Unleashing the Power of UDL; revolutionising education for diverse learners

Maureen Haran, UDL Lecturer, Managing ATU's UDL Centre of Excellence
Dr. Ruth Quinn, Engineering Lecturer

2025 European Learning & Teaching Forum
2030 and beyond: towards responsive and adaptable higher education
27-28 February 2025, hosted by University College Cork, Ireland

UDL Development 2017 to Present

Oliscoil Teicneolaiochta an Atlantaigh
Atlantic Technological University

Start

2017-2018
Information Workshops

Foundational Start 2018-19
UDL Local Roll Outs/Online Resources

Dec 2019
UDL Working Group Established

Summer 2020 UDL Module Audits

Spring 2020
Module Manager

Oct 2019
Pilot Study Project
Funding is secured from NEFTL

Sept 2020
Blackboard Ally
Innovative content accessibility service will be integrated into Moodle

Spring 2021
SATLE Project
Conceptualising UDL with the student voice

March 2021
Programmatic Review
Support & Resources created on the UDL Moodle page

May 2021
Inaugural UDL-CUA Conference
"Building a Culture of inclusion in Higher Education"

Higher Education Centre of Excellence in UDL established

ATU Designation 2022

May 2022
UDL-ATU Conference
"Conceptualising UDL with the Student Voice"

October 2022
PG Cert & MA in UDL

Winner of John Kelly Award for Collaboration in UDL 2022-2024

Path 4
National Lead on 3 UD projects

May 2023
Peer Networks Established across ATU

May 2023
Student Empowerment Project

May 2023
National Workshop Series
(i) Digital Inclusion
(ii) Inclusive Curriculum Design
(iii) Inclusive Module Reviews

June 2023
ATU/MTU Collaborative Conference 2023 "Overcoming Obstacles to Enhance and Sustain UDL Collaboration in Tertiary Education"

Sept 2023
West/NWest UD Regional HUB est with Donegal ETB, MSLETB & GRETB

March 2024
UDL Student Digital Badge
Student Empowerment Project

March 2024
Launch of ALTITUDE Charter

October 2024
ATU-UDL Conference
"Practical Approaches to Embedding UDL in Tertiary Education"

