Universal Design for Learning

**Power of Potential**
Sharing Experiences from Universal Design for Learning Journeys

Conference: 26th - 28th June 2024

# 7th International Conference of Education Quality
# Hosted by the University of Worcester, UK

## Conference Programme

# Day 1 AM: Wednesday 26th June, Joel Richards Suite, WR2 5JN

Quiet Space: Quite spaces are available throughout the conference. The AM session quiet space is Courtside which is on the ground floor opposite the playing courts. From 15:45 to 18:15 please use **Room JLG017. There are also seated areas throughout the building.** Please ask Student Ambassadors, Student Volunteers or Conference Organisers for assistance.

| Time (GMT) | Session |
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| 09:30-10:30 | **Registration** |
| 11:00-11.30 | **Welcoming Addresses:** <br> 1. Professor John-Paul Wilson, Pro Vice Chancellor, Research, University of Worcester <br> 2. Professor Mustapha Aabi, ICEQ Co-Chair, Ibn Zohr University |
| | **Interactive Ignite Sessions** |
| 11:30-12:00 | **Lightning Talks** <br> *1.* Here for you – International Student Support Pilot Project at the University of Worcester. <br> *Raluca Sarbu, University of Worcester, UK* <br> 2. Advancing Educational Equity: System-Level Inclusive Reforms through Universal Design for Learning. <br> *Aashna Khurana and Dr Martin Scanlan, Boston College, USA* <br> 3. Creation and Facilitation of Communities of Practice Broaden Inclusive Design Strategies to Counter Faculty Burnout and Isolation. <br> *Dr Coridon Laws, Dallas College, USA* |

| 12:00 – 12:30 | **Posters** |
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1. Universal Design for Learning: What is the Research Evidence? A Systematic Review.
   *Associate Professor Linda Plantin Ewe, Kristianstad University, Sweden; Aashna Khurana, Boston College, USA and Dr Elizabeth Dalton, Dalton Educational Services International, USA.*

2. Experts by Experience: Recommendations for UDL Practise from the People that Matter.
   *Dr Emma V. Richardson, Anastasia Kennett, Alice Hopkins, Christian T. Wilson, Harriet Lawrence and Kirsty Wedgbury University of Worcester, UK*

3. Using UDL Principles in an Immersive Simulation of Sensory Overload.
   *Kirsty Wedgbury and Susan Poultney, University of Worcester, UK*

4. Building Immersive Simulation Experiences for Preservice Teachers in Classroom Design Strategies.
   *Professor Susie Gronseth, University of Houston, USA*

5. We want learners to engage with self-regulated learning but what about staff? The why, how, and what of staff self-regulated learning and engagement with the UDL framework.
   *Assistant Professor Tracy Galvin, Ulster University, UK; Dr Colin Milligan, Glasgow Caledonian University, UK*

6. A Sense of Belonging at Conferences: Significance of Design or just the UDL Way!
   *Daisy Bao, University of Edinburgh, UK; Dr Natalie Frandsen, and Prof. Rebecca Gagan, University of Victoria, Canada; Assistant Professor Tracy Galvin, Ulster University, UK; Dr Cynthia Korpan, University of Victoria, Canada; Dr Charlotte Stevens, University of Warwick, UK; Matia Theodosakis, Unaffiliated; Dr Christina Van Wingerden, Western Washington University, USA; Simon Varwell, Highlands and Islands Students' Association, UK*

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| | 7. Creation and Facilitation of Communities of Practice Broaden Inclusive Design Strategies to Counter Faculty Burnout and Isolation. *Dr Coridon Laws, Dallas College, USA* |
| 12:30 – 13:00 | **Storytelling Roundtables**<br><br>1. Fostering Student Leadership: A Path Towards Social Change and Resilience. *Professor Hanan Bennoudi, Ibn Zohr University, Morocco*<br>2. UDL as Instructional Design Theory: Discussing the Evidence. *Dr Elizabeth Dalton, Dalton Educational Services International and Professor Susie Gronseth, University of Houston, USA*<br>3. What are the Next Steps for Europe around Inclusive Education and UDL? What we Found and where we think it should go. *Assistant Professor Tracy Galvin, Ulster University, UK and Associate Professor Linda Plantin Ewe, Kristianstad University, Sweden.*<br>4. The Lived Reality of UDL – A Student Perspective. *Chris Osbourne and Dawn Goodall, University of Worcester, UK*<br>5. UDL: The Unexpected Outcomes of Using Podcasts as an Assessment. *Kirsty Fraser, University of Worcester, UK* |
| 13:30-14:30 | **Lunch** |
| 14:30 – 15:30 | **International Plenary Panel**<br><br>Towards Global Inclusion: The Role of Universal Design in Bringing about Systemic Change. *Chair: Dr Sean Bracken, University of Worcester, UK* |

