MY UDL JOURNEY, 2021 COHORT

- MARIAM SAMBE

Promoting student inclusion, student engagement, and student success

AGENDA

Why I joined UDL

What I changed in my teaching

What I got out of it

Promoting student inclusion, student engagement, and student success.

BACKGROUND

Humanities Prof:

- 101: Knowledge

- 102: Worldviews

- BXH: Ethics

→ Philosophy

→ General knowledge

→ Reading

101: KNOWLEDGE

- Critical thinking
- Argumentation
- **Critical pedagogy**
  - Understanding oppression
  - Empowering youth = dialogue
  - Promoting social action

Promoting student inclusion, student engagement, and student success

WHY I JOINED UDL

- Self-improvement

- Current research

- The demographic of Dawson students

Promoting student inclusion, student engagement, and student success
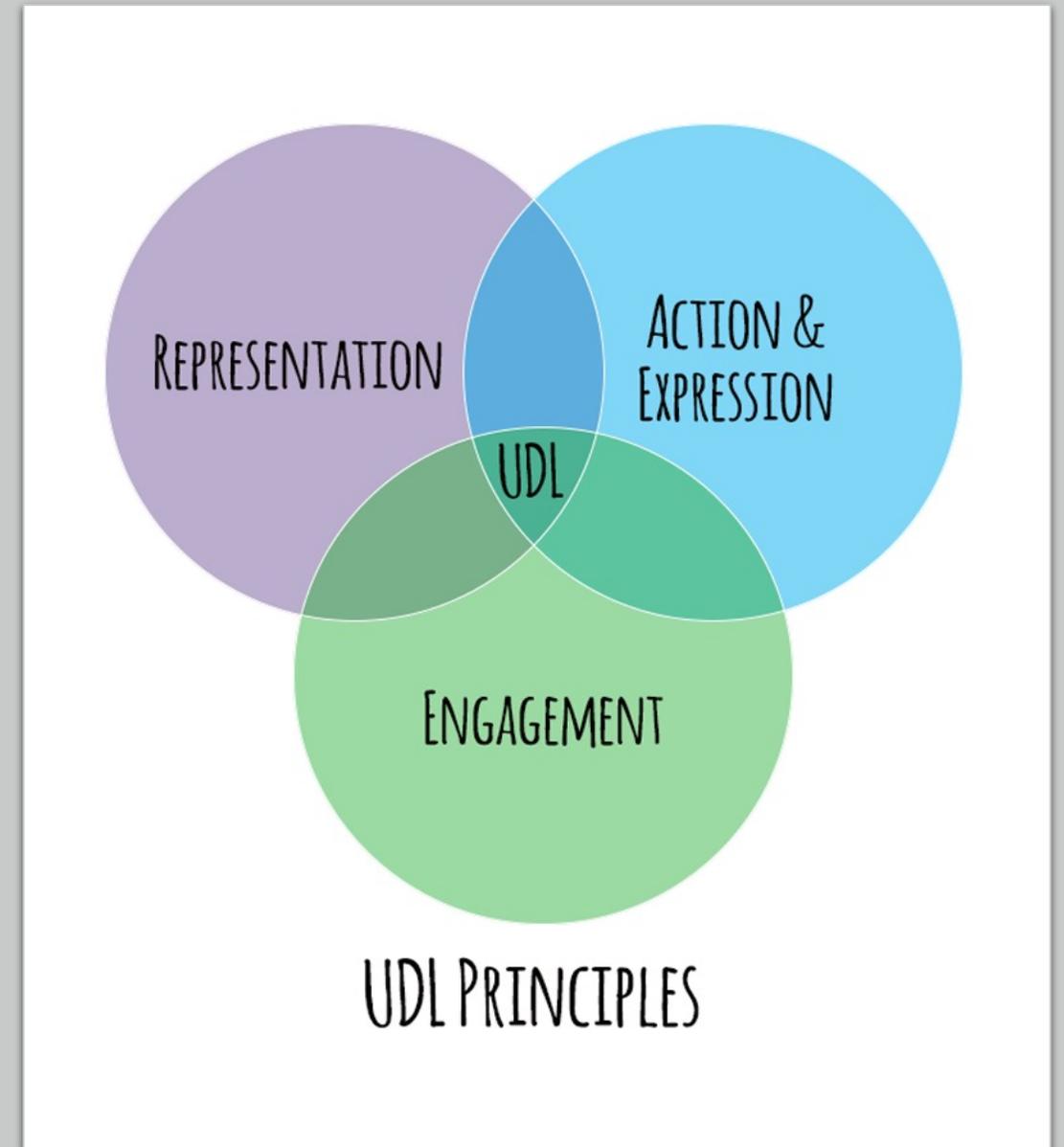
WHAT I CHANGED

- The outline

- My approach to teaching

- Assessments

Promoting student inclusion, student engagement, and student success

My name is Mariam Sambe, and I would like to we
course! For some of you this might be your first CI
for others you might be returning after having tak
education. No matter the situation you are in, you
am happy to be working with you this semester. M
philosophy is simple: I want to promote student ir
engagement, and student success. This means tha
diversity in all its forms. Our class will be participa
and your opinion and experience is of the utmost

As your teacher this semester, I am committed to
Universal Design for Learning (UDL). This means th
support a wide range of learning styles and abilitie
different, has different challenges and strengths, a
experiences. Therefore, I endeavor to provide a learning environment that offers flexible op
learning. However, if you experience any barriers to your learning during this course, please
me so we can come up with a solution. Remember, if I don't know what is going on, I canno
ask for you in exchange is to respect your classmates, your professor, and the material of th
class, our virtual spaces, and our interactions must be as inclusive as possible. Mutual respe
ability to listen and to observe others carefully are crucial to universal learning. Last, please
class. Learning should not be a burden ☺.

