

Plotting your UDL journey: getting started and moving forward

Part 1: UDL-ifying a university and its people

Prof Jo Rushworth

National Teaching Fellow and Professor of Bioscience Education

[@bioLOLogy_DMU](#)

Jo.Rushworth@dmu.ac.uk (until Feb 2nd)

JRushworth@lincoln.ac.uk (from Feb 15th)



Conversations on Teaching & Learning National Seminar
MTU, January 11th 2022



Hello everyone, Dia dhaoibh

- International student
- Disabled student
- Secondary school chemistry teacher
- Mature, commuter PhD student
- Lecturer (biochemistry) and student (Mandarin)
- *** Faculty UDL Champion, academic developer ***
- National Teaching Fellow (based on UDL) and Professor of Bioscience Education



Jo (she/they)



Session overview

1:35 – 2:10



UDL-ifying a university and its people:

Background & beginnings
Contextualising UDL guidelines
for university staff
Examples

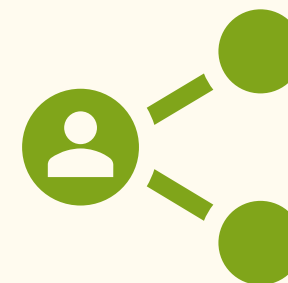
2:15 – 2:35



Activity:

UDL-ify a module
in small groups

2:35 – 2:50



Plenary:

Ideas sharing
Next steps & UDL pledges

Welcome to De Montfort University, Leicester



Post-1992 University
(formerly Leicester Polytechnic)



>50% BAME

1 in 5



130 countries



**1 in 3
21+**





Our UDL journey: the vision



Dr Abigail Moriarty

Director of T&L

(Now PVC T&L at
University of Sunderland)

2015-16

UK government cuts
Disabled Students'
Allowances (DSA)



barriers to
learning

UDL will benefit all students

UDL will challenge students more

UDL is just good teaching practice

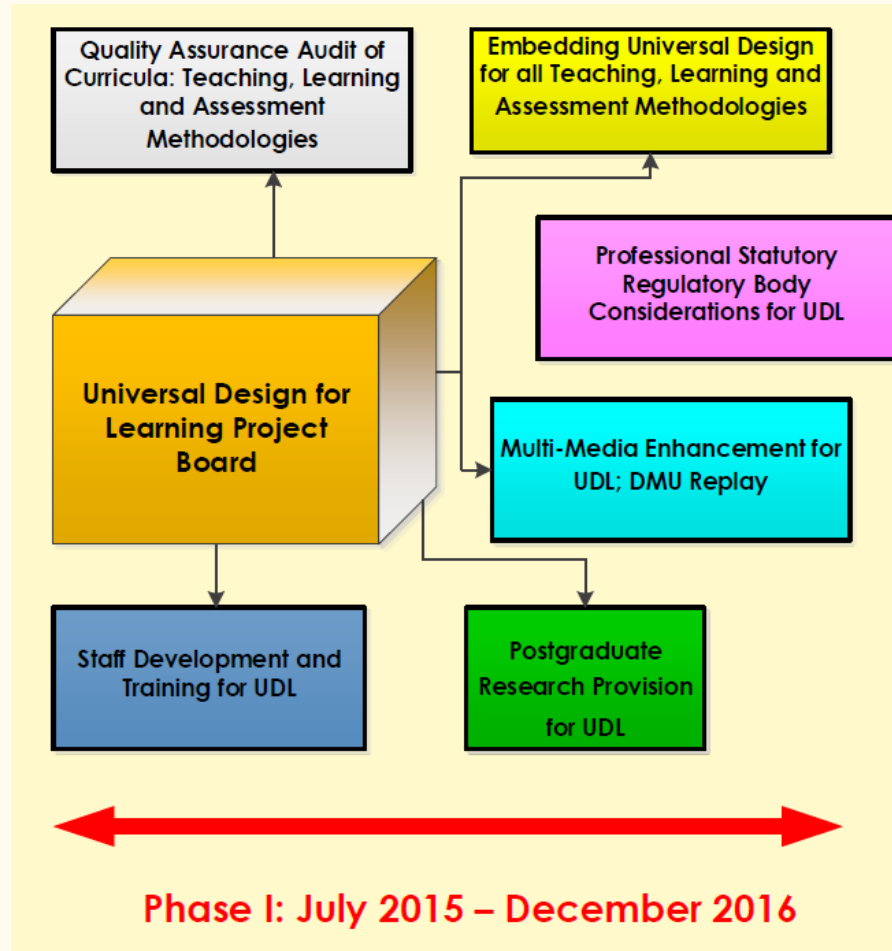
UDL will raise teaching standards

Implementing UDL from top to bottom



Dr Abigail Moriarty
Director of T&L
(Now PVC T&L at
University of Sunderland)

UDL Project Board
Chair



- **Institutional commitment** for all teaching and learning to be underpinned by UDL
- **Module-level audit** (2000+ modules) and embedding UDL into **quality assurance**
- **Lecture capture** (Panopto) introduced
- **Staff learning and development** training and resources (2000+ staff)
- **A new Postgraduate Certificate** in Learning and Teaching in Higher Education (PGCLTHE), designed to exemplify UDL learning and teaching practice



Getting started: UDL champions



UDL champions
One per Faculty
+ library and PG research

ADH

BAL

CEM

HLS

Lib

PGR



Faculty UDL café



Blackboard



Jenny Brady



UNIVERSITY OF LEEDS

School Academic Leads for Inclusive Practice (SALIPs)

<https://inclusiveteaching.leeds.ac.uk/embedding-inclusivity/our-academic-leads/>

Small steps by people create a giant leap for a university





My six UDL ideas: quick wins and bigger ideas

3. Students can review/replay teaching sessions

4. Signpost learners to independent study



5. Active learning and knowledge checks

6. Assessment modes allow all learners to demonstrate their understanding

1. VLE meets thresholds

2. Teaching materials available in a modifiable format
48h in advance



Moving forward: staff UDL guidance & training

Multiple Means of Engagement

Stimulate motivation and sustained enthusiasm for learning by promoting various ways of engaging with material.



Multiple Means of Representation

Present information and content in a variety of ways to support understanding by students with different learning styles/abilities.



Multiple Means of Action/Expression

Offer options for students to demonstrate their learning in various ways (e.g. allow choice of assessment type).





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Flexible, inclusive learning materials



Flexible, inclusive teaching & learning



Flexible, inclusive assessment & feedback



Could UDL leverage radical and long-overdue changes to university teaching and assessment?

