

“Understanding the Concept of Universal Design for Learning with an Intersectional lens for equity purposes.

**Presented @ Interagency Core Team
Event-Killington Hotel**

10/10/2023 @ 10am to 3pm

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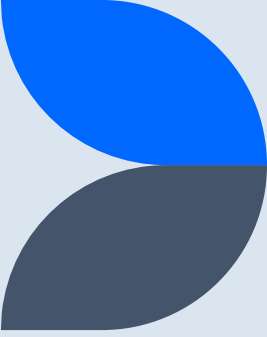


Outline

- Introduction
- Our Agreement
- Our Primary goals
- Universal Design for Learning-(UDL) for Ethical & Equitable Educational Environment
- Timeline with outcomes with Intersectional Lens
- Summary: Connecting Policies and Practices in Pledges
- Some Resources for UDL Classrooms
- Questions & Answers
- Thank you



Our Agreement



- We are active listeners
- We are here with open minds
- Respect other's opinions and perspectives
- Share conversation time; "Step Up/Step Back"
- Be willing to be uncomfortable
- Be aware of personal biases, and work to understand them
- Try to empathize before making a judgement
- Embrace UDL with an intersectional lens

What is our goal today?

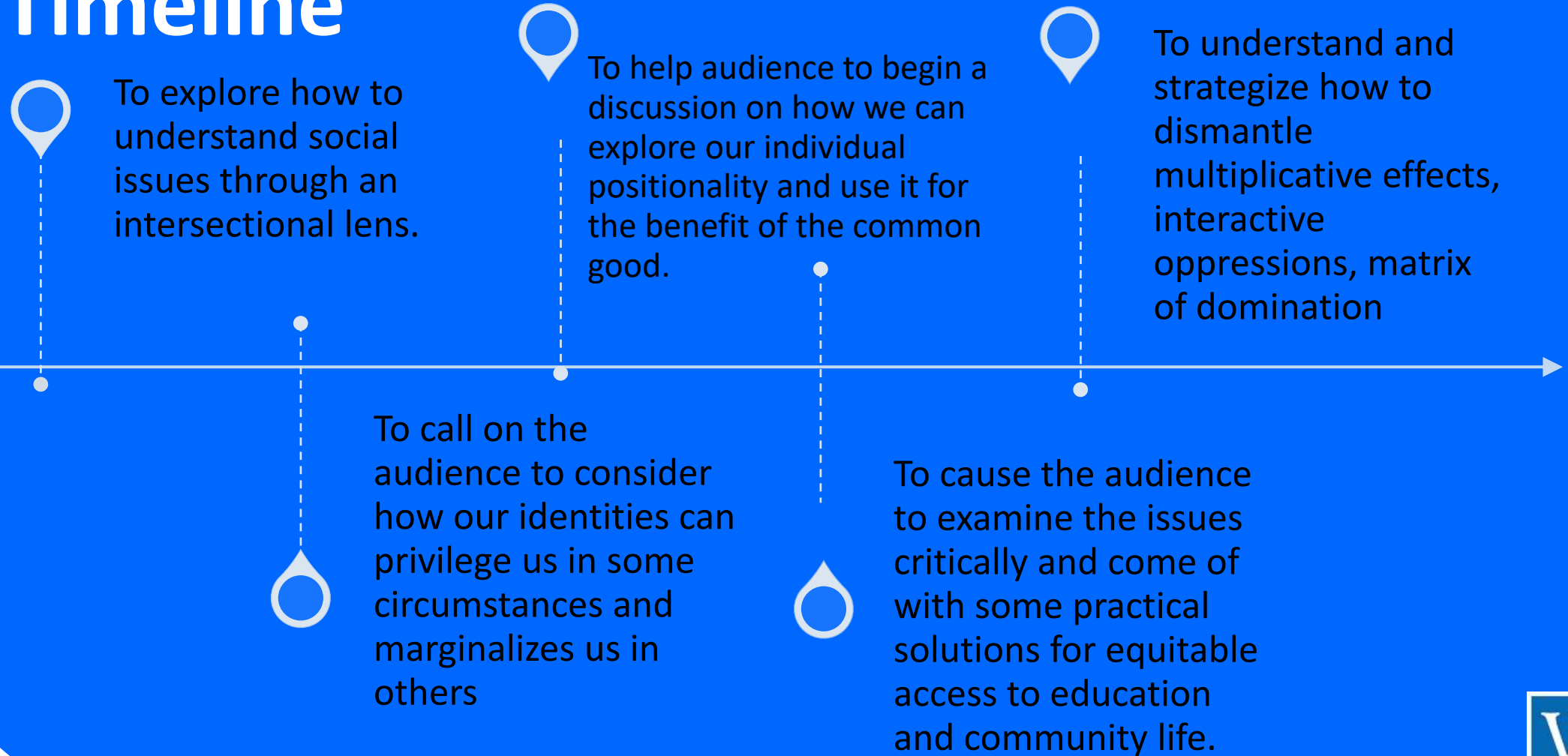
This workshop exposes the audience to the concept and framework of intersectionality through the lens of UDL to understand the systemic social inequity and complex discriminations.

