UDL Symposium Program

*(as at 29 August 2023)*

You must register for the UDL Symposium to access the program, visit: [www.adcet.edu.au/udl-symposium](http://www.adcet.edu.au/udl-symposium)

| Day 1 | Tuesday 5 September 2023 | 2.00 pm – 5.00 pm AEST |
| --- | --- |
| **Stream** | **Presentation Title and Author/s** |
| 2.00 pm | Keynote (55 minutes) |
| **Keynote** | **How applying a UDL framework can lead to tertiary education that is accessible and inclusive**  Dr Sheryl Burgstahler, The University of Washington |
| 3.00 pm | Concurrent Presentations (25 minutes) |
| **Online Strategies** | **1A: UDL for online students with mental health conditions**  Dr Jacqui Tinkler, Charles Sturt University  *Live presentation including Q&A* |
| **Supporting Diverse Learners** | **2A: Inclusive by Design: Engaging and Supporting International Students through UDL**  Dr Charmaine Herfkens-Fernandez, Alejandra Speziali & Heather Pate, Edith Cowan University  *Live presentation including Q&A* |
| **Institution-wide Strategies** | **3A: Why Disrupt? Using UDL to foster belonging and break-down barriers**  Dr Samantha Poulos, Dr Ella Collins-White, & Sarah Humphreys, The University of Sydney  *Live presentation including Q&A* |
| **Curriculum and Course Strategies** | **4A: Using UDL to lighten the load on executive processing in a very large unit**  Dr Natasha Todorov, Macquarie University  *Live presentation including Q&A* |
| 3.30 pm | Concurrent Presentations (25 minutes) |
| **Supporting Diverse Learners** | **1B: Enacting UDL at University: Enabling equitable and inclusively engaged learning**  Elizabeth Hitches & Assoc Prof Stuart Woodcock, Griffith University  *Live presentation including Q&A* |
| **Getting Started** | **2B: The UDL Educator Pathway**  Annette van Lamoen & Michael Grawe, Ako Aotearoa  *Live presentation including Q&A* |
| **Assessment Strategies** | **3B: Redefining Universality: A context-engaged approach to assessment fairness**  Dr Danielle Hitch, Dion Williams, & Dr Joanna Tai, Deakin University  *Pre-recorded presentation with Q&A at the end of the session* |
| **Curriculum and Course Strategies** | **4B: Large Scale Implementation of Same Language Subtitles: A Case Study**  Stuart Dinmore, University of South Australia  *Live presentation including Q&A* |
| 4.00pm | Concurrent Workshops (55 minutes) |
| **Getting Started** | **1E: A hacker's guide to UDL: Simple, sustainable and effective UDL strategies**  Justin Wylie, Central Queensland University  *Interactive workshop* |
| **Assessment Strategies** | **2E: Creating innovative assessments through a UDL lens**  Dr Andy Smidt, The University of Sydney  *Interactive workshop* |
| **Online Strategies** | **3E: Levelling Up Your Online Teaching with Universal Design for Learning**  Dr Erin Leif, Monash University  *Interactive workshop* |
| 5.00 pm | Finished |

[Expanded information on each topic](#_Day_1:_Presentation) start on page 4. [Full Abstracts](#_Abstracts) start page 8.

| Day 2 | Thursday 7 September 2023 | 10.00 am – 1.30 pm |
| --- | --- |
| **Stream** | **Presentation Title and Author/s** |
| 10.00 am | Plenary – Keynote 2 (55 minutes) |
| **Keynote** | **Reach Everyone and Teach Everyone with Universal Design for Learning**  Dr Thomas Tobin, University of Wisconsin-Madison |
| 11.00 am | Concurrent Presentations (25 minutes) |
| **Online Strategies** | **1C: Universal online design - informed by accessibility, usability and social learning frameworks**  Rae Jobst, Griffith University  *Live presentation including Q&A* |
| **Supporting Diverse Learners** | **2C: Why are autistic people (cautiously) excited about UDL in universities?**  Dr Sandra Thom-Jones, Consultant  *Live presentation including Q&A* |
| **Institution-wide Strategies** | **~~3C: You can't practice what you don't know: Educators' understanding of UDL~~**  ~~Dr Marit Kragt & Dr Fiona McGaughey, University of Western Australia~~  **This session has been cancelled** |
| **Curriculum and Course Strategies** | **4C: Weaving the thread of UDL throughout the curriculum tapestry**  Amy Sjoberg & Anita Jones, University of the Sunshine Coast  *Pre-recorded presentation with Q&A at the end of the session* |
| 11.30am | Concurrent Presentations (25 minutes) |
| **Institution-wide Strategies** | **1D: Institution-wide embrace of Universal Design for Learning: A journey towards inclusive excellence**  Dr Leitha Delves, Edith Cowan University  *Pre-recorded presentation with Q&A at the end of the session* |
| **Institution-wide Strategies** | **2D: The UDL journey of TAFE NSW**  Naomi McGrath & John Fardoulis, TAFE NSW  *Pre-recorded presentation with Q&A throughout the session* |
| **Curriculum and Course Strategies** | **3D: UDL in UpLift**  Dr Kashmira Dave and Ms Kate Mitchell, University of New England  *Live presentation including Q&A* |
| **Getting Started** | **4D: Incorporating the Pillars of UDL in University Course Design**  Professor Terry Cumming, University of New South Wales  *Live presentation including Q&A* |
| 12.00 pm | Concurrent Workshops (55 minutes) |
| **Institution-wide Strategies** | **1F: How to Talk with Your Colleagues about Universal Design for Learning**  Dr Thomas Tobin |
| **Curriculum and Course Strategies** | **2F: Adapting UDL for your context: Designing for Diversity**  Dr Ella Collins-White & Dr Samantha Poulos, The University of Sydney  *Interactive workshop* |
| 1.00pm | Plenary – Panel (25 minutes) |
|  | **UDL Panel – Student voices**  This Q+A panel will be an opportunity for students and their teachers to share personal perspectives and experiences of inclusive learning and teaching experiences. |
| 1.30 pm | Finished |