UDL staff guidance



Flexible study resources

- learning materials are uploaded to Blackboard 48 hours in advance in modifiable and PDF format. Blackboard shells meet DMU thresholds (link below)
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- wide range of culturally inclusive learning resources is used within which students can recognise their own identities e.g. images, videos and demonstrations
- learning resources from a diverse range of socially, culturally and globally relevant sources are signposted which account for a diverse global community



Flexible ways to learn

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- students are supported to become autonomous, resilient and reflective learners who can self-check and identify their most effective learning strategies
- learning is authentic and contextualised; it is socially, culturally & globally relevant and takes into account learners' identities, experience and history. Students can identify themselves and their experiences in their learning



Flexible ways to show learning

- a variety of assessments besides timed, unseen exams provide flexible ways to meet the learning outcomes (e.g. videos, practicals, presentations, blogs, internet tasks, lay explanations, reflections)
- assessments only test the learning outcomes (e.g. if speed of response is not relevant then don't time the test)
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UDL self-assessment and development tool


UDL Principle	Jan 2022	Self-reflection, development needs identified and agreed actions	Jan 2023
1. Flexible study resources			
(1a) Learning materials are uploaded to Blackboard 48 hours in advance in modifiable and PDF format. Blackboard shells meet DMU thresholds.	Choose an item.		Choose an item.
(1b) DMU Replay policy is followed. A screencast (minimum requirement of audio with visual) of all academic-led activities is provided.	Choose an item.		Choose an item.
(1c) Technical language, symbols and key terms are defined clearly and background information is made clear.	Choose an item.		Choose an item.
(1d) Students are encouraged to use scaffolds e.g. concept maps, tables and summaries to link ideas, structure information and highlight key concepts.	Choose an item.		Choose an item.
(1e) Wide range of culturally inclusive learning resources is used within which students can recognise their own identities e.g. images, videos and demonstrations.	Choose an item.		Choose an item.
(1f) Learning resources from a diverse range of socially, culturally and globally relevant sources are signposted which account for a diverse global community.	Choose an item.		Choose an item.
2. Flexible ways to learn			
(2a) Varied and innovative teaching methods motivate and engage students (e.g. flipped classroom, voting technology).	Choose an item.		Choose an item.




This guidance underpinned a new, UDL-based PGCertHE



Co-creation



**Flipped classroom:
active learning**



**PASTA
Patchwork screencast
assessment**



Mollie Footitt
Deputy President
Education (DSU)

Flexible, inclusive
learning materials





Flexible, inclusive
teaching & learning

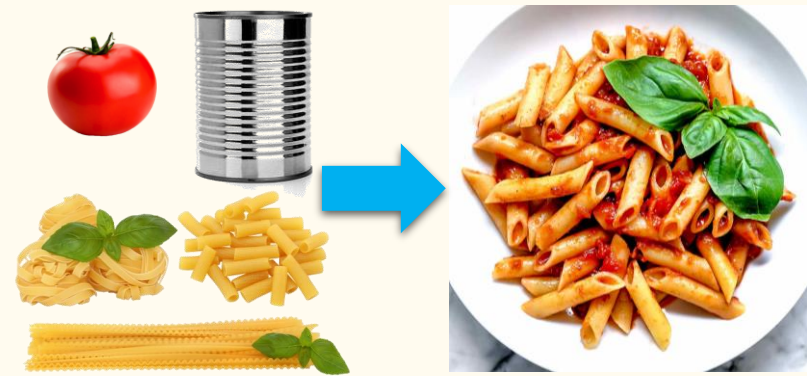




Flexible, inclusive
assessment & feedback







Dr Kevin Merry
Senior Academic
L&OD Consultant



Prof Alan Mortiboys
External consultant



**Live session: active learning,
tasks, formative feed-in**



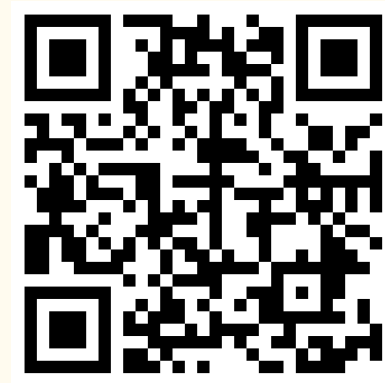
IMMEDIATE FEEDBACK ASSESSMENT TECHNIQUE (IF AT)

Name: Team 5 Test #: 1

Subject: Team 5 Year: 23

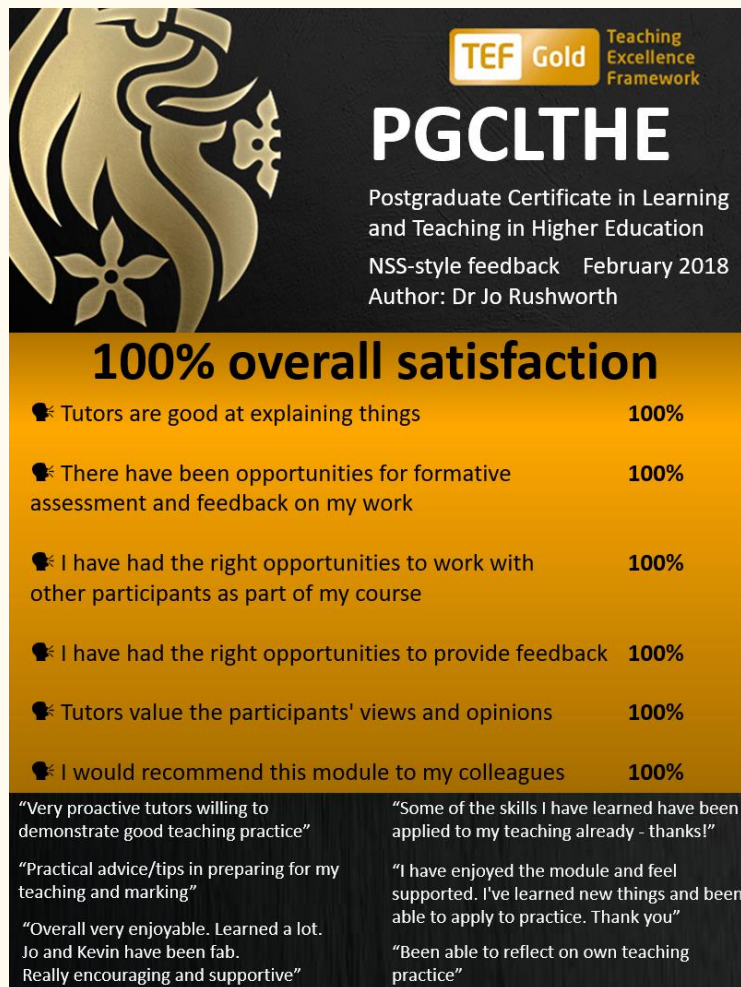
SCRATCH OFF COVERING TO EXPOSE ANSWERS

	A	B	C	D	Score
1.					4
2.					3
3.					4
4.					4
5.					4
6.					4
7.					0
8.					4
9.					4
10.					4





This guidance underpinned a new, UDL-based PGCertHE



Brand new fashion lecturer;

"The PGCLTHE has given me so much confidence."

Switched to a flipped classroom approach with peer-reflection, co-creation using social media, lots of formative assessment.

Her students (22% disabled) can all engage and say her teaching style is "inspirational".

Experienced accounting lecturer;

"Even with 22 years' teaching experience I realised I had a lot to learn."

Took their "unpopular" module, co-created a new version with her students using UDL: changed LOs and assessments, increased formative assessment, personalised feedback, introduced active learning with bingo/Menti
This was so popular it's now offered Faculty-wide.

UDL staff guidance



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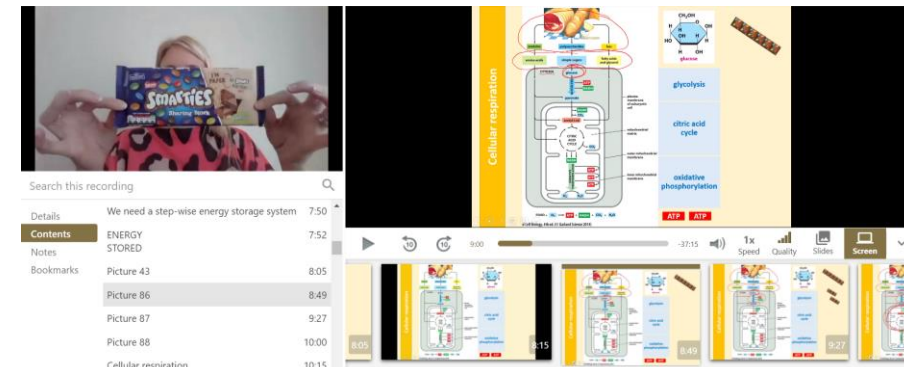
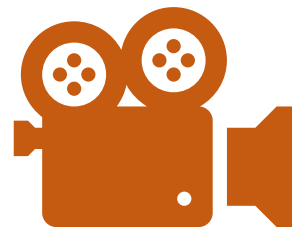


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PowerPoint guidance

- Font size e.g. 24
- Sans serif fonts
- Bullet points
- Diverse images





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opportunity to clarify and co-create language

student-created glossary

co-created mark scheme

what else?

