



NUI Galway
OÉ Gaillimh

One-size-fits-all – a thing of the past?

An analysis of the implementation of Universal Design for Learning (UDL) in preparing students for work based learning

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**Work Based Learning
Manager**

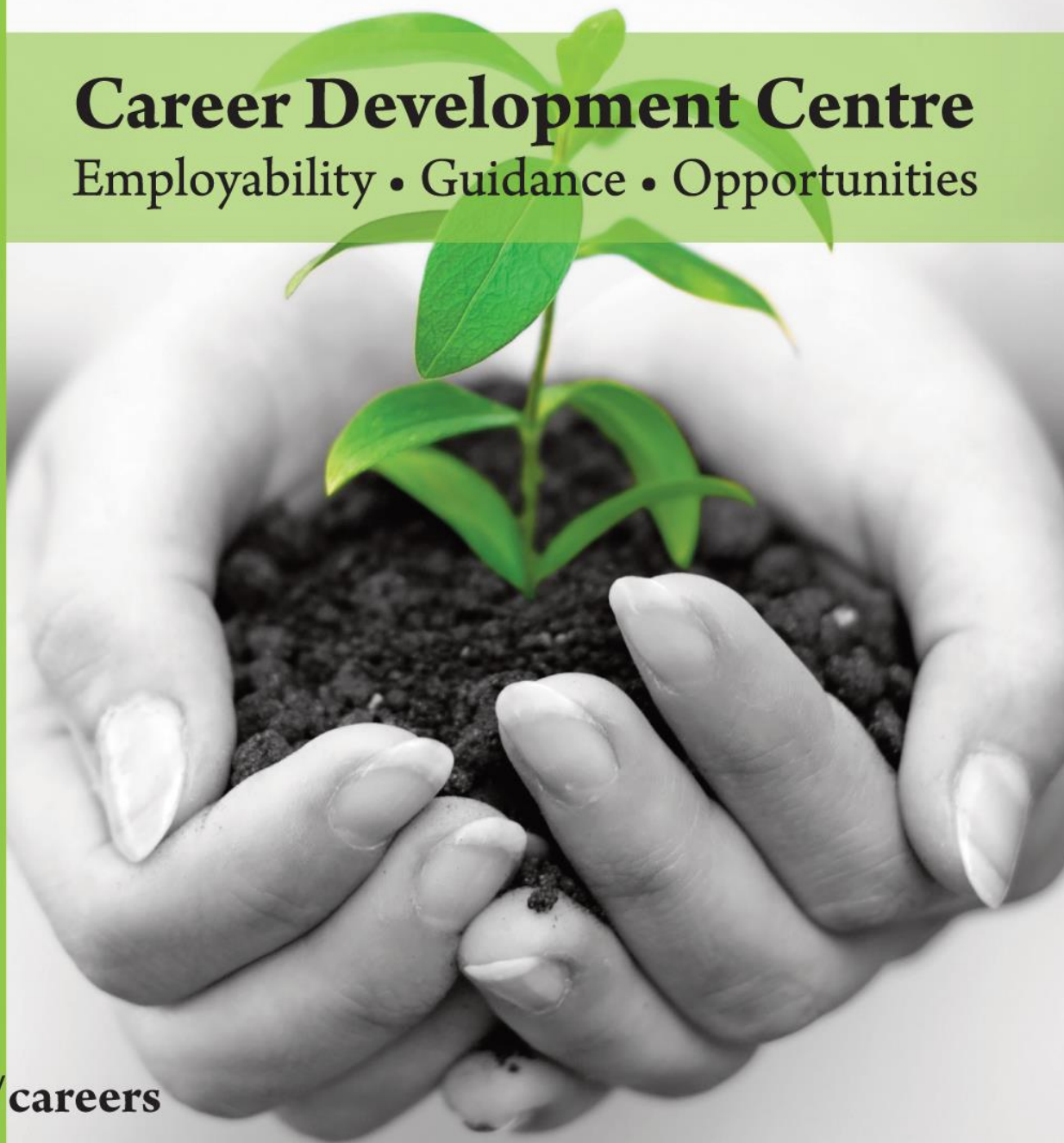
**NUI Galway Career
Development Centre**



www.nuigalway.ie/careers

Career Development Centre

Employability • Guidance • Opportunities



- Context
- Universal Design for Learning (UDL)
- Implementation overview
- Findings
- Summary