LEARNING ACTIVITIES AND TEACHING METHODS:

Considering that this is a critical pedagogy class, emphasis will be put on active writing and engagement. Students will be invited to analyze and reflect upon the ways in which knowledge is constructed while looking at world issues. Thus, opportunities will be provided for students to express their opinions. As such, they will be expected to have done their homework and their readings prior to class. Participation is of the utmost importance. There will also be several group activities and projects to be engaged in.

This course will examine the dichotomy between the issues of power and oppression in the world. A particular attention is given to how society, economics, and politics are intertwined and how schooling shapes perspectives of what it means to be powerful/powerless. This course will deal with fundamental questions concerning how education (brought by school, media, or society as a whole) shapes our knowledge and position in the world. We will begin with defining and understanding what Critical Pedagogy is. Then, a brief look at some of the founders of Critical Pedagogy will be outlined, mainly, Paulo Freire, Henry Giroux, and Ira Shor. Last, we will examine some real-world issues, along with the application of critical pedagogy to solve these issues.

REQUIRED OR RECOMMENDED TEXT(S) OR READING(S):

There are **no books to be purchased**. All articles for this course will be available electronically and students will be expected to keep up with the reading every week.
Additionally, students **MUST** print this outline and have it with them in class.
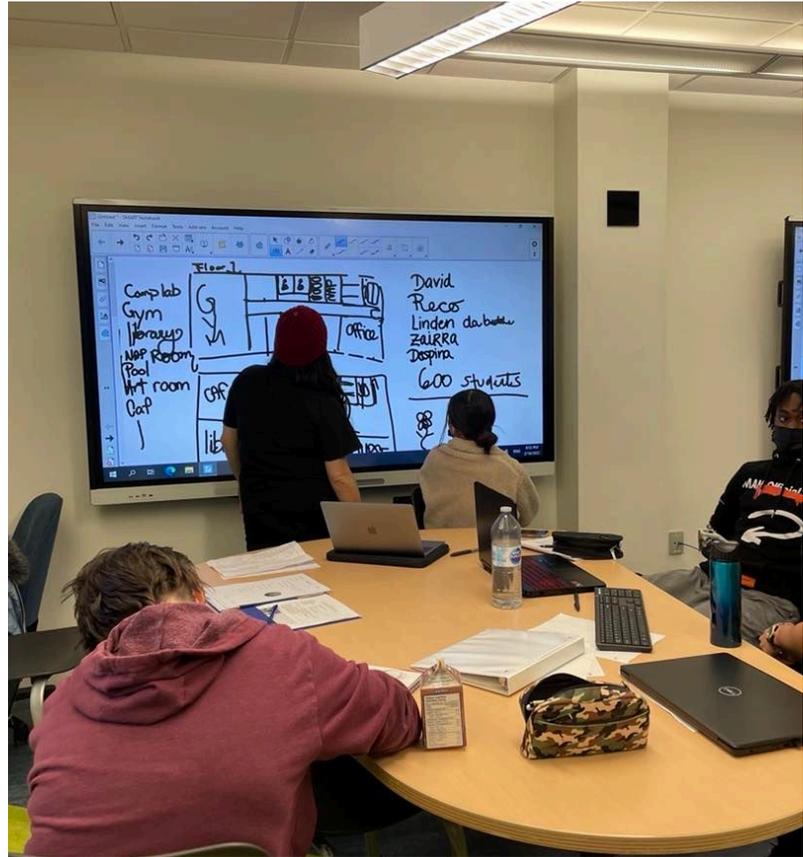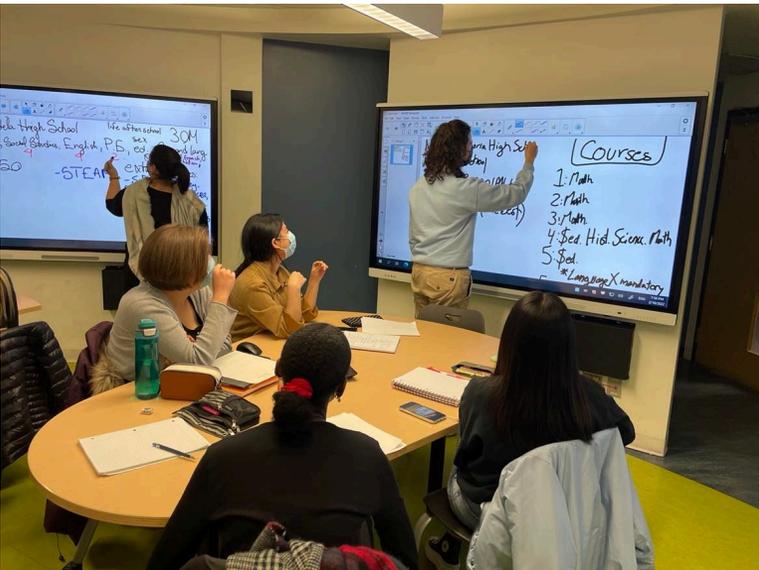

OUTLINE

Captivating, detailed, inclusive

APPROACH TO TEACHING

Flexible, engaging, and experiential

Project 1: Argumentative essay→ Pair work
Project 2: PSA (video) → Group work
Project 3: Website/blog → Individual work

ASSESSMENTS

No exams, project based, no strict deadlines

PSA Examples

- ECONOMY:

  https://photos.app.goo.gl/smbte673oC7KMgJs6

- HEALTH/ENVIRONMENT

  https://www.youtube.com/watch?v=ToTq1chxPtE

WHAT I GOT OUT OF IT

- A lot more participation

- A lot more work done

- Collaboration and a sense of community

- Everyone is involved

- A sense responsibility

THANK YOU

Questions?

Comments?

Feedback?

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