Hello everyone. My name is Muhammed and I'm a PhD researcher at Dublin City University in Ireland. Today I will be talking about my poster under the title of UDL in Mathematics Enhancing Access and Achievement. So this work is part of my PhD research at Dublin City University with Dr Tracey Mehigan. First of all, I will be highlighting the problem that motivated us to start working on this project. And then I will be moving to the second point, which is the methodology, and we'll talk about it very briefly. Then finally I will discuss the objective and our proposed solution for the problem. Going back to the first point, we know that learning mathematics can be challenging for dyslexic and vision-impaired students. And to highlight dyslexia and to talk about it briefly, dyslexia is a language-based learning difficulty that may cause learning mathematics to become a difficult undertaking, to become a challenging subject, while blindness is a sensory disability that can also affect mathematics learning. So in this project and in this poster, we are focusing on students with learning and sensory disabilities. So the focus here is on the vision sense because we know that dyslexic students are having some common points with the vision-impaired students when it comes to the vision sense. So this is the focus and here is the problem. And we know that many students have these problems and of course, it needs to be addressed and it needs to be solved as soon as possible to help our students to be more engaged in the classroom. To move to the second point, the methodology, we are talking about enhancing mathematics education through multimodal feedback in immersive environments. So we are talking about multimodal feedback, we are talking about how we can use these tools in our classrooms in an effective way to enhance mathematics education. To talk about that, I need to talk about also UDL and highlight that the UDL principles, the Universal Design for Learning principles, can be applied to support the diverse needs of dyslexic and vision-impaired students. We also see that UDL can represent the future of education because it helps them achieve their educational goals. And to talk in a better way about the methodology, I would like to zoom in here at our proposed tools or our proposed solution in a very simple way. So here we are talking about robotics as an interactive user interface. So we know that many robots, or especially when we are talking about educational robots, we talk about the user interface and the multimodal feedback that these robots can provide. So we are talking about a very promising, let's say, area and a promising tool that can be used to enhance mathematics education. Secondly, we are talking about the immersive environments, the VR and AR, and how these tools can be used, for example for our dyslexic students to help them with the spatial representation. While our blind students, for example, they can be benefitted from the spatial sound, the 3D audio, for example, and finally the haptics, the vibration. It's also a promising area where it can be combined with other tools to help our students learn mathematics in a very, let's say, interactive way here in this game. It's a funny game. It's called ladders and snakes. And we used the ladders to represent our proposed solution. While the snakes are representing the traditional methods to teach mathematics, for example, the tactile images here, and also the Braille notations, the screen readers, for example, we see that these methods are good, but not good enough to teach mathematics in a fun and fair way for our students. So here is the representation or the summarisation of our proposed solution, let's say. And our objective, of course, is to personalise the presentation of mathematics using multimodal feedback. And that Multimodal feedback, it combines spatial sound or spatial audio, AR and VR, haptics and robotics as it progresses. So we see that incorporating many modalities into a user interface, it will allow the