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| | *Panel Members: Professor Klaus Schlünzen Junior, São Paulo State University, Brazil; Professor Elizabete Costa Renders, USCS, Brazil; Associate Professor Linda Plantin Ewe, Kristianstad University, Sweden; Professor Mustapha Aabi, Ibn Zohr University, Morocco; Dr Lisa Padden, Deputy Director, UCD Access & Lifelong Learning, Ireland; Dr Frederic Fovet, Thompson Rivers University, Canada*<br><br>In this facilitated discussion, the keynote panellists will explore factors that enable the development of inclusive policies and practices in a diversity of jurisdictions including, Brazil, Canada, Ireland, Morocco, and Sweden. Delegates are encouraged to draw on transnational learning to explore insights and pathways that might be applied to bring about positive change in personal, institutional, regional, and national praxis. The panellists will address the current and potential roles of universal design and universal design for learning to bring about systemic change so that architectural, social, technological and educational spaces are increasingly accessible and promote engagement thereby promoting positive learning and social outcomes for all. |

| | Move to Jenny Lind Building, WR1 3BZ | | |
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| 15:30-16:00 | **Break** | | |
| | **Workshops** | | |
| 16:00-17:00 | A. Networking to INCLUDE: Establishing and Extending the Global Impact of an Institutional Research Group. | B. Improving First Submission Rates Using Student Learning Time Specification. *Dr Misrah Mohamed and Dr* | C. Belong and Thrive: "You can Maximise your Potential when you Feel Part of a Community". *Diane Asimoah and Joanne* |

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| | *Dr Sean Bracken, University of Worcester, UK and Associate Professor Richard Jackson, Boston College, USA* **Room JLG012** | *Rozailin Abdul Rahman, Coventry University, UK* **Room JLG008** | *Lewis, delivered by Lisa Mauro-Bracken and Dawn Goodall, University of Worcester, UK* **Room JL2002** |
| 17:00-18:00 | D. Decolonizing UDL *Dr Frederic Fovet, Thompson Rivers University, Canada* **Room JLG012** | E. Creativity and Wellbeing in the Classroom *Lara Baker-Power, University of Worcester, UK* **Room JLG008** | F. Constructing Culturally Safe Learning Spaces *Sethu Sundari, Lisa Mauro-Bracken, and Kevin Fernandez, University of Worcester, UK* **Room JL2002** |
| 19:00 | **Supper** | | |

# Day 2: Thursday 27ᵗʰ June, Conference Centre, St John's Campus, WR2, 6AJ

Quiet Space: From 9:00 to 11:00 please make use of **CC009 Hereford Room, CC007 Malvern Room, or CC008 Redditch Room.** From 11:00-13:15 please make use of **CC008 Redditch Room.** From 13:15 to 18:00 please make use of **CC008 Redditch Room** or **Room EEG031.** Please ask Student Ambassadors, Student Volunteers or Conference Organisers for assistance.

| 09:00- 09:15 | **Opening Remarks**<br>CC004 Worcester Room |
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| 09:30-10:30 | **Keynote 1: Extending Universal Design and UDL Across Society.**<br>*Dr Shani Dhanda - Disability Inclusion & Accessibility Specialist, Social Entrepreneur and Broadcaster*<br>CC004 Worcester Room<br><br>Join Dr Shani Dhanda, Disability Inclusion & Accessibility Specialist, Social Entrepreneur, and Broadcaster, as she explores the transformative power of Universal Design (UD) and Universal Design for Learning (UDL) beyond educational settings. Recognised as the UK's most influential disabled person by the Shaw Trust and a BBC 100 Women Laureate, Dr Dhanda will draw from her personal and professional experiences to showcase how UD and UDL can create inclusive, accessible spaces across society. From public areas to workplaces to fashion, discover practical applications that foster equity and break down barriers. As an intersectional activist and trusted consultant, Dr Dhanda collaborates with global brands to champion authentic inclusion and has educated over 1.5 million employees. |

