- Chen, H.Y. (2022). Secondary school teacher attitudes towards inclusive education in Australia and China. [Master thesis]. The University of Sydney.
- Convention on the Rights of Persons with Disabilities [CRPD]. (2016). Committee on the rights of persons with disabilities, general comment no. 4 (2016), article 24: Right to inclusive education. United Nations. https://www.refworld.org/docid/57c977e34.html
- Evans, D. (2020). Designing for access to the curriculum. In I. Spandagou, C. Little, D. Evans and M. L. Bonati (Eds.), *Inclusive education in schools and early childhood settings* (pp. 47-58). Springer. https://doi.org/10.1007/978-981-15-2541-4_5
- Forlin, C., Chambers, D., Loreman, T., Deppeler, J., & Sharma, U. (2013). A review of the literature on inclusive education: Best evidence in relation to theoretical Practice. The Australian Research Alliance for Children and Youth, Canberra.
- Fuentes, S. S., Castro, L., Casas, J., Vallejo, V., & Zuñiga, D. (2016). Teacher perceptions based on universal design for learning. *Journal of Communication Disorders, Deaf Studies & Hearing Aids*, 4(1), 155. http://dx.doi.org/10.4172/2375-4427.1000155
- Izzo, M. V., Murray, A., & Novak, J. (2008). The Faculty Perspective on Universal Design for Learning. *Journal of Postsecondary Education and Disability*, 21(2), 60-72. https://files.eric.ed.gov/fulltext/EJ822094.pdf
- Katz, J. (2015). Implementing the three block model of universal design for learning: Effects on teachers' self-efficacy, stress, and job satisfaction in inclusive classrooms K-12. *International Journal of Inclusive Education*, 19(1), 1-20. https://doi.org/10.1080/13603116.2014.881569
- Kieran, L., & Anderson, C. (2018). Connecting universal design for learning with culturally responsive teaching. *Education and Urban Society*, *51*(9), 1202-1216. https://doi.org/10.1177/0013124518785012
- Meier, B. S., & Rossi, K. A. (2020). Removing instructional barriers with UDL. Kappa Delta Pi Record, 56(2), 82-88. https://doi.org/10.1080/00228958.2020.1729639
- Meyer, A., Rose, D., & Gordon, D. (2014). Universal design for learning: Theory and practice. CAST Professional Publishing.
- Price, & Slee, R. (2021). An Australian Curriculum that includes diverse learners: The case of students with disability. *Curriculum Perspectives*, 41(1), 71–81. https://doi.org/10.1007/s41297-021-00134-8
- Rao, K., & Meo, G. (2016). Using universal design for learning to design standards-based lessons. SAGE Open, 6(4), https://doi.org/10.1177/215824401
- Yada, A., & Savolainen, H. (2017). Japanese in-service teachers' attitudes toward inclusive education and self-efficacy for inclusive practices. *Teaching and Teacher Education*, 64, 222-229. https://doi.org/10.1016/j.tate.2017.02.005
- Yada, A., Tolvanen, A., & Savolainen, H. (2018). Teachers' attitudes and self-efficacy on implementing inclusive education in Japan and Finland: A comparative study using multi-group structural equation modelling. *Teaching and Teacher Education*, 75, 343-355. https://doi.org/10.1016/j.tate.2018.07.011