[Expanded information on each topic](#_Day_1:_Presentation) start on page 4. [Full Abstracts](#_Abstracts) start page 8.

| Anytime | Poster presentations (10 minutes) |
| --- | --- |
| **Institution-wide Strategies** | **Universal Design & Inclusion Awards - Showcasing Champions**  Kelly Bramston, La Trobe University |
| **Assessment Strategies** | **Re-thinking Grading**  Dr Leia Greenslade, Griffth University |
| **Supporting Diverse Learners** | **Teaching at Torrens: using UDL for accessible education**  Meng Lim, Torrens University |
| **Curriculum and Course Strategies** | **UDL in Mathematics: Enhancing Access and Achievement**  Muhammad H. Al Omoush, Dublin City University |

[Expanded information on each topic](#_Day_1:_Presentation) start on page 4. [Full Abstracts](#_Abstracts) start page 8.

|  |
| --- |
| Day 1: Presentation details |

## [Day 1: Keynote (2.00 pm – 2.55 pm)](#_Day_1:_Keynote)

### How applying a UDL framework can lead to tertiary education that is accessible and inclusive

Dr Sheryl Burgstahler, The University of Washington

In this session participants will learn about how UDL combined with UD principles for physical and technological spaces can be used as a foundation to underpin the design of all aspects of instruction and support services. Sherly will also explore examples in tertiary and resources for further study.

## [Day 1: Concurrent Session 1 (3.00 pm – 3.25 pm)](#_Day_1:_Concurrent)

### 1A: UDL for online students with mental health conditions

Dr Jacqui Tinkler, Charles Sturt University (*Live presentation including Q&A)*

This session presents the findings of a study that investigated the learning experiences of online students with mental health conditions. It will then look at a range of suggested next steps that utilise the UDL framework and the ways this approach to learning design can improve learning for these students.

### 2A: Inclusive by Design: Engaging and Supporting International Students through UDL

Dr Charmaine Herfkens-Fernandez, Alejandra Speziali and Heather Pate, Edith Cowan University (*Live presentation including Q&A)*

An overview of a PD workshop taking a practical UDL approach to engage and support international students in an Early Childhood Education course. We highlight fostering accessibility, engagement, and inclusivity for diverse learners. We share early feedback from participants and plans for extending support to other disciplines for UDL implementation.

### 3A: Why Disrupt? Using UDL to foster belonging and break-down barriers

*Dr Samantha Poulos, Dr Ella Collins-White, and Sarah Humphreys, The University of Sydney* (*Live presentation including Q&A)*

At the University of Sydney barriers exist in many forms and places such as physical, practical and social spaces. In this presentation we seek to explore why disrupting these learning environments is crucial to fostering belonging in our context and why the adoption of Universal Design for Learning principles optimally facilitates this.

### 4A: Using UDL to lighten the load on executive processing in a very large unit

Dr Natasha Todorov, Macquarie University (*Live presentation including Q&A)*

There is little advice for UDL adaptations that can be successfully used by convenors of Very Large Units (enrolments >2000 students). This presentation will discuss the way I applied Universal Design Principles to a Very Large first year Psychology Unit at Macquarie University to assist a growing cohort of neurodiverse students and in so doing managed to assist all the students enrolled to their best performance. These adaptations have the advantage of being low tech, simple and easily replicable across units in a course or Faculty.

## [Day 1: Concurrent Session 2 (3.30 pm – 3.55 pm)](#_Day_2:_Concurrent)

### 1B: Enacting UDL at University: Enabling equitable and inclusively engaged learning

Elizabeth Hitches and Assoc Prof Stuart Woodcock, Griffith University (*Live presentation including Q&A)*

All learners at university differ in the way they access and interact with their learning. This presentation will outline how taking a UDL approach to one university course has enabled more equitable and inclusive learning opportunities. The benefits of this approach will be presented from the voices of students.

### 2B: The UDL Educator Pathway

Annette van Lamoen and Michael Grawe, Ako Aotearoa (*Live presentation including Q&A)*

Join Annette and Michael, who will show you a new, free, self-directed course on UDL for educators who are new, or new, to UDL. It’s a step-by-step introduction to UDL, where the UDL principles are ‘unpacked’ and discussed, with examples, activities, and resources.

### 3B: Redefining Universality: A context-engaged approach to assessment fairness

Dr Danielle Hitch, Dion Williams, Dr Joanna Tai, Deakin University (*Pre-recorded presentation with Q&A throughout the session)*

This presentation critically discusses the adaptability of Universal Design for Learning (UDL) guidelines within diverse learning contexts and challenge their prescriptive application. A context-engaged approach to UDL is proposed, using the Person-Environment-Occupation-Participation (PEOP) model in partnership with the guidelines. Their compatibility will be illustrated with examples from health professional education.

### 4B: Large Scale Implementation of Same Language Subtitles: A Case Study

Stuart Dinmore, University of South Australia (*Live presentation including Q&A)*

This presentation will outline the process, from conception to successful delivery, of SLS video content across multiple programs (degrees) of study in a fully online learning environment. The accessibility of video-based course content is critical to student achievement and the principles of UDL have been adopted to drive success for all students.

## [Day 1: Workshops (4.00 pm – 4.55 pm)](#_Day_1:_Workshops)

### 1E: A hacker's guide to UDL: Simple, sustainable & effective UDL strategies

Justin Wylie, Central Queensland University (*Interactive workshop)*

Tips, hacks & suggestions on how to implement UDL into your everyday workflow when developing learning resources for digital first delivery. Small changes to how educators design and create learning resources can have a big impact on inclusion and accessibility for students. Take away some sustainable UDL practices and ideas.

### 2E: Creating innovative assessments through a UDL lens

Dr Andy Smidt, The University of Sydney (*Interactive workshop)*

This session will present an overview of theoretical concepts relating to assessments in the higher education sector with reference to UDL.