Teaching & Learning Centre

Share

Made with Infogram

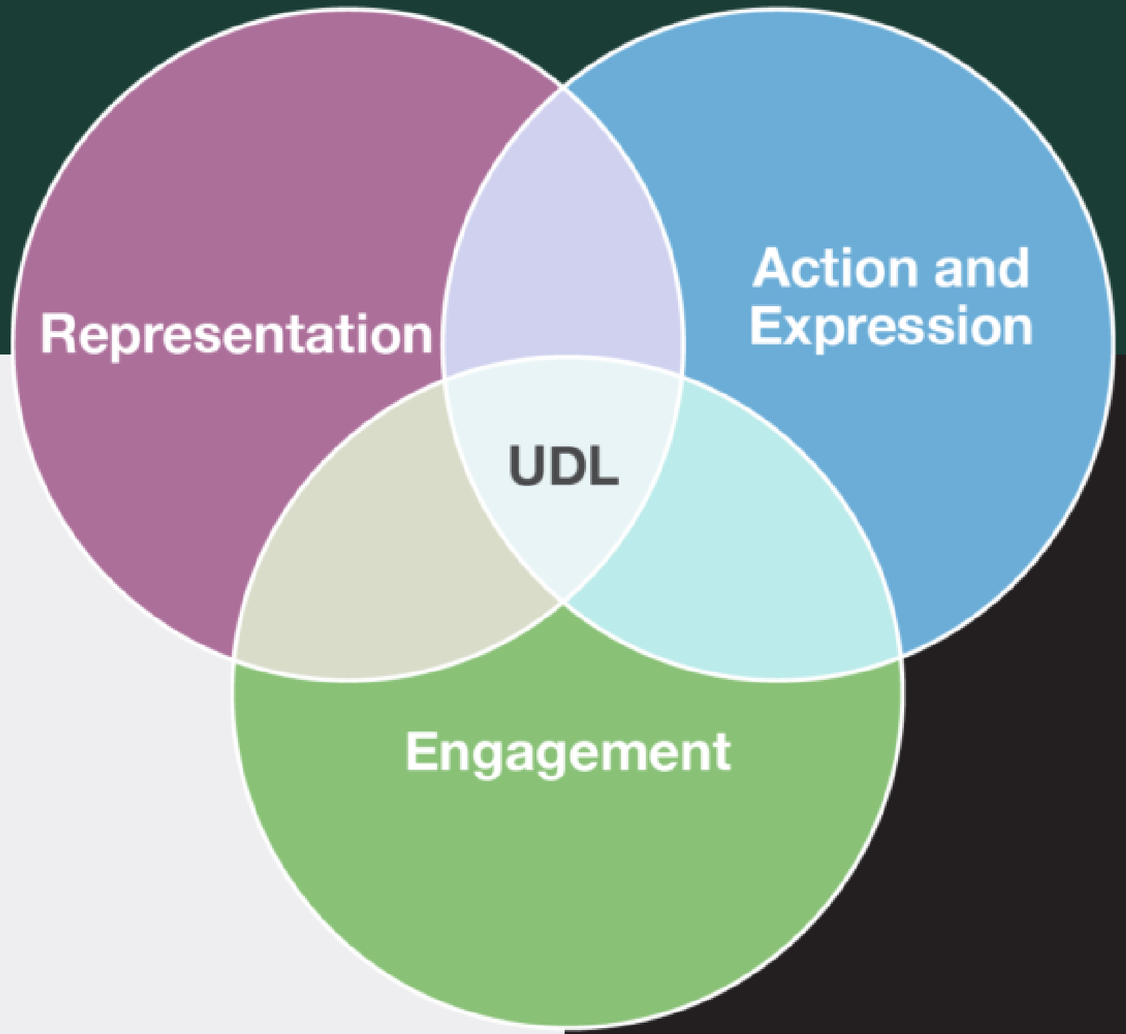
Universal Design for Learning

(UDL) as a framework for inclusive education.

'a key pedagogical framework which seeks to address the traditional 'one size fits all' curriculum'

(Flood & Banks, 2021)

Multiple Means of...



UDL Guidelines

The UDL Guidelines - new look, new home.

Let's bust barriers together.

CAST | Until learning has no limits™

udlguidelines.cast.org

Development of Post Graduate Certificate /MA in UDL

- Natural progression from Digital Badge in UDL – Local & National Roll out
- **ATU Curriculum Development Team:** Maureen Haran, Dr Niamh Plunkett, Dr Breda McTaggart

- **External Expertise/Advisors** -review & input to the module & programme learning outcomes
  - Dara Ryder, CEO AHEAD
  - Dr Lisa Padden, Programme Manager, University for All, UCD
  - Trevor Boland, Assistive Technologist, DCU

Internal Review Panel Validation May 2022

- **Letter of Support:** Dr Fiona Maloney, Director of Further Education & Training Support Services, ETBI

- **Panel Members** – review and interview programme team
  - Dr Sean Bracken, Principal Lecturer, University of Worchester
  - Dr Gina Noonan, Head of Teaching & Learning, SETU (Carlow)
  - Carol Neenan, Active Inclusion Officer, Cork Education & Training Board

Programme approved with commendations

Post Graduate Certificate in UDL: 30 ECTS

Post Graduate Certificate in UDL: 30 ECTS

Two (15) credit modules in year one (September – May)

- Understanding the UDL Framework: Inclusive Education – Beyond Threshold Concepts (Semester 1: Sept –Dec)
- Implementing the UDL Framework: Supporting Student Learning (Semester 2: Jan-May)

Learners have the option to progress to:

Master of Arts in UDL: 60 ECTS

- Research Project: Year 2
- Proposal – 15%
- Project – 75%
- Viva Voice- 10%

vevox

Join at:
vevox.app

ID:
155-989-940

Please indicate what you consider to be your level of curriculum development knowledge.

