



Designing INclusion

*Developing UDL
Professional Learning
Communities to
Enhance Cross-
Campus Inclusion.*

Dr. Sean Bracken, PFHEA
@bracknowledge

@UDL_UL

#UDL_UL



**UNIVERSITY OF
LIMERICK**
OLLSCOIL LUIMNIGH



**University
of Worcester**

Aims

Identify

Identify the rationale and values underpinning development of a vibrant UDL Professional Learning Community;

Apply

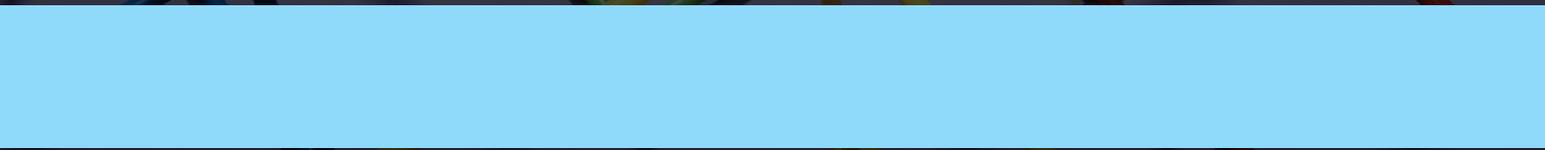
Apply core concepts of Universal Design (UDL) along with insights from Joint Practice Development and Communities of Practice to guide development of a sustainable research, learning and praxis Community;

Extend

Extend (and specialise?) the network of colleagues engaged with inclusive learning, teaching and assessment to strengthen a research base for praxis.



Guiding conceptual
frameworks and
background



Conceptual framework: Universal Design

Framework: Universal Design

“Universal design is the design of products and environments to be usable by all people, to the greatest extent possible, without the need for adaptation or specialized design.”

Ron Mace, The Center for
Universal Design, NC State
University



Being guided by the UDL Guidelines

Provide multiple means of
Engagement



Affective Networks
The "WHY" of Learning

Provide multiple means of
Representation



Recognition Networks
The "WHAT" of Learning

Provide multiple means of
Action & Expression



Strategic Networks
The "HOW" of Learning

Expert learners who are...

Purposeful & Motivated

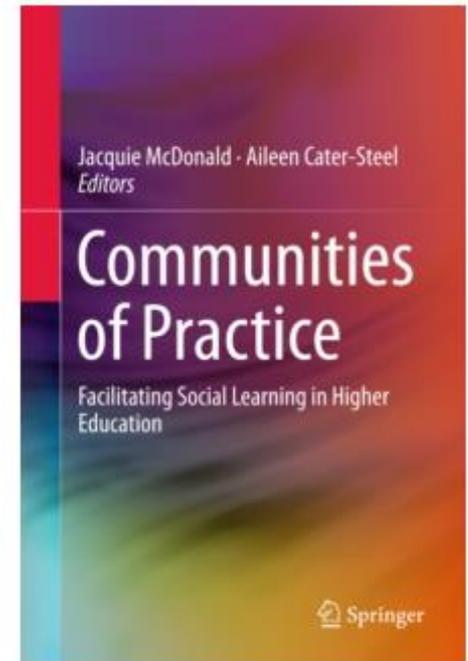
Resourceful & Knowledgeable

Strategic & Goal-Directed

Goal

Brief insight into Joint Practice Development

- Involves interaction and mutual development related to practice
- Recognises that each partner in the interaction has something to offer and, as such, is based on the assumption of mutually beneficial learning
- is research-informed, often involving collaborative enquiry



Learning from professional praxis locally and globally

ibd
IBD - Inclusion by Design

GRP_Inclusion by Design

General

Academic Integrity and the BAME experi...
Inclusive design, (dis)abilities and Intersection

Information technologies and UDL or UD
UDL and Culturally Sustaining Pedagogies

UDL and Post Graduate Research

2 March 2021

Elaine Swift 02/03 11:49
Great resource from AHEAD in Ireland <https://www.ahead.ie/education>

I Work in Education - AHEAD
www.ahead.ie

8 March 2021

Sean Bracken Monday 13:11

INCLUDE Developments - Student Voice Conference and Seminar Series

INCLUDE Inclusion by Design Good afternoon ibd colleagues. Please be advised that there has been an extension to the submission date for the Student Voice Conference, which our very own Anastasia Kierrett (Student) is assisting to organise. Given that the one-day Conference is inextricably bound up with voice and access, there is considerable flexibility built into the types of submissions that can be made. With this in mind, there is still ample scope to submit a paper / photo / info...

