Universal Design for Learning - Social Justice
Teaching Strategies that Respect Socio-Economic Based Stress

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What is Socioeconomic-based Stress?

Persistent Poverty, Housing Stress, Low Employment, Low Educational Attainment, and Population Loss

- USDA Economic Research Service

Word Cloud created from articles published in the following sources?

APA Website
NCBI health sciences research journal
News Article (New York Times)
My Story on Socioeconomic Stress and Success

Core Themes: stressed, time-stressed, and underprepared

Affects: attention/concentration, time allocation, and background knowledge.
Recognizing Student Pressures and Priorities

On average, how much time did you spend each week on the following students that checked two boxes, have data reported as the average of the two values (time in hours):

- 0
- 1-2
- 3-5
- 6-10
- 11-20
- 21-40
- >40

Students completing family responsibilities or helping friends

- Traditional Focus 23.8%
- Critically Time Stressed Students 36.5%
- 67% Students with Pell Eligibility
- 61% Students in Developmental Coursework
I am a

A. Instructor/Teacher
B. Administrator
C. Director/Staff
D. Other
I work with

A. K-12 Students
B. Community College Students
C. 4-year College/University Students
D. other/I don’t work with students
I work with a significant number of students (~40%+) from low socioeconomic backgrounds.

A. Yes  
B. No  
C. I Don’t Know
My institution has an office/staff member to direct students to community resources for health, housing, food-security, children?

A. Yes  
B. No  
C. I Don’t Know
My Institution has a faculty/staff learning community that meets to discuss social-justice and low socioeconomic status issues

A. Yes  
B. No  
C. I don’t know
I have tried strategies for UDL-Social Justice/ low socioeconomic students in my classes

A. Yes
B. No
C. I don’t know
D. I don’t teach
Think-pair-share: mitigating stress

Take a minute to think about a time when you were stressed due to factors outside of your work/studies:
1. how did it impact your work or studies,
2. What helped you mitigate and succeed.

Discuss Ideas on strategies to take into our lessons/classroom with a neighbor, write out one or two strategies on a post-it to share.
Universal Design for Learning strategies for time-stressed underprepared students

Multiple Means of Representation

Accessing background information
  – Textbook, online videos/images, TA activities

A few foundational ideas throughout the class
biological macromolecules
  (Carbohydrates, Lipids, Nucleic Acids, Proteins)
bonds, organelles, gene expression, genetics, evolution
Multiple Means of Representation: Biological Macromolecules In Most Lessons

Ch1. Chemical Bonds

Ch. 3 Cell Structures/Organelles TA Activity and Video

Ch. 5 Gene Expression and Genetic Disorders

Family/Community Engagement Writing Assignment

Letter about Cellular Molecules and Organelles
Single spaced letter (1-2 pages) on the Biomolecules found in cells and the role of each biomolecule in 1 cellular organelle.
Your letter should be written to a family member or family friend who is approximately 10-12 years old.
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Multiple Means of Expression

Replacement Quizzes
“Pay-it-Forward” Writing Assignments
Individual-Class Quizzes and Clicker Questions
Individual and Group Activities
TA-activities
Multiple Means of Expression

Replacement Quizzes Given in Week 5, 10, 16

<table>
<thead>
<tr>
<th>Metric Measurements &amp; Conversions</th>
<th>Microscope Use</th>
<th>Data Analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam 1 (week 5)</td>
<td>End of Term</td>
<td>Exam 1 (week 5)</td>
</tr>
<tr>
<td>27%</td>
<td>82%</td>
<td>27%</td>
</tr>
</tbody>
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Pay-It-Forward, Group and Individual Activities

CANCER Writing Assignment

You will write a 1-page letter to a family member/friend explaining the biology of cancer. Note: Final Letters must be written in appropriate letter format.

Group Work: Outline

1. Write down key words from the assignment to be your sub-topics
2. Divide a sheet of paper into sections, 1 sub-topic per section
3. Use your notes, memory, and group members to write phrases under each sub-topic
4. Think about how you will link the sub-topics together
5. Intro: What is your topic, Why should people care? Why you tell your reader in the rest of your paper (ie why is it important
6. Conclusion: Summarize, speculate, remind your reader why important
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Multiple Means of Engagement

“Pay-it-Forward” Writing Assignments
Required Coursework as career stepping stones
Valuing existing student knowledge
Letting students talk
Multiple Means of Engagement

“Pay-it-Forward” Assignments

CANCER Writing Assignment
You will write a 1-page letter to a family member/friend explaining the biology of cancer. Note: Final Letters must be written in appropriate letter format

Valuing existing knowledge
Letting students talk

Can Babies Have Phobias?

Information flow in your brain
Movement
Vision
Memory
Emotions
Muscles

Required Coursework as career stepping stones
Think about your idea on mitigating stress

What could be done to “UDLize” your idea?
(multiple means of representation, expression and engagement)

What is one thing you will do when you return to consider & respect socioeconomic based stress?

Is there anything else you would like to share?
A. Yes
B. No
C. I Don’t Know
I plan to try out a new strategy from this session in my class in the next year.

A. Yes
B. No
C. I don’t know
D. I don’t teach in the next year
Thank You!

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