Using the Minnesota Framework for Universal Multicultural Instructional Design: We are all Learners	**Participant Guide**
	Using the Minnesota Framework for Universal Multicultural Instructional Design: We are all Learners
	4 hours

Using the Minnesota Framework for Universal Multicultural Instructional Design: We are all Learners

<u>Core Competencies</u>: Content Area VI Professionalism
<u>Trainer level</u> 2
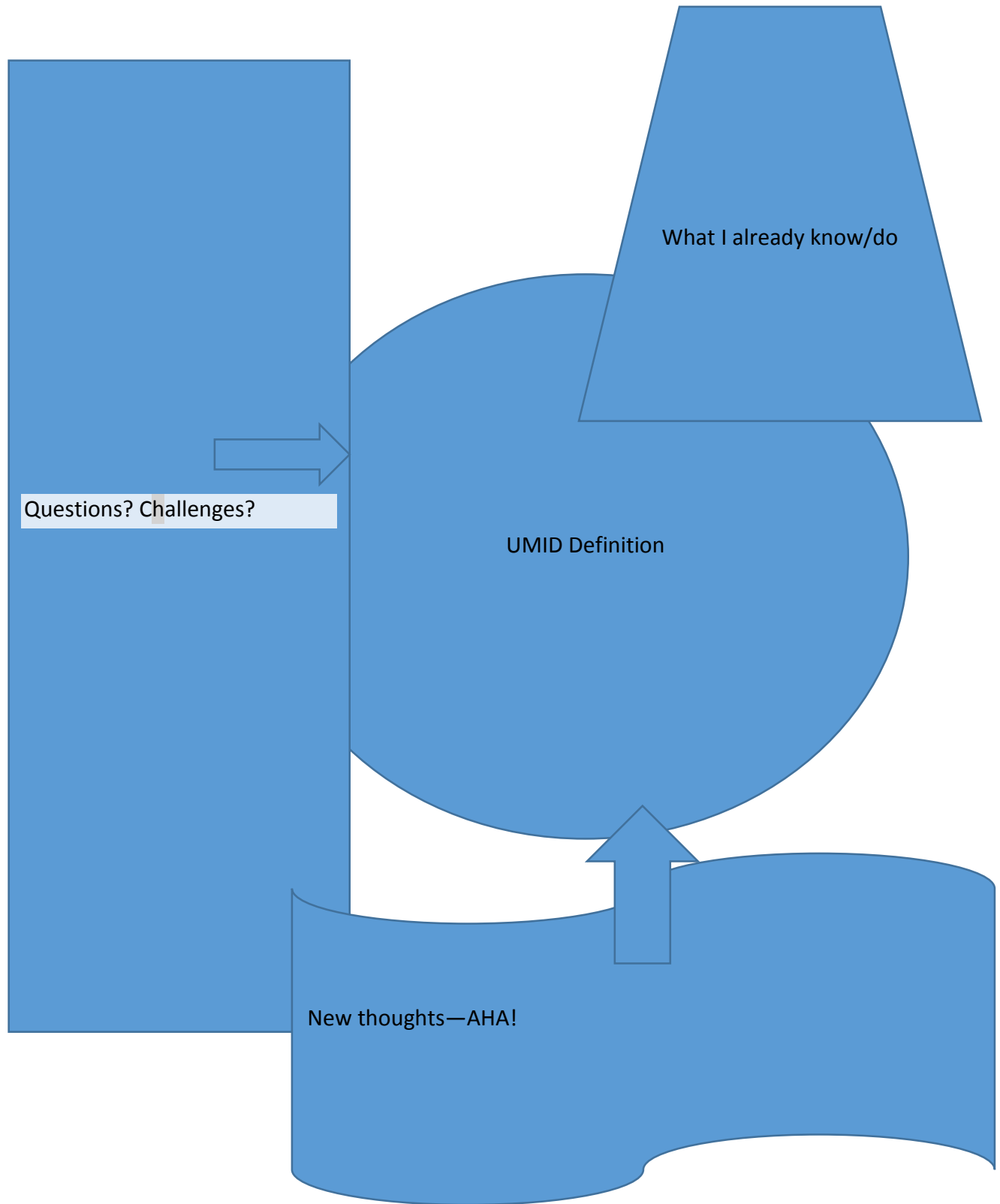<u>CDA Content Area</u>: Maintaining a commitment to professionalism