### 3E: Levelling Up Your Online Teaching with Universal Design for Learning

Dr Erin Leif, Monash University. (*Interactive workshop)*

Dr Erin Leif will describe a seven step UDL approach for designing inclusive and accessible online instruction that meets the needs of diverse learners and share illustrative examples from my own practice. The focus will be on improving accessibility and reducing barriers to learning and active participation for all students.

|  |
| --- |
| Day 2: Presentation details |

## [Day 2: Keynote (10.00 am – 10.55 am)](#_Day_2:_Keynote)

### Reach Everyone and Teach Everyone with Universal Design for Learning

Dr Thomas Tobin, University of Wisconsin-Madison

In the presentation participants will discover how to implement UDL in the design of interactions with learners, creating spaces for best teaching practices to take place – in the classroom and beyond. This is best accomplished through an incremental approach, using a “next 20” series of milestones – achievements that can be attained in the next 20 minutes, 20 days, and 20 months.

## [Day 2: Concurrent Session 1 (11.00 am – 11.25 am)](#_Day_2:_Concurrent_1)

### 1C: Universal online design - informed by accessibility, usability and social learning frameworks

Rae Jobst, Griffith University (*Live presentation including Q&A)*

When we design online learning, we can learn from usability research, accessibility guidelines and social learning frameworks. These help us create an inclusive environment for all learners - the heart of universal design for learning.

### 2C: Why are autistic people (cautiously) excited about UDL in universities?

Dr Sandra Thom-Jones, Consultant (*Live presentation including Q&A)*

Autistic Australians are less likely to hold bachelor’s degree or higher than those with a disability and those without disability. This discrepancy is a function of structural and social barriers, not lack of capability. As an autistic researcher and educator, I discuss how UDL can improve outcomes for autistic students.

### ~~3C: You can't practice what you don't know: Educators' understanding of UDL~~

~~Dr Marit Kragt and Dr Fiona McGaughey, University of Western Australia (~~*~~Live presentation including Q&A)~~*

~~The UDL Community of Practice (CoP) at UWA aims to promote the use of UDL among educators and learning designers. To inform the work of the CoP, a brief staff survey was undertaken to identify knowledge gaps about what UDL is and how to design inclusive teaching practices. In this presentation, we discuss that staff may be willing to implement UDL, but that significant skills development is needed to assist that implementation. We will present some of the materials used to help staff development.~~

**Session cancelled**

### 4C: Weaving the thread of UDL throughout the curriculum tapestry

Amy Sjoberg and Anita Jones, University of the Sunshine Coast (*Pre-recorded presentation with Q&A throughout the session)*

Over 10+ years, UDL has been an integral thread, binding principled approaches to our initiatives in blended and online learning. Follow our journey through multiple Accessibility and UDL initiatives and discover our ongoing work to improve UDL awareness, practice and recognition at USC.

## [Day 2: Concurrent Session 2 (11.30 am – 11.55 am)](#_Day_2:_Concurrent)

### 1D: Institution-wide embrace of Universal Design for Learning: A journey towards inclusive excellence

Dr Leitha Delves, Edith Cowan University (*Pre-recorded presentation with Q&A at the end of the session)*

Approaching the challenge of operationalising wholesale adoption of UDL principles in all curricula in all disciplines across a University - first steps on a challenging journey.

### 2D: The UDL journey of TAFE NSW

Naomi McGrath and John Fardoulis, TAFE NSW (*Pre-recorded presentation with Q&A throughout the session)*

This presentation explores the TAFE NSW Product & Quality Group’s journey of inclusive education with a focus on accessibility standards and moving towards embedding the Universal Design for Learning (UDL) framework as a baseline for product development.

### 3D: UDL in UpLift.

Dr Kashmira Dave and Ms Kate Mitchell, University of New England (*Live presentation including Q&A)*

This presentation will outline how UDL is included in 16 core elements as a part of Project Uplift at UNE. Project UpLift is part of the new LMS transition at UNE. The transition is considered as an opportunity to create inclusive learning. The presentation will highlight what UNE is doing to include UDL in newly designed units.

### 4D: Incorporating the Pillars of UDL in University Course Design

Professor Terry Cumming, University of New South Wales (*Live presentation including Q&A)*

Participants will discover ways to incorporate the principles of UDL in their course design. Topics covered include providing multiple ways for students to access content; ways to provide students with choices in meeting the course's learning outcomes, supporting students organisation and time management skills, and accessible communication.

## [Day 2: Workshops (12:00pm 55 minutes)](#_Day_2:_Workshops)

### 1F: How to Talk with Your Colleagues about Universal Design for Learning

Dr Thomas Tobin (*Interactive workshop)*

This webinar will share concrete strategies for how to approach colleagues in productive ways to talk about universal design for learning (UDL) in their own work. We’ll also explore how to talk with your campus leaders to get them to see the positive impact UDL on campus operations (and on the budget), especially during times of disruption.

### 2F: Adapting UDL for your context: Designing for Diversity

Dr Ella Collins-White and Dr Samantha Poulos, The University of Sydney (*Interactive workshop)*

In this workshop we will focus on translating UDL for different contexts and showcasing how to adapt the framework to meet various challenges across subjects and faculties in the tertiary context. Our goal is to share our strategies for adapting UDL and to work with you to help translate it for yours.

|  |
| --- |
| Poster details |

## [Poster Presentations](#_Posters)

These can be viewed any time prior to the Symposium.

### Universal Design & Inclusion Awards - Showcasing Champions

Kelly Bramston, La Trobe University

La Trobe University are recognising and awarding university staff who are demonstrating universal design and inclusion practices by giving students an opportunity to nominate staff for a Universal Design and Inclusion Award. Here’s why this initiative is important.

### Re-thinking Grading

Dr Leia Greenslade, Griffith University

This presentation reports on a trial of using non-graded assessment in a University post-graduate course on Disability, as a means of embedding UDL principles in assessment practice.

### Teaching at Torrens: using UDL for accessible education

Meng Lim, Torrens University

This presentation will provide an overview of how Torrens University approaches accessible education, including a snapshot of student demographics and trends in learning needs as well as best practices and strategies used in order to ensure universal design principles are embedded into teaching activities to support accessible learning for all students.

