UDL in the IB

Jayne Pletser
Mercy Ikua
Kala Parasuram
The burning questions

What are the opportunities and challenges that arise for the IB in terms of increasing access and participation for underserved learners?

What is and could be the role of UDL in removing barriers to learning for IB students?
What is an IB education?

• [https://vimeo.com/149257808](https://vimeo.com/149257808)
A commitment to social justice

Inclusion is an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers.

(IBO, 2010)

➢ All students and for whatever reasons!
Social justice in the contexts of an IB education

• > 1 million students > 3-19 years of age.
• 148 countries.
• 4,655 schools (56% state schools) employing > 70,000 teachers.
• 4 Programmes – PYP, MYP, CP and DP.
• 3 languages > English, French and Spanish.
• PYP and MYP are frameworks for teaching.

➢ Two IB inclusion managers.
Discussion

With those around you to discuss:
What are the opportunities and challenges that arise for the IB in terms of increasing access and participation for underserved learners?

What could be the role of UDL in removing barriers to learning for IB students?

Please mail any UDL tips that will help us to create opportunities or meet challenges to:
jayne.pletserdent@ibo.org
Opportunities and challenges

• Committed IB community of practice driven by a common mission.
• IB programme development involves IB educators.
• Private fee paying schools free from national legislation.
• Common curriculum for transient students.
• Students on the move (languages, cultures, SEL)
• Variability/diversity in IB classrooms.
• Global contexts of schools (common understandings?).
• K-19.
• Performance driven schools.
• National legislation.
Our responses

• Eliminating the labels – addressing the barriers to learning - variability rules.
• Developing common understandings – spreading the word (philosophy, documents, PD).
• Research (UDL in IB classrooms).
• Empowering inclusion ‘champions’.

➢ Language and learning in the IB - Mercy
➢ UDL in IB assessments - Kala
Language and Learning in the IB
Every language is a vast pattern system, different from others, in which are culturally ordained the forms and categories by which the personality not only communicates but also analyzes nature, notices or neglects types of relationship and phenomena, channels his reasoning and builds the house of his consciousness.
(Benjamin Lee Whorf, quoted in Ritchhart 2002: 121)

Language wraps itself around, in, through and between everything that we teachers and learners do in the classroom.
(Ritchhart 2002: 141)

Read the world and the word (Paulo Freire)

To learn another language is quite simply and profoundly one of the best ways of learning to recognise the world and to see how others and otherness inhabit it. It is an education in difference as a pathway to understanding how to contribute to [...] global citizenship.
(Worton, quoted in Reisz 2010: 39)

Freedom to use one’s own language in everyday institutional, civic and cultural life is an inalienable human right (Hymes, 1995).
Teaching and learning

- conceptual understanding
- teaching and learning in context
- approaches to learning (ATL)
- service as action (community service)
- language and identity
- learning diversity and inclusion.

The four areas of teaching
Four dimensions of teaching

In language and learning, the four dimensions of teaching emphasized to ensure learner participation, promote engagement and successfully construct understandings

- activating prior understanding and building background knowledge
- scaffolding learning
- extending language
- affirming identity.
Language and learning in the IB

- Multilingualism as a right
- Multilingualism as a resource
- Guidelines on how develop the language policy
- A common pedagogy for language and learning

✓ Pedagogy to language learning should:
  - be open and inclusive
  - affirm each learner’s identity and autonomy
  - promote critical thinking.
Language and Learning in the IB

- In order to accommodate and nurture the diversity of multilingual students within its programmes, the IB offers a comprehensive range of resources and learning options in many languages across the continuum.

- 148 countries
- Diverse state mandates
- Diverse age groups-3-19
Programme Standards and Practices

• The explicit standards are as follows:

➢ The school places importance on language learning, including mother tongue, host country language and other languages. (“Section A: Philosophy”—standard).

➢ Collaborative planning and reflection recognizes that all teachers are responsible for language development of students. (“Section C: Curriculum”—standard).
Programme Standards and Practices

- Teaching and learning addresses the diversity of student language needs, including those for students learning in a language(s) other than mother tongue. (“Section C: Curriculum”)

- Teaching and learning demonstrates that all teachers are responsible for language development of students. (“Section C: Curriculum”)
Programme Standards and Practices

This standard is a requirement for all programmes.

➢ The school develops and implements policies and procedures that support the programme(s). (“Section B: Organization”).

This is further defined by the following practice (included in the programme-specific requirements for the Primary Years Programme, Middle Years Programme and Diploma Programme).

✓ The school has developed and implements a language policy that is consistent with IB expectations.
Why the school language policy?