| 10:30-11:00 | **Break** | | |
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| | **Parallel Sessions** | | |
| 11:00-13:30 | **Session A (Online)**<br>**UDL in Practice**<br>**CC009 Hereford Room**<br>Chairs: Professor Susie Gronseth, University of Houston, USA and Kevin Fernandez, University of Worcester<br><br>❖<br>1. A UDL Approach to Academic Stress, *Elizabeth Hitches, The University of Queensland, Australia*<br><br>2. Towards Inclusive Learning Spaces: Unravelling Teacher-Student Dynamics in Moroccan High Schools. | **Session B (In-person)**<br>**Celebrating Neurodiversity and Other Paradigms**<br>**CC007 Malvern Room**<br>Chair: Dr Emma Richardson, University of Worcester, UK<br><br>❖<br>1. Celebrating Autism as a Neurodiversity: A Crucial Component of Universal Design for Learning.<br>*Dr Julie S. Prentice, University of Worcester, UK*<br><br>2. Cross-Pollination of Universal Design for Learning and Neurodiversity Frameworks to Improve | **Session C (Symposium A)**<br>**Empowering Diverse Learners: Integrating Universal Design for Learning in Moroccan Education**<br>**CC004 Worcester Room**<br>Chair: Dr Sean Bracken<br>Coordinator: Professor Mustapha Aabi, ICEQ Co-Chair, Ibn Zohr University, Morroco<br>❖<br>1. Revolutionizing Assessment in Multilingual Moroccan Higher Education: A Path towards Inclusivity.<br>*Dr Amal Ben Attou*, Ibn Zohr University, Morocco |

*Nouh Alaoui Mhamdi, Sidi Mohamed Ben Abdellah*

3. A Scoping Literature Review of UDL Principles Embedded in Subjects in Secondary Education.
*Danielle Phelan, Dr Helen Maguire and Dr Clare Finnegan, Atlantic Technological University, Ireland.*

4. ENABLE Framework: Contextualising UDL at UCT.
*Lauren Butler and Nadine Hamman, University of Cape Town, South Africa*

5. Disrupting Ableism in STEM with UDL.
*Sam Johnston, CAST, USA*
*Dr Luiz Perez, CAST, USA*

Opportunities for Expression of Learning.
*Aashna Khurana and Professor Kristen Bottema-Beutel, Boston College, USA*

3. Using UDL Principles in an Immersive Simulation of Sensory Overload.
*Kirsty Wedgbury and Susan Poultney, University of Worcester, UK.*

4. Developing an Inclusive Ecology in Higher Education using Universal Design – A Pragmatist's Perspective.
*Thomas O Shaughnessy, University of Limerick, Ireland*

5. Using Universal Design

2. Advancing Inclusion in Online Assessment Practices in Moroccan Education.

*Professor El Makhtar El Maouhal and Dr Brahim Abaragh, Ibn Zohr University, Morocco*

3. Navigating Autism Spectrum Disorder in Morocco: A Document Analysis of Current Challenges and Future Directions.
*Dr Mohamed Boufous, Ibn Zohr University, Morocco*

4. Empowering Inclusive Democracies: Bridging UDL Strategies with Political Socialization for

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| | 6. Towards an Integrated Framework Theory for Working Memory. *Hamid Meziane, Sultan Moulay Slimane University, Morocco*<br><br>7. Toward Inclusive Digital Education: Integrating Universal Design for Learning in E-Learning Platforms. *Dr Sana El Jamyly, Khadija Eslifani, and Prof El Makhtar El Maouhal, Ibn Zohr University, Morocco* | and Universal Design for Learning to Reconceptualise Career Guidance. *Dr Mary Quirke and Dr Conor McGuckin, Trinity College Dublin, Ireland* | Youth Engagement in Morocco.<br><br>*Associate Professor Hassan Oubelouhy and Rachid Amadan, Ibn Zohr University, Morocco*<br><br>5. Inclusive Education and Classroom Practices: A Case Study of Multi-Level Class Management in Primary Schools of Agadir Idda Outanane Region – Morocco. *Professor Abdelfettah Nacer Idrissi, Ibn Zohr University, Morocco* |
| 13:30-14:30 | **Lunch** | | |
| | **Parallel Sessions** | | |
| 14:30-17:00 | **Session D (Online, and blended)** | **Session E (In-person) Centring Learner Voice and** | **Session F (Symposium B)** CC004 Worcester Room |