### UDL in Mathematics: Enhancing Access and Achievement

Muhammad H. Al Omoush, Dublin City University

This poster explores UDL in mathematics education, highlighting equitable access and academic achievement for students with dyslexia or low vision. It showcases inclusive learning approaches and assistive technologies, creating an enriching learning environment. UDL empowers every student, fostering a seamless mathematics education experience that supports success for all.

# Can’t get enough UDL?

Visit ADCET’s website for more ways to engage with UDL. This includes

* Completing the [UDL in Tertiary Education eLearning Program](https://disabilityawareness.com.au/elearning/udl-in-tertiary-education/)
* [Make your UDL Plus-One Pledge](https://utas.qualtrics.com/jfe/form/SV_3O6ZWOWSV1HKiPk) and see [UDL Plus-One Pledges made](https://www.adcet.edu.au/inclusive-teaching/universal-design-for-learning/get-involved-in-the-conversations/udl-plus-one-pledge)
* Register to participate in the [UDL Community of Practice](http://eepurl.com/h3tRaz)
* [Ask questions on the UDL Forum](https://forms.office.com/pages/responsepage.aspx?id=Kq9Ab0O9X0-yF_VEg1bqHk0cjP5edxNOlF3cytR8lH9UQzZVQk9RNkM0Q05GUEw5RU1BNFRFQjVRVyQlQCN0PWcu)
* Sign up to receive [UDL Newsletters](https://www.adcet.edu.au/udl-register-now)
* Sign up to receive [ADCET Newsletters](https://www.adcet.edu.au/adcet-newsletters)
* Sign up to a collegial network like [Aust-Ed email list](https://www.adcet.edu.au/resource/9146/austed-email-list) or [ATEND](https://www.adcet.edu.au/resource/8034/australian-tertiary-education-network-on-disability-atend)

Visit<https://www.adcet.edu.au/inclusive-teaching/universal-design-for-learning/get-involved-in-the-conversations>