0 / 0

1. Completely New (no experience or training)

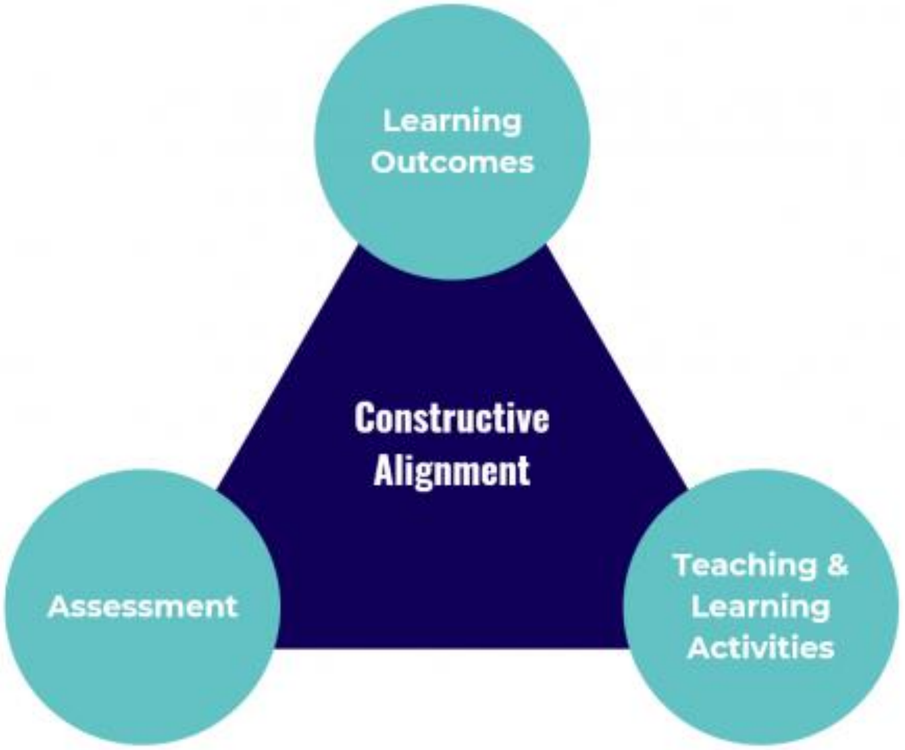
2. Beginner (limited experience or training)

