Co-Creating a Learning Community: UDL in a Post-Secondary Access Program

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Objectives

1. To **share** about the UDL and Social Justice work we are doing in the Post-Secondary Transitional program where we work.

2. To **experiment** with co-creating a learning environment
Agenda

- Introductions
- Our Program
- UDL and Co-Creation
- Co-creation Experiment
- Reflection and Action
Which of your identities feel most present for you right now?
Small Group Introductions

At your tables share your name and answer the question:

What is one thing that helps you feel like you **belong** in a new environment?
The Program
VIDEO:

Transitions to Post-Secondary Education (TPE) Program
TPE Values

• Social Justice
• Anti-oppression
• Harm reduction
• Self-determination
• Equity
Some of Our Learners
Our Learners

‘Mental Health Problems and/or Substance Use/ Addiction’

What experiences lie beneath the surface of the iceberg?
Question:

What experiences lie beneath the surface of the iceberg?
Addressing Structural Barriers

• Transitional support
• It’s free!
• No medical documentation required
Addressing Barriers to Learning

- Academic accommodations universally available
- Access to college supports and technology
- Peer-led homework space
Creating Community

• Community lunch room
• Connections in the classroom
• Celebrations
• Food
Staff and Faculty

Backgrounds in community organizing, psychotherapy, social work, disability studies and technology.
Counselling

Counsellor interns training at the program and available for student support
Exciting UDL Development

• Involvement in College-wide UDL Pilot Project

• Undergoing a curriculum review and evaluative research using UDL as criteria
UDL and Co-Creation
Accessible, equitable learning environments are co-created
Definition of Co-Creation

• Working together across difference
• Jointly producing a product/service/environment
• Shared values
• Mutually beneficial outcomes
Co-Creating a Learning Community

• No need for expertise
• Relational, exploratory, experimental
"Let’s figure this out together"
Activity Objective

To experiment with co-creating a just and equitable learning environment.
Think of a peak learning or working experience.

I **work** best when... (2 times)

I **learn** best when...(2 times)
From your “I work/learn best when...” statements, create two statements of desire beginning with:

“I want...” or “I need...”
Group Discussion

• **Share** your “I want/need” statements with your group.

• **Recall** what each of you shared at the beginning about what helps you feel you belong.
Learning Outcomes

Explore how you would work together so that each of you has opportunities to practice the learning outcome provided.
Guiding Questions

1. What **processes** would you use?

2. What **resources** would you need?

3. How would you **assess** yourselves and each other?
Reflection Questions

1. What helped you to advocate for your learning preferences/needs? What hindered?
Reflection Questions (Cont’d)

2. How did your “I want/need” statements create inclusive conditions for others? How did they not?
3. How did it feel to include yourself in the creation of this learning community?
Final Evaluation Question

How can the experience of co-creation inform the UDL work you’re already doing?
Thank-you!

We have been:

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