

# Universal Design for Learning: Inclusive Assessment & Feedback

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University College Dublin  
University for All

# Overview

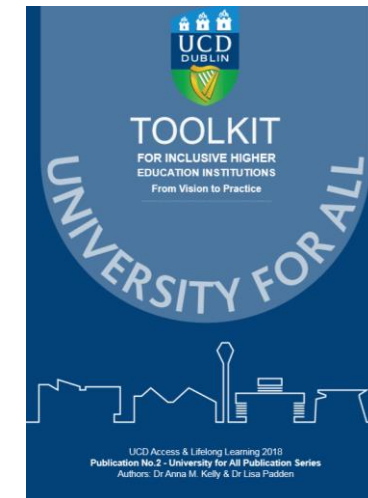
- UDL and Assessment and Feedback
  - UDL and a whole institutional approach
  - Assessment Challenges
  - Guidelines for practice (including VLE)
  - Your Practice – Diversity and Choice of Assessment
  - Adjusting Assessment Methods
  - Case Studies

# A Whole Institutional Approach to Inclusion

The University for All initiative which is a strategic approach to inclusion across UCD.

UDL is an integral part of the University for All approach which is based on the [Toolkit for Inclusive Higher Education Institutions](#) the how-to manual developed by UCD for embedding inclusion. University for All, and the toolkit, examine an educational institution in terms of its foundation (strategy and policy) and four pillars:

- Programme & Curriculum Design, Teaching & Learning
- Student Supports and Services
- Physical Campus and the Built Environment
- Information Technology Systems and Infrastructure



# Common Challenges for Students



Over assessment



Competing deadlines



New assessment types without support



Scheduling and commitments

# Common Challenges for Staff



Growing numbers



Static or reduced resources



External requirements



Increase in Reasonable Accommodations

# Universal Design for Learning

## 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).



Rose & Meyer 2014



# Multiple Means of Engagement

- Recruit interest by giving students some choice and autonomy
- Encourage students to persist and sustain effort by providing clear goals and objectives linked with assessment
- Foster collaboration with and between students
- Develop ways for students to self-assess and reflect on their learning
- Demonstrate the authenticity of assessment strategies as well as what and how the student is learning



Engagement -  
Virtual  
Learning  
Environment

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Checklists

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Virtual Classroom

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Groups

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Intelligent Agents



# Multiple Means of Representation

- Link the learning of new vocabulary and symbols to low stakes assessment
- Use alternative ways to present assessment and feedback – technology, multimedia, visuals, charts
- Create or encourage students to create mind maps, models and other creative learning materials as part of your assessment strategy



Representation  
- Virtual  
Learning  
Environment

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Multi-Media

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FAQs

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Glossaries

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Accessibility Checker

# Multiple Means of Action & Expression

- Clarity of goals for assignments/assessments
- Use of a broad range of assessment types through diversity and choice of assessment
- Provide support to gain skills needed for assessment types – essays, presentations, posters etc.
- Give constructive, timely feedback
- Embed self assessment: checklists and reflections



Action &  
Engagement -  
Virtual  
Learning  
Environment

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Quiz question types

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Alt format submissions

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E-portfolio

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Forms

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Assistive Tech compatibility

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Exam Supports

# Inclusive Assessment and Feedback

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Transparent

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Scaffolded

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Choice of assessment

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Variety of assessment

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Authentic assessment

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Student self monitor/self assess

