What is Universal Design for Learning (UDL)

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ahead

creating inclusive environments in education and employment for people with disabilities

In This Session

- **Why UDL?**
- **Differentiation v UDL**
- **What actually is UDL?**
- **How to get started in Blended!**
- **UDL in Practice**

Why UDL?

- **Evidence-based, Quality**
- **Internationally recognised**
- **Policy - aligned**
- **Successfully implemented at all levels of education**
- **Non prescriptive – your UDL for your learners**

Why UDL?

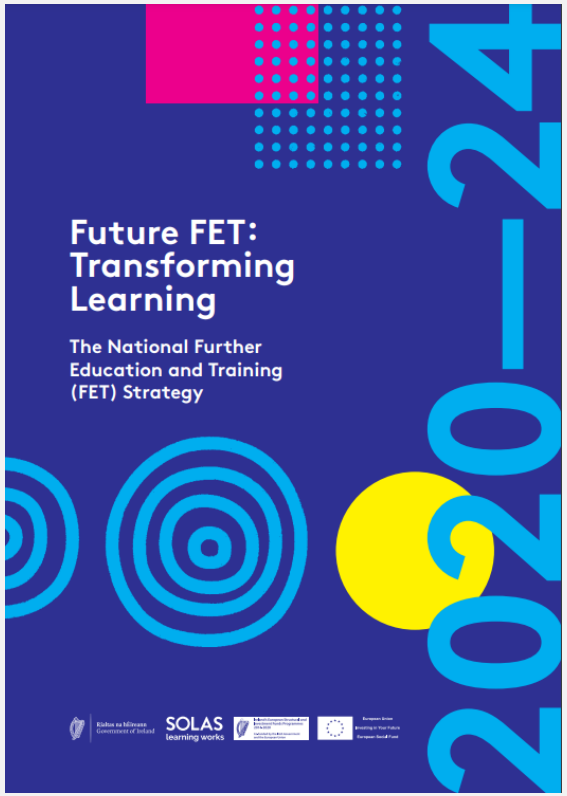
- A response to increasing diversity
- Increased student engagement and satisfaction
- Supports greater accessibility, flexibility, student voice and choice
- Goal: Create expert learners

Policy Landscape – UDL International Alignment

- **UN SDG** - "Ensure **inclusive and equitable quality education** and promote lifelong learning opportunities for all!"
- **UNCRPD** – "**Universal Design, UDL and inclusion are key to achieving the right to education** and training as enshrined in the UNCRPD" (NDA, 2020)

Policy Landscape – UDL in FET

- FET commitment to developing "inclusive practice across the system….**adopting a universal design for learning (UDL) approach in shaping its future provision"**



Policy Landscape – UDL in HE

National Plan for Equity of Access to Higher Education

Principle 8 – "viii. Equity of access policies should be mainstreamed into the everyday life of higher education institutions"….. **"this must be done in accordance with the principles of universal design for learning"**

Comparing Differentiation and UDL

Differentiation and Add-on Supports:

Reactive – Putting up ladders

UDL:

