

# Introduction to UDL & Assessment

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In association with the National Teaching and Learning Forum

Question: If you designed a (one size) unisex jacket to fit the average person, who do you think it would fit?

A: Everyone

B: The majority of the population?

C: A small minority

D: Nobody

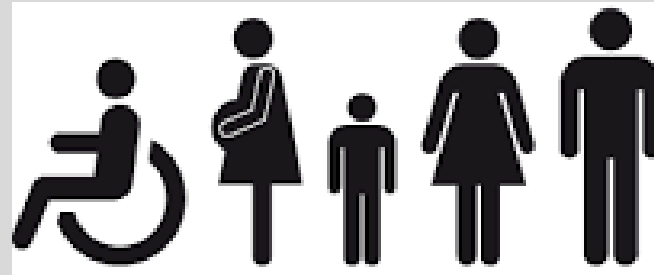


# Universal Design For Learning

- ▶ So what's it all about?
- ▶ An outgrowth of the Universal Design model, Universal Design for Learning (UDL) uses UD principles, to design courses

“to be usable by all people, to the greatest extent possible, without the need for adaptation or specialized design”

# Examples of Universal Design in Action



# Shaping Change in an Educational Setting

Universal Design for Learning is a **framework** to improve and optimise teaching and learning by removing barriers in the environment

Cast Symposium: UDL for Social Justice 2017

# UDL... Provide Multiple Means of.....

AFFECTIVE NETWORKS:  
THE **WHY** OF LEARNING



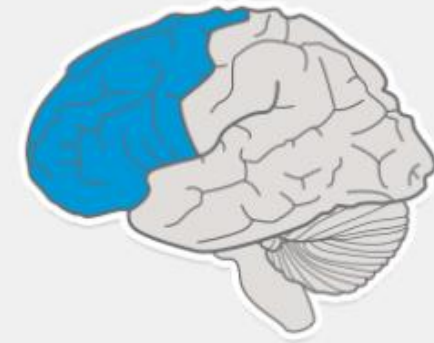
**Engagement**

RECOGNITION NETWORKS:  
THE **WHAT** OF LEARNING



**Representation**

STRATEGIC NETWORKS:  
THE **HOW** OF LEARNING



**Action & Expression**

3 Core Principles | Broken Into 9 Guidelines | Supported by 31 Checkpoints

CAST GUIDELINES - <http://udlguidelines.cast.org>

# UDL - Enhancing the student experience

- **Multiple Means of Representation:** the **‘WHAT’** of learning:

How students **perceive material** will vary e.g.: sighted v blind student

**Highlighting critical texts, providing examples, multimedia**

- **Multiple Means of Engagement:** the **‘WHY’** of learning (the student voice)