BIOM1006
Dr Jo Rushworth

Lectures 2 and 3: Proteins and amino acids



There are ? naturally-occurring amino acids. They are grouped according to the chemical properties of their side chains or R groups. These categories are ???

Amino acid structure

Draw and label a generic amino acid in solution.

Amino acids have a name, a three letter code and a one-letter code. Most amino acids' one letter codes are the first letter of their name e.g. alanine, ala, A. Some do not, for example ??

Primary structure

Labelled diagram:

Bonds/forces:

PEPTIDE BONDS

Definition:

Labelled diagram:

Tertiary structure

Definition:

Labelled diagram:

Bonds/forces:

Secondary structure

Definition:

Labelled diagrams of both alpha-helix and beta-sheet.

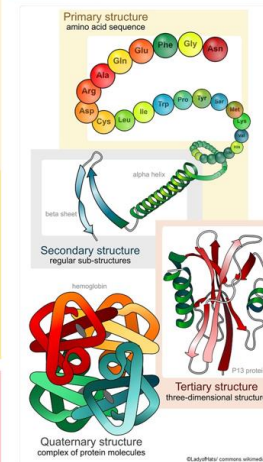
Bonds/forces:

Quaternary structure

Definition:

Labelled diagram:

Bonds/forces:



scaffolds
e.g. summary sheet,
workbook,
tables



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knowing our
students in advance



diverse references,
images, examples



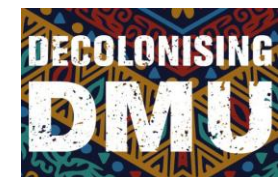
student avatars



Sam (they, them)

Muriel
(she, her)

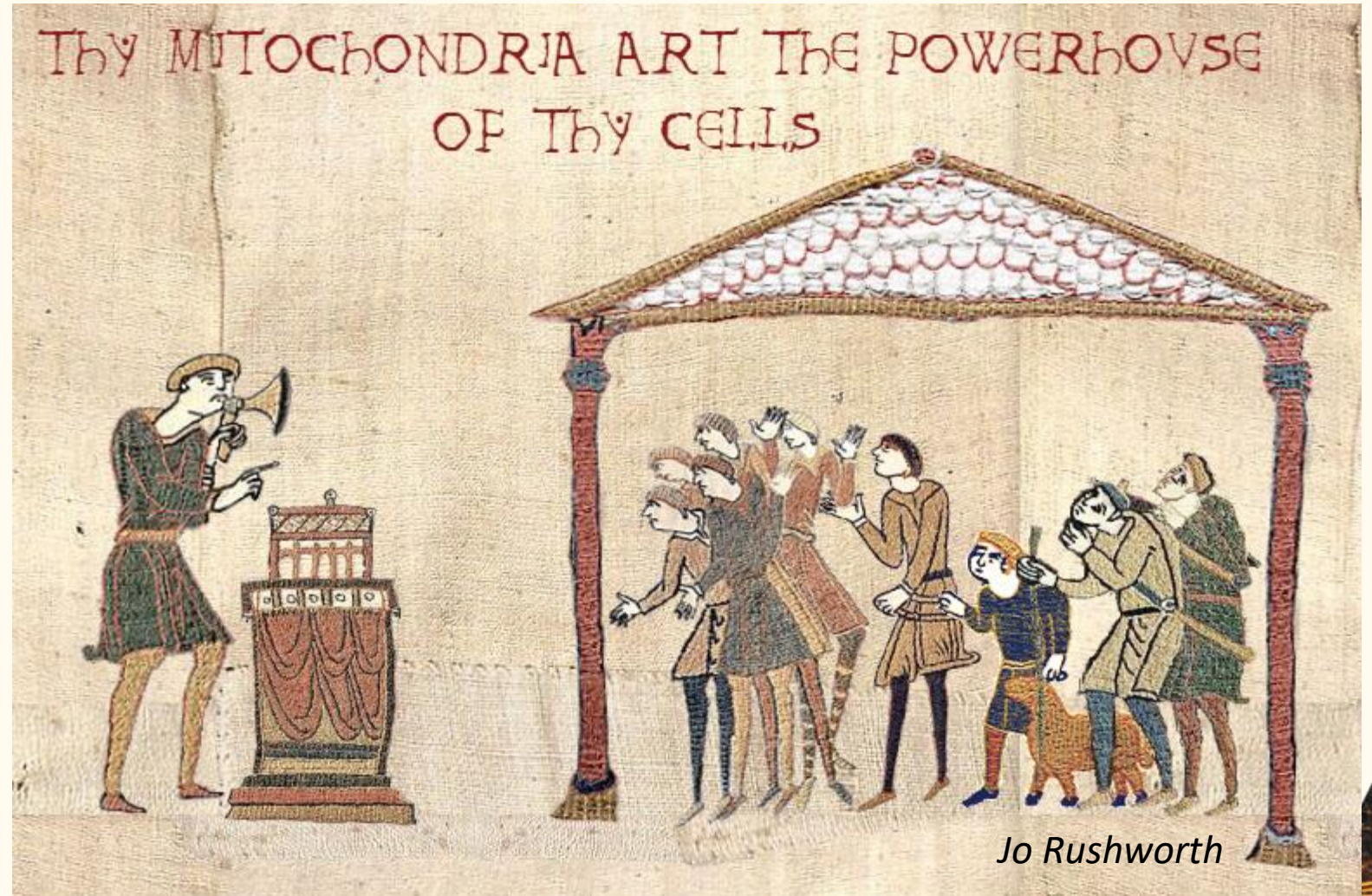
Zain (he, him)