| Abstracts |
| --- |

|  | Day 1 |
| --- | --- |
|  | Day 1: Keynote |
| Keynote | How applying a UDL framework can lead to tertiary education that is accessible and inclusive Dr Sheryl Burgstahler, The University of Washington  In this session participants will learn about how UDL combined with UD principles for physical and technological spaces can be used as a foundation to underpin the design of all aspects of instruction and support services. Sherly will also explore examples in tertiary and resources for further study. |
|  | Day 1: Concurrent Session 1 (3.00 pm – 3.25 pm) |
| 1A | UDL for online students with mental health conditions Dr Jacqui Tinkler, Charles Sturt University (*Live presentation including Q&A)*  Australian university students experience significantly high rates of poor mental health than the general population, and a range of barriers mean that these students can find accessing learning support very difficult, particularly online students. Compounding factors include stigma (external and internal), lack of access to medical or psychological treatment services, the requirement for expensive psychological or psychiatric diagnoses to access university support, lack of awareness from lecturers of how poor mental health affects students, and a lack of awareness by the student that they are unwell (rather than not capable). This means that these students bring a particular range of struggles to their studies, and the virtual environment compounds the invisibility of these conditions and difficulties for students needing support. In this session, the findings of a study that used a survey and interviews to explore the experiences of online students from a regional university who live with a mental health condition will be presented, and the ways in which learning design and teaching approaches impact on their studies discussed. The ways in which these findings can be used as a starting point for the incorporation of the UDL framework into the design of online learning for these students will be presented, along with suggested strategies and approaches educators can implement to improve their learning experience and outcomes. |
| 2A | Inclusive by Design: Engaging and Supporting International Students through UDL Dr Charmaine Herfkens-Fernandez, Alejandra Speziali and Heather Pate, Edith Cowan University (*Live presentation including Q&A)*  Edith Cowan University has recently seen a rise in the enrolment of international students in disciplines that historically had low numbers of international participants, with Early Childhood Education being one such area. International students are a diverse group of learners who bring valuable perspectives and experiences to the classroom. However, they also face many challenges in adjusting to a new academic culture, language, and expectations.  In the Master of Teaching (Early Childhood Education) course, academic staff were keen to design their units to be accessible, engaging, and supportive for their diverse cohort of students to get through coursework in a timely way, be adequately prepared for placement, and manage differences in assumed knowledge.  Our team used a Universal Design for Learning (UDL) approach to guide the design and delivery of the Engaging and Supporting International Students professional workshop and companion LMS site. During the workshop, we also shared practical strategies for supporting all students regardless of their backgrounds and abilities.  In this presentation, we will provide an overview of the workshop we designed, highlight a few strategies shared with staff for UDL implementation, and summarise early feedback from the workshop participants. We will also outline our plans to offer the workshop to other disciplines to support UDL implementation in their units |
| 3A | Why Disrupt? Using UDL to foster belonging and break-down barriers *Dr Samantha Poulos, Dr Ella Collins-White, and Sarah Humphreys, The University of Sydney* (*Live presentation including Q&A)*  Throughout most of history, universities have been largely known for their exclusivity. Terms such as the ivory tower’ and ‘sandstone’ have come to reflect the privileged seclusion and remoteness from the world beneath them. Broadly universities are becoming more inclusive and diverse than ever before, as we have more voices and perspectives present at all levels in the institution. (Hills et al. 2022, p. 1) However, this does not mean that universities are utopias of inclusion and belonging. Leif et al. in their work identify several of the ‘challenges of fostering a culture of inclusive learning in higher education’ (Leif et al. 2013, p. 56).  At the University of Sydney barriers exist in many forms and places such as physical, practical and social spaces. In this presentation we seek to explore why disrupting these learning environments is crucial to fostering belonging in our context and why the adoption of Universal Design for Learning principles optimally facilitates this. Our goal as educators who craft our learning environments is to foster a cultural change that values and supports the principles of UDL, resulting in transformational, student-focused education that is inclusive of all. With a ‘sandstone’ reputation and a strong culture of heritage and prestige there are many known barriers to inclusivity and diversity at the University of Sydney. This presentation will explore why we must focus on the barriers in our learning environment to make our university a space for all students. |
| 4A | Using UDL to lighten the load on executive processing abilities in a Very Large Unit Dr Natasha Todorov, Macquarie University (*Live presentation including Q&A)*  There is little advice for UDL adaptations that can be successfully used by convenors of Very Large Units (enrolments >2000 students). This presentation will discuss the way I applied Universal Design Principles to a Very Large first year Psychology Unit at Macquarie University to assist a growing cohort of neurodiverse students and in so doing managed to assist all the students enrolled to their best performance. These adaptations have the advantage of being low tech, relatively simple and easily replicable across units in a course or Faculty. The aim in making changes was to increase student success rates whilst maintaining high satisfaction rates with the unit. We found that students in 2022 were equally satisfied with the 2021 unit but it is the academic success rates that speak to the measures and impact, in particular for the OUA (distance education) cohort, who rely above all on the iLearn page and its presentation and resources. Semester has only just begun in 2023 but the following comment was posted on the unit discussion board on day 1 (24/7/2023) ‘I found it very helpful going through all the resources (like how to plan/schedule the assessments) it made me feel so much more organised and relaxed coming into this semester’. We are hoping that this bodes well for the coming year as well. |
|  | Day 1: Concurrent Session 2 (3.30 pm – 3.55 pm) |
| 1B | Enacting UDL at University: Enabling equitable and inclusively engaged learning Elizabeth Hitches and Assoc Prof Stuart Woodcock, Griffith University (*Live presentation including Q&A)*  Inclusive education sectors value equity and diversity and focus on ensuring every student is provided with fair and equitable opportunities to fully participate in learning and achieve their potential. Education settings continue to see increasing diversity of the student cohort where this diversity of students’ needs, strengths and characteristics are broader than ever before. This is particularly so in higher education, and such diversity brings a range of benefits to the learning experience of all. This necessitates a universal design for learning approach as reactionary measures may not support the inclusion of all and, importantly, may signal to students who is and is not included by default, and therefore whose voices are worthy, valued and celebrated by default. This presentation will outline a UDL approach at university course level for a large cohort of students across multiple campuses. Furthermore, this presentation will show how taking a UDL approach has fostered more inclusive and equitable learning opportunities and helped remove many barriers that may be in place for students. Such opportunities have been enabled, for example, through providing all students with multiple options for how they access and participate in classes, and the flexibility to adjust this on a case-by-case basis should students’ circumstances suddenly change. The benefits of this approach will be presented by hearing the voices of the students through these UDL approaches. Any other UDL approaches recognised by the students, that should perhaps be considered in the next iteration of this approach, will also be discussed. |