It dismantles the “single-focused lenses” which does not address the complexity of social problems faced by marginalized groups.

It describes the ways in which systems of inequality based on race, ethnicity, gender, disability, class, sex, age, and other forms of discrimination “intersect” to create unique dynamics and effects.

OUR OUTCOME TODAY

Timeline



“
Until the lion learns how
to write, every story will
glorify the hunter.
”



African Proverb

What is Intersectionality

The legal scholar, **Kimberlé Crenshaw** defined intersectionality as “a lens through which you can see where power comes and collides, where it interlocks and intersects.”

<https://www.youtube.com/watch?v=w6dnj2lyYjE>

What has UDL got to do with Intersectionality?

<https://www.youtube.com/watch?v=w6dnj2IyYjE>



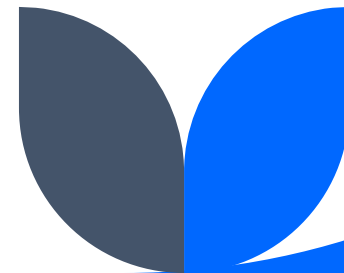
Intersectionality is...

“A concept that refers to the fact that we live our lives as occupants of a combination of social statuses that locate us in relation to social systems—gender, race, social class, ability, and many others—and that **to understand our experience and behavior, we have to consider how those combine and interact with one another, often in complicated ways.**”

Johnson, Allan; Johnson, Allan. Privilege, Power, and Difference (Page 146). McGraw-Hill Higher Education. Kindle Edition.

What is intersectionality

Intersectionality is a framework for understanding social inequity and complex discriminations and oppression.



Oppression is...

When marginalized groups “exist on the lower or outer limits of social desirability and consciousness.”

How does this affect teaching?

---Derald Wing Sue, PhD
Professor of Counseling

Psychology at Columbia University.