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Jo Rushworth

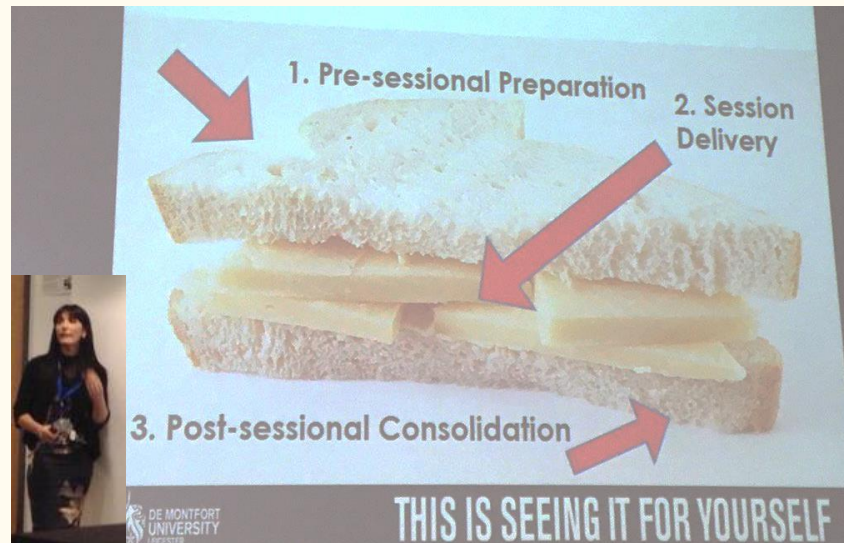


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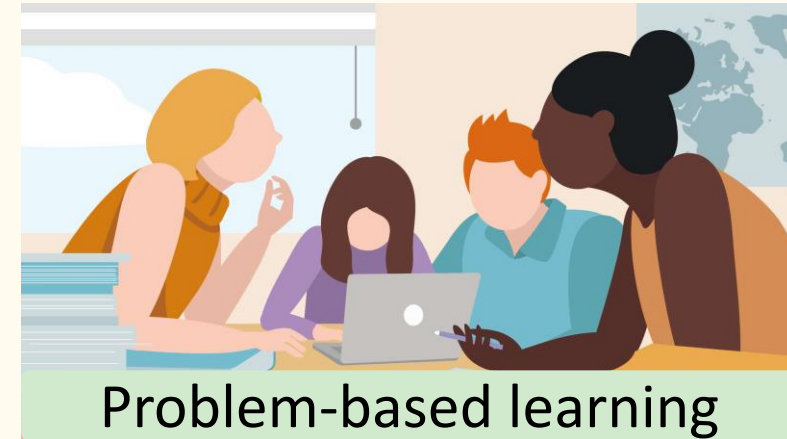
flipped classroom using Dr Abi Moriarty's "cheese sandwich" approach





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Problem-based learning



IMMEDIATE FEEDBACK ASSESSMENT TECHNIQUE (IF AT)					
Name	Team # 3			Test #	1
Subject				Total	23
SCRATCH OFF COVERING TO EXPOSE ANSWER					
	A	B	C	D	Score
1.			★		4
2.	★			★	2
3.					4
4.					1
5.		★			4
6.	★				4
7.	★				0
8.			★		4
9.					
10.					

TBL

UDL lesson planning for remote classes

Time	Activity	Students will be...	Staff will be...	What's the outcome and how do I know if the students have met it?
0-5	Starter			N/A
5-20	Recap the LOs of the pre-class material			LO1. Students can describe the stages in making toast – check they can describe in the chat LO2. Students can draw a flow diagram of toast-making – check they can create a diagram
By this point, students should have reviewed all of the content				
20-35	Knowledge application task and Test			Putting LOs into practice e.g. MCQ, PBL, team work, solving a case study, giving some extra information.
35-45	Reporting back / feedback			
45-50	Questions and feedback. Explain homework or the next lecture recording to watch			Deploy #MMSay survey for students (what they like, what they want me to change, any other suggestions)
After class:				
• Keep the classroom open so that students can go back into their groups and do some work together.				
• Give the opportunity for students to ask questions				

Lesson planning and engaging activities for remote, live classes

Dr Jo Rushworth www.lectureremotely.com Version 1 (updated 10.09.20)

Activity key:

Starter	Quick (1-4 min) activity to warm the class up and to get everybody engaged. These do not necessarily have to relate to the subject material; some classes prefer a bit of fun, some would rather keep focussed on the subject, so judge for yourself.
Recap	Flippin' good for recapping the pre-class material if you are using a semi-flipped or flipped classroom model. To get the best use from these materials, try to focus in on the areas where students have struggled or that you know are the threshold concepts.
Application tasks	These are more "significant" activities or problems for your students to solve, to enable them to put their LOs into practice by applying knowledge and skills to unfamiliar problems. PBL tasks, case studies etc. allow for knowledge application, integration of ideas, consolidation etc. These activities would work well if done in breakout groups if you have a large class. They also allow students to make friends and build a learning community.
Tests	Tests and quizzes. Either do them in your session or, if you run out of time, deploy them on Blackboard as a post-session activity. Therefore, you might want to plan these in at the end.
Student-led	Consider allowing students to do tests and quizzes in breakout groups. These activities are particularly easy to prepare and run, and do not have to relate to the academic subject matter, so very easy to ask a member your class (particularly student reps or student lecturers) to lead these in the spirit of co-creation!
Zero planning	Easy to do off the cuff with zero or practically zero prep time

Consider the Universal Design for Learning (UDL) principles when you design these activities. The best activities have multiple, flexible ways to engage. Also, consider students with particular learning differences and disabilities e.g. verbal-only information will not work for a student who is hard of hearing.

Think about how you can make your activities reflective of the diversity of your learners e.g. use diverse images, names, examples etc.

Include co-creation: share these ideas with your students and invite them to participate in your classes by running certain activities. Start with starters and then build up as the term goes on. If you have Student Lecturers or a Student Module Leader then they'll probably be keen to help out.

SCAN ME



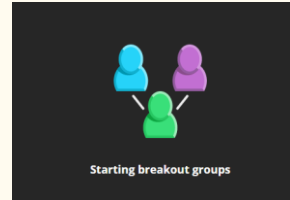


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flexible ways
to engage



2 Attendees		...
Moderators (2)		
	Dr Jo Rushworth	
	Jo (she/her)	



learner
autonomy



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Q1. Whose lay-person's explanation of glycolysis is **best**?

it's getting the energy from a broken down sugar by doing a cycle where we take the electrons - these are the particles that carry energy

Sam (they/them) Chantelle (she/her)

it's basically snapping the sugar molecules into two smaller bits so they're ready to get the energy out

Sanjeev (he/him) Rico (he/him)

it happens in what we call the powerhouse of the cell, where a tiny motor spins around and makes energy packets called ATP

it's where the sugars we eat get burned in oxygen to make carbon dioxide and water

learner-reflective activities



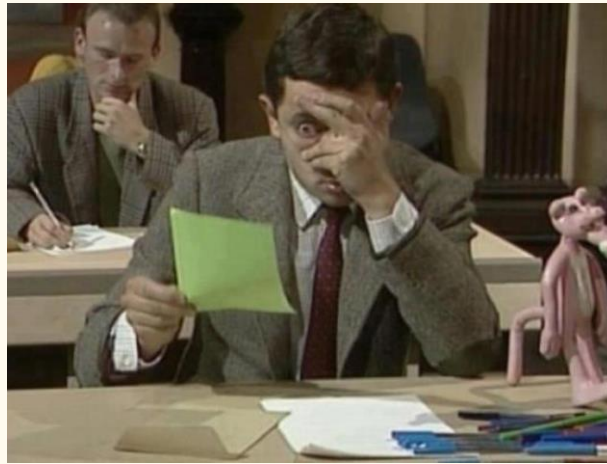
co-creation with student partners





Flexible ways to show learning

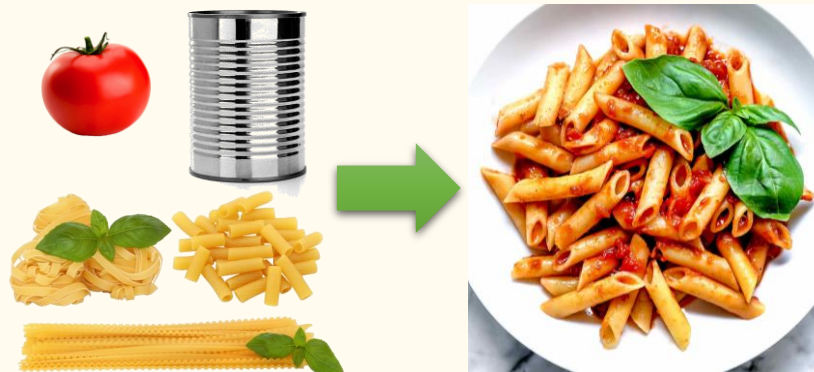
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flexible
submission



patchwork assessment
e.g. PASTA



**Authentic
Assessment
Compendium**

**Brown & Sambell
2021**



SCAN ME



Prof Sally Brown
@ProfSallyBrown



Prof Kay Sambell
@kay_sambell

55 assessment methods (can you make it 100?)