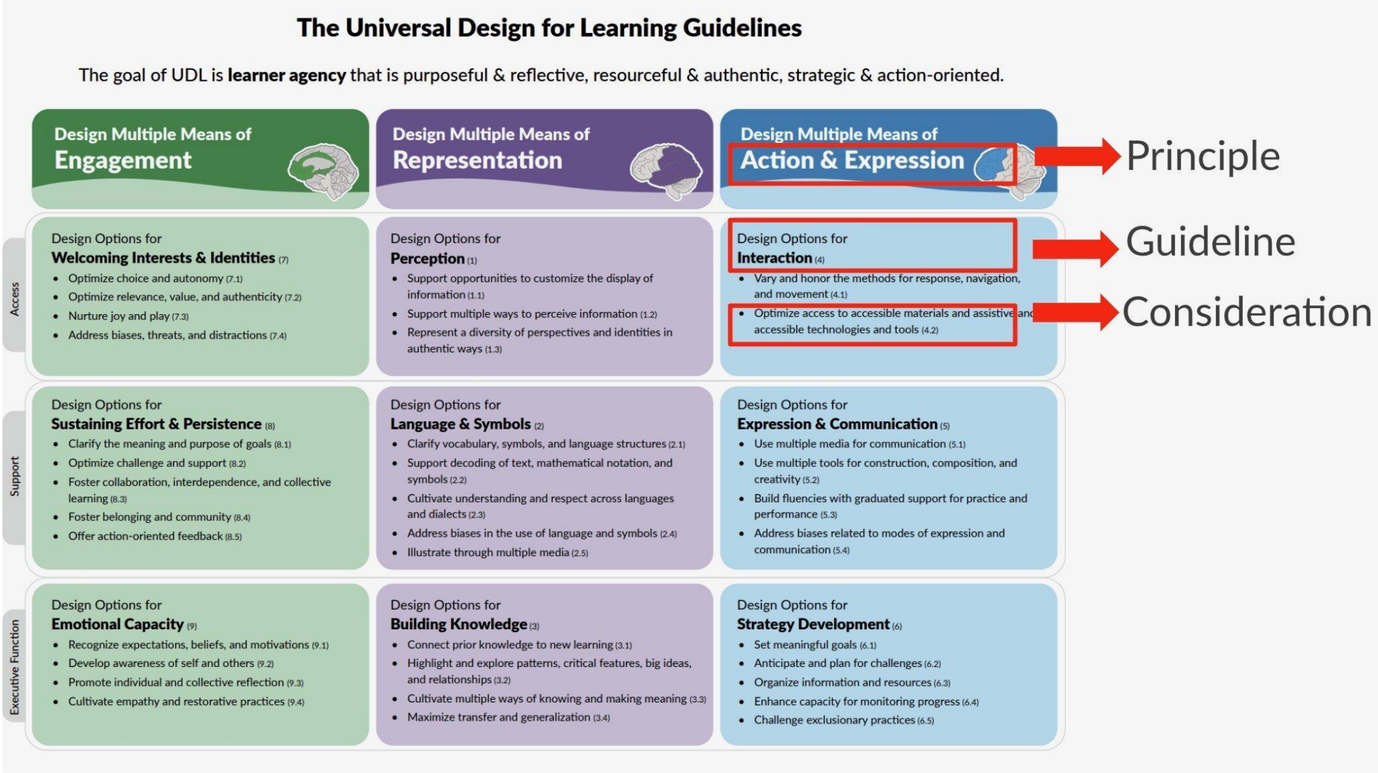
3. Intermediate (some experience and training)

4. Expert (a great deal of training and helped train others)

UDL
#DesignwithUDLinmind

Bigg's Constructive Alignment #designwithudlinmind





(Novak Education, 2020)

Bigg's Constructive Alignment

How might the UDL Framework enhance curricular design?