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Students peer assess/review

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Programme approach

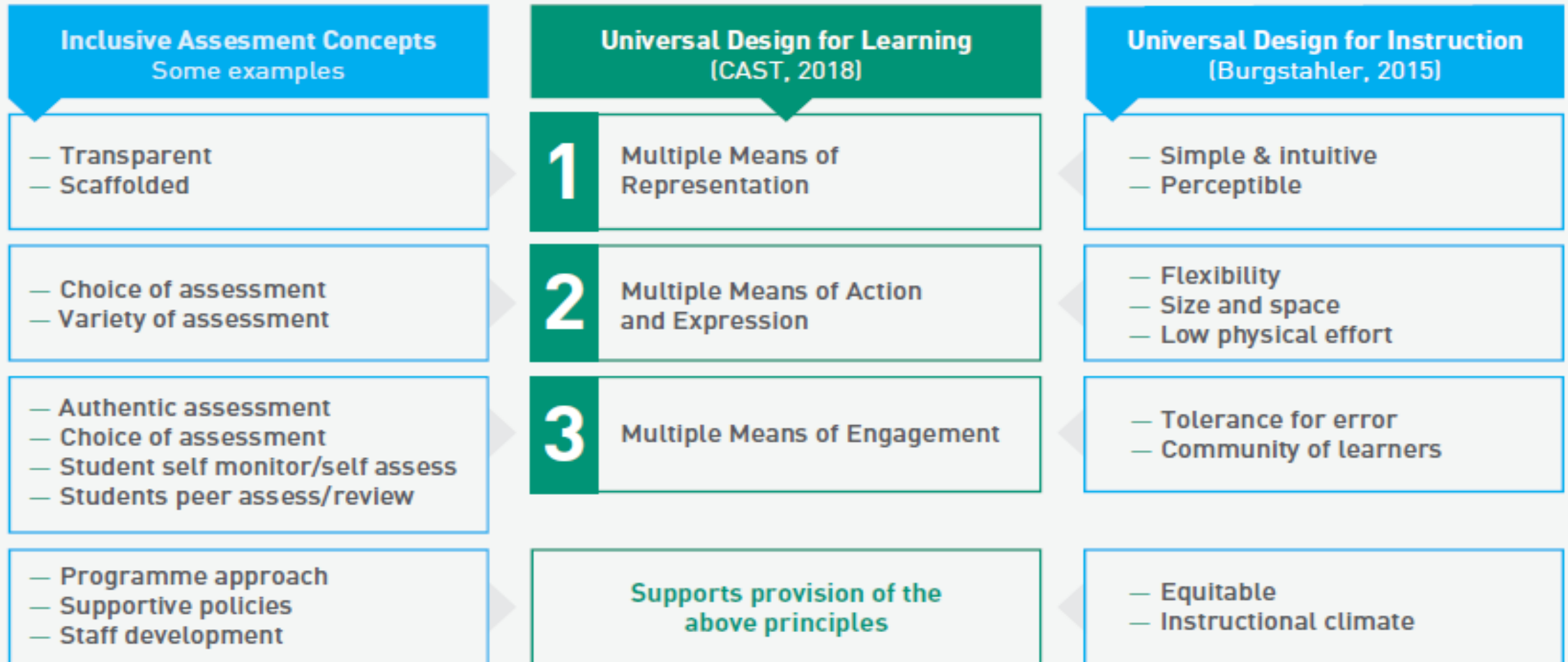
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Supportive policies

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Staff development

# The relationship between UDL and UDI Approaches and Inclusive Assessment Concepts.



# Your Practice

- You're going in to breakout rooms!
- Choose someone to feedback when we come back to the main room – you will have 10 minutes for discussion
- Do you currently offer diversity or choice of assessment?
- What enablers and barriers can you identify to diversity or choice in your own context?

# Practical Changes

- Essays
  - Sample Essays, detailed rubric, maximum time allowed, draft/plan feedback, resources on how to write an essay.
- Presentations
  - Students choose titles, offer different formats, develop student skills, link to authentic learning
- Traditional Exams
  - Past papers and practice exams, clear expectations and timings, lower stakes





# Practical Changes

- Online/MCQ Exams
  - Variety in question type, avoid negative marking, avoid forward moving only, accessible format for read aloud software, Consider student with learning difficulties
- Group Projects
  - Clear roles and responsibilities, group and individual mark, track workloads, link to authentic learning, assign groups based on previous grades – ensure diversity.



# Inclusive Assessment & Feedback

Universal Design Case Studies from  
IADT and UCD

Editors: Lisa Padden, Julie Tonge, Therese Moylan  
and Geraldine O'Neill



## Case Studies

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- Various Disciplines, stages and student groups.
- Samples and resources
- Results and feedback



Digital Badge in Universal Design  
for Teaching & Learning

# Questions?



- Download the case study book for free:  
[www.tinyurl.com/InclusiveAssessment](http://www.tinyurl.com/InclusiveAssessment)
- [Lisa.padden@ucd.ie](mailto:Lisa.padden@ucd.ie)