INCLUDE
International Collaboratory for Leadership in Universally Designed Education

HOME CONTACT LEARN APPLY CHANGE SHARE WEBINAR

Home

Announcing! International Student Voice Conference Call for Presentations - deadline extended to March 12. Link contains registration information as well.

NEW: UDL in India and UAE Blog with follow-up WEBINAR on March 12, 9:30 am EST (14:30 GMT). For Webinar registration, click <http://bit.ly/INCLUDE2Reg>

INCLUDE: The International Collaboratory for Leadership in Universally Designed Education

"Working closely with international professionals, researchers and practitioners to make a positive difference in the learning and lives of traditionally marginalised students through inclusive instructional design and implementation."

UPCOMING EVENT....

STUDENT VOICE CONFERENCE

8 April 2021

You are invited to the inaugural online Student Voice Conference: **Student Agency and Wellness in the Remote Environment** hosted by The International Collaboratory for Leadership in Universally Designed Education (INCLUDE) and the International Conference on Education Quality (ICEQ). The conference aims to reveal and share how learners make positive changes in their learning environments. Additionally, the conference seeks to provide a platform for students to share their thoughts and experiences on the challenges they have faced, and the strategies they have used to access learning during the Covid-19 Pandemic which caused a global move to remote, online and blended learning environments in higher Education. To find out more about this conference and how to submit a paper and/or register, click here.

#INCLUDECOLLABORATORY
@INCLUDE2020

PLEASE FOLLOW & LIKE US!

FIND US

Address
University of Worcester
Main Building
Worcester, UK

LEAD AFFILIATE

University of Worcester

PARTNER AFFILIATES

A 3D molecular model of a crystal lattice structure. The structure is composed of numerous interconnected rods in various colors (yellow, orange, red, blue, green) and small yellow joints at the vertices. The rods are arranged in a complex, repeating pattern, forming a network of interconnected polygons. The background is a solid light blue color.

Step One: Identify
Why and Who?

Home

Inclusion at the University of Worcester

Core inclusion toolkit documents

A1 Design Inclusively

A2 Teach Inclusively

A3 Assess Inclusively

A4 Develop Inclusive Learning Environments

Contacts and useful links



We value the diversity of our students and staff, and actively promote an inclusive learning environment by fostering positive relationships across the institution, celebrating diversity and challenging discrimination.

Inclusion Toolkit

The Inclusion Toolkit has been designed as a set of resources to support embedding inclusion across all aspects of learning and teaching at the University of Worcester. It is intended to provide guidance and supporting information for staff.

By adopting an inclusive approach to all aspects of the student experience at the University, we aim to inspire all our students to work hard and achieve their full potential.

UK law on web accessibility

Practical resources and advice to help you understand and implement the new legislation.



On 23 September 2018 [new regulations on the accessibility of websites and mobile applications of public sector bodies](#) came into force in the UK.

Action-Oriented Values

We value all people, therefore we:

- Invite participation for all people in creating and influencing the development of their communities of practice.
- Develop systems that support inclusion for a great variety of people and groups.
- Collaborate broadly.
- Actively promote social justice.

We value exceptional design, therefore we:

- Design structures that are as inclusive as possible without compromising the purpose of the design.
- We design structures with multiple access points, multiple means of communication and multiple ways of engaging.

#INCLUDECOLLABORATORY
@INCLUDE2020

PLEASE FOLLOW & LIKE US :)