| **UDL in Higher Education Institutes** | **Building Partnerships** | Chair: Sethu Sundari |
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| CC009 Hereford Room | CC007 Malvern Room | ❖ |
| Chairs: Aashna Khurana, Boston College, USA and Kate Howen, University of Worcester | Chair: Kirsty Wedgbury, University of Worcester, UK | **What's Next for Universal Design for Learning? UDL 3.0 and Implications for Diverse Settings** |
| ❖ | ❖ | *Assistant Professor Tracy Galvin, Ulster University, UK;* |
| 8. UDL in Early Childhood Education: Planning with a Design Thinking Approach, Learners Interests /Voices and Cooperative Work – A Successful Approach to Inclusion. | 6. Amplifying UDL through the Implementation of Inclusive Student Voice Approaches | *Assistant Professor Margaret Flood, Maynooth University, Ireland and Professor Susie Gronseth, University of Houston, USA* |
| *SLP Nitza Guzmán Herrera, Colegio Hebreo Unión, Colombia* | *Anastasia Kennett, University of Worcester, Worcester, UK* | |
| | 7. Utilising UDL principles through Student Co-creation and Engagement. | |
| | *Dr Misrah Mohamed and Dr Rozailin Abdul Rahman, Coventry University, UK* | |
| 9. Socioeconomic Factors and University Dropout Rates: A Comparative Analysis of Morocco and the United | 8. Empowering Students: Creating a Study Skills Portal through Universal Design for Learning and Community | |

Kingdom.

*Dr Barbara Mitra, University of Worcester, UK; Dr Hasnaa Chakir, Sultan Moulay Slimane University, Morocco; Dr Abderrahman Essakhi, Chouaib Doukkali University, Morocco*

10. Exploring Universal Design for Learning: Insight from Faculty and Students in Universitas Indonesia.

*Fellianti Muzdalifah, Prof. Farida Kurniawati, Dr Frieda M. Mangunsong and Astri Setiamurti, Universitas Indonesia, Indonesia*

11. Charting the UDL Voyage: Transformative Practices at Atlantic Technological University (ATU).

Collaboration.

*Michelle Malomo, Kate Courage, Sarah Purcell and Jenny Watkins, University of Worcester, UK*

9. The Impact of MLS and CCM on Preservice Teacher Education for Collaborative and Inclusive Practices.

*Dr Elisa Tomoe Moriya Schlünzen, University of Western São Paulo, Brazil; Professor Klaus Schlünzen Junior and Dr Carmem Silvia de Souza Lima, São Paulo State University, Brazil.*

10. Exploring Potentials through the British Council Project 'Strengthening Higher Education in Indonesia and the UK through UDL.

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| | *Maureen Haran and Dr Niamh Plunkett, Atlantic Technological University, Ireland* | *Dr Sean Bracken, Helen Wilson and Dr Emma V. Richardson, University of Worcester* |
| | 12. Analysing Videos with Universal Design for Learning – an Example from Teacher Training in German.<br>*Malte Delere, TU Dortmund University, Germany* | 11. UDL and UD Beyond Badges- A Success Story from Ireland.<br>*Erica Meslin and Danielle O'Rourke, AHEAD, Ireland* |
| | 13. Developing and Strengthening Executive Functions for Strategic Learning.<br>*Alexis Reid, Reid Connect, USA* | |
| | 14. Using AI to Enhance Universal Design for Learning in the Context of Language Learning in Morocco. | |

