

## Incorporating the Concepts of Universal Design for Learning (UDL) in Modules as a Means of Embedding it in the Curriculum.

The basic building block of programmes of learning at MTU is the module which is formally documented in the module descriptor on the Akari Curriculum Management System. The following table is a reference tool that provides suggestions for how some of the concepts of UDL can be embedded in the curriculum. For each suggestion, its link to the UDL principles is referenced to the right and each is also colour-coded under the broad UDL areas as follows:

Multiple Means of Engagement

Multiple Means of Representation

Multiple Means of Action and Expression

	<b><i>Suggestions for how to include the concepts of UDL in the curriculum via the module descriptors</i></b>	<b><i>Reference to UDL Guidelines</i></b>
<i>General Items</i>	Gender neutral and inclusive	<i>To create a welcoming and inclusive instructional climate.</i>
	Constructive alignment between LOs, Assessment, Workload and Indicative Content	<i>To minimise threats and distractions and to optimise the relevance and effectiveness of the learning.</i>
	Use full terms instead of acronyms at least once in the descriptor and keep vocabulary as universally understandable as possible.	<i>To clarify acronyms, symbols, mathematical expressions and vocabulary.</i>
<i>Title</i>	It should indicate its relevance to the programme	<i>To recruit interest and optimise engagement</i>
	Clearly outline the goals of the module and how they fit in the context of the programme.	<i>To optimise interest and engagement and to ensure information is contextualised.</i>
<i>Description</i>		

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<i>Learning Outcomes</i>	These should be clearly written at the appropriate level with reference to Bloom's Taxonomy. Use the SMART approach (Specific, Measurable, Achievable, Realistic, Time-bound) and include the context of the learning.	<i>To optimise interest and engagement and to ensure the information is accessible and contextualised.</i>
	Complete the Module Learning Outcome to Programme Outcome mapping.	<i>To demonstrate the relevance, value and authenticity of the learning in the context of the overall programme.</i>
	Include broad disciplinary skills in the Learning Outcomes, for example, collaboration and self-reflection on progress.	<i>Educational goals are about mastery of both content and learning strategies.</i>
<i>Indicative Content</i>	Include topics that are up to date relevant. Periodic review is essential to ensure the module remains current and relevant.	<i>To engage the learner and remove any threats or distractions.</i>  <i>Indicative Content helps to clarify the rationale for inclusion of the module in the programme and therefore optimises the relevance, value and authenticity of the module.</i>
	Topics should align and build on prior knowledge.	<i>To promote understanding.</i> <i>Constructivism / Spiral curriculum (Bruner)</i>
<i>Assessment</i>	Set out the scope of the assessment by providing a description, indicative themes / skills, possible alternative formats, with an indication of relevance within the discipline, for exams and in-class assessments if they will be online or in-person. Word count guidance for essays and reports.	<i>To optimise interest and engagement by showing the authenticity and validity of assessments and by confirming clarity of requirements around assessment.</i>
	Give sufficient time for assignments. Review the module and programme assessment schedule to ensure a balanced workload. Consider if it would be appropriate to give all the assessment details and deadlines to the student on day one.	<i>To minimise threats and distractions and to facilitate personal coping skills and strategies</i>
	Build opportunities for feedback on assessment into the descriptor through the design of assessments, so that students read the feedback, understand it and use it to improve what they do next.	<i>To build feedback literacy and competence and to build capacity to internalise, digest and apply constructive criticism.</i>
	Consider limiting the variety of assessment within a module to ensure the feedback from one item	<i>To build fluencies with graduated levels of support for practice and performance</i>

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of assessment can be used in the next assessment.	
Provide a variety of assessment types across the programme.	<i>To improve the fairness and equity of assessment taking the diversity of learners into account.</i>
Vary the social demands of the assessments and the media in which the outputs are presented.	<i>To improve the fairness and equity of assessment taking the diversity of learners into account.</i>
Consider cross-modular assessment	<i>'Real-world' assessments optimise relevance, value and authenticity. This type of assessment may serve to highlight patterns and relationships between subject areas and maximise transfer and generalisation of concepts.</i>
Consider making room for formative assessment by reducing the number of summative assessments.  Engagement with formative feedback is maximised when it is clear how the formative feedback will help the students in subsequent module assessments.	<i>Formative assessment will serve to scaffold the building of academic literacy and competences by giving opportunities to use and apply feedback successfully. It will also help to enhance the capacity for self-monitoring of progress.</i>
Provide a balance of individual assessments and group assessments throughout the programme.	<i>To enable learners to build a variety of skills; to facilitate a broad range of academic literacies; to facilitate learners who may work better in group settings or individually.</i>
Allow students to choose assignment topics.	<i>Development of autonomy (learning to learn); standard practice in later years, preparation for postgraduate studies, where relevant.</i>
Allow for autonomy in sequencing or timing for completion of subcomponents of assignments/projects.	<i>To enhance scheduling and sequencing skills and to improve engagement by creating a sense of project ownership.</i>
State in the assessment description if rubrics will be used in grading assignments.	<i>Rubrics engage learners and serve to heighten the salience of objectives.</i>
As an assignment, consider using rubrics to grade sample work (perhaps even in groups) as an assignment is one possibility here.	<i>Rubrics scaffold and facilitate the learner to engage in learning mastery.</i>

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	Consider including opportunities for peer and self-assessment.	<i>Promote expectations and beliefs that optimise motivation. Develop self-assessment and reflection.</i>
<i>Workload</i>	Provide appropriate learning experiences by selecting from a range of workload types, e.g., lectures, labs, tutorials, case study analysis, discussion groups, guest lectures, online webinars, independent study, bringing with us the best of what we've learned from ERT.	<i>To optimise relevance, value and authenticity of the learning and assessment and offer alternatives for comprehension.</i>
	Balance the workload across the programme.	<i>To ensure the learner has adequate time to internalise the learning in each module.</i>
<i>Resources</i>	Select textbooks that offer e-book and audio book alternatives. Select captioned videos.	<i>Provide options for perception</i>
	As a resource consider providing a glossary of vocabulary and symbols and mathematical expressions.	<i>Provide options for language, mathematical expressions, and symbols.</i>
	Include references to a variety of media, including books, journal articles, websites and apps. Suggestion for an assessment: Student proposes and justifies suitable resources to encourage creative approaches to learning – podcasts, documentaries, etc.	<i>Use multiple media options</i>  <i>Provide alternatives for perception</i>  <i>Foster collaboration and community</i>

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