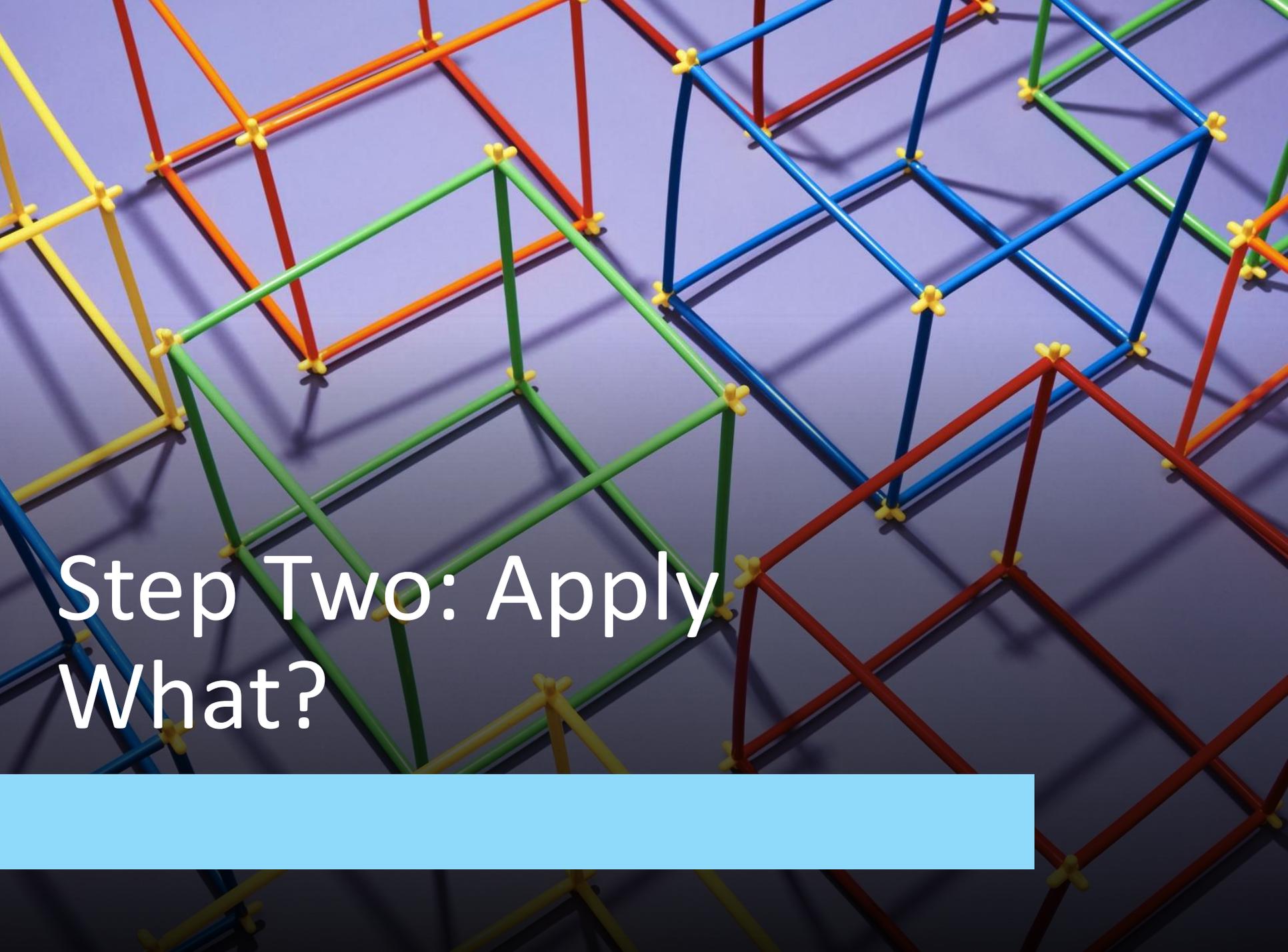


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University of Worcester
Henwick Grove
WR2 6AJ

INCLUDE and our action-oriented values



Step Two: Apply
What?