PRESENTATION TITLE

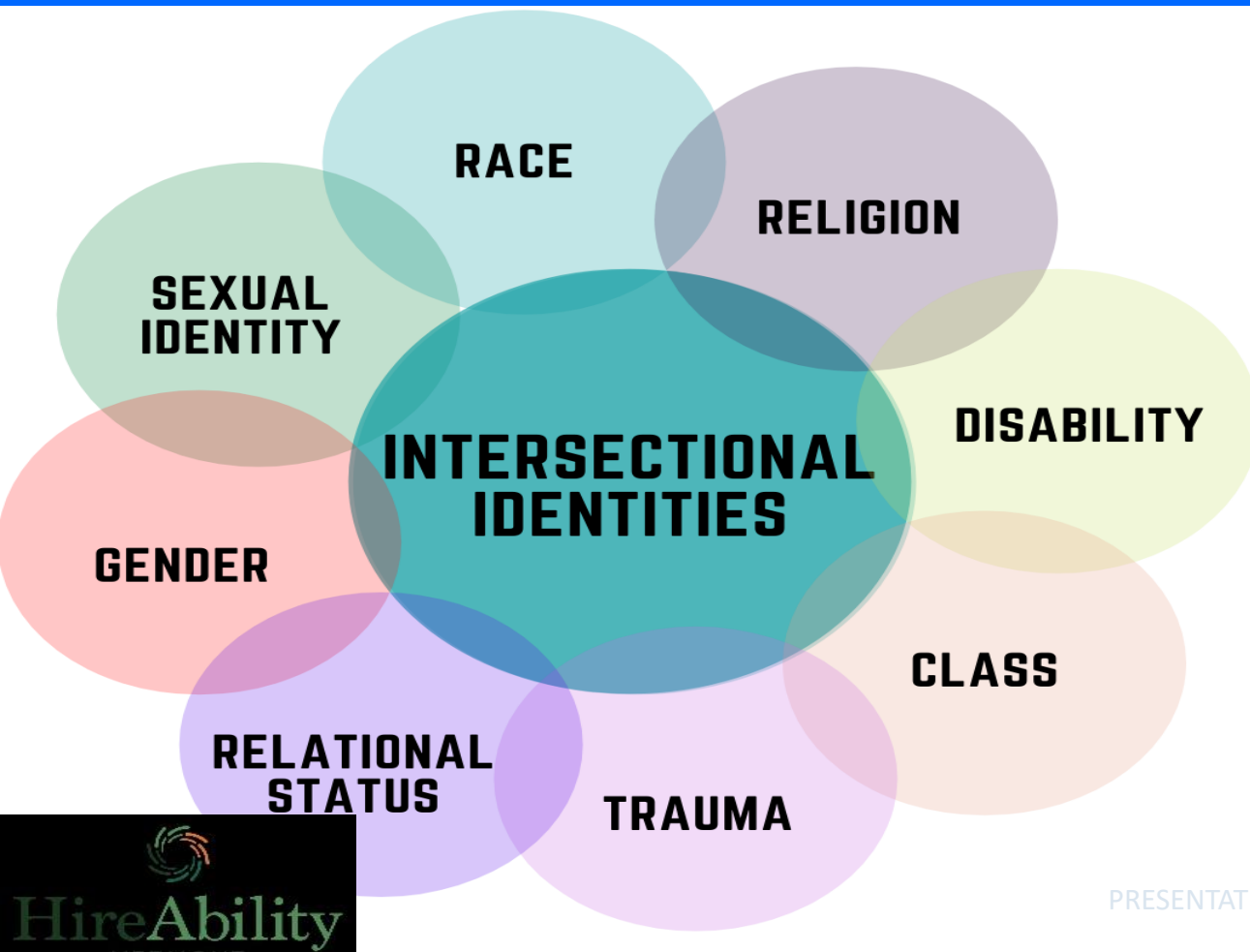
Marginalized Groups

- “These groups are “perceived negatively, given less status in society and are on the margins of our social, cultural, political, and economic systems.”
- “The result is often exclusion from the mainstream of life in our society, unequal treatment, and social injustice.”
- In the “mainstream” there are opportunities and resources that should be open to anyone.

Let's bring the issue home

- Who are you?
- Mention any marginalized group you know.
- Why do you think these group are oppressed?

Some of the Identities we carry



Let's see how we can be Intentional with UDL?

Universal design for learning (UDL) is an approach to designing course instruction, materials, and content so that all students are able to access learning with a diminished need for retrofitting or accommodation.

The concepts behind UDL encourage instructors to create flexibility and choice in their courses to the maximum extent possible so that unintended barriers to learning can be avoided or diminished.