Adapted from Bloxam & Boyd, 2007

Abstract	Geological mapping	Professional tasks
Adobe spark / YouTube lay movie	Glossary	Project
Annotated biographies	Grant application	Reflective journals, diaries and learning logs
Assessment for self or peer	Journal article	Reflective learning assignments
Capstone / cornerstone / capstudy	Laboratory examination/practical test/lab report	Research project
Completion exercises	Lay commentary / presentation / video / booklet / poster	Review e.g. of a book, article, website
Computer-based and online assignments	Meme	Short-answer questions
Concept maps	Multiple choice test (applied, open book)	Simulation exercises
Critiques	OSCE (objective structured clinical exam)	Student-led seminar or discussion
Data interpretation exercises	Patchwork text	Synoptic examinations
Debate speeches	PASTA (patchwork screencast assessment)	Team-based learning (TBL) & scratch-cards
Design tasks and manufacture	Performance and production	Treatment reports
Direct observation	Placement report	Tweet or social media
Dissertation	Portfolio (written or online)	Viva or questions
Electronic presentation / web pages /blog / vlog / wiki	Portfolios and sketch books	Work book
Evaluation of journal article etc.	Poster	Work experience report
Exam (unseen, seen, open book, case study)	Practical skills assessment	Writing task (e.g. newspaper article, press release, executive summary)
Fieldwork / placement / internship report	Presentation	
Film or radio programme	Problem and case study analysis	



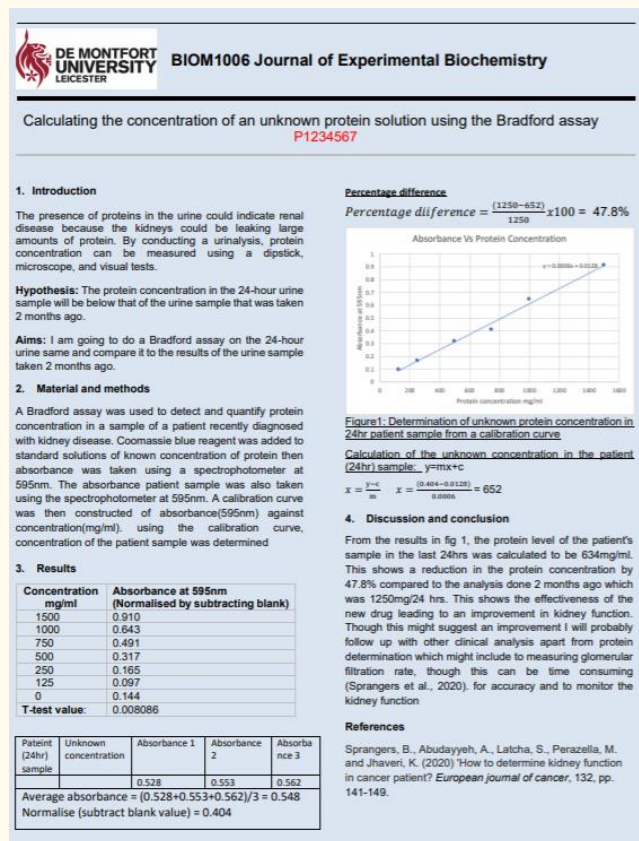
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rubrics and unexemplars

formative assessment

flipped feed-in and flipped assessment



My P number	My grade in Practical 1 was...	My target grade for this assignment is...	I'd like my personalised audio feedback on this key area, please...																
			NOT THERE YET Does not meet the criteria sufficiently Fail	SATISFACTORY Meets some criteria 3rd	GOOD Meets most criteria well 2.2	VERY GOOD Meets most criteria very well 2.1	EXCELLENT Meets all criteria excellently First (70s)	OUTSTANDING Meets all criteria perfectly First (80s – 100)											
1. Introduction and Methodology (20%) • Journal style: formal & passive • Clear hypothesis & aims • Spelling & grammar • Content is appropriate for each section	Unsatisfactory writing style. Incorrect style of writing. Too many errors or omissions. 0 – 7.5	Satisfactory writing style although needs some corrections to suit a journal. Errors/omissions. 8 8.5 9 9.5	A good attempt at writing in journal style. Some small errors/omissions. 10 10.5 11 11.5	Very well written in journal style. Hardly any errors/omissions. 12 12.5 13 13.5	Excellent writing style. Reads like a journal article. 14 14.5 15 15.5	Publishable standard. Perfect or with only very minor typos. 16 17 18 19 20													
2. Results and data (40%) • Calculations, units and numbers • Results • Statistical tests • Figures and tables with legends and titles	Unsatisfactory: Incorrect/missing results. Too many errors or omissions with calculations and figures. 0 – 15.5	Satisfactory: An attempt at calculating results. Errors/omissions. Figures and tables may not be quite right for a journal. 16 17 18 19	Good: Correct results with a good attempt at stats. Figures and tables are good but with some small errors/omissions. 20 21 22 23	Very good: calculations and statistical tests performed correctly. Figures and tables are very good overall 24 25 26 27	Excellent: only very minor errors to correct for publication standard. 28 29 30 31	Publishable: perfect or with only very minor typos. Figures look like a journal article. 32 34 36 38 40													
3. Discussion (30%) • References to relevant literature • Implications of findings • Suggested alternative methods / improvements • Conclusion	Unsatisfactory: Incorrect/missing discussion. Suggestions unsuitable. Too many errors or omissions. 9 10 11	Satisfactory: An attempt to discuss results with suggestions although lacks detail and contains errors 12 13 14	Good: Some discussion of results and suggestions although with small errors /omissions. 15 16 17	Very good: Results discussed critically, good suggestions, referencing is generally correct 18 19 20	Excellent: Highly original ideas, critical discussion and reference to literature 21 22 23	Publishable: Highly independent discussion with multiple references 24 26 28 30													
4. Laboratory simulations quiz (10%)	Mark = X/10 (Breakdown: part 1 = 1 mark, part 2 = 1 mark, part 3 = 1 marks, part 4 = 2 marks, part 5 = 2 marks, part 6 = 3 marks)																		



Dr Shabana Cassambai

co-creation



Flexible ways to show learning

- a variety of assessments besides timed, unseen exams provide flexible ways to meet the learning outcomes (e.g. videos, practicals, presentations, blogs, internet tasks, lay explanations, reflections)
- assessments only test the learning outcomes (e.g. if speed of response is not relevant then don't time the test)
- clear and contextualised marking descriptors are available to students and staff before assessments
- formative assessments and timely, specific feedback and feed-forward help students to improve and excel
- students are guided to set aspirational goals and track their own progress; students embrace mistakes and risk-taking as valuable learning opportunities
- assessments test “real world” problems; assessments are socially, culturally & globally relevant and take into account learners’ identities, experience and history

Students can see their own identities in the assessment

UDL capstudy



Q1. Whose lay-person's explanation of glycolysis is **best**?

it's getting the energy from a broken down sugar by doing a cycle where we take the electrons - these are the particles that carry energy



Sam (they/them) Chantelle (she/her)

it's basically snapping the sugar molecules into two smaller bits so they're ready to get the energy out



it happens in what we call the powerhouse of the cell, where a tiny motor spins around and makes energy packets called ATP



Sanjeev (he/him)

it's where the sugars we eat get burned in oxygen to make carbon dioxide and water



Rico (he/him)

What happened to Ashley Taylor?

