



Title	Laying the stepping stones towards UDL
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AREAS OF FOCUS

Graphical representation of the use of the three main pillars in application of Universal Design for Learning principles to engage students of the veterinary professions.

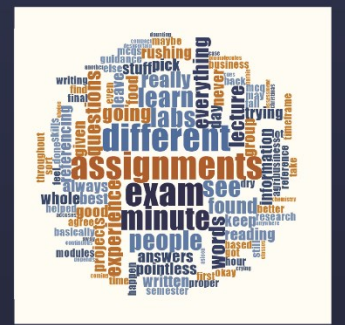


Dr Karen Keaveney
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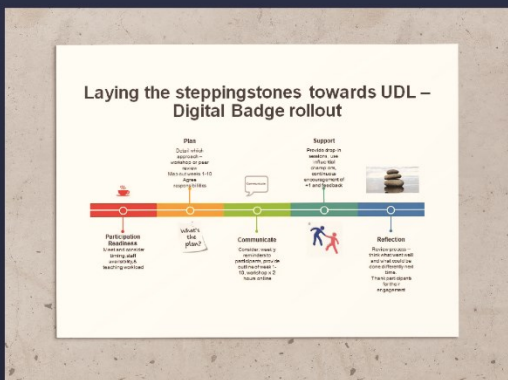
First Year Agricultural students' attitudes and perspectives on assessment, and approaches to multiple means of action and expression

A word cloud highlighting first year agricultural students' perspectives on assessment, from a focus group carried out with students in April 2022 (n=6). It depicts that students appreciate flexibility and variety in assessment type. Different means of continuous assessment, as well as combining it with final, summative assessment is favoured by students in First Year Agricultural Programmes.



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Laying the steppingstones towards UDL - rollout of digital badge Process involved four key elements:
Participants readiness - timing, availability, teaching workload
Planning - collective leadership, mapping the workshop over 10 weeks of the programme
Communication - reminders to participants weekly, outline of week 1-10, workshop x 2 hours online
Support - drop-in sessions, use of influential champions, continuous encouragement of +1 and feedback following submission of redesign



This poster depicts the journey of four faculty partners in the rollout of the digital badge in Universal Design for Learning (UDL). This badge was developed for the Forum by AHEAD and UCD Access & Lifelong Learning. 15 academics from the SNMHS and SPHSS participated in the course over 10 weeks.



Associate Professor Cairiona Cunningham
Widening Participation Committee
SPHPSS representative, Chairperson UCD Widening Participation Outreach Network

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- Encouraging Digital Badge Uptake by colleagues and facilitating Badge rollout, as a first time Facilitator, with colleagues in SNMHS - Sharing news of Digital Badge Awardees in school newsletter and at school meetings
- Embedding Peer Review of Student -Designed Exercise Resources for Clients in my own teaching using Peer Scholar
- Ensuring UDL on School Teaching and Learning Committee Agenda, sharing UDL updates , encouraging UDL consideration when updating modules, designing assessments which offer choice, discussing student challenges etc Sharing UDL resources with colleagues
- Development of a Widening Participation self -assessment checklist for schools/ units to bring clarity to WP roles - this has been incorporated into UCD University for All Inclusive toolkit
- University for ALL Roadshow Feb 2022 Health Sciences



SPHPSS Education technologist Karen Ryan conducted accessibility review of School website using Silktide and updated website to enhanced accessibility score

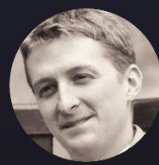
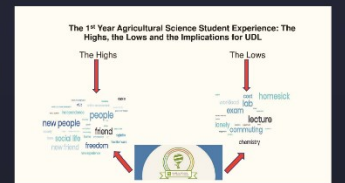


Dr Deirdre O Connor
Associate Dean for Equality Diversity and Inclusion - School of Agriculture and Food Science

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Student Engagement among First Year Agricultural Science Students - Implications for UDL

Image depicts two word clouds showing survey responses from current 1st Year Ag. Science students regarding their favourite and least favourite aspects of their UCD experience to date. Friendships, new experiences and freedom are among the most favoured aspects of college life, while homesickness, commuting and workload are among the least favoured aspects. We need to consider how UDL principles can enable us to further enhance students' positive experiences and mitigate the negative experiences.



Dr Tom Flanagan
Lecturer/ Assistant Professor in Human Anatomy

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Multiple means of expression / choice in assessment
Facilitation of UDL digital badge rollout amongst staff at School of Medicine

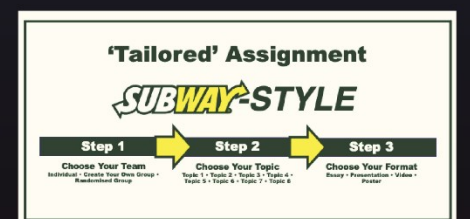


Image relates to an activity that we developed and introduced in the Graduate-Entry Medicine module, Anatomy of the Thorax (ANAT20070) in the Spring trimester, which involved the students 'tailoring' their main assignment ('build-your-own assignment') to maximize their means of engagement and expression.