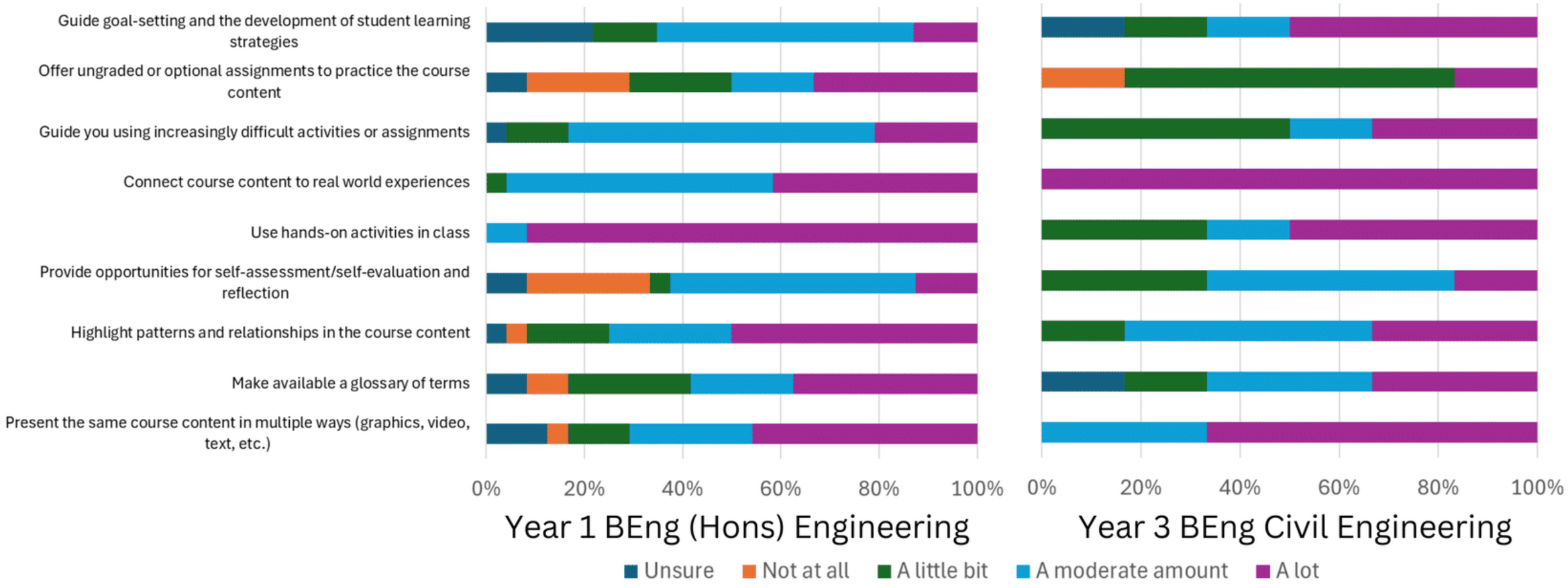
Insights from UDL Implementation

Examples of **UDL practices** in the curriculum

Dr. Ruth Quinn

Student Voice

How useful do you think these things would be in helping you learn in your courses?



Universal Design for Learning Plan

- Skills
- Student Preferences
- UDL Modifications
  - **UDL1: Hands-on activities**
  - **UDL2: Connect course content with real-world experiences.**
  - **UDL3: Guide you using increasingly difficult activities or Assignments.**
  - **UDL4: Highlight patterns and relationships in the course content.**
  - **UDL5: Present the same course content in multiple ways.**

Implementation

Noise Pollution Project

Infographics

Noise Pollution: The Silent Killer Week 1

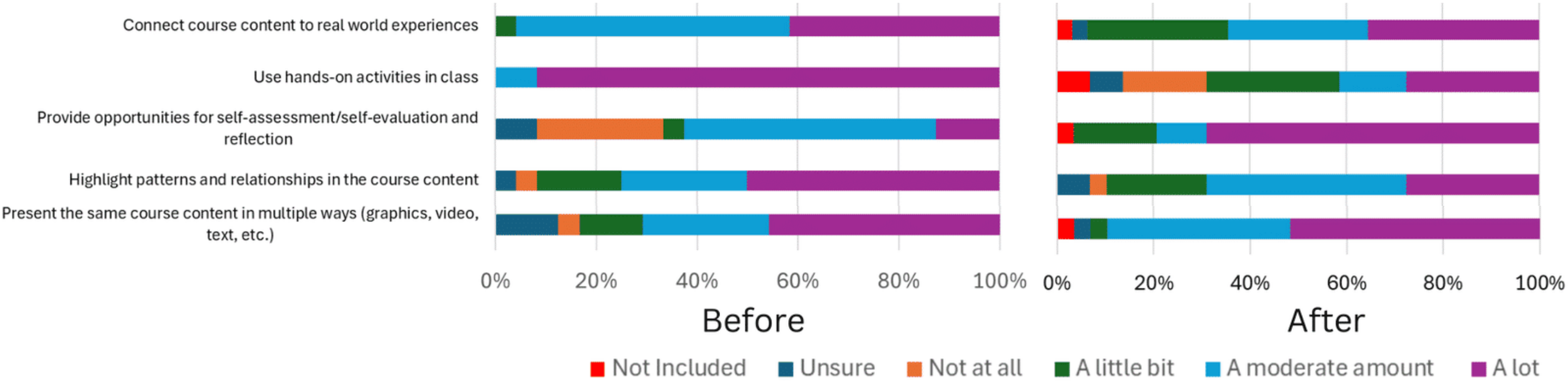
	1. Background Information	2. Test your Knowledge	3. Project	4. Role	5. Submission	6. Information Review	7. Monitoring Method	8. Share your Plan
A	Watch Recorded Lecture ☐	Create Poster ☐	River ☐	Project Manager ☐	Recorded Video ☐	Text ☐	Phone App ☐	**Add Discussion Post to Moodle** • What are you monitoring? • Where are you monitoring? • When are you going to monitor and how often? • How are you going to monitor? • Who is going to monitor? • Why to all of the above? Comment on one another teams post giving them feedback on their plan.
B	Read Text ☐	Complete Moodle Quiz ☐	Canteen ☐	Analyst ☐	Portfolio ☐	Infographic ☐	Survey ☐	
C	Finish Escape Room ☐	Write Discussion Post ☐	Regulation Station ☐	Recorder ☐	Report ☐	Mind Map ☐	Scale ☐	