SCAN ME



A novel “capstudy” assessment for bioscience students based on the principles of UDL” **Rushworth et al., 2020** in *Innovations In Active Learning In Higher Education*. E-book, Falmer, UK: <https://doi.org/10.20919/9781912319961>



Co-creation: the beating heart of UDL



Dr Amanda Bastoni





Student lecturers: inclusive co-creation

**Student
module leader**



Philippe

Student lecturers



Mansi



Rachel



Hannah



Simi

**Student
researchers**



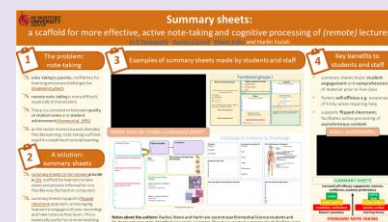
Furaiya



**Flexible, inclusive
learning materials**

**Road-testing VLE
and teaching
materials**

**Creating
summary sheets**



**Flexible, inclusive
teaching &
learning**

Curriculum

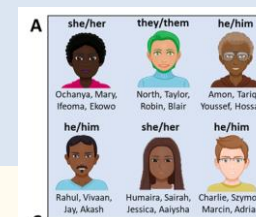
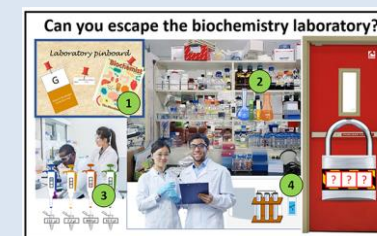
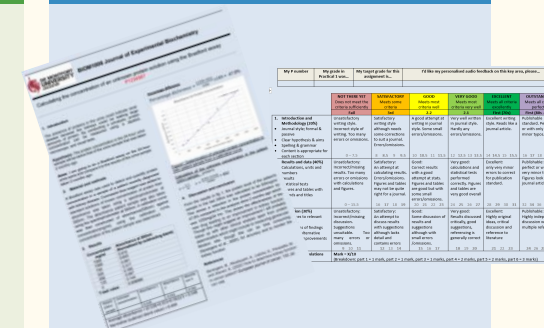
Peer teaching

Quizzes

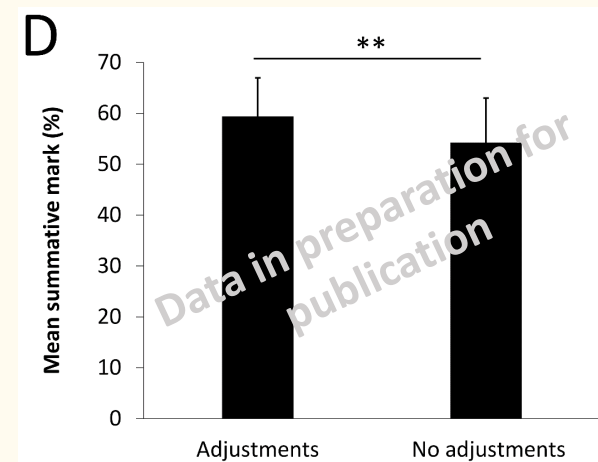
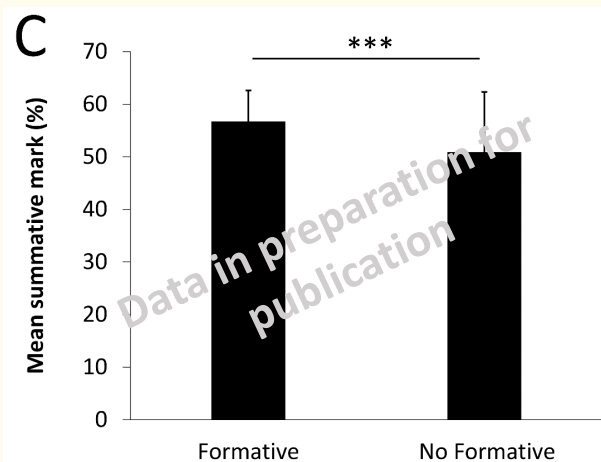
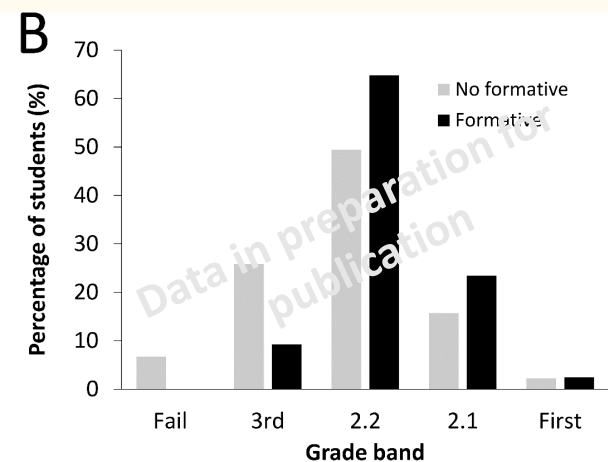
Revision tips

Drop-ins

**Flexible, inclusive
assessment &
feedback**



Student lecturers: inclusive co-creation



Can you escape the biochemistry laboratory?

... (2) to solve puzzles like this...

Who won The Biochemist crossword competition?

Tay	Ted	Taj	Tia
-----	-----	-----	-----

Across

3. λ _____

5. When concentration increases, final intensity _____

Down

1. When concentration increases, absorbance _____

2. A straight-sided, clear container which holds solutions

4. The _____ assay estimates protein concentration

HEPST: use the LearningLogistics spectrophotometry simulation to help you!

(1) Work as a team to find and use lab clues like this...

1. What's hiding behind The Biochemist magazine?
2. What do these solution bottles mean?
3. Can you set the pipette dials correctly?
4. What's hiding behind the test tube rack?

... (3) and unlock the door!

Solve puzzles for absorbance data to calculate Patient X's protein urine concentration to 3 s.f.

A she/her they/them he/him



Ochanya, Mary, Ifeoma, Ekwere

North, Taylor, Robin, Blair

Amon, Tariq, Yousef, Hossam

he/him she/her he/him



Rahul, Vivan, Jay, Akash

Humaira, Sairah, Jessica, Aaiysha

Charlie, Seymon, Marcini, Adrian

B Reading Volume Dials



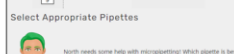
Can you help Ochanya identify the volume that is represented on each of these pipettes?

Use the table below to identify the volumes in each of the dials.

Volume display	Pipette	Volume L/L
1	2	4

Select Appropriate Pipettes

North needs some help with micropipetting: which pipette is best suited for these volumes? What do they use?



Volume Pipette Pipette tip colour

0.25 mL 1 1

C



D

"I liked how interactive it was with the characters and the questions were really easy to understand as well. I also found the feedback useful too."

"I think this is an excellent tool to help students practise this skill whenever they need to."

"It was easy to use with clear instructions and gave me practice without physically being in the lab where you are under pressure to get it right and under time pressure."

"Very informative, guided the student in the right pathway if incorrect. The questions helped solidify my knowledge and mathematics skills, thus building my confidence."