International Collaboratory for
Leadership in Universally
Designed Education

[HOME](#) ▾

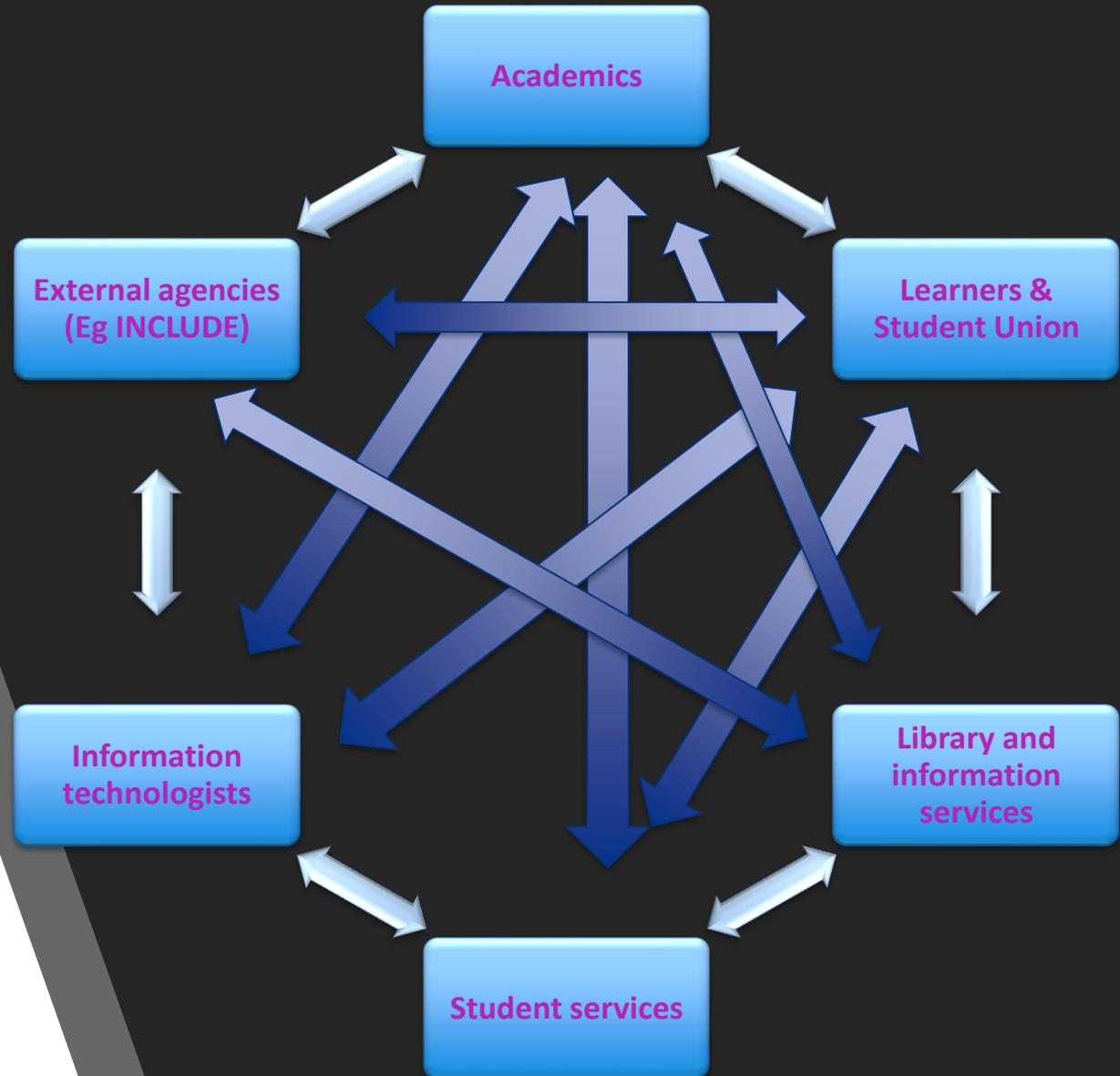
[CONNECT](#) ▾

The Steering Group

The Steering Group for INCLUDE is comprised of 6 individuals from around the world who represent various professional organizations, backgrounds, ideas and ranges of experience relating to inclusive education, inclusive design, and Universal Design for Learning. The steering committee works together to frame the goals, direction, and structure of INCLUDE and its work.

Developing effective systems and processes

A Community of Praxis / Callaboratory



IBD Impact focus: Contributing to knowledge and innovation – identifying specialist (or intersecting) areas

Sample IBD seminars 2021:

- Debra Price, Madalene George, Eliot Green and Helen Bailey: Liberatory Reading SAP project; exploring the consideration of identity, representation, and inclusion in resource list design
- Professor Richard Woolley and Sharon Lesley Smith: The SCALE Project, Methods and Findings.

Publications

Kennett, A and Bracken, S (2021) RAISE Conference Poster. Realising students inclusive voice potential within a blended learning space during Covid-19, Learning from an online international conference. Online Conference theme: Enabling Partnership to Flourish during Challenging Times, Thursday 9 September.