The Principles of UDL

Provide multiple means of Engagement

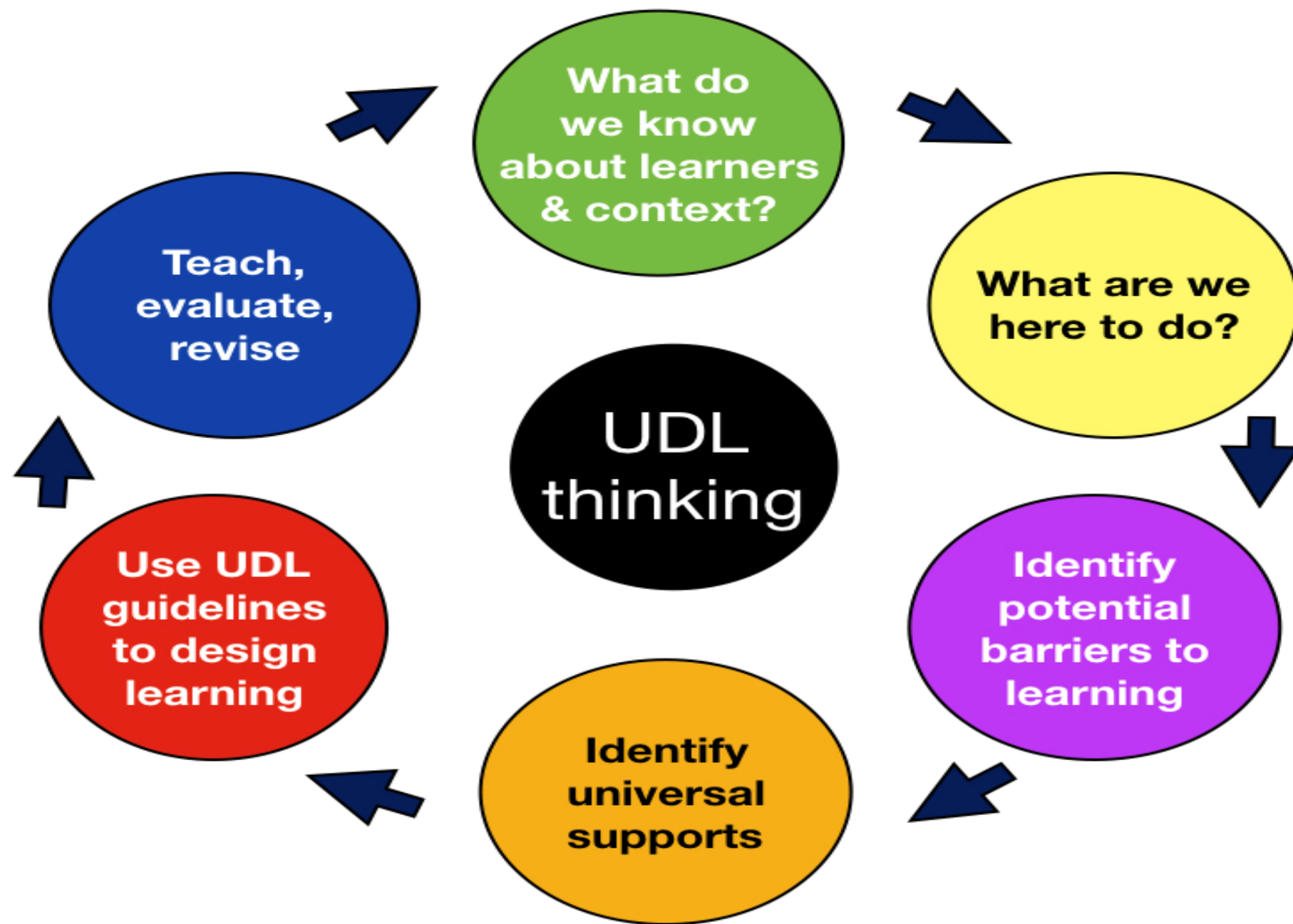
Affective Networks
The "WHY" of learning

Provide multiple means of Representation

Recognition Networks
The "WHAT" of learning

Provide multiple means of Action & Expression

Strategic Networks
The "HOW" of learning



UDL AT A GLANCE

https://www.youtube.com/watch?v=bDvKnY0g6e4&ab_channel=CAST

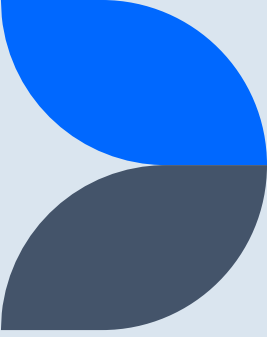
What UDL means to me as a Lecturer

My focus around the UDL is very critical because:

- It is a design-which covers everybody (not only people with disabilities) as much as it is intentional, purposeful, and planned from the beginning of any educational project.
- In my understanding of UDL, one can find UDL at all levels of system. For instance, in the classroom, school level, and system level. In an inclusive education system, it is a core piece of that transformational engagement which trickles down from the system to the school and to the classroom level.
- Explaining the concept and the principles of UDL as the contributing factor to equitable and just education must be very vital in our teaching, research, and service work.
- I lead the students to acquire the knowledge that UDL is a factor which is useful to inclusive environment but not inclusive education alone.

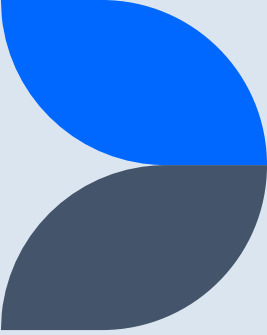
Why is this critical?

- You can understand UDL framework well if you grasp the concept of Intersectionality.
- With an intersectional lens, UDL framework will empower you to develop some tools which you can use to fight for social justice, equity, and inclusion ethically in your classrooms.



What do you need to do now?