Name:

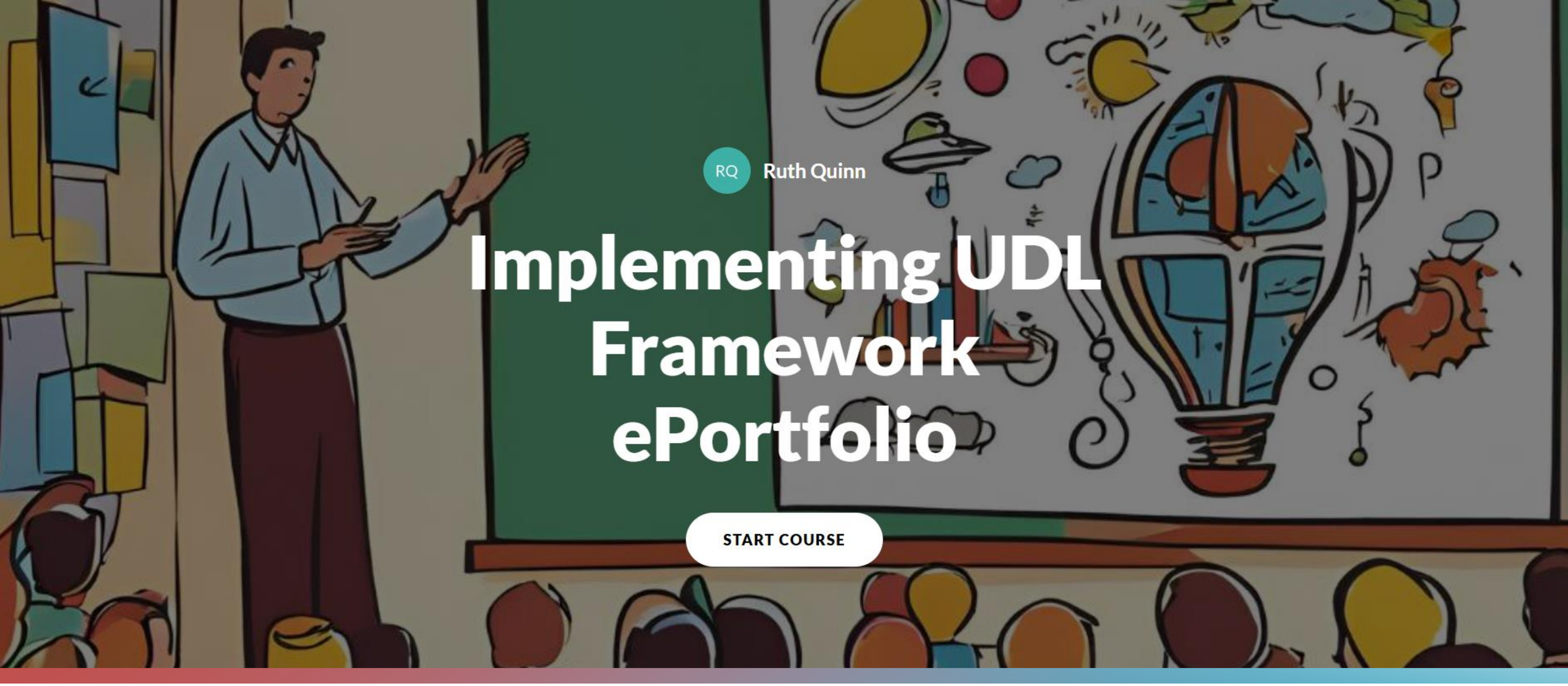
For Steps 1 - 7, you have a choice of Activities A, B or C, you only need to complete one. Mark which you chose in the check box and upload picture onto the padlet when finished all steps.
Make sure in addition to the stages you add your progress to padlet.