| 2B | The UDL Educator Pathway Annette van Lamoen and Michael Grawe, Ako Aotearoa (*Live presentation including Q&A)*  Ako Aotearoa is New Zealand’s National Centre for Tertiary Teaching Excellence. Our aim is to build educator capability for learner success. ‘Manako’ is Ako Aotearoa’s Language, Literacy, Numeracy and Cultural Capability programme. Through our Manako programme we provide a wide range of professional development offerings, including workshops, courses, webinars, resources, research and Communities of Practice.  We’ve just developed a free self-directed course on UDL for educators who are new, or relatively new, to UDL.  The course includes three collections:   1. What is UDL, why do we need it and where do we start? 2. The three principles of UDL. 3. Putting UDL into practice.   The purpose of the course is to support educators in putting UDL into practice. It’s a step-by-step introduction to UDL, where the UDL principles are ‘unpacked’ and discussed, with examples, activities, and resources.  In this session Annette and Michael will demonstrate the course, share some resources and show you how to access the course. |
| 3B | Redefining Universality: A context-engaged approach to assessment fairness Dr Danielle Hitch, Dion Williams, Dr Joanna Tai, Deakin University (*Pre-recorded presentation with Q&A throughout the session)*  Universal Design for Learning (UDL) principles aim to create learning outcomes, resources and assessments that are accessible and equitable for everyone. The concept of assessment fairness aligns closely with these principles, as a means of reducing bias, providing equal opportunities and fair access while responding to individual needs. All assessments occur in complex and dynamic contexts, which encompass individual factors, environmental factors and activity or task factors. When it comes to implementation, context is everything.  The aim of this presentation is to critically analyse to degree to which UDL engages reciprocally with assessment contexts. Do the detailed and tangible guidelines to support UDL implementation put the cart before the horse by encouraging a prescriptive approach? This question challenges the prevailing assumption that the guidelines are applicable and relevant across all learning environments. We argue that to be truly ‘universal’, the UDL guidelines must be responsive to both the assessment needs of individual learners and their broader learning context.  This presentation will propose an approach to UDL implementation which tailors design to learning contexts, with a particular focus on promoting assessment fairness. The Person-Environment-Occupation-Participation (PEOP) model offers a compatible contextual framework, and its alignment with the UDL guidelines will be discussed in detail. Specific examples from higher education for allied health professionals will illustrate how the PEOP enables a mindful approach to the selection of UDL guidelines for implementation and their application to the design of fair assessments. Supporting materials will be provided to attendees to support their use of this approach in their own learning contexts. |
| 4B | Large Scale Implementation of Same Language Subtitles: A Case Study Stuart Dinmore, University of South Australia (*Live presentation including Q&A)*  In today's digital higher educational environment, ensuring equitable access to audio-visual content for learners with diverse needs has become essential. Same Language Subtitles (SLS), also known as closed captions, offer a much more inclusive learning experience. SLS refers to the practice of displaying textual representations of spoken dialogue in the same language as the audio content. The presence of accurate and accessible subtitles has been found to improve comprehension, especially for learners with hearing impairments, in sound sensitive environments, those wishing to attain an additional language. They can also be used to create transcripts and be used by all students needing to engage with the specific and sometimes esoteric language of their chosen field.  This presentation will outline the process, based on the principles of UDL, of a large-scale implementation of SLS video content across multiple programs (degrees) of study in a fully online learning environment. It will also provide insights into how SLS can be effectively incorporated to enhance accessibility and ensure an inclusive digital experience for all learners. |
|  | Day 1: Workshops (4.00 pm – 4.55 pm) |
| 1E | A hacker's guide to UDL: Simple, sustainable & effective UDL strategies Justin Wylie, Central Queensland University (*Interactive workshop)*  "I love the idea of UDL, but I don’t have the time to implement it!" Universal Design for Learning needs to be sustainable if it’s to be implemented. This is a challenge for busy educators with increasing workloads. But with small changes to mindset & workflow, you can start creating learning content that is accessible and inclusive using little more than your current desktop software and LMS and some freely available web-based resources. This workshop will demystify UDL practice by showing how to easily take learning content from an idea to being available online in an accessible and flexible format. |
| 2E | Creating innovative assessments through a UDL lens Dr Andy Smidt, The University of Sydney (*Interactive workshop)*  In this session, we will present an overview of theoretical concepts relating assessments in the higher education sector with reference to UDL. Using research about how to re-imagine exams from the National Centre for Equity in Higher Education, we will describe how to ensure that assessments pick up on multiple means of engagement, representation and action and expression. Participants will discuss exemplar assessments and rate them in terms of each of the UDL pillars. Participants will have an opportunity to consider their own assessments and reflect on how they would go about modifying these to be more inclusive.  This interactive workshop will balance summarising key literature with a hands-on approach to support participants to re-conceptualise their own use of assessment in higher education and the impact this has on inclusion. |
| 3E | Levelling Up Your Online Teaching with Universal Design for Learning Dr Erin Leif, Monash University. (*Interactive workshop)*  Online learning has emerged as a powerful tool, offering students flexibility and convenience while expanding the boundaries of traditional teaching methods. By utilising technology and multimedia, we can provide students with enriched examples, explanations, activities, and assessment methods. However, the reduction in classroom interaction time poses a challenge, leading to decreased contact between lecturers and students. Moreover, students may encounter difficulties in navigating new technologies, with limited direct support, resulting in frustration, anxiety, and confusion. Research including the voice of students with disabilities has suggested that course technologies are often inaccessible, students have difficulty navigating the online learning environment, and students lack support to get appropriate and needed accommodations. These challenges can contribute to a sense of learner isolation and higher attrition rates. In response to the challenges related to equity and accessibility in online learning, before, during, and after COVID-19, I have proactively embraced the principles of Universal Design for Learning (UDL) in my unit design and delivery. In this presentation, I will describe my seven step UDL approach for designing inclusive and accessible online instruction that meets the needs of diverse learners and share illustrative examples from my own practice. |