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| | *Hasna Mekkaoui Alaoui, Ibn Zohr University, Morocco* | | |
| 17:00-17:15 | **Break** | | |
| | **Workshops** | | |
| 17:15-18:15 | **Disturbing Practice- How UDL Transformed a Community of Practice Teaching an Early Years Foundation Degree** CC009 Hereford Room *Michelle Malomo and Sethu Sundari, University of Worcester, UK; Amanda McCully, Heart of Worcestershire College* | **Framing UDL within the Sustainable Development Lens Across Institutions: Examining Opportunities and Challenges through a Canadian Case Study** CC007 Malvern Room *Dr Frederic Fovet, Thompson Rivers University, Canada* | **Experts by Experience: Amplifying Diverse Learners' Voice to Inform UDL Practise** CC004 Worcester Room *Dr Emma V. Richardson; Anastasia Kennett; Alice Hopkins; Christian T. Wilson, Harriet Lawrence and Kirsty Wedgbury, University of Worcester, UK* |
| 19:00-21:00 | **Conference Dinner** CC004 or Edward Elgar Café. Delegates will be directed by Conference Organisers. | | |

# Day 3: Friday 28th June, Conference Centre, St John's Campus, WR2 6AJ

Quiet Space: From 9:00 to 11:00 please use **CC009 Hereford Room, CC007 Malvern Room, or CC008 Redditch Room;** 13:15-16:00 please use **CC008 Redditch Room.** From 09:00-13:15 please use **PN1002.**

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| 09:00-09:15 | **Opening Remarks**<br>CC004 Worcester Room |
| 09:30-10:30 | **Keynote 2: Bringing about Systemic Inclusive Change, the Role of UDL.**<br><br>*Professor Abigail Moriarty, Pro Vice-Chancellor for Education and Students, University of Lincoln, UK*<br>CC004 Worcester Room<br><br>We all *know* that Universal Design for Learning (UDL) is the best educational framework to accommodate and support diverse needs of all students. We all are on the same page ......... **right?**<br>In the context of higher education (HE) in the United Kingdom (UK), UDL holds significant importance for the obvious reasons,<br>• UDL promotes inclusivity by ensuring that all students, regardless of their abilities, can access and actively engage with their learning. As UDL helps create a more equitable educational environment, it motivates students for enhanced student outcomes.<br>• Aswell as motivating learners, UDL motivates educators and teachers by fostering a culture of continuous improvement and innovation in pedagogy.<br>• In the UK, institutions are bound by the Equality Act 2010, and UDL supports compliance with these legal requirements.<br>**It's a win-win scenario for all concerned**. In fact, universities embracing UDL enhance their reputation for inclusivity and student support and student recruitment. Higher retention rates, both |

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| | will make any Financial Director smile!  So why is it so **\*$%@!&#** difficult to implement, at scale, UDL in UK universities?<br><br>This keynote speech is a personal professional UDL journey. Professor Abigail Moriarty, Pro Vice Chancellor for Education at the University of Lincoln details how as a new member of staff embracing UDL into her own teaching, to leading institutional UDL adoption and now having the role and title to make educational transformation underpinned by UDL happen.<br><br>The challenges and resistance still remain the same at all levels, this presentation will allude to some of the small and big wins of UDL and how this was achieved. |
| **10:30-11:00** | **Break** |
| | **Parallel Sessions** |
| **11:00-12:30** | **Session G**<br>**UDL Beyond the Classroom**<br>CC009 Hereford Room<br>Chair: Michelle Malomo<br>❖<br>12.    Sustaining Global Initiatives in Educational Anthropology in Africa: Reconsidering New Perspectives of Leadership Styles, Morocco as an Example. |

**Session H**
**Global Case Studies of UDL**
CC007 Malvern Room
Chair: Kevin Fernandez
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15.    Universal Design for Learning - Building a Culture of Inclusion in Maynooth University.
*Assistant Professor Margaret Flood, Dr Marian Crowley-Henry, Dr Alison Farell, Professor*

**Session I**
**Sharing Best Practice**
CC004 Worcester Room
Chair: Dawn Goodall
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1.  Building Expert Learners through Goal-setting and Formative Feedback: Strategies and an Example from the International Research Experience for Students Program.