Pittaway, S, and Malomo, M. (2021). “So, You Want Me to Read for My Degree?”: A Universal Design for Learning Approach to Reading. Insights 34 (1): 19. DOI: <http://doi.org/10.1629/uksg.549>

Extensive insight into this project: <https://eprints.worc.ac.uk/10253/>

Dart, G., Bracken, S., and Pinheiro de Olivera, J. (2021) Assessment insights from the margins: garnering the views of disabled learners through Lesson Study In, Baughan, P. (Ed) ; [Assessment and Feedback in a Post-Pandemic Era](#). AdvanceHE.



Step Three: Extend
How?

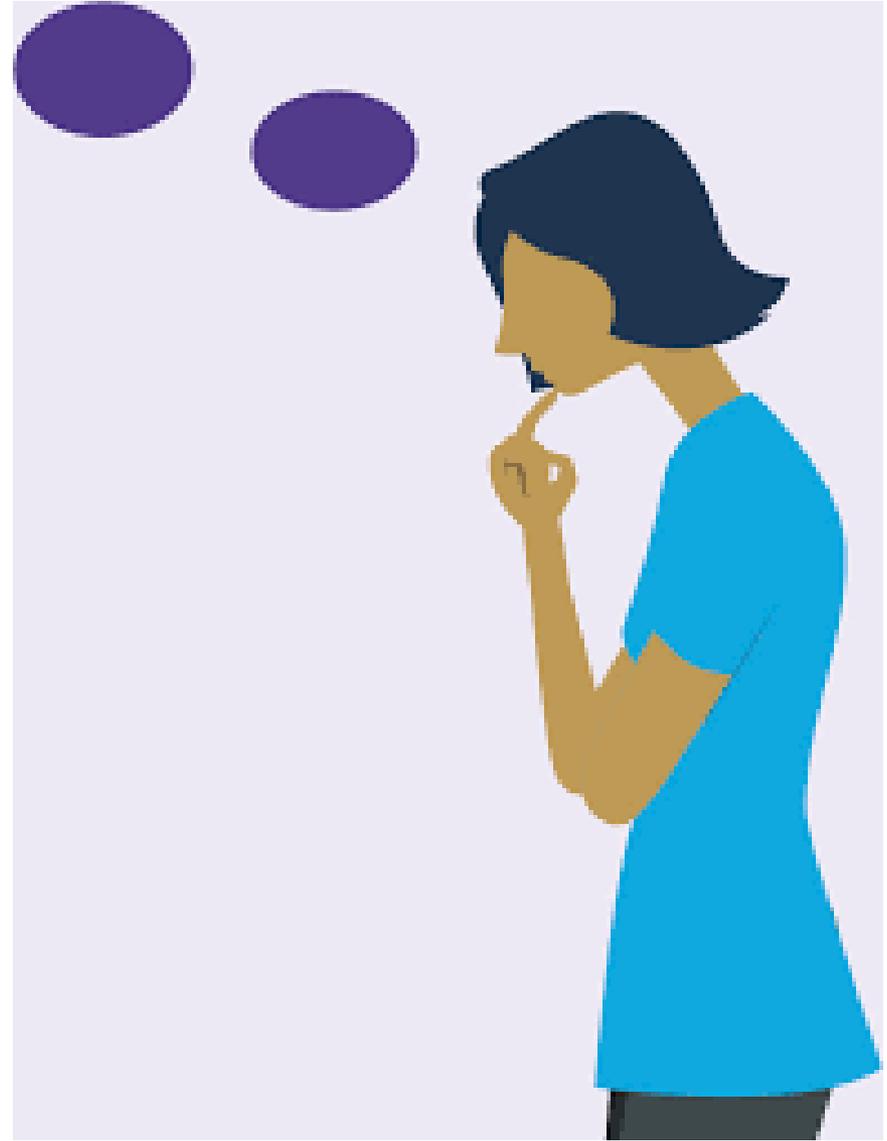
How does learning and insight inform our curriculum, learning and assessment design? How might it inform wider campus experiences? Can the community impact UL policy?

How will you log success and why is this important?

