



# From Families to Higher Education: Inclusive and UDL-Informed Learning Design Across Diverse EDI Contexts

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## OurKidsCode Context & Objectives

OurKidsCode is a **family-based creative coding** initiative designed to **broaden participation** in computing through **inclusive and collaborative learning**.

Originally developed for families in general, later expanded into diverse EDI contexts such as

- ✓ **Disadvantaged communities in South Dublin,**
- ✓ **Refugees and immigrant groups (e.g., Ukrainian, IPAS),**
- ✓ **Blindness and visual impairments (BVI) contexts.**

Programmes are iteratively designed with stakeholders in each context.



*OurKidsCode creative coding workshop in Cork with migrant/refugee families, supported by NASC*



www.ourkidscode.ie

## OurKidsCode Outcomes & Impact

Barrier Identified	Design Response	Impact
Low confidence	Low-pressure facilitation	Increased confidence and participation
Language/literacy barriers	Simplified & visual materials, with modular activities	Improved accessibility
Varied ages and/or learning abilities	Multiple roles & Flexible participation	Whole-family engagement
Accessibility needs	Multimodal design, with bigger fonts in blocks	Fuller participation
Educational anxiety/ Life traumas	No formal evaluation	Psychological safety
Cultural/contextual differences	Co-designed with stakeholders	Trust & sustained engagement

**7 Taster workshops**  
**6 Facilitators trained**  
**1 Club formed & meet for 18 months now**



**Kids said:** " 😎 !!! :) (: 🖥️ 🧑🎓 📶 . (: :). ~\|~"



**Parents said:** "Very entertaining introduction to coding for kids and great to have parents involved to join in and learn and experience what their children are learning also"



**Facilitators said:** "Families really enjoyed the MeetUp. Everyone took part, felt relaxed and confident to share. They understood the activities well and said they would like to have more similar meetings in the future."

## Reflections: From Families to Higher Education

Barrier	Role of Inter- and Intra-Family Collaboration	Potential UDL Solutions in Higher Education
Low confidence/anxiety	Shared participation reduced pressure and encouraged peer support	<b>Create psychologically safe and low-stakes learning environments: e.g., room set-up, encourage discussion</b>
Language/literacy barriers	Family members supported translation and interpretation	<b>Use multimodal and scaffolded learning materials, encourage peer support</b>
Varied abilities/backgrounds	Different family members chose/shared different roles based on interests and strengths	<b>Design multiple pathways for participation: e.g., group work with different tasks to lead/collaborate on</b>
Accessibility needs	Collaborative participation enabled additional support	<b>Embed accessibility and multimodal representation in materials and assessments</b>
Cultural/contextual differences	Family and community structures increased trust and belonging	<b>Apply co-design and culturally/contextual responsive approaches: e.g., pre-survey, mid-point check etc.</b>
Need for sustained inclusion	Inter-family collaboration strengthened community engagement	<b>Develop partnership with students and stakeholders, use collaborative learning approaches</b>