1. Identify your audience/students with an intersectional lens
2. Gather data and information to make the case
3. Assess the political climate and opportunities for advocacy intervention
4. Identify partners and collaborators in your school
5. Identify what a win looks like for the change you want in your classroom
6. Identify strategies for achieving goals, objectives, and intended outcomes
7. Create a detailed action plan and timetable
8. Execute/ follow through on action plan on UDL



YOU CAN TAKE A PLEDGE

Pledge of Aloha

I believe that every person has a role in society,
and deserves to be included and treated with respect in their family, school, and community.

I believe that every person should be free to express what is truly
in their heart and mind, whether male, female, or in the middle.

I believe that every person should be able to practice their cultural traditions,
and to know and perpetuate the wisdom of their ancestors for future generations.

I believe these values are embodied in aloha: love, honor and respect for all.

Therefore, I pledge to live aloha in everything I do,
and to inspire people of all ages to do the same.

My Personal Pledge

What is needed

I believe that all people should have equitable access to current and accurate information about the issues that impact our lives, both past and present.

What I know

I understand that as an international adjunct faculty member, I have the privilege of working in an environment that allows me to explore and ponder these issues.

My Action now!

Therefore, I pledge to continually work on my skills as an educator and activist for human rights. Although this can be a daunting task, I am committed to doing my best.

Seed of Hope for Equitable and Just School Environment

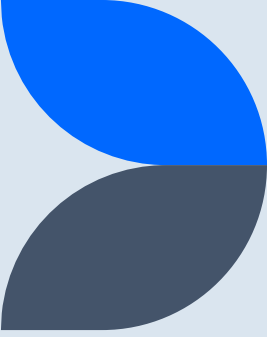
A Personal Pledge



PRESENTATION TITLE

Reflection: What can I do now?

Reflect on what you might include in a personal pledge to prioritize UDL in your school environment.



Create a Personal Pledge

- I believe...
- I do not...
- I accept...
- I respect...
- I am driven to...
- Therefore, I pledge to...



Some Powerful quotes to help you serve equitably

“Intersectionality is a lens through which you can see where power comes and collides, where it interlocks and intersects.” Kimberlé Crenshaw

“Strength lies in differences, not in similarities.” – Stephen Covey.

“We need diversity of thought in the world to face the new challenges.” – Tim Berners-Lee.

“Learn to enjoy and respect each other's differences.” – Fred Meijer.

“In diversity there is beauty and there is strength.” – Maya Angelou.

Conclusion-What we did today

1

I help audience to begin a discussion on how we can explore our individual positionality and use it for the benefit of the common good.

10/7/2023

2

I help them to explore how to understand social issues through an intersectional lens so that they can use UDL framework effectively

3

They understand and strategize how to dismantle multiplicative effects, interactive oppressions, matrix of dominations in the classroom

PRESENTATION TITLE

4

I call on the audience to consider how our identities can privilege us in some circumstances and marginalizes us in others

5

They have critically examined themselves and wrote a pledge with some practical solutions for equitable access to education and community life.

One Current Resource for You

My Memoir to start the Discussions

Where can I find it?



Phoenix Bookstores

<https://www.phoenixbooks.biz/book/9781957184319>

Amazon

https://www.amazon.com/Im-Able-Womans-Advice-Disability/dp/1957184310/ref=sr_1_1?crid=WHF0OMCXC1IU&keywords=i%27m+able+sefakor&qid=1696686142&s=books&s_prefix=I%27m+ABLE%2Cstripbooks%2C548&sr=1-1

Barnes & Noble

https://www.barnesandnoble.com/w/im-able-sefakor-g-m-a-komabu-pomeyie/1144007919;jsessionid=23AF488121A0EDF2689838758A3BC385.prodny_store01-atgap15?ean=9781957184319

Other Resources:

- Crenshaw, K. W. (2017). *On intersectionality: Essential writings*. The New Press.
- https://www.youtube.com/watch?v=bDvKnY0g6e4&ab_channel=CAST
- Valenzuela, M. (2017). King county's journey in institutionalizing equity and social justice. *Public Administration Review*, 77(6), 818-821.
- Hall, N. M. (2016). Quotes, blogs, diagrams, and counter-storytelling: Teaching intersectionality at a minority-serving institution. In *Intersectional Pedagogy* (pp. 150-170). Routledge.
- Sue, D. W. (2010). *Microaggressions in everyday life: Race, gender, and sexual orientation*. John Wiley & Sons.

Thank you. Question?

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