

Universal Accommodations and the Learner-Centered Pedagogy



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Universal Accommodations

- Shared student-written notes, audio lectures, and written transcriptions of the lecture are the reported forms of multi-media assistive technology (MAT)
- Offer all students enrolled learning tools that enhance subject matter proficiency without compromising the quality of academic standards
- Enhance **three** core elements:
 1. Cognitive domains [how students learn]
 2. Knowledge domains [types of information delivered]
 3. Disability services [needs of disabled students and student retention]

Research Goals

1. Assess the impact of providing **greater accessibility of information** in many formats and environments regardless of a student's learning style or abilities
2. Apply an **intersection of modern technology and learner-centered pedagogy** as a useful teaching model
3. Express to instructors and disability service providers that universal accommodations (a) **better serve** disabled students and (b) **maximize** talents and potential of the general student population

Goal 1: Greater Access to Information

1. Challenge students to **process course material** in many different ways
2. Encourage faculty to **think critically about misunderstandings** of fundamental issues regarding accommodations
3. Increase faculty's willingness to **adjust their course** designs
4. Sharing MAT tools using an online medium helps students adapt to content, obtain ideas effectively, and take responsibility for their learning

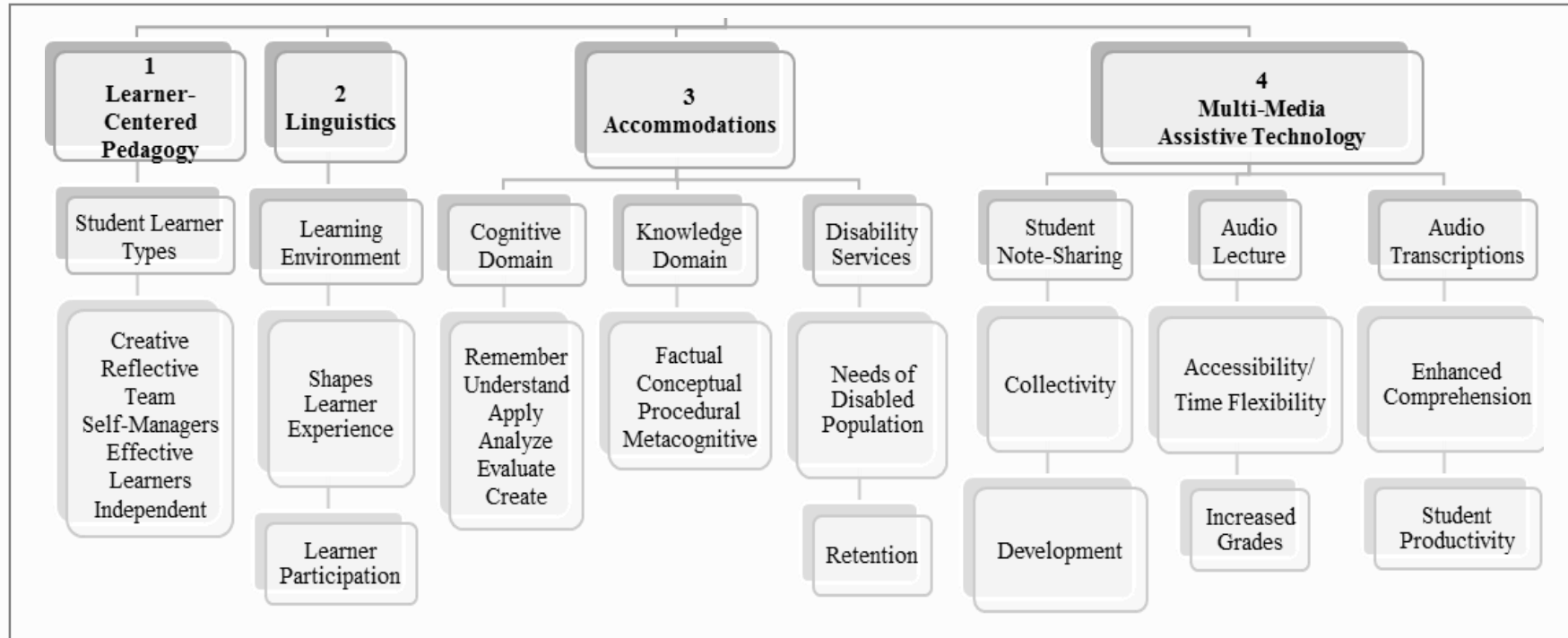
Goal 2: Modern Technology and the Learner-Centered Pedagogy