Flexibility in how students are engaged or motivated to learn

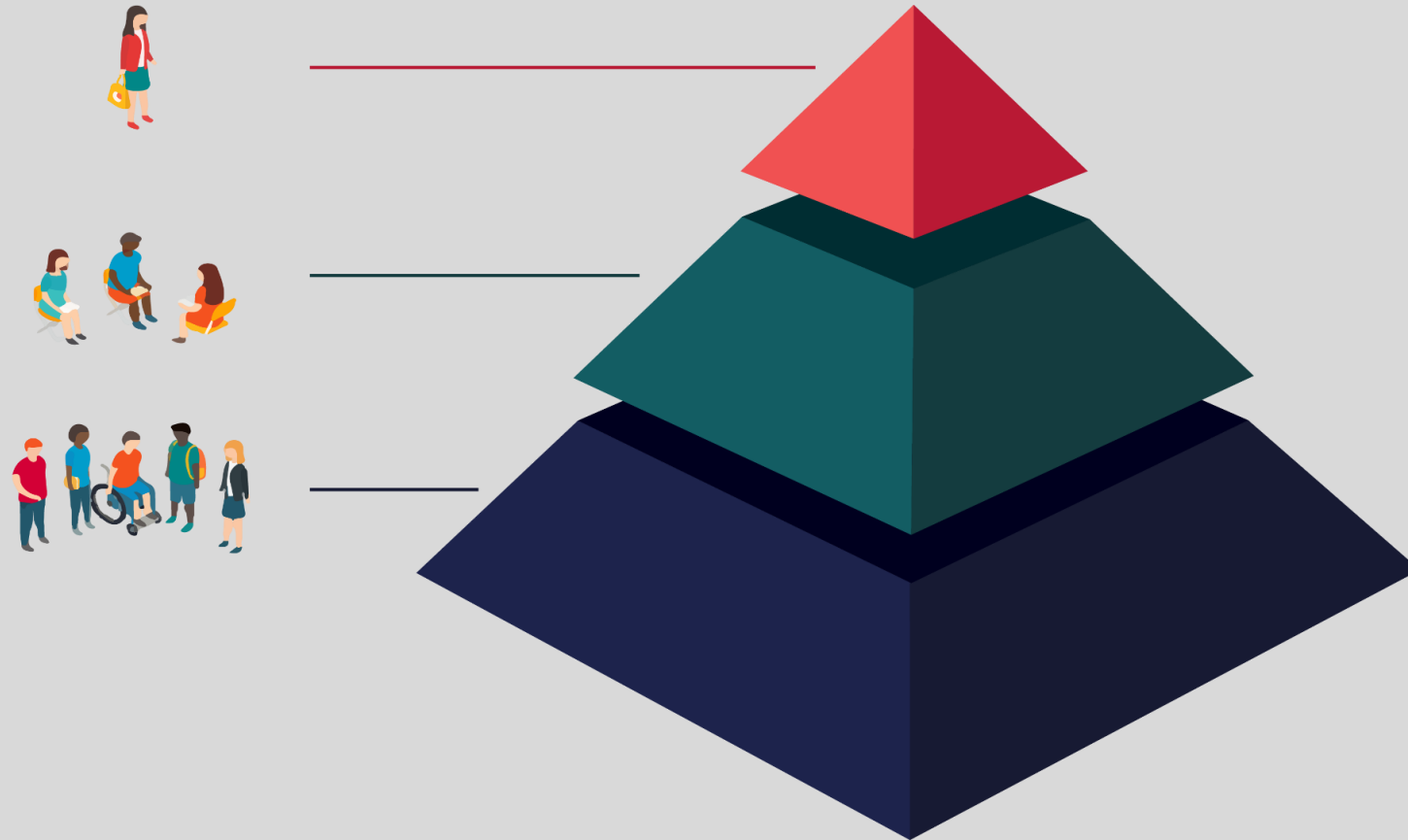
**Clear goals, standards, learning outcomes, feedback on performance**

- **Multiple Means of Expression and Action:** the **‘HOW’** of learning:

Recognising how students approach tasks and express themselves varies

**Providing alternative/varied formats; alternative assessments, group work, portfolios, practical's**

# Understanding Universal Design for Learning





# Understanding Impact of Disability

- Students with dyslexia, or sensory disabilities cannot take listen & take notes at the same time!
  - Notes online, recording devices, using subtitling in video's, recording online lectures.
- It can take a blind person 60% longer to read and process written material.
  - Formatted/tagged documents, essential reading lists, books available in alternative format.
- There is no sign language equivalent for many words in the English language.
  - List and explanation of technical terms.

# Some Potential Benefits of UDL

## At Institutional Level

Reduce the need for individualised supports and the associated cost savings.

Better outcomes for all students, not just students with disabilities or international students.

Lower drop-out rates.

A more diverse student body.

## For Students

A curriculum and environment that allows students to learn their way.

Variety and choice built into the curriculum.

Less need to visit specialised support services.

# The new learning environment (Covid)

What are the challenges for students? <https://www.ahead.ie/Covid-19-student-report>

## Learning from home

'Lack of structure to my day and motivation to learn' (64%)

'Distractions/other demands at home' (52%)

'Lack of clear communication from the college/centre of how I continue to engage in learning' (26%)

the 'Reliability of my internet/internet shared with other members of household' (24%)

'Disruption to the disability support provided to me by the college/centre' (20%)

## Assessments (challenges or concerns)

'worries concerning new type of assessment' (53%)

'distractions/other demands at home' (49%)

a 'lack of clarity around whether/how accommodations for exams/assessments will be provided' (30%)

the 'reliability of my internet/internet shared with other members of household' (29%)

'lack of clarity about how we will be assessed' (28%)