Session Objectives:
- **Define** Universal Multicultural Instructional Design. (Content: what/why)
- **Examine** and **experience** professional development activities that reflect a universal multi-cultural instructional design (UMID) framework.   (Analysis/reflection)
- **Incorporate** the UMID framework principles **into training planning/delivery.** (Skilled practice)

Session Overview:

Time	Section Overview – Key Concepts	Overview of teaching technique	Objective Key UMID Foundation
20 minutes	1. Welcome, introductions and personal experience	• Presentation • Individual reflection • Pair share/Share out	3 (reflection)
20 minutes	2. Context, definitions, and organization of the document:	• Presentation • Discussion	1 (content)
30 minutes	3. Explore 4 foundations	• Individual: skim training section • Small group: Analyze actual training:	1,2 (content, reflection)
15 minutes	4. Pause and reflect: Self-assessment on key principles.	• Individual reflection • Pair/share & discussion • Which of the 4 foundations are more natural? Are there particular Key principles that are challenging?	2
15	BREAK		
30 minutes	5. Use UMID to apply to specific audiences.	• Presentation • Individual practice with video • Small group activity: one training section adapt to various audiences	3
30 minutes	6. Problem-solve challenging key principles	• Small group discussion/report back. • Large group	2
50 minutes	7. Individual planning USING the MN UMID Framework	• Individual work Activity	3
20 minutes	8. Brainstorm and discuss strategies that address **implementation challenges**.	• Brainstorm what gets in the way and solutions.	2
10 minutes	9. Conclusions, planning	10.	3

Doodling paper instructions: Draw a picture of this session as we go.

What I already know/do

Questions? Challenges?

UMID Definition

New thoughts—AHA!

Key principles for training design	Examples of questions to ask to determine if guidelines are met	Putting the principle into action: training activities/rationales that exemplify the key principle
6. **Value participants' real life experiences and diverse reasons for attending training.**	How are participants invited share their past experiences? (Where in the training? Which activities?) How do prior learning experiences shape participants' perceptions of course content and processes? What strategies help participants feel included and valued? Why are you here? What do you already know? What do you want to learn (KWL)	--Ask how many years of experience (add up the total) & reflect back to whole group to represent shared expertise. --During the training, participants turn to a partner and share their experience/idea. --Use an Agree/Disagree activity with statements read aloud. --Ask participants to make an audio recording to send to instructor. Audio activities are strategies to use in online training, where participants may have visual impairments, or when participants may want to plan ahead (such as telling a folk tale). --Allow opportunities for participants to share emails after class. --Create a safe space to share real reasons for attending but also challenge thinking. Trainers may ask, "why are you here?" and someone might have a motive like, "I'm here because I need my CDA" or "I need the hours." Use this as an opportunity to affirm/name a larger context by responding, "Great! —WHY do you need hours?" to guide the conversation beyond filling requirements into the potential for gaining insight or new strategies
7. **Seek participant knowledge and perspectives in order to co-create and enrich content.**	How do participants contribute their own ideas and application of knowledge? Are there reflective (individual and group) opportunities for participants to map the training content onto their own understanding and experience? Where do participants have opportunities to tell the trainer how this content can (or does) apply	--Seek participant input EARLY, either via introductions, pair share, or a strategy that asks them to speak in a non-threatening way. When a participant hears his/her own voice from the beginning—it makes them more likely to participate later. --Participants set goals and "try out" new skills between training sessions and with intentional follow-up debriefs in the next session about lessons learned and adaptations they made in their practice. --In training on assessment, participants choose a "focus child" to practice between sessions and think about during skilled practice within the session. --Include a variety of strategies for reflection, since some participants may need more time to process questions (whether learning style or language). For example, in addition to

