

MODULE SPECIFICATION

Programme(s) to which Module applies

Master in Education (Diversity and Inclusion)

1. Title of Module

Inclusive Practice Through a UDL Lens

2. Module Code

ET7080

3. Entry Requirements (if applicable)

Core module

4. Level (JF, SF, JS, SS, Postgraduate)

Postgraduate

5. Module Size (hours and number of weeks)

On-campus face-to-face lectures (12 hours)

Online synchronous and asynchronous lectures and workshops (8 hours)

Reflective reading (72 hours)

Assignment (110 hours)

6. ECTS Value

15

7. Rationale and Aims

Rationale

This module aims to enhance the student's knowledge of Universal Design for Learning (UDL), and inclusive pedagogy within their planning and practices. It focuses on developing the practitioner's toolkit to critically appraise and embed more inclusive practices to respond to the diversity of their learners through a UDL lens. Continual reflection in context, both individually and with learners, will be integral to the module.

Aims

To examine key literature pertaining to, and generate awareness and understanding of, the principles of UDL in education;

To provide opportunities for students to review, reflect upon and critically evaluate planning, teaching, learning, and assessment practices through a UDL lens, and in partnership with their learners;

To support students in designing, implementing, and embedding quality assured inclusive practices and assessments which respond flexibly to the diversity of learners in their context.

8. Learning Outcomes

On successful completion of this module, the student will be able to:

MLO2.1 Critically appraise, summarise and present an analysis and critique of inclusive practices in their context;

MLO2.2 Devise and develop a responsive plan to address gaps in the provision of inclusive practices in their context by employing the principles of UDL;

MLO2.3 Apply UDL principles to the planning, design, and delivery of materials, lessons, and/or assessments by demonstrating awareness and understanding of multiple means of engagement, multiple means of representation, and multiple means of action and expression.

MLO2.4 Create and employ opportunities to facilitate the input of learners' voices, engagement, and partnership in the development of an inclusive environment.

9. Course Content and Syllabus

Theoretical understandings of UDL and inclusive pedagogies;
Understanding UDL principles and checkpoints;
Applying UDL to your practice – planning, design, delivery;
Including the voice of learners in your UDL redesign activities.

10. Teaching and Learning Methods

Universal Design for Learning

Although the content of this module is on Universal Design for Learning it is also designed using the Universal Design for Learning framework with its three guiding principles forming the basis of teaching and learning on this module. The UDL guidelines are based on the idea that there is no such thing as a 'typical' or 'average' student, that all students learn differently and that to successfully teach for all students, we have to introduce greater flexibility in to teaching and learning practice (AHEAD, 2022).

The three core principles include:

Provide multiple means of engagement: this principle addresses the 'why' of learning and the emphasis is on making the material relevant to students and their personal goals and motivations. This principle focuses on stimulating interest and motivation for learning for every student. Strategies used in this module include providing options to students to recruit interest, sustaining effort and persistence, and self-regulation. When implemented, learners are attentive to what is being taught and are motivated to learn more (CAST, 2018).

Provide multiple means of representation: this principle addresses the 'what' of learning and the emphasis lies on what students are expected to learn, engage with, and access in order to succeed in

the module. To achieve this information and content is presented in different ways including options for perception, language and comprehension (CAST, 2018).

Provide multiple means of action and expression: this principle focuses on the 'how' of learning and the emphasis is on how students engage in different learning experiences and demonstrate what they know and what they are learning. This principle focuses on differentiating the ways that students express what they know. This includes providing options for students to engage in physical action, expression and communication, and executive functions (CAST, 2018).

11. Required Equipment and Resources (if applicable)

Computer, data projector, audio-visual and other equipment as required.

12. Methods of Assessment (for example, essay, seminar paper, examination, presentation)

The assessment for this module has been designed using the UDL principle of multiple means of action and expression. Students are therefore provided with choice in their assessment of learning. Choice is offered in the mode of assessment with options for written and video / audio submissions used.

Summative:

The module is assessed on the presentation of a final written essay or audio/video recording on a topic of the Universal Design for Learning. Students have the choice of:

- a practice-based UDL redesign activity which provides the opportunity to present learning and practice in supporting diversity and variability in their role.

Or/

- or an essay focussing on theoretical understandings of UDL. This should set out the key elements, concepts and theories in relation to a specific chosen issue related to inclusive education. It should provide a synthesis of empirical research in this area that has contributed to an understanding of this issue. It should identify and critique alternative viewpoints on the issue. It should, where relevant, make reference to how this issue impacts or could impact on inclusive education policy in Ireland and/or internationally.

It should be written/presented in an appropriate academic style following referencing conventions set out in the M.Ed. handbook.

Assessment Rubrics:

Rubrics are provided to students for both the written and video/audio submission and provide details on what is expected in relation to:

Presentation

Structure and organisation

Content

References

Relevance to practice

Critique

Formative:

Students will be offered on-going support in the following ways:

- informal feedback on contributions during lectures through Q and A;
- informal feedback on in-class presentations of their selected assessment topic.

13. Pass Requirement

Pass as per School of Education M.Ed. regulations

14. Method of Supplemental Assessment

Re-submission of assignment (if failed)

15. Recommended Reading Materials / Indicative Resources

Quirke, M. and McCarthy, P. (2020). A Conceptual Framework of Universal Design for Learning (UDL) for the Irish Further Education and Training Sector Where Inclusion is Everybody's Business. SOLAS/ETBI/AHEAD).

Torkildsby, A. B. (2018). Critical design in universal design settings: Pedagogy turned upside down. Design and Technology Education: An International Journal, 23(2), 6-23.

Ní Bheoláin, R., Lowney, R. & O'Riordan, F. (2020). Students as Partners in Assessment: A Literature Scoping Review. Dublin: Dublin City University.

UDLL Partnership. (2016). Universal design for learning. A best practice guideline. Universal/NTNU.

Kieran, L. & Anderson, C. (2018). Connecting Universal Design for Learning with Culturally Responsive Teaching. Education and Urban Society.

Herzog-Punzenberger, B., Altrichter, H., Brown, M. et al. (2020) Teachers responding to cultural diversity: case studies on assessment practices, challenges and experiences in secondary schools in Austria, Ireland, Norway and Turkey. Educ Asse Eval Acc 32, 395– 424.

Capp, M.J. Teacher confidence to implement the principles, guidelines, and checkpoints of universal design for learning. Int. J. Incl. Educ. 2018, 24, 706–720.

Craig, S.L.; Smith, S.J.; Frey, B. Professional development with Universal Design for Learning: Supporting teachers as learners to increase the implementation of UDL. Prof. Dev. Educ. 2019, 1–16.

Fitzgerald, A. Antiracism and Universal Design for Learning: Building Expressways to Success; CAST: Wakefield, MA, USA, 2021.

Online:

<https://udlguidelines.cast.org/>

<https://ahead.ie/>

16. Evaluation

Student evaluation (online module survey)
Regular teaching team reviews to consider student input

17. Module Co-ordinator

Dr Joanne Banks

18. Module Teaching Team

Dr Patricia McCarthy
Dr Margaret Flood
Jean Reale