National Capacity Building Institute
*Enhancing Faculty Knowledge and Practices Related to Students with Disabilities in Higher Education*

Students with Disabilities as Diverse Learners Project
Center on Disability Studies
University of Hawai‘i at Mānoa

**Agenda**

**PART ONE**
1. Introductions
2. Purpose and need
3. Overview of modules
4. Group work
5. Break

**PART TWO**
1. Outcomes
2. Delivery and accessibility
3. Group work
4. Replication
5. Resources
About the Speakers

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About the SDDL Project
Using the example on the right and the handout provided, create an identity bubble map. Then share your map with others at your table.
Postsecondary student population is increasingly diverse in terms of age, disability, ethnicity, gender and other personal characteristics.

Faculty must be better prepared to address this diversity in their course planning and implementation.

Faculty development MODULES designed for in-person, online and self-directed delivery.

Motivate faculty to CHANGE.

Give faculty TOOLS that will directly impact students.
Overview of Modules

Cultural Diversity Multiculturalism

Disability, Multiculturalism, and Diversity

“The multicultural perspective seeks to provide a conceptual framework that recognizes the complex diversity of a plural society while, at the same time, suggesting bridges of shared concern that bind culturally different persons to one another.”

(Paterson, 1991, p. 7)

To explore different ways people acquire identity.
To discuss how disability plays a role in identity construction.
To understand how disability fits into multiculturalism and diversity.
To see how different agents transmit culture and sources of cultural identity.

Goals

Objectives

Back  Return  Home  Forward
Cultural Diversity
Disability Culture

Models

What Is Disability Culture?

“People with disabilities have forged a group identity. We share a common history of oppression and a common bond of resilience. We generate art, music, literature, and other expressions of our lives and our culture, infused from our experience of disability. Most importantly, we are proud of ourselves as people with disabilities. We claim our disabilities with pride as part of our identity. We are who we are: we are people with disabilities.”

Circus performance of a man using a wheelchair is holding a woman in a gymnastics costume.

Cultural Diversity
Cultural Perspectives

Multicultural Perspectives

Continuum of Values

Collectivistic (Eastern)  Individualistic (Western)

- Interdependence vs. Independence
- Obligation to others vs. Individual Rights
- Rely on groups vs. Self-sufficiency
- Adhere to traditional values vs. True to own values and beliefs
- Maintain traditional practices vs. Continually improve practices
Universal Design Representation

Examples of Multiple Means of Representation

- Lecture
- Video
- Audio
- Digital Materials
- Group

Universal Design Expression

Examples of Multiple Means of Expressions

- Movie
- VoiceThread
- YouTube Video
- PPT Project
- Oral Presentation
- Written Presentation

- Link to a Recording
- Written Presentations
- Assignments

8/11/2011
Universal Design Engagement

Examples of Multiple Means of Engagement

- Lab Demonstrations
- Virtual Fieldtrips
- Individual Module Exercises

Mentoring Importance

Why is Mentoring Important for Faculty and Students with Disabilities?

- Friendships
- Retention of students
- Transfer skills sets to other areas

Benefits:
- Creates inclusive environments
- Increases accessibility
- Increases the knowledge, skills, and awareness of faculty members related to disability issues
- Students with disabilities are both mentors and mentees

All are a hole in one!! Click on the black holes to see the benefits. (Left to right)
Mentoring Model

Mentoring is a dynamic, reciprocal, long-term informal or formal relationship that focuses on personal and/or professional development. A mentor is a standing based educational mentor providing perspectives, resources, and advice through providing questions. In the ideal mentoring relationship, mentors and mentees learn from each other.

Common Student/Faculty Mentoring Activities

- Meeting to discuss academics, major selection, career goals, graduate schools, and personal matters.
- Participating in student life and development, student leadership, and special events.
- Preparing and presenting at conferences.
- Attending student's graduation, meeting family and friends.
- Assisting with questions about University policies and campus resources/services.
- Attending professional meetings with student mentees and holding discussion groups.
- Reviewing resumes, scholarship applications, and preparing for internship interviews.

Activities
Group Work

Please refer to your group work handouts for directions on how to proceed with the group work.

15 MINUTE BREAK
Self-Rating Pre/Post Training

- Participants perceived the most gain in knowledge and skills related to the UDL module.
  - Highly significant positive change in self-ratings of working with students with disabilities and those from Diverse backgrounds ($p < .001$) as well as their self-ratings of using Universal Design strategies.
- Participants appeared to learn the most from Mentoring Module.
  - Mentoring greatest improvement in pre/post scores.
- Participants rated all of the modules as useful and intended to use from 50-100% of the strategies.
**Recruitment**

- Collaboration between administration, faculty development, disability support, and faculty
- Faculty incentives

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**Modes of Delivery**

- In-Person
- Online Synchronous
- Online Asynchronous
Modeling UDL

- Multiple speakers
- Multiple modes of delivery
- Participant involvement
- Engaging material content and format
- Self-reflection and evaluation
- Pace and pausing

Accessibility

- Print media
- Electronic media
- Communication
- Physical environment
Respecting Diversity

- Regional diversity
- Disability diversity
- Occupational diversity
- Cultural diversity

Assessment

- Purpose of assessment
- Levels of assessment
- Choices for completion
- Motivation for completion
Replication

- Modifying to meet the needs of learners
- versus
- Maintaining consistency

Group Work

Please refer to your group work handouts for directions on how to proceed with the group work.
Optional Participation

Resources

- Overview of content of handouts and CD-ROMs
- Technical Assistance from the SDDL Project Website www.ist.hawaii.edu
- Project Coordinator, Steven Brown, sebrown@hawaii.edu
- Training Coordinator, Megan Conway, mconway@hawaii.edu