Training activity: Sample section from UMID Framework chart—Foundation 2 How We Learn/How We Teach

Key principles for training design	Examples of questions to ask to determine if guidelines are met	Putting the principle into action: training activities/rationales that exemplify the key principle
	to their work or how fits their frame of reference. What is the balance between trainer-directed dissemination of knowledge and participant contributions? What requirements in the training might be intimidating to some participants? How does the training/trainer gather and affirm others' ideas in the group?	asking a whole group question, offer opportunities to "think for one minute and then we'll talk" or "jot down two ideas first." --Ask participants about their own expectations. What interests them about the topic? --Ask participants to spend time writing or drawing individually to spark thinking. --When reading a children's book about "differences," ask "What comes to your head about being different?" --When participants seem uncomfortable with a particular idea (*e.g.,* using sand and water play in family child care), often someone else in the group is already doing the activity and would be a better advocate than the trainer. Ask, "Who is doing that now? How do you make it work?" --Refer back to an idea or example from a participant. "As Ruth said when she mentioned how parents responded to her new entry bulletin board, the environment can be a powerful tool in creating partnerships with parents."

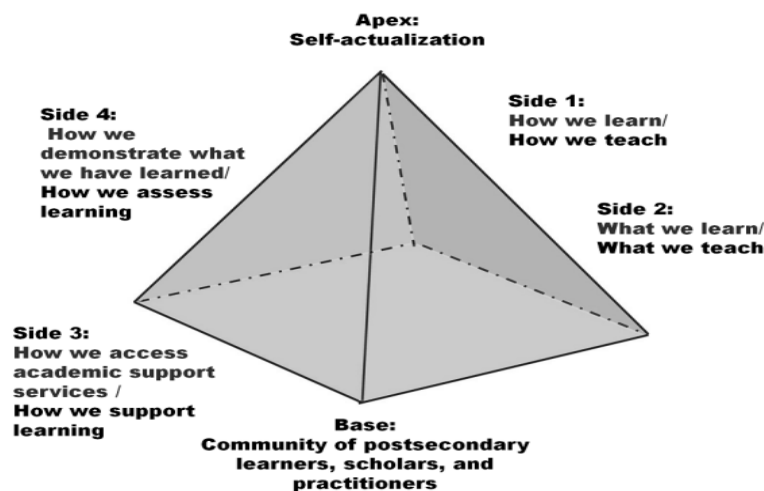## Introduction to the Universal Multicultural Instructional Design and FAQs

What is the framework? It is a tool that helps writers and deliverers of professional development include the background knowledge and experience of the learners in the learning/teaching process. The framework recognizes that early childhood care and education professionals bring values and practices from their families, cultures, and individual learning experiences into the professional development event. With that in mind, training curricula address new knowledge and skills but also reflect and/or invite expertise and experiences from both instructor and learner. This framework consists of the four foundations from the Integrated Multicultural Instructional Design and the key principles that support them (Higbee, 2008): how adults learn and teach, what adults learn and teach, how support services are accessed or provided, and how learning is demonstrated and assessed.

Adult learning experiences in the early childhood and school aged community are wide-ranging in context, delivery, and audiences. Training contexts include formal credit-based instruction, training of trainers and coaches, teacher pre-service and in-service training, CEU-based, and training to meet program requirements, participant interests, and/or emerging promising practices. Delivery mechanisms include face to face, online, self-study, or a combination. Audiences include practitioners who work directly with children and families, trainers, higher education instructors, families, and other community participants who advocate for or participate in supporting young children and their families. The early childhood universal multicultural instructional design framework is conceived as supporting this variety of learning experiences and audiences.

Why was the framework developed? It was developed to support inclusive learning experiences that consider and build on knowledge, experiences, and practice of *all* adults (learners and instructors).

Where did this framework come from? This framework began as a list of guiding principles from the Minnesota Department of Human Services. It is built on emerging Universal Instructional Design models from higher education and has been adapted to meet the needs of a continuum of learners who are part of the early care and education community in Minnesota. Creation of the framework incorporated feedback from family educators, early childhood trainers, and community advisors from many programs and communities across Minnesota.