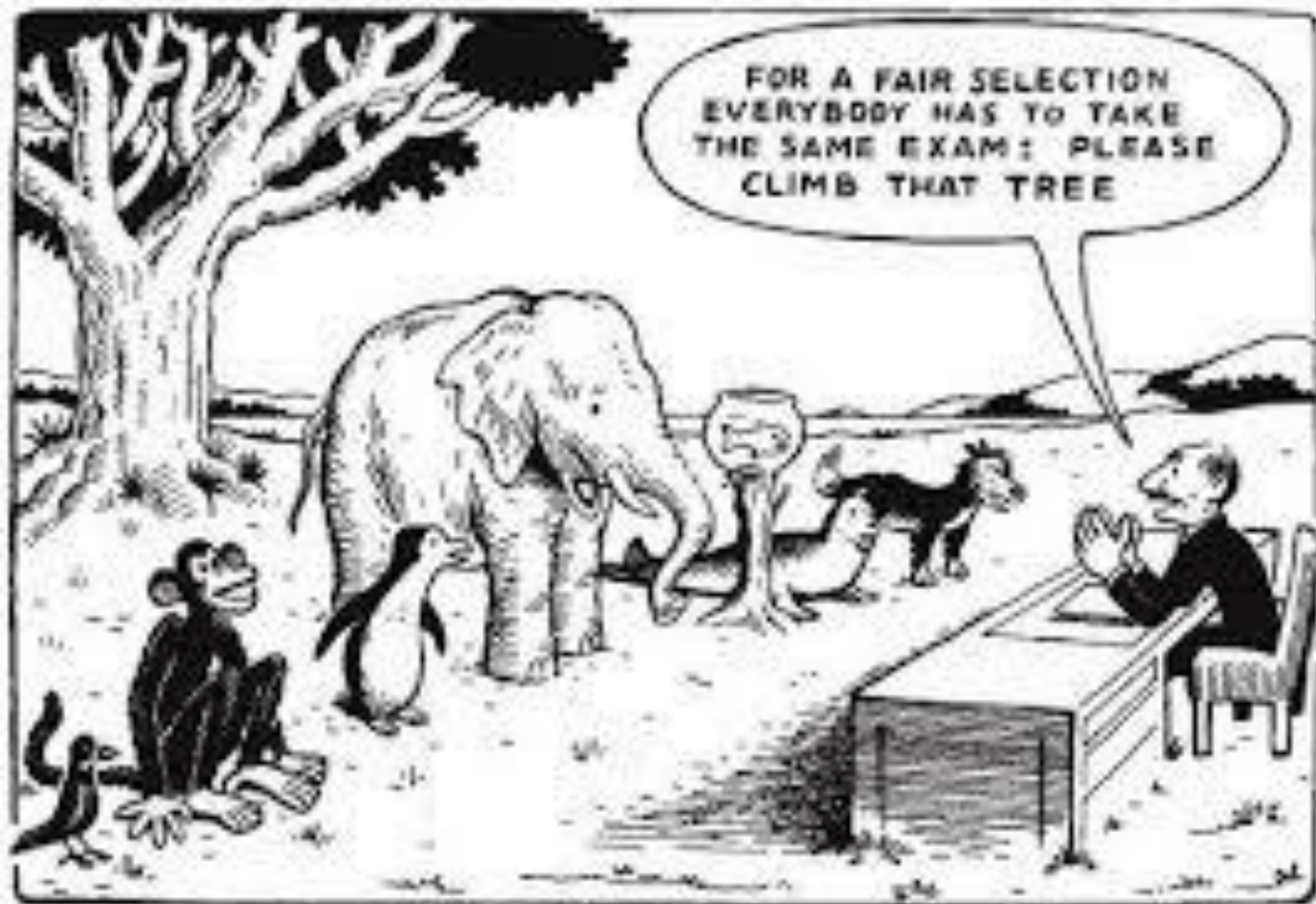
- The Glass Slipper

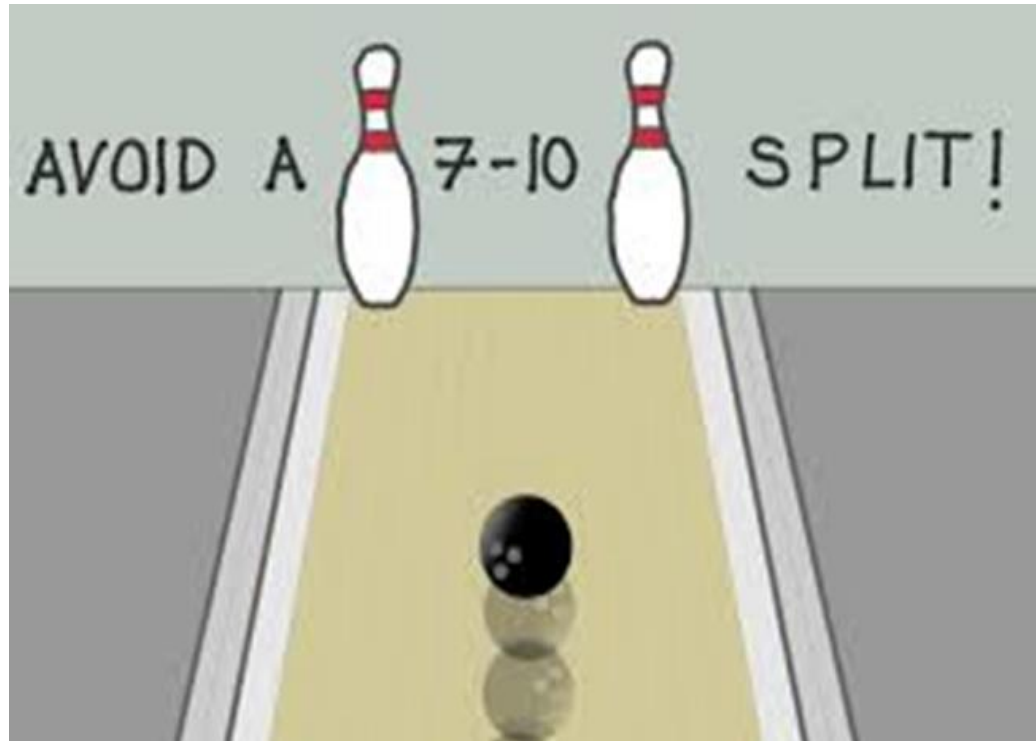


- AHEAD Report of 2016/2017
 - 12,630 students with disabilities in higher education.
 - 5.7% of the total student population



- ✓ NUI Galway Vision 2020 objective to increase Work Based Learning 80%





It's the students at the edges we need to reach!

- The concept of universal design was created by architect Ron Mace
 - universal design movement in architecture and product development in the early 1980s
- Center for Applied Special Technology (**CAST**)
 - its flexibility, inclusiveness, foresight in anticipating people's needs – could be applied in the field of education.
- Anne Meyer & David Rose in 1990s – designed a first principles of UDL framework



- What is UDL?



Universal Design for Learning

3 primary
networks

3 principles of
UDL

3 sets of UDL
guidelines

Recognition
learning



Representation

Flexible
ways to
present
what
we teach
and learn.



Strategic
learning



Action
&
expression

Flexible
options for
how we
learn and
express
what we
know.