These formative activities boost students' confidence and grades with no significant differences based on students' age, gender, ethnicity, disability, learning style.

88% NSS, 97% Pass rate, 57% average

Activity: UDL-ify a module



Jo Rushworth • 1m

Plotting your UDL journey: Getting Started and Moving Forward (Prof Jo Rushworth)

Tuesday 11th January 2022 <https://www.teachingandlearning.ie/event/plotting-your-udl-journey-getting-started-and-moving-forward/>

UDL-ify a module activity: instructions and module resources

Module descriptor for FOOD1234

MTU
Food Technology and Nutrition
modules.cit.ie

FOOD1234
Introduction to Irish food

Credits: 15 Level: 4 Module co-developer: Kerry Cork (they/them)

Learning outcomes: on successful completion of this module the learner will be able to:

- LO1 Describe traditional Irish cuisine with examples
- LO2 Compare and contrast Irish desserts with English desserts
- LO3 Devise their own recipe for a new Irish dish for the university canteen

Assessment breakdown:

- A 2,000 word essay: "The development of a new Irish dish for the university canteen"
- Coursework (30%): 2 hours, unseen
- Exam (70%): Two long questions, (1) Irish cuisine; (2) Irish vs. English desserts

Class of 200 students:

- 20% international
- 20% disability / learning difference
- 15% BAME
- 10% mature

Teaching notes:

- One lecture per week (general foodstuff given on the day)
- One tutorial per week (topics of 20)

Assessment support:

- Disabled students have 25% extra time and a separate room
- International students can go to English classes

In your breakout groups, focusing on your chosen UDL strand, discuss (verbally or using the chat) how Kerry Cork could UDL-ify their module. Post your ideas under the

Groups 1a and 1b

Flexible and inclusive study resources



Please post your ideas below

☆ Rate

🌿 Add comment

0



Groups 2a and 2b

Flexible and inclusive ways to learn



Please post your ideas below

☆ Rate

🌿 Add comment

0



Groups 3a and 3b

Flexible and inclusive ways to demonstrate learning



Please post your ideas below

☆ Rate

🌿 Add comment

0



Jo's resources are here (slides, talk recording, UDL guidance)

Jo's slides

PPTX

UDL at MTU JVR slides

☆ Rate

🌿 Add comment

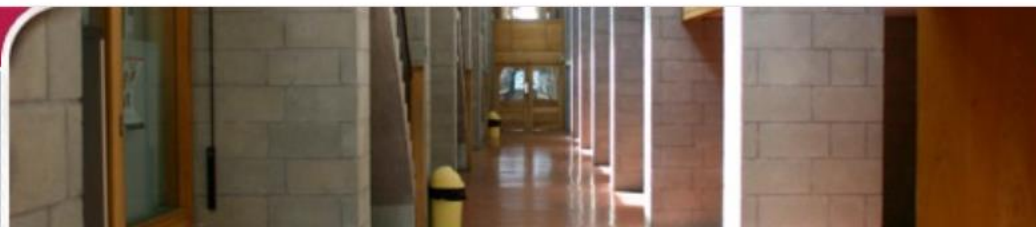
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Jan to Jun birthday = subgroup A

July to Dec birthday = subgroup B

FOOD1234 – Introduction to Irish food



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(printed handout given on
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One tutorial per week
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Assessment support:

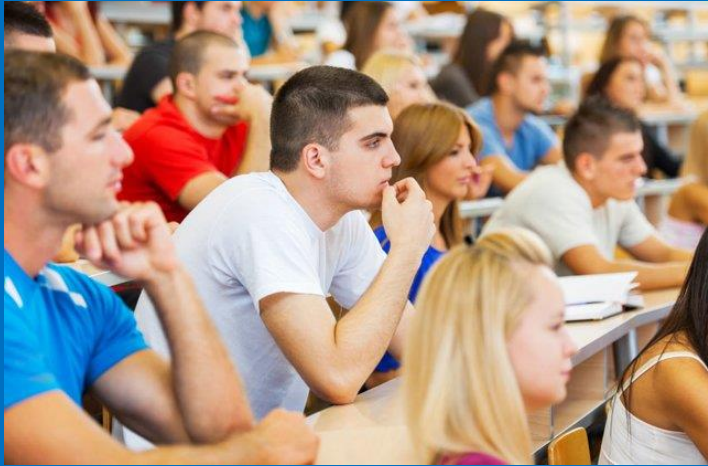
Disabled students have
25% extra time and a
separate room.
International students can
go to English classes.

FOOD1234 – Introduction to Irish food

Lecture 1 Slides

Kerry Cork (they/them) PGCertHE. MSc. F.A.K.E.

Good morning Ladies and Gentlemen, these are my lecture rules:



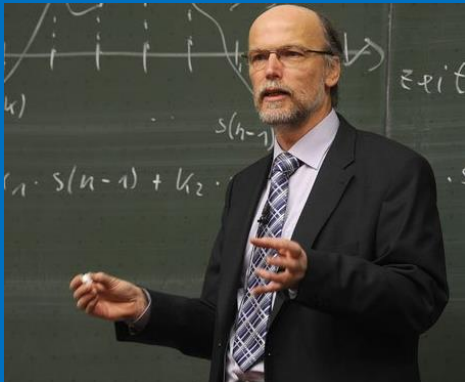
1. DON'T TALK IN LECTURES



**2. PUT YOUR HAND UP IF YOU
HAVE A QUESTION**



**3. DON'T MAKE SPELLING
MISTAKES IN YOUR
ESSAYS. YOU ARE AT
UNIVERSITY NOW. BUY A
DICTIONARY IF YOU
DON'T HAVE ONE**



**4. YOU MAY EMAIL ME TO BOOK A
1:1 APPOINTMENT. IF YOUR EMAIL IS
NOT WRITTEN PROFESSIONALLY
THEN DO NOT EXPECT A RESPONSE.**

Teaching structure

9:00 – 9:45 Lecture

9:45 – 9:55 Questions

Introduction to Irish food

The BBC Good Food website lists these Irish foods as the top five that tourists should try:

1. Soda bread
2. Shellfish
3. Irish stew
4. Colcannon and champ
5. Boxty

I will now tell you about these breads

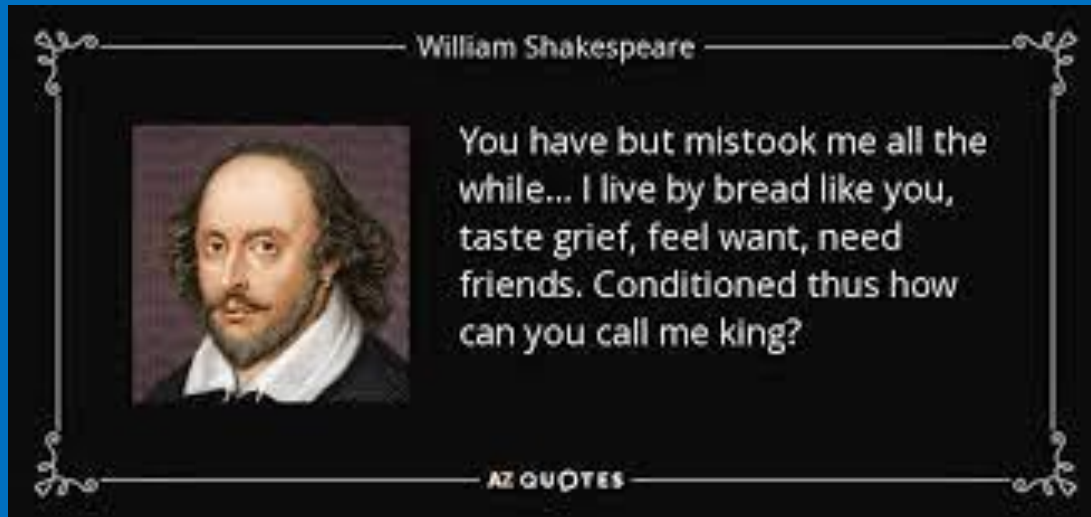
- Bairín Breac—a kind of currant cake which contains a golden ring.
Traditionally eaten around Halloween.
- Blaa—a doughy, white bread bun (roll) speciality
- Goody—a dessert dish
- Indian Meal Bread—a traditional Irish soda bread made with corn (maize)
- Oatcake
- Potato bread
- Soda farl—a traditional food in Ulster, especially in East Donegal, Inishowen and Northern Ireland
- Veda bread (popular in Ulster)



Your homework

Read about the other four types of typical Irish food and write a 500 word summary of each ON SEPARATE PIECES OF PAPER.