The principles that guide the framework arise from Universal Design for Learning (UDL), Universal Instructional Design (UID), and Integrated Multicultural Instructional Design (IMID). While each model has its own language and emphasis, all of them support training design that includes diverse ways to engage learners. Professional development that includes multiple ways to represent and act on knowledge allows learners from all communities to see themselves in the content, knowledge, and skills. The overall experience and perspective of the learner is a valued component of the overall design. (For more information about UDL, UID, and IMID, see Appendix XX).

Introduction to the Universal Multicultural Instructional Design and FAQs

Who is this framework written for? All adult learners can benefit from this framework. They are the ones whose prior learning and experience add value to new ideas or practices. That being said, the primary target audience for this particular document are:

1. **Writers/designers of training curriculum.** This group may include higher education faculty who develop ongoing coursework or writers who develop training for the Department of Human Services or other organizations. While the framework can apply to all levels of training, the more in-depth components of this framework can be applied when the learning experiences are intensive and ongoing.

2. **Trainers who deliver the training**. Trainers are the front line people for how theory and practice find their way from the training plan into the actual training. Using universal multicultural instructional design places less emphasis on instructor-directed (expert-novice) models and more emphasis on collaborative models that intentionally ask, reflect, and value participants' real life knowledge and experiences. The framework recognizes the expertise of *both* trainers ***and*** participants. These collaborative principles will fit some trainers natural style well; others who are used to a more expert role may need support and professional development to let go of that familiar role, (or know how/when to employ it and when to "go with the flow" of the group). Not all examples in the framework will fit all audiences or delivery systems. For instance, some trainers may not have choices about prerequisites, locations, etc. Trainers who use this framework should bear in mind that the framework applies to a wide variety of instructional models and not all examples fit all situations.

3. **Those who commission, approve or facilitate training.** There are a variety of entities that contract for training in order to build capacity, knowledge, or meet program requirements. When the guidelines require fitting deep and/or complex content into a short time frame, it is difficult to practice the principles from this framework. Learning experiences that meet the needs of all learners must weave reflection, content knowledge, and skilled practice together in a way that honors the perspective of the learner.   Funders and sponsors of training must be realistic. Content-heavy sessions, short sessions, or trainers without sufficient background make following the framework more difficult. Rather than short one-time content-rich sessions, adult learning experts recommend sequence-based progressive learning that happens over time (rather than in a one day learning experience.) This allows learners to reflect, practice, and adapt "chunks" of new information into their existing practice.

How to use this chart on the framework for early childhood instructional design

Four Foundations
I.	**What we learn/what we teach**
II.	**How we learn/how we teach**
III.	**How we access support services/how we support learning**
IV.	**How we demonstrate what we have learned/How we assess learning**

The core of the framework are the four foundations and the key principles that support them. Each of the four foundations is outlined in a chart in order to provide deeper thinking and examples about the key principles. Each foundation chart includes key principles, questions, and examples of strategies that represent the key principle. Writers and trainers can use the chart to think about how they represent the key principle as well as see examples of how other trainers have met that particular principle. The chart includes:

1. **Key principles of universal multicultural instructional design**. The key principles came from Universal Instructional Design and have been organized to reflect the early childhood training landscape.

2. **Examples of reflective questions that writers might ask in order to think about how to apply the key principle in the training content, delivery, or practice.** The authors considered writing a framework that only included the key principles. However, training authors may wonder, "what does it mean to actually USE this principle?" "How does this principle look in a training session?" With that in mind, questions are provided that may prompt writer to consider how or whether particular principle is followed. Writers may think of other questions as they work through the framework.

3. **Putting the principle into action: training activities that show what the principle looks like in action.** The framework chart is lengthy primarily because of the examples in the right hand column. This is where the principles "come alive," so to speak. These examples are not intended to be sequential, comprehensive, or applicable to every kind of training. Not all examples will fit every training context, delivery mechanism, or audience. They have been gathered from trainers and training courses across Minnesota as a tool to prompt the writer's thinking—a sort of "brainstorm on paper." Occasional rationales are provided to address the "how" and "why" of a particular activity.