Findings

How useful do you think these things would be in helping you learn in your courses?

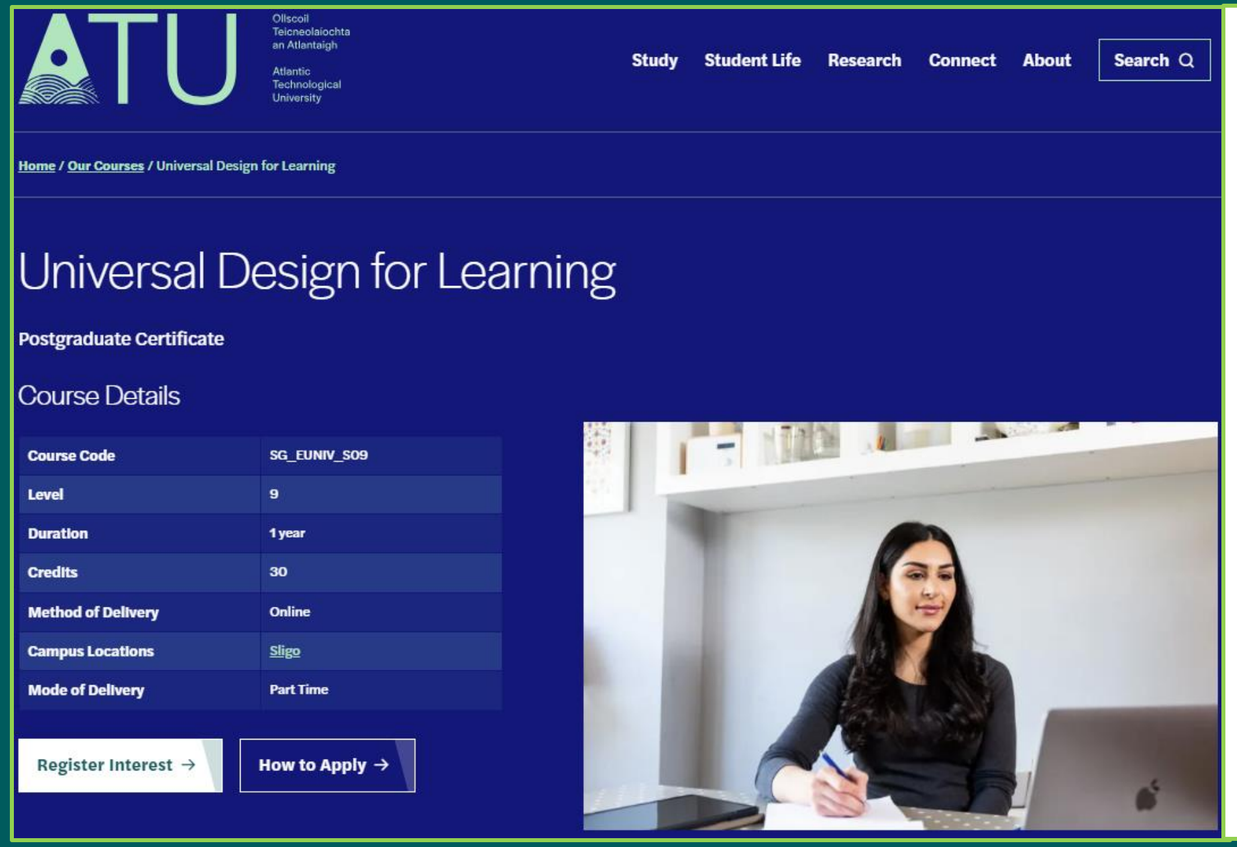


Student Choices Week 1



Dr. Ruth Quinn's ePortfolio

ATU's Pg Cert/MA in UDL



Next Steps

How can we foster inclusion through UD/UDL?

Adopting the ALTITUDE Charter in Irish Tertiary Education

	Learning, Teaching & Assessment	Student Supports, Services & Social Engagement	Physical Environment	Digital Environment
Goal	Reduce barriers to learning by building more flexibility, accessibility, clarity, learner voice and choice into how programmes are designed and delivered	Reduce barriers to student success by ensuring student services and extra-curricular activities are flexible and accessible for all learners	Reduce barriers in the physical environment by ensuring they are accessible, welcoming, and sensory-aware spaces that support flexible use	Reduce barriers to digital engagement by ensuring digital platforms & materials are accessible, easily navigated & understood by all.
Related Actions	**Key staff across the four pillars collaborate to make incremental and sustainable progress on the following actions:**			
Embed UD in...	quality assurance, programme design and programme validation processes	evaluation processes for support services, facilitating diverse learner input	procurement criteria to deliver accessible and user-friendly built environments	procurement criteria to deliver accessible and user-friendly platforms, websites & apps
Invest in...	instructional design resources and tools which support inclusive educational practices	tools which support ease of access to and use of supports and services	inclusive, sensory-aware spaces for learning, social activity, prayer, and sanitary purposes	digital tools & assistive technologies which facilitate inclusion & UD practice