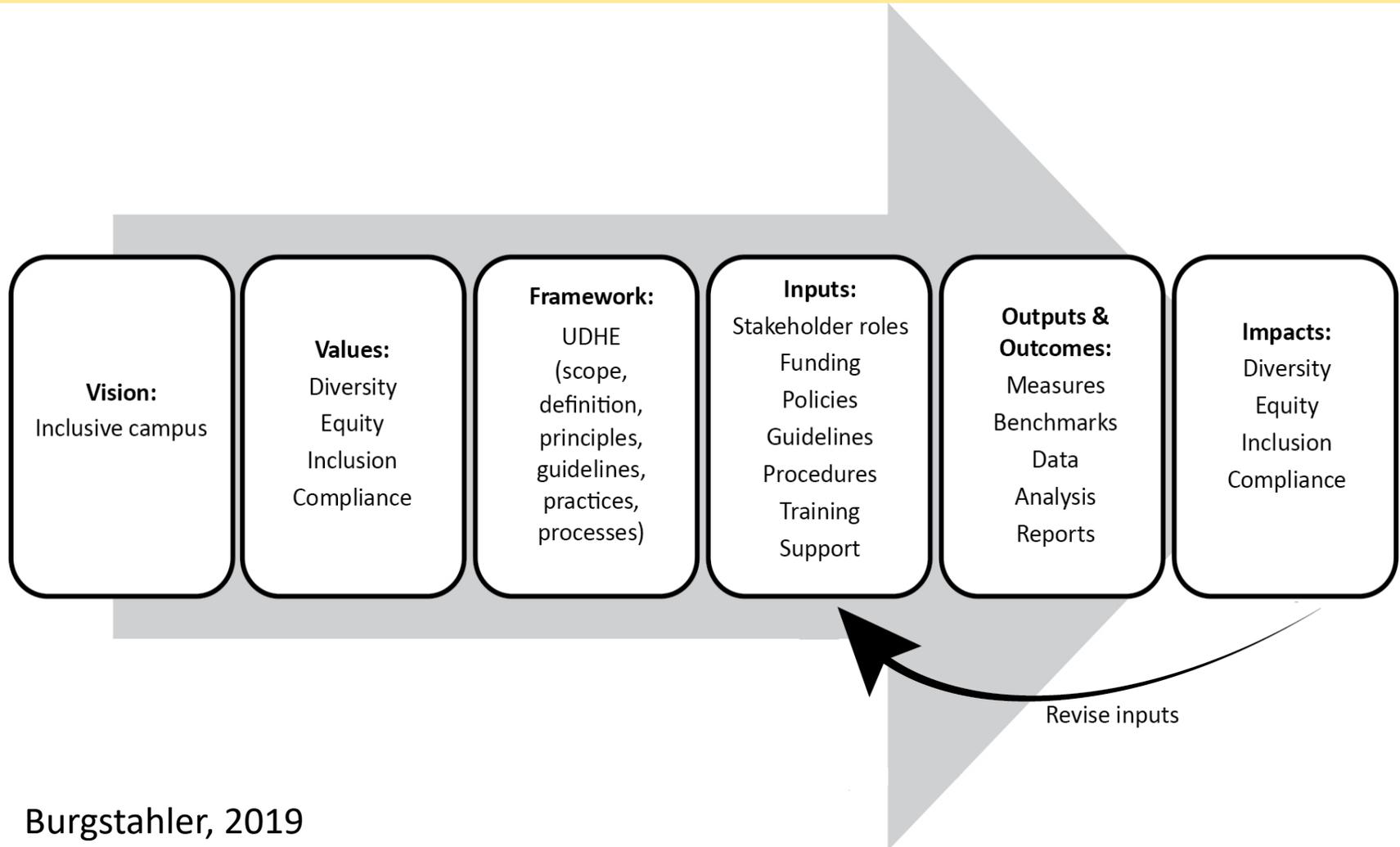
One Department

2 Leading teaching, 1 Team teaching, 2 additional awards. Fellowship programmes?

Impact in terms of embedding into discipline teaching such as PG Cert in Learning and Teaching in Higher Education.



UDHE Framework for sequencing change



Burgstahler, 2019

Questions and discussion



Additional resources and references

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- Margalef, L., & Pareja Roblin, N. (2016). Unpacking the roles of the facilitator in higher education professional learning communities. *Educational Research and Evaluation*, 22(3-4), 155-172. <https://doi.org/10.1080/13803611.2016.1247722Link>
- Meyer, A., Rose, D. and Gordon, D. (2014) *Universal design for learning; Theory and practice*. Wakefield, Ma; CAST.
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