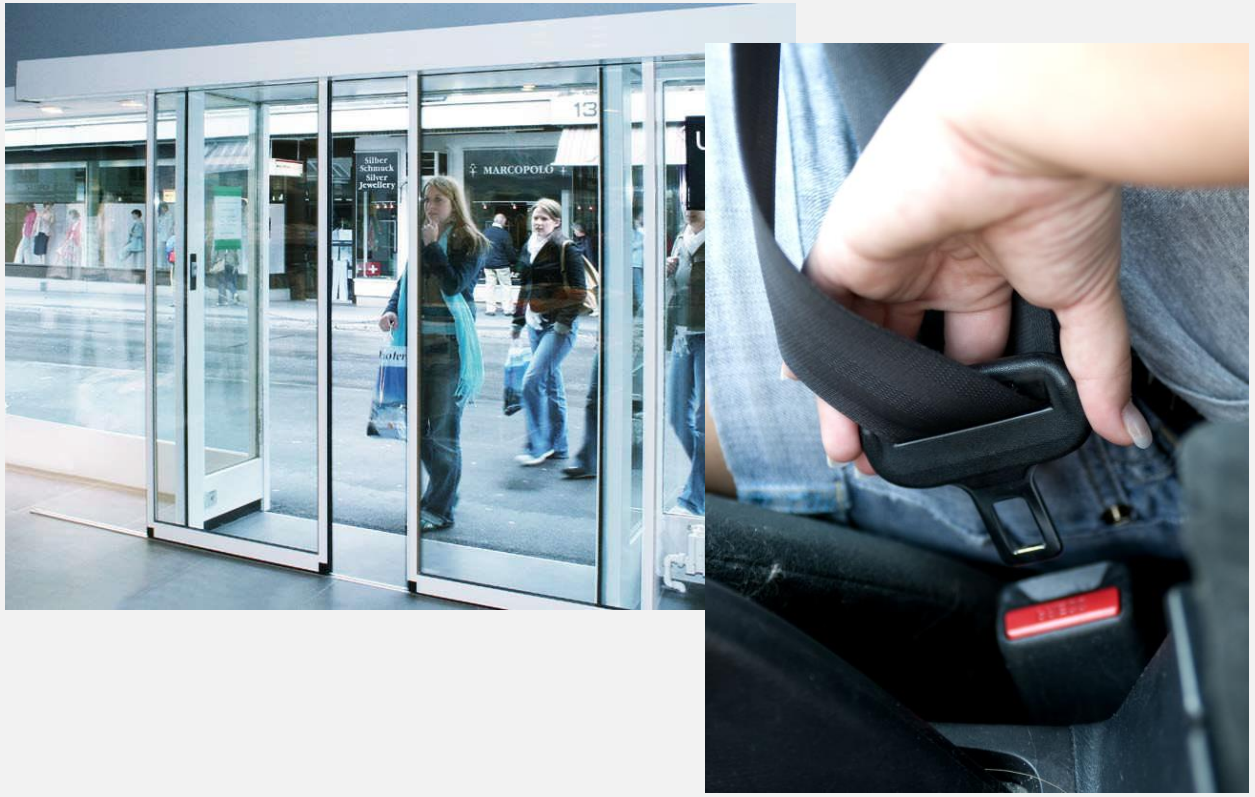
Proactive – Smashing down walls

Let’s take a step back….

Universal Design

“means the design of products, environments, programmes and services to be usable by all people, to the greatest extent possible, without the need for adaptation or specialized design. – UNCRPD Article 2”

Universal Design (UD) in Action



UD Reflection

Take a look around the space you are in?

What aspects of it are universally designed?

From UD to UDL

CAST

- 3 Core Principles
- Broken Into 9 Guidelines
- Supported by 31 Checkpoints
- http://udlguidelines.cast.org

Starting Small

Thomas Tobin's

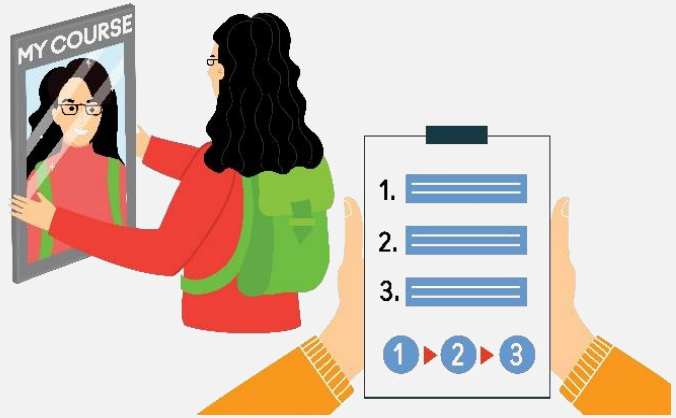
+1

Approach to UDL

Learn more @ ahead.ie/udlforfet

Provide options for
Engagement

Why?



Goal: **To Develop Purposeful and Motivated Students**

Provide options for

Engagement

Why?

+1

Blended Examples

- Online checklists
- Polling around course direction/content
- Choice in learning activities
- Agency in how students engage/remote or in-person
- Clear objectives, choice in how to reach them – friendly weekly email or reflective discussion – linking objectives to content
- Peer groups, buddy systems, coaches – building community