Affective
learning



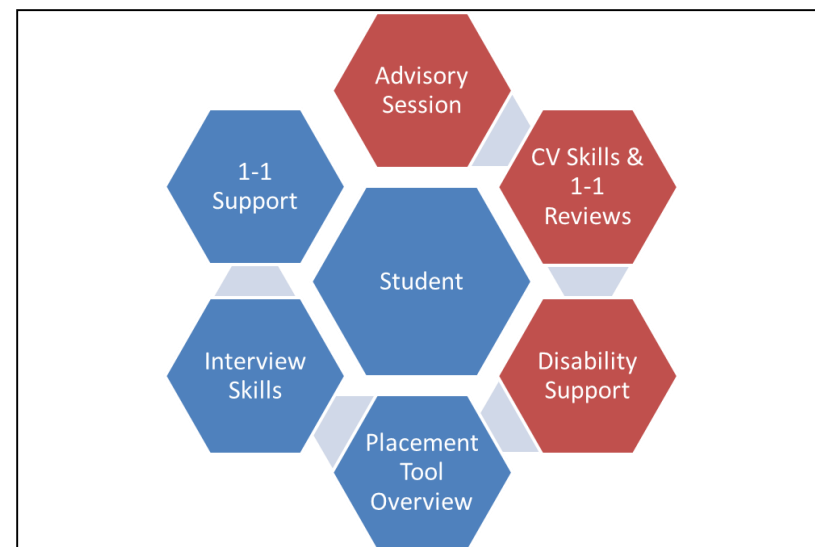
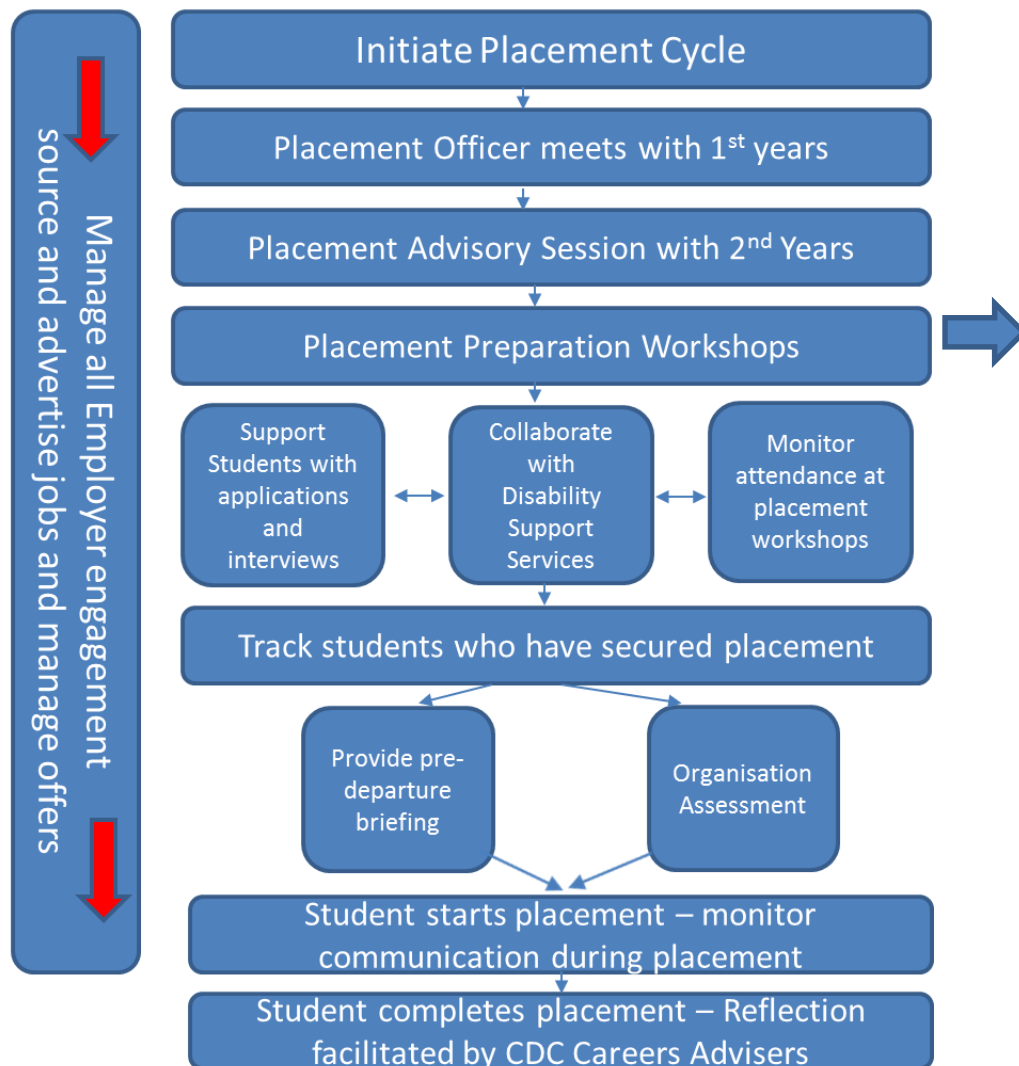
Engagement