BRING THESE TO THE TUTORIAL ON FRIDAY.



FOOD1234 – Introduction to Irish food

Tutorial 1 Instructions

Kerry Cork (they/them) PGCertHE. MSc. F.A.K.E.

Task: swap your summaries

You were asked in my lecture to read about the other four types of typical Irish food and write a 500 word summary of each. Sit around tables in groups of five.

- 1. Swap your first summary with the person next to you and correct it before giving it back.**
- 2. Repeat with the other summaries, choosing a different partner each time.**

I will also be testing you by asking you individual questions to check your knowledge. Examples:

Q. Ciara and her husband Patrick are making bread to accompany a stew.
Which bread would you recommend and why?

Q. Dara wants to make boxty for his wife Aoife but she doesn't eat eggs.
How could he modify the recipe?

EXAM PAPER MARKING SCHEME – shown in red

FOOD1234: Introduction to Irish Food (Exam Paper - Summer 2022)

Duration: TWO hours

The use of dictionaries is not permitted in the exam hall.

Instructions: Answer the two questions below in the form of essays.

Q1. Describe what is meant by “traditional Irish cuisine” with reference to the literature.

A good answer will be well written and well structured, with an introduction, main body and conclusion. Spelling and grammar should be of a high standard for a mark of a 2.1 or above. The student should mention all five types of cuisine that we covered in the lectures to get a good mark. A very good answer will contain a number of references (citations and full bibliography should be correct) and needs to read like a journal article.

Q2. Compare and contrast Irish desserts with English desserts.

A good answer will be well written and well structured, with an introduction, main body and conclusion. Spelling and grammar should be of a high standard for a mark of a 2.1 or above. A good student will draw out the pros and cons of each type of dessert, with references, along with a conclusion at the end. A very good answer will highlight holiday desserts from both countries and will name all of the desserts mentioned in both Irish and English.

FOOD1234 – Introduction to Irish food



Credits: 15 Level: 4 Module co-ordinator: Kerry Cork (they/them)

Learning outcomes: *on successful completion of this module the learner will be able to...*

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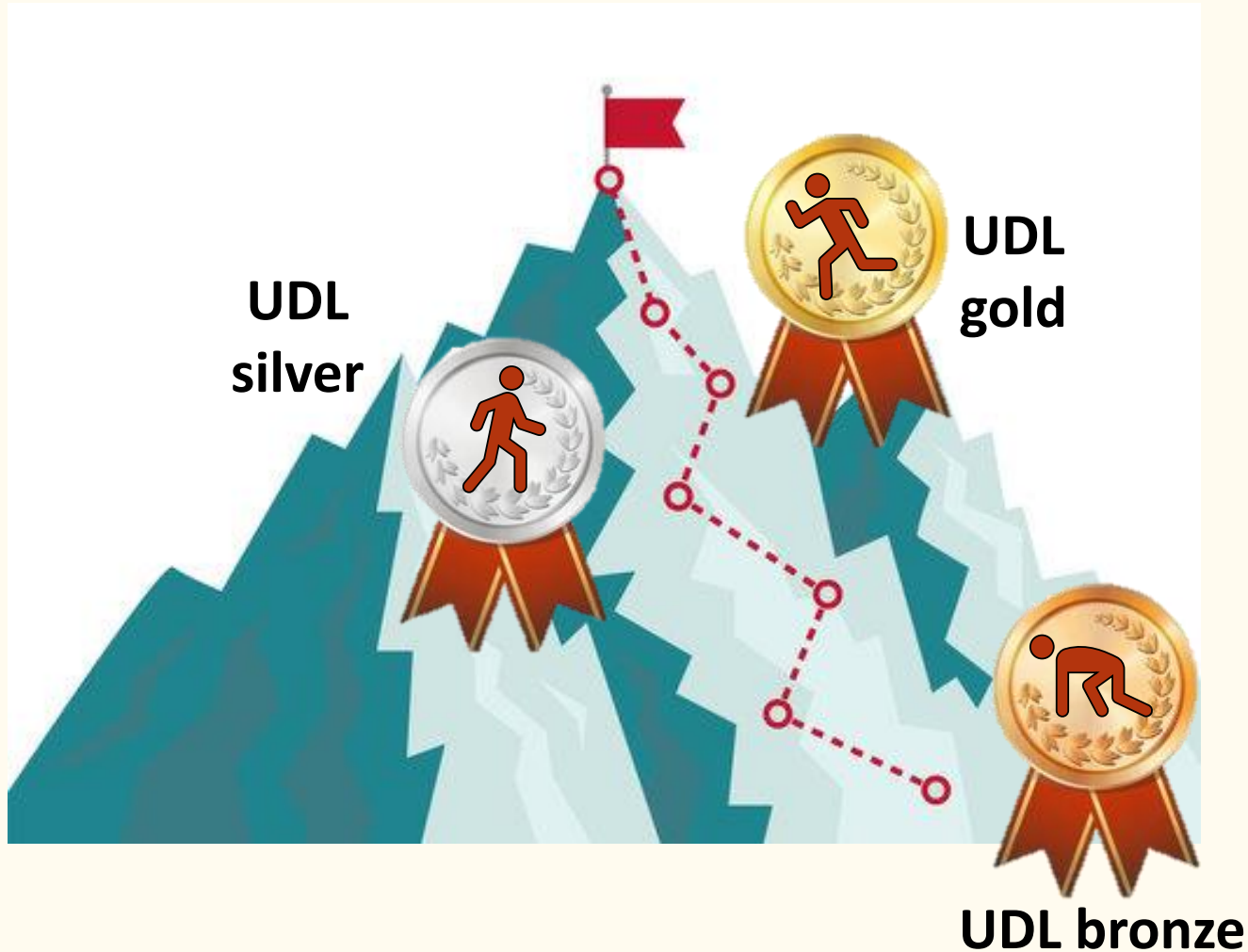
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(printed handout given on
the day)

One tutorial per week
(groups of 20)

Assessment support:

Disabled students have
25% extra time and a
separate room.
International students can
go to English classes.

What is your biggest takeaway and your UDL pledge?



@bioLOLogy_DMU

SCAN ME



Thank you and do get in touch



Thank you to
Linda O'Sullivan



Thank you to
Dr Marian Hurley



Thank you to
Dr Abi Moriarty

[@bioLOLogy_DMU](https://twitter.com/bioLOLogy_DMU)

Jo.Rushworth@dmu.ac.uk (until Feb 2nd)

JRushworth@lincoln.ac.uk (from Feb 15th)