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| *Professor Abdelaziz El Bakkali, University of Sidi Mohamed Ben Abdulah, Morocco* <br><br> 13. Empowering Student Support Professionals through Universal Design. <br> *Lisa Padden; Daniel Elliott and Kathryn Orr, University College Dublin, Ireland* <br><br> 14. Inclusive Education and UDL: Conceptualizing, Developing and Comparing Three Innovative Texts. <br> *Dr Elizabeth Dalton, Dalton Educational Services International, USA; Professor Susie Gronseth, University of Houston, USA, and Associate Professor Linda Plantin Ewe, Kristianstad University, Sweden* | *Denise Rooney and Professor Moynagh Sullivan, Maynooth University, Ireland* <br><br> 16. The Effect of Universal Design for Learning (UDL) on Students Educational Satisfaction. <br> *Assistant Professor Shadi Hijazi, The Emirates Academy of Identity and Citizenship, United Arab Emirates, and Mahdaoui Wissale, Ibn Zohr University, Morocco* <br><br> 17. The Potential of Universal Design for Learning in Confronting Reductionism in Special Education: Highlights from Acessi Study Group. <br> *Dr Elizabete Cristina Costa Renders, University of São Caetano do Sul, Brazil* | *Professor Susie Gronseth, University of Houston, USA* <br><br> 2. Unlocking Potential: The Shri Ram School's Journey with UDL and Inclusive Education. <br> *Gurpreet Kaur, The Shri Ram School, India* <br><br> 3. Beyond Barriers: Implementing Universal Design for Learning to Promote Digital Literacy. <br> *Professor Annjanette Bennar and Professor Brandon Daily, Goodwin University, USA* <br><br> 4. The 3T's: Tips, Techniques and Tools of UDL (online delivery) <br> *Nicole Levina Maria Demos,* |

| | | 18. Implementing UDL in Arushi: Unlocking the Potential of Learners with Intellectual Disability. *Prof. Sujata Bhan and Dr Apoorva Panshikar, SNDT Women's University, India* | *International School of Helsinki, Finland* |
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| **12:30-13:30** | **Lunch** | | |
| 13:30-14:00 | **Launch of International Journal for Universal Design and Universal Design for Learning** *Dr Sean Bracken, University of Worcester, UK; Dr Elizabeth Dalton, Dalton Educational Services International, USA; Professor Mustapha Aabi, ICEQ Co-Chair, Ibn Zohr University* CC004 Worcester Room The formation of International Journal for Universal Design and Universal Design for Learning (IJUDUDL) is a major milestone for ICEQ and INCLUDE. IJUDUDL will facilitate a platform for developing a strong, interdisciplinary research base to disseminate policy and practice pertaining to UD and UDL. The online Journal will be hosted by the Ministry of National Education in Morocco. Mindful that the INCLUDE Collaboratory incorporates the following aims: <ul><li>*to bring focus to the international quest for inclusive education in the pursuit of equal opportunity, and to strive for equality of learning and social engagement outcomes, for all members of the global community.*</li></ul> | | |

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| | And, that as a community of practitioners we will,<br><br>• *respond to the ever-increasing call for guidance and counsel on the implementation of Universal Design for Learning, particularly in contexts of transnational collaboration.*<br><br>The Journal provides a peer-reviewed platform for colleagues who wish to share either primary research, practice-based insights or original 'think pieces', which have the potential to impact on policy and practice. The aim of this session is to finalise arrangements for the first publication of the Journal, which will draw on inputs from this conference. |
| 14:00-15:00 | **Keynote 3: Uncovering Potential the UDL Way**<br>*Associate Professor Richard Jackson: Boston College, USA*<br>CC004<br><br>Richard reflects on a life-long journey with disabilities. Through personal narrative, he describes challenges, barriers, and frustrations encountered during his exclusionary educational history. He views UDL as providing a paradigm shift away from the traditional practice of diagnosing and treating learners differently. Richard shares the insight that UDL provides a transformative and empowering framework for analysing and changing learning environments, so they provide opportunities for learner potentials to be expressed and realized. Uncovering of potential is largely accomplished through technological innovation and advances in the learning sciences. Richard describes how the progression of technological innovation and UDL inclusive design-based thinking has led him to conclude that we are living in the best of times for learner potential to be realized and fulfilled. |
| 15:00-15:30 | **Cream Tea and Closing Remarks** |