The chart is meant to spur writers' and trainers' thinking and ideas around UMID. These ideas are offered as suggestions rather than prescriptions. There is overlap of ideas in this chart because the four foundations of UMID overlap and influence each other. In fact, writers may decide to use this chart as a working document and add their own example

FOUNDATION	KEY PRINCIPLES FOR TRAINING DESIGN
Foundation 1: What we learn/what we teach	1. Identify essential content and skills for each course and the program as a whole. 2. Establish course objectives that reflect/align with essential course components. 3. Content is relevant to all participants. Do not exclude students on the basis of gaps in prior knowledge 4. Content is multicultural 5. Content reflects global perspectives
Foundation 2: How we learn/how we teach	6. Value participants' real life experiences and diverse reasons for attending training. 7. Seek participant knowledge and perspectives in order to co-create and enrich content. 8. Use training methods that consider diverse learning styles, abilities, ways of knowing, and previous experience. 9. Establish and communicate clear expectations of learning objectives, engagement and evaluation measures 10. Challenge participants to use deep, reflective learning 11. Include multiple avenues for reflection 12. Use higher order thinking skills in the training process 13. Clearly identify essential skills to cultivate for learning and practice. 14. Integrate development of skills into content acquisition. 15. Create a welcoming teaching/learning environment 16. Be intentional and supportive of participant engagement.
Foundation 3: How we access support services/how we support learning	17. Support growth in skill development as well as content knowledge acquisition 18. Sequence so that content/skills build on one another 19. Ensure that there is a balance between challenge and support 20. Give attention to affective and cognitive aspects of learning 21. Be responsive to participants' needs related to day-to-day living
Foundation 4: How we demonstrate what we have learned/how we assess learning	22. Develop multiple ways for participants to demonstrate knowledge throughout course. 23. Encourage participants to use creative and critical thinking skills to demonstrate knowledge. 24. Establish a clear link between course or program objectives and the content knowledge and skill acquisition being assessed 25. Ensure the absence of bias in the assessment of learning/skill development 26. Impose time limits on an activity only when relevant to the task.

Context: The participants have already had a session on developmental domains and the influences of development on behavior. This "self-regulation" section fits within the social-emotional domain session of the course.

Instructions: 1. Skim this "self-regulation" portion of the training
            2. Analyze what (if) already reflects this UMID principle.
            3. What would you change (add, adapt, eliminate, re-order, etc.) that would embed the UMID principle you have been given?

Presentation – Self-regulation

Say: *The next influence on a child's development that we will be discussing in this session is how children self-regulate themselves.*

Do: Ask the participants to think about the last time they wanted to pay attention but the situation around them was noisy and confusing with lots of stuff going on. How did they respond? Did you have the ability to pay attention or were you easily distracted?

Say*: Ellen Galinsky, in her book Mind in the Making, identifies that many parents/adults lack the ability to stay focused in a 24/7 world. With smart phones, cable news networks and the Internet, many of us are multi- tasking too much and lack the time and ability to focus. Galinksy believes children need to develop the skill of self-control and focus, especially in the 24/7 world which is full of distractions. She identifies these skills as paying attention, exercising self-control, being flexible and remembering the rules. Children develop self-regulation skills in the first five years of life, according to Galinksy.*

Say: *As teachers, we need to intentionally teach children how to interact with one another and how to manage one's behavior. In early childhood, these are the social and emotional development skills children need to attain. In our classrooms, we directly and indirectly teach children social and emotional skills in the hopes that the child will implement the more appropriate behaviors when they are in groups or on their own. If teachers strive for developmentally appropriate classroom and curricula, the ultimate goals of child guidance then is for a child to self-regulate themselves. (Kostelelnik, Soderman & Whiren, 2011).*
Educational specialists have defined self-regulation as the voluntary internal control of behavior (Kostelelnik, Soderman & Whiren, 2011). Educators and parents define it as acting their age, remembering the rules, being empathetic to others.