✓ Where the imposition of dominant language e.g. English as a medium of instruction is tied to monolingual ideologies and policies, schooling can be a major contributor to first language, vernacular and regional minority language loss (Luke & Dooley, 2009)

Activity

❖ Discuss some of the language policies you are familiar with/have worked with.
❖ What issues emerged in these policies?
An MYP language acquisition unit plan

<table>
<thead>
<tr>
<th>Teacher(s)</th>
<th>Subject group and discipline</th>
<th>French Language acquisition</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>L’Europe C’est Nous!</td>
<td>MYP year 1</td>
</tr>
<tr>
<td></td>
<td>Phase 1 (UDL 5.3-Building fluencies with graduated level of performance practice)</td>
<td>Unit duration (hrs) 6hrs</td>
</tr>
</tbody>
</table>

Inquiry: Establishing the purpose of the unit

<table>
<thead>
<tr>
<th>Key concept</th>
<th>Related concept(s)</th>
<th>Global context</th>
</tr>
</thead>
<tbody>
<tr>
<td>Connections</td>
<td>(UDL 3.2-Highlight patterns, critical features, big ideas and relationships)</td>
<td>Message</td>
</tr>
<tr>
<td>Message</td>
<td>(UDL 3.2-Highlight patterns, critical features, big ideas and relationships)</td>
<td>Identities and relationships (UDL 7.2-Optimize value, relevance and authenticity)</td>
</tr>
</tbody>
</table>

Statement of inquiry

People’s identity is manifested through their language and culture.

(UDL 3.2-Highlight patterns, critical features, big ideas and relationships)
(UDL 7.2-Optimize value, relevance and authenticity)

Inquiry questions

Factual—Where is Europe? What countries make up Europe? What are the main languages are spoken in Europe? What is the European Union?

Conceptual—What makes a language important? What does it mean to be ______? What is the relationship between language, culture, history and politics?

Debatable—Is there a common European culture?

(UDL 3.2-Highlight patterns, critical features, big ideas and relationships)
(UDL 3.4-Maximize transfer and generalization)
(UDL 7.2-Optimize value, relevance and authenticity)

UDL Tips for Developing Learning Goals:

i. Aligning goals with standards: unit is collaboratively planned and used by all language acquisition teachers teaching this group of students

ii. Communicate clear goal that everyone can understand: establishing purpose of inquiry helps learners know the what to expect in the unit—provides options for recruiting interest—UDL guideline 7

iii. Teachers can share the unit goals/objectives with the students in multiple ways by unpacking the unit together with the students. Students can develop more inquiry questions together with the teacher, they can record this part of the unit, this section can be put on the unit display wall. Facilitates to achieve some of the UDL guidelines 1, and UDL guideline 7
Case studies from UDL Research

• Please refer to the Case studies from UDL Research [www.cast.org](http://www.cast.org) for more insight on how IB teachers develop learning goals that incorporate UDL guidelines
• e.g. case study 1, 2
References


• http://carla.umn.edu/cobaltt/modules/assessment/ipa/example5/index.html


• http://ibo.org/contentassets/318968269ae5441d8df5ae76542817a0/research-udl-full-report-en.pdf
UDL in IB Assessments
Universal Design in IB Assessments

- Designing and developing assessments that are accessible at source
- Understanding and addressing barriers at the point of design
- Ensuring that the performance of all students is a reliable and valid measure of their knowledge, skills and abilities.
- Universal design is now included in the IB’s assessment charter.
What does it mean?

Designing of the test in a way that it does not pose an impediment to its access in terms of

- understanding the information presented,
- interacting with the content
- responding to a level and in a manner that demonstrates the level of attainment in the target knowledge, skills and ability being tested.
Elements of Universal design

1) Clear definition of the construct during curriculum development, assessment design and test development

Explicit and well-defined constructs to measure what the assessment is intended to measure.

- Anything irrelevant to the construct can cause construct-irrelavance
- Anything irrelevant to the construct can act as barriers to access
Elements of Universal design

2) Identification of primary and ancilliary KSAs during assessment design (and the information used for test development and marking)

Primary KSAs are the focus of the test

Ancilliary KSAs:

• Supplementary but required for successful performance as they are built into the test.
• Potential sources of barriers to access and content irrelavant variance
• Cannot be completely eliminated, but should be very carefully examined
Elements of Universal design

3) Categorizing integral, useful and incidental aspects of a test question

A] Integral aspects

B] Useful aspects

C] Incidental aspects

A] Integral aspects

• Core aspects that are indispensable to the measurement of the target construct

• Cannot be eliminated
Elements of Universal design

B] Useful aspects

• Aid the measurement of the target construct
• Construct can be measured without them
• Author’s choice to include them in a test item
• May be barriers to accessibility and can introduce construct irrelevancy
• Authors have to weigh the benefits against the drawbacks and give execute choice with objectivity
C] Incidental aspects

- Can be removed without any harm to the measurement of target construct
- Unnecessary barriers to accessibility and causes of construct irrelavancy
- Careful examination may lead the author to eliminate them.
Elements of Universal design

- Draw the human elbow joint
  
or
  - The X-ray below shows the human elbow joint. Label I and II

[Source: www.theshepherdz.net/img/elbow_xray.jpg]
Elements of IAD

3) Maximum readability and comprehensibility

- Questions should test skills, knowledge and understanding of the subject rather than literacy* skills (unless that is the purpose of the test, such as in English language)

- The complexity of language used in a question may act as a barrier to understanding and add to construct-irrelevance

- Language that is not specific to the content of the assessment should be simple and clear

- Language used should be universal
Video, transcript and subtitles
The new face of tā moko (tattooing) in New Zealand

With reference to Source 4, list reasons why cultures have marks on the body.
Highlight tool
Test questions should

- Reflect
  - the diversity in our society
  - the experience of all groups in a balanced way
- Balance gender roles, activities and images
- Avoid narrow, negative views and stereotypes
- Be sensitive to the beliefs of others
- Not include examples that reinforce inequalities
- Not include emotionally disturbing events that would affect candidates who relate to them
References