+1 - Blended – Options for Engagement

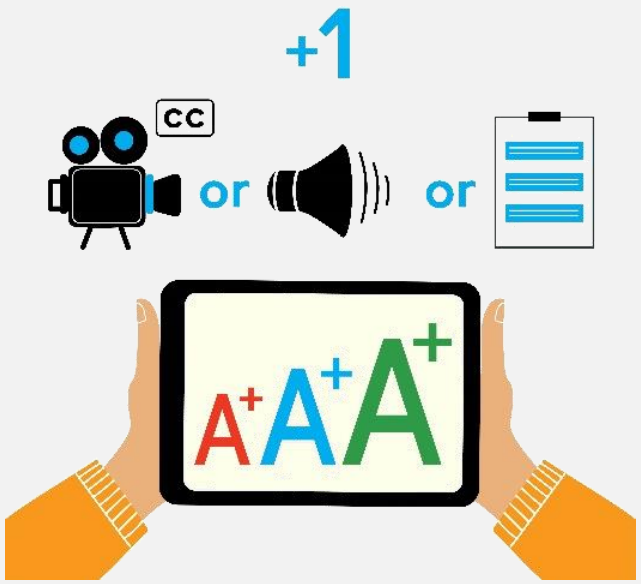
"There should be an option for both people who wish to stay at home or go to campus. Especially with commuting or classes that can be done online."

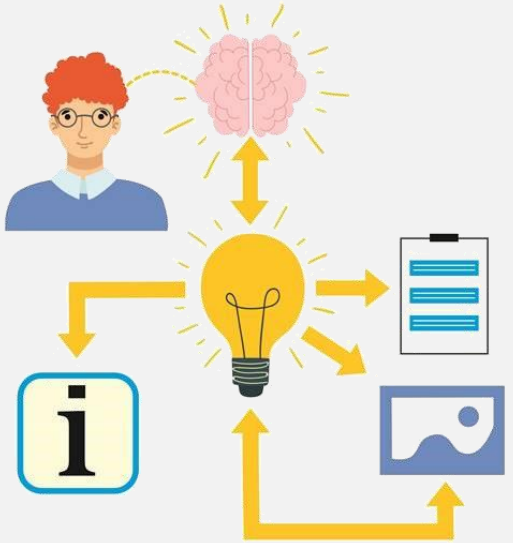
"While I would like to be able to interact with my peers, my illness causes chronic fatigue and weakness and I need a lot of extra rest as well as having to attend a lot of medical appointments, so blended learning/recorded lectures would be way better for me."

Provide options for

Representation

What?





Goal: **To Develop Knowledgeable and Resourceful Students**

Provide options for

Representation

What?

+1

Blended Examples

- Choice in how materials are presented – podcasts, videos (with captions), mind-maps
- Accessible docs – use the checkers
- Recorded lectures/classes – for review and varied pace
- Slides/materials in advance
- Creative learning materials
- Read aloud – immersive reader
- PowerPoint Online – captions and translation
- Glossaries and FAQs
- Authentic 'real-life' learning examples

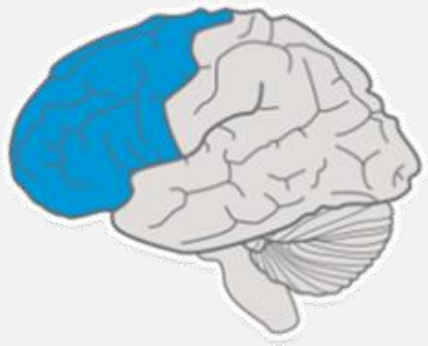
+1 - Recording – Options for Representation

"I would love if we could have pre-recorded lectures with in-person Q&As with online options for this. I have found it interesting that when I watch live lectures and then go back to watch them back, I realise I have missed tonnes at the live session. I really appreciated the Q&As and these are the only parts that need to be live."

"Ensuring all lectures are recorded. This THIS please!!!! The amount of extra emotional and physical harm I've put myself through forcing myself to get to class because I was already behind and the only person missing out was me…I don't want anyone else to be let down and not have the opportunity to study because of a health issue keeping them from classes. It's not right."

Provide options for

Action & Expression

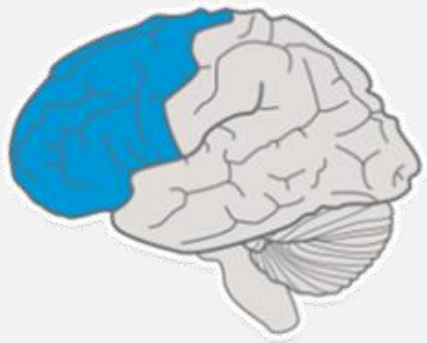


How?