Flexible
options for
generating
and
sustaining
motivation,
the **why**
of learning.

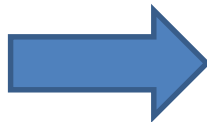


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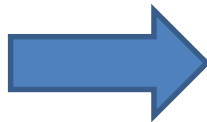


Means of Representation



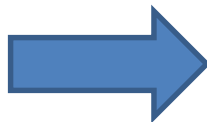
- Audio / Video / Images
- Material available prior to workshops
- Adapt font size
- Positive language
- Peer learning
- Academic & Employer participation

Means of Expression



- Group work
- Role plays
- Technology Apps – Audience participation tool (Slido.com)
- Interactive CV workshops
- 1-1 Reviews

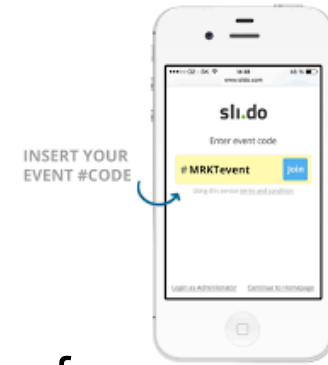
Means of Engagement



- Interactive workshops
- 1-1 Proactive Support
- Drop-ins facilitated by Placement Ambassadors
- Collaboration with Support Services: Disability Office and Counselling



- Interactive Audience tool – Slido.com



- Increase of engagement

- “Get tips on how to prepare for job interviews and hear from previous students”
- “Get a clear understanding of the process and gain insight on opportunities”

- Validate learning needs at the end of sessions

- Peer Learning – Placement Ambassadors





- Student engagement increase from 30% in 2017 to **96%** in 2018



- Attendance for 1-1 meetings increased from 48% in 2017 to **100%** in 2018



- **100%** increased their understanding of the placement process and were motivated to take action



- Increase in quality of CV's and Interview Performance



- Significant increase in disclosures of disabilities



Student Feedback :

“Increased my confidence for the official placement interviews”

“Very helpful and it was clear what had to be changed to make yourself more attractive to an employer”

“I found the first-hand accounts from former placement students of their experience invaluable

Employer Feedback :

“The standard of preparation of students and the quality of their CV and Interview performance was significantly higher than final year students being interviewed for graduate positions”

Grant Thornton



- Time
 - Planning required to incorporate principles
 - Audit of material
- Training
 - Understanding of UDL framework and how to employ it
- Technology



The Garden : Metaphor for Inclusion



“Let us think of education as the means of developing our greatest abilities, because in each of us there is a private hope and dream which, fulfilled, can be translated into benefit for everyone and greater strength for our nation. ”

John Fitzgerald
Kennedy