1. Appeals to **six** learner types:

- Creative thinkers
- Reflective thinkers
- Team workers
- Self-managers
- Effective participators
- Independent enquirers

2. Encourages innovative teaching, execution of knowledge, and the continuous growth of students

Figure 1: The Learning Model



Participants

74 of 85 students enrolled [87%] in the **three** courses [25 to 34 students per class]

- 1 General Education Core
- 1 Required for the Major
- 1 Elective

Freshmen	23 students	[31.1%]
Sophomores	11 students	[14.9%]
Juniors	21 students	[28.4%]
Senior	19 students	[25.7%]

Identities of **6 of 85** [8%] who reported disabilities were kept confidential

Methods

Each participant completed a **six-question** survey about the usefulness of MAT resources in their course.

The survey assessed frequency of use and student perceptions of MAT resources during the learning experience:

- Table 1: Usefulness of audio lectures
- Table 2: Voluntary use of those audio lectures
- Table 3: Usefulness of student-written notes
- Table 4: Voluntary use of student shared notes
- Table 5: Usefulness of written transcriptions of lecture material

Audio Recordings

Table 3: How Useful are Audio Recordings of Class Lecture?

			Academic Status				Total
			Freshmen	Sophomore	Junior	Senior	
Usefulness of Audio	Agree	Count	22	9	17	19	67
		% within Academic Status	95.7%	81.8%	81.0%	100.0%	90.5%
		Count	1	2	4	0	7
	Disagree	% within Academic Status	4.3%	18.2%	19.0%	0.0%	9.5%
		Count	23	11	21	19	74
		% within Academic Status	100.0%	100.0%	100.0%	100.0%	100.0%

Table 4: How Often do Students Use Audio?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very frequently	1	1.4	1.4	1.4
	Frequently	14	18.9	18.9	20.3
	Occasionally	34	45.9	45.9	66.2
	Never	22	29.7	29.7	95.9
	Not applicable	3	4.1	4.1	100.0
	Total	74	100.0	100.0	

Shared Notes

Table 1: How Useful are Shared Class Notes?

Usefulness of Notes		Academic Status				Total
		Freshmen	Sophomore	Junior	Senior	
Agree	Count	20	9	21	18	68
	% within Academic Status	90.9%	90.0%	100.0%	100.0%	95.8%
Disagree	Count	2	1	0	0	3
	% within Academic Status	9.1%	10.0%	0.0%	0.0%	4.2%
Total	Count	22	10	21	18	71
	% within Academic Status	100.0%	100.0%	100.0%	100.0%	100.0%

Table 2: How often do Students use Shared Notes?

Use of Shared Notes	Frequency	Percent	Valid Percent	Cumulative Percent
Very frequently	13	17.6	17.6	17.6
Frequently	16	21.6	21.6	39.2
Occasionally	27	36.5	36.5	75.7
Never	10	13.5	13.5	89.2
Not applicable	8	10.8	10.8	100.0
Total	74	100.0	100.0	

Transcriptions of Audio

Usefulness of Transcriptions		Academic Status				Total
		Freshmen	Sophomore	Junior	Senior	
Useful	Count	22	11	19	17	69
	% Academic Status	95.7%	100.0%	90.5%	89.5%	93.2%
Not Useful	Count	1	0	2	2	5
	% Academic Status	4.3%	0.0%	9.5%	10.5%	6.8%
Total	Count	23	11	21	19	74
	% Academic Status	100.0%	100.0%	100.0%	100.0%	100.0%

Goal 3: Express Achievement

- MAT resources make learning more accessible without singling out students with disabilities
- Universal accommodations (a) **serve** disabled students and (b) **maximize** talents and potential of the general student population
- Students are **likely to use** student-written notes, audio, and transcriptions as a learning tools voluntarily
- Using accommodations consistently encourages **flexible and sustainable changes** in instruction