|  | Day 2 |
| --- | --- |
|  | Day 2: Keynote (10.00 am – 10.55 am) |
| Keynote | Reach Everyone and Teach Everyone with Universal Design for Learning Dr Thomas Tobin, University of Wisconsin-Madison  Providing access to quality higher education is a priority for all of us, especially when learners are beyond the formal spaces and places of the physical campus—and especially when they are learning with us via asynchronous online courses. In this presentation, you’ll discover the “step zero” that makes all of our teaching efforts possible: access. When we focus our learning interactions on how our students get access to materials, each other, instructors, support services, and the community, we strengthen their sense of belonging and opportunity as learners. Through the universal design for learning (UDL) framework, you’ll learn concrete steps that you can take tomorrow that help to lower barriers, anxiety, and stress—for your students and for you, whether you are new to the framework or a seasoned practitioner. Come learn how to take some work off your plate as you engage with learners. |
|  | Day 2: Concurrent Session 1 (11.00 am – 11.25 am) |
| 1C | Universal online design - informed by accessibility, usability and social learning frameworks Rae Jobst, Griffith University (*Live presentation including Q&A)*  Awareness and commitment to accessible design of online learning is growing in tertiary education, yet many educators and learning design professionals can feel overwhelmed when seeking easy-to-implement strategies. Social learning frameworks offer us strategies for building learning environments where learners feel a sense of belonging and connection. Usability research offers design principles that respond to how people navigate, read, watch and reflect in online environments. And accessibility guidelines provide clear standards that guide in selecting colour, text and so on. Looking to each of these areas risks an increased sense of being overwhelmed, but a distilled list of design approaches can help us action the principles of Universal Design for Learning. This workshop aims to help you work from an actionable list of design strategies and provide pathways for digging deeper into universal design of online learning experiences. |
| 2C | Why are autistic people (cautiously) excited about UDL in universities? Dr Sandra Thom-Jones, Consultant (*Live presentation including Q&A)*  Only 8% of autistic Australians have a bachelor’s degree or higher, compared to 16% of those with a disability and 31% of those without disability. There is increasing evidence that the low enrolment, and lower completion, rates of autistic students are a function of structural, social and environmental barriers, not lack of capability.  Over the last decade, I have undertaken numerous research projects with autistic secondary and tertiary students and their families exploring barriers and facilitators of educational success. I have also worked as a mentor with autistic students on navigating tertiary education, and as a mentor and trainer for educators on ways to improve supports for autistic students.  Universal Design for Leaning offers a ray of hope for autistic students, but why we are only cautiously optimistic?   * Engagement: What does it mean for an autistic student to be ‘engaged’? * Representation: How can you respect the different ways we learn? * Action and Expression: What are some common concerns raised by students and are forms of assessment more accessible than others?   Some Caveats:   * The Executive Function Challenge: Some autistic students can be overwhelmed by too many choices. It is important to implement autism-friendly strategies to support decision making. * The U in UDL: A lifetime of being told that we need to change or hide the parts of ourselves that are different to others makes us understandably cautious about universal’ approaches. While so much of good UDL practice benefits autistic students, there is a need to retain openness to specific individual needs. |
| ~~3C~~ | ~~You can't practice what you don't know: Educators' understanding of UDL~~ ~~Dr Marit Kragt and Dr Fiona McGaughey, University of Western Australia (~~*~~Live presentation including Q&A)~~*  ~~The UDL Community of Practice at the University of Western Australia aims to promote the use of UDL among educators and learning designers. To inform the work of the Community of Practice, a brief staff survey was undertaken to identify knowledge gaps about what UDL is and how to design inclusive teaching practices. In this presentation, we discuss that staff may be willing to implement UDL, but that significant skills development is needed to assist that implementation. We will present some of the materials used to help staff development.~~  **Session cancelled** |
| 4C | Weaving the thread of UDL throughout the curriculum tapestry Amy Sjoberg and Anita Jones, University of the Sunshine Coast (*Pre-recorded presentation with Q&A throughout the session)*  UniSC has formalised the incorporation of accessibility and UDL in L&T initiatives for the past 10 years. We have done this directly through projects focussed on accessibility and UDL and indirectly by weaving it into the scope of many other projects.  The central questions around our initiatives include:   * "What can individuals do with their online materials to enhance the student experience for all” and the challenges are how can a quality outcome be achieved within time and resource constraints? * How to decide roles and responsibilities, who does what i.e., academics, student services, learning designers, etc. * How can we leverage technology for more equitable and accessible learning experiences or to take on repetitive tasks?   Timeline: UniSC has incorporated elements of UDL over 10 years in both curriculum design and delivery. In reflection, UDL at UniSC has matured slowly through education, mindset changes, iteration and investment in technology. We recognise now that UDL is a continuum, and as new strategies, people and technologies pass through UniSC, we will continue to weave UDL into learning and teaching practices.  Spanning from 2015 through to present 2023, five initiatives combine to create the basic threads that have formed the ‘canvas’ of our approach. The impact has led to raised awareness overall of the importance of accessibility and UDL principles. Shared understanding of language, principles.  This session unpacks the details, demonstrating how our activities around UDL can be an effective ‘thread’ across multiple areas - even when it may not be possible to get a fully focused project underway. |
|  | Day 2: Concurrent Session 2 (11.30 am – 11.55 am) |
| 1D | Institution-wide embrace of Universal Design for Learning: A journey towards inclusive excellence Dr Leitha Delves, Edith Cowan University (*Pre-recorded presentation with Q&A at the end of the session)*  University degree programs encompass a wide range of disciplines which by nature are pedagogically diverse. How can we achieve adoption of Universal Design for Learning principles in all curricula? This presentation offers a pragmatic perspective on attempting institution-wide integration of UDL principles in every program, in every discipline. In this presentation, delegates will gain an understanding of how one university is seeking to meet the challenges inherent in aspiring to such a goal through strategic integration of UDL principles, empowering staff through professional learning, gaining staff buy-in, assessing impact and ensuring future sustainability. During the interactive Q and A session that follows it is hoped that through sharing and discussing this journey new insights might be gained together with practical suggestions for overcoming some of the remaining challenges, and other institutions may be inspired to take similar actions to promote inclusivity in their own teaching and learning environments. |
| 2D | The UDL journey of TAFE NSW Naomi McGrath and John Fardoulis, TAFE NSW (*Pre-recorded presentation with Q&A throughout the session)*  This presentation explores the TAFE NSW Product & Quality Group’s journey of inclusive education with a focus on accessibility standards and moving towards embedding the Universal Design for Learning (UDL) framework as a baseline for product development.  We will showcase a variety of resources that have been developed to help build capability and enable staff to meet accessibility guidelines. This has been our foundation to exploring principles of UDL within learning and assessment resources.  As a commitment to equity, inclusion and belonging, a key initiative of the TAFE NSW Strategic Plan 2022 - 2025 is to introduce UDL in course design and training delivery. This initiated the inclusive design project to develop UDL standards informed by extensive research and comprehensive stakeholder consultation across TAFE NSW. These standards set clear requirements and expectations to aid in creating and maintaining inclusive learning and assessment resources and delivery practices.  We will share insights on how we intend to implement these standards across the Product & Quality Group at TAFE NSW. |
| 3D | UDL in UpLift Dr Kashmira Dave and Ms Kate Mitchell, University of New England (*Live presentation including Q&A)*  This presentation will outline how UDL is included in 16 core elements as a part of Project Uplift at UNE. Project UpLift is part of the new LMS transition at UNE. The transition is considered as an opportunity to create inclusive learning. The presentation will highlight what UNE is doing to include UDL in newly designed units. We will talk about the following:   1. A brief overview of Project Uplift and how it supports improved L&T 2. The rationale around incorporating UDL as one of the elements, and how we hope it might support UNE student cohorts 3. Overview of any current practice that is problematic in meeting those cohorts and the reliance on specific teams rather than built into good practice for all students to leverage 4. Overview of processes, guides, website, exemplars, Moodle theme etc, being created to support Uplift generally and the UDL element specifically   How do we intend to evaluate any next steps and how it might inform further practice? |
| 4D | Incorporating the Pillars of UDL in University Course Design Professor Terry Cumming, University of New South Wales (*Live presentation including Q&A)*  The number of neurodivergent students studying at the tertiary level has been steadily increasing for over a decade. Educators are increasingly called upon to provide modifications and accommodations and increase the accessibility of their courses to support neurodiverse populations of students. Many course convenors are happy to do this but lack the knowledge and confidence to implement accessible course design and delivery that aligns with the UDL framework. This presentation provides participants with a set of recommendations on how to design their courses using UDL as a framework. Participants will learn how to support students' time management and organisational skills, as well as providing multiple means of engagement, representation, and expression for students to meet the course's learning outcomes. An example of an actual course will be used to illustrate the concepts discussed. |
|  | Day 2: Workshops (12:00pm 55 minutes) |
| 1F | How to Talk with Your Colleagues about Universal Design for Learning Dr Thomas Tobin (*Interactive workshop)*  As instructors and support professionals, we should advocate for our colleagues around us to design their interactions with students to be as broadly accessible and inclusive as possible, in order to foster greater student agency, autonomy, and satisfaction. In the process, our collective work to support learners in addressing access barriers can shift to focus more energy on more challenging concerns.  This advocacy starts with grassroots champions who can help colleagues with practical advice, as well as lobby campus leaders for funds, resources, and time toward inclusive-design efforts. This webinar will share concrete strategies for how to approach colleagues in productive ways to talk about universal design for learning (UDL) in their own work. We’ll also explore how to talk with your campus leaders to get them to see the positive impact UDL on campus operations (and on the budget), especially during times of disruption. By attending this webinar session, you will be able to   * frame the principles of UDL within the access needs of all students at your institution * talk with your leadership colleagues about specific campus-wide efforts that lower barriers, reduce costs, and increase student persistence and retention rates * advocate for inclusive design efforts from your teaching and support-staff colleagues that increase student agency, autonomy, and satisfaction. |
| 2F | Adapting UDL for your context: Designing for Diversity Dr Ella Collins-White and Dr Samantha Poulos, The University of Sydney (*Interactive workshop)*  Using the combined experience of educational designers in collaboration with unit coordinators, we explore implementing and scaling uptake of universal design for learning (UDL) in the University of Sydney context. These teaching teams have been working iteratively on improving their student learning experience by adopting UDL principles to re-design elements of their units and consultative practices. We will step the participants of this workshop through 5 steps in their journey to design for diversity, we might understand these as five core questions educators need to ask themselves: Who are your learners? What are the learning goals? What are the barriers to learning (and how can these be framed in terms of the learning environment rather than the student) What solutions could be implemented remove barriers? How will you evaluate and iterate? For each step facilitators of this workshop will quickly go over how their team approached the challenge, showing the similarities and differences in the way each re-designed aspects of their teaching and Canvas sites. Participants can then ask questions while reflecting and discussing these steps in addressing their own learning and teaching challenges.  In promoting designing for diversity this workshop aims to showcase how the principles of UDL can be adapted for your context in order to remove barriers to engagement and understanding, and to facilitate and promote cross institutional uptake. |