Goal: **To Develop Strategic and Goal-Directed Students**

Provide options for

Action & Expression



How?

+1

Blended Examples

- Model text to speech software
- Facilitate Recording – for review and varied pace of learning
- Skills development – linked to assessment
- Goal setting and monitoring skills – templates for reflection
- Choice in assessment and diversity of assessment – podcasts, presentations, videos, group based assessment, capstone, viva
- Avoiding over-assessment – programmatic approach
- Authentic and timely feedback – peer assessment and self assessment - quizzing tools
- E-portfolios

+1 - Assessment – Options for Action/Expression

"1 thing I'll miss from having things be online - No memory alone based exams. In 1st year, I failed my psychology exams and scraped passes in my criminology ones. Now in 2nd year, in both of my subjects for my end of term assignments…I've been top 5/10 of my entire year."

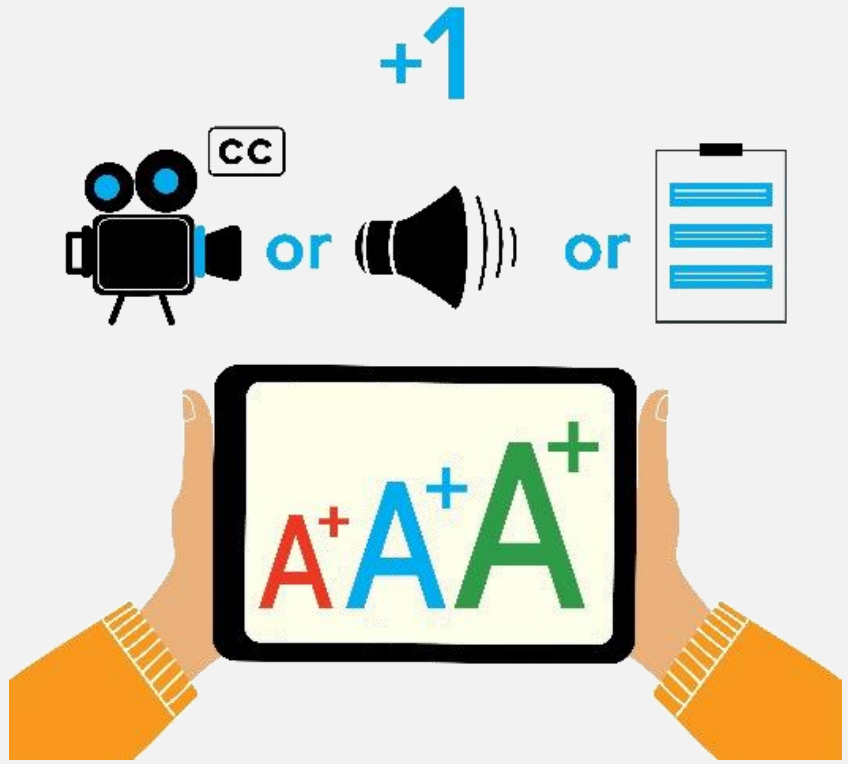
"The design of assessments, all written work. I am so worried…I really wish we could have done more interactive assessments and this would have been taken into account."

Case Study

UDL in Action

Helena Farrell

Kinsale College



Reflection

What +1 will you implement?

In the chat or on twitter using:

#MyPlus1promise #UDL
@dararyder @lisapadden

Resources for Further Exploration

[University for All Resource Hub]

[UDL for FET Resource Hub]

[UDL Badge – AHEAD UCD CPD Programme]

[Discover-AT Tool]

Safe Haven or Stormy Port?

Exploring how tertiary education design impacts our health.

Virtual Conference – March 21st – 25th 2022 (12 to 5pm)

Themes /highlights:

Mon: The Role of Digital and Physical Accessibility

- Writing Good Alternative Text – Alistair McNaught (UK Digital Accessibility Consultant)

Tues: Agile Student Support

- How student partnership enhances disability support – Declan Treanor and Courtney McGrath (TCD)

Wed: International Mobility, Work Based Learning & Social Engagement

- Students with Disabilities & Professional placements Dr. Vivian Rath & Barbara Waters

Thurs: Innovative Student-Centred Assessment Design

- Exploring ungrading for inclusion – Jesse Stommel (University of Denver)

Fri: Flexible Approaches to Teaching and Learning

- HyFlex Learning Serves Everybody – Dr Brian Beatty (San Fran State University)