Ask: *What is your definition?*

Do: See input from participants

Say: *Children who can self-regulate consider others' feelings, are empathetic, can manage their strong emotions while resisting negative temptation, and can delay gratification. Every behavior can be described by the form (the behavior used to communicate) and function (reason or purpose) of the behavior. Children engage in challenging behaviors because "it works" for them. Behaviors which we may see as challenging result in the child gaining access to something or someone (child cries for mom or a specific toy), or avoiding something or someone (escape from the room/play yard). When we really look at the child, we can determine what the child is trying to tell us; however, this is not always easy. When the infant is crying, we need to determine if they are hungry, wet or tired. We need to understand that behavior does have meaning and it is the child who is trying to tell us something. It is our job to investigate the purpose/function of the behavior.*

SMALL GROUP ACTIVITY: Sample training section (from 8 hour course Basics of Child Development)

Self-regulation evolves from an outside-to-inside developmental process (Marion, 2010 as cited in Kostelelnik, Soderman & Whiren, 2011). As we think about a very young child, they rely upon adults to control their behavior; as the child matures, there is a gradual shift from others helping ("outside") to the child being able to control their own feelings and emotions ("inside").

Think of the infant who pulls on your hair as you hold him; your response is, "Ouch, this is my hair," or "Don't," or "Let go of …" As the infant grows to be a toddler, through his/her experiences, they learn to respond to adults' control to behave in certain ways, which is called adherence.

Say: *Adherence (external regulation) is when children are motivated by adherence; they rely on adults to control their actions for them (Kostelelnik, Soderman & Whiren, 2011). As the toddler matures, he/she can respond to verbal cues, such as "Shhh," or "Use a Kleenex to blow your nose." Some children appear to remain in this developmental stage for quite a while. Those children are motivated externally by a reward (given a sticker, sucker, treat) for doing something, which is undesirable, as we want children to gain inner control.*

Do: *With a partner, think about the children in your care who are at this developmental stage of self-regulation. What do you need to do to assist them? What is the most challenging self-regulation skill they have issues with?*

Do: Give them 5-7 minutes, then debrief. Show strategies for infant and toddlers:

Adult-child Interaction with Infant or Toddler   Adult who supports optimal development
—Is sensitive to child's cues   —Responds to child's distress   —Takes advantage of simple, everyday activities to stimulate learning

Say: *The next developmental stage of self-regulation is identification or shared regulation. We know children are at this stage when they can follow rules prompted by an adult. Children love their parents, teachers and other adults in their lives and like to follow their lead. Toddlers and pre-kindergarteners like to adopt the teacher's "code of conduct" to guide them. Children are still dependent on an "outside" source to help them with their behaviors. Identification is a higher level of self-control, but yet is not the highest.*
Internalization, or better known as self-regulation, is the highest level of self-control. It occurs when a child knows the difference between right and wrong; they have comprehended justice, truth and honor. The child can self-regulate themselves, or they have inner control. The child knows what to do in certain situations, even unfamiliar ones. Most pre-kindergarten children have the capacity to self-regulate. Let's look at the next slide for some strategies for adults and children.

Do: Review slide on strategies for 3- to 5-year-old.

Adult-child Interaction with 3-to 5-year-old•   With 3-to 5-year-old
—Directing attention   —Suggesting strategies   —Monitoring, evaluating actions   —Staying directed toward goa
l—Feedback is less directive

Say: *There are influences, though, that affect self-regulation. Call out if you can think of what some of those influences could be. Think about yourself as well.*
Do: Write the comments on flip chart paper. Recap the participants' thoughts and ideas, highlighting key ideas.
Discuss: If list is exhausted, here are some others: Guilt, reasoning between right and wrong, irreversible thinking, memory, empathy, not being exposed to a situation or people.
Say: *In summary, infants are not born with the rules of society. It is our role as educators, along with their parents, community members and peers to guide them as they are developing.*