|  | Posters |
| --- | --- |
| Poster | Re-thinking Grading Dr Leia Greenslade, Griffith University  This presentation explores a trial of non-grading in a post-graduate Disability University course. A key part of the rational for trying non-grading in this course was to extend the principles of Universal Design for Learning beyond the design and presentation of the course content, to embedding these principles in the approach to assessment.  The chosen course, Disability Theories and Approaches, attracts a larger than average number of disabled students and Carers, some of whom face challenges in managing their mental health. Given that Universal Design Principles seek to provide equitable learning opportunities for all students, regardless of their learning styles, abilities, or circumstances, I believed that a switch to non-grading may better meet the needs of this student cohort.  Three forms of feedback were gathered over the duration of the course - a mid-trimester survey, end of course survey and unsolicited student emails. This presentation reports on students experience of this course, identifying the following outcomes:   * Students reported lower rates of stress and anxiety with non-graded assessment * Students reported feeling that their learning was enhanced due to non-graded assessment * Students with disabilities and diverse learning needs reported an improved experience of assessment and learning * Students reported an improved overall experience of the course * The rate of student retention improved.   This presentation will benefit readers by sharing the improved outcomes that are possible when UDL principles are embedded in an approach to assessment. |
| Poster | Universal Design & Inclusion Awards - Showcasing Champions Kelly Bramston, La Trobe University  It is not always possible for a university to see the small progress being made at local levels to improve universal design and inclusive practices. Big picture change is essential; however, this cannot happen without the efforts of those that are working directly with students. The Universal Design and Inclusion Awards have been developed to empower students to recognise and acknowledge those who are making positive change in their roles towards universal design and inclusion. This not only showcases champions but also encourages a future network of knowledge in this area.  The purpose of the presentation is to share a positive practice that encourages commitment to universal design and inclusion practices. |
| Poster | Teaching at Torrens: using UDL for accessible education Meng Lim, Torrens University  Torrens University has significant diversity in its student population, particularly through wide representation across different cultural identities as well as learning needs. While striving for inclusive and accessible education, we also navigate the nuances of online teaching, given the high proportion of students engaging in digital classrooms. This poster presentation will walk through the pathway of an accessibility practitioner conducting a needs assessment and evaluation of the university's previous practice, before identifying key priorities and designing solutions and sharing best practices in order to develop more inclusive teaching approaches while providing professional development to academic staff. We will provide a brief evaluation of the impact and resulting outcomes following the introduction and implementation of these resources and highlight key questions and opportunities for continued improvement. |
| Poster | UDL in Mathematics: Enhancing Access and Achievement Muhammad H. Al Omoush, Dublin City University  Learning mathematics can be challenging for dyslexic and blind students. Dyslexia is a language-based learning difficulty that may cause learning mathematics to become a difficult undertaking, while blindness, a sensory disability, can impede learning ability for mathematics, both can cause increased cognitive load. Such students require additional support to both read and understand visually represented mathematical equations (Witzel & Maiz, 2018).  Universal Design for Learning (UDL) principles can be applied to support the diverse needs of dyslexic and vision-impaired students. (UDL) can represent the future of education because it helps them to achieve their educational goals. Furthermore, it positively impacted their mathematics achievement (Dziorny, 2012).  The poster investigates the potential of multimodal feedback in immersive environments for the personalised presentation of mathematics using an Artificial Intelligent Educational (AIEd) framework for automatic adaptation to the learner, capacity, and learning scenarios. In addition to exploring multimodal feedback, the author examines spatial audio, AR/VR, and haptics to represent mathematical equations.  Incorporating many modalities into a user interface allows the interaction to be spread across the user's various senses or control options. Students who are blind or have vision impairments may benefit from spatial audio or haptics since their understanding of spatial representation is challenging (Freeman et al., 2017; Haberman & Kohen-Raz, 2012). Successful implementation of these technologies could potentially improve mathematics learning for all students by addressing diversity and creating an inclusive, fair and fun experience. |