Provide professional development in...	digital accessibility, digital teaching tools, UDL and the scholarship of teaching and learning	digital accessibility, accessible communications & UD beyond the classroom	universal design and relevant national building standards concerning accessibility	digital accessibility, relevant international accessibility standards, & UD principles
Develop Communities of Practice around...	inclusive educational practices such as UDL	delivery of barrier-free learner supports and services through a UD approach	system-wide approaches to inclusion in the built environment	digital accessibility across the institution
Foster Cross Departmental Collaboration on...	the availability of core programme materials in accessible formats	managing the volume of communications sent to learners	flexible layout and use of learning environments	consistent use of the virtual learning environment
Support...	programmes to consider assessment load and embed inclusive educational practices such as UDL in design	student services to embed flexibility and options for engagement in how and when learners utilise services	development of clear mechanisms for learners, staff, and visitors to report physical accessibility barriers	development of clear mechanisms for students, staff, and visitors to report digital accessibility barriers
Nurture diverse student partnerships to support...	evaluation of course accessibility, co-creation of curricula & assessment design	promotion of accessibility & inclusion in work placements, co-curricular and extra-curricular activities.	evaluation of indoor and outdoor spaces for accessibility, usability, and ease of navigation	the development and evaluation of digital platforms, websites & apps for accessibility and ease of use

ALTITUDE

THE NATIONAL CHARTER FOR UNIVERSAL DESIGN IN TERTIARY EDUCATION

UDL Centre of Excellence

For additional information:

Contact: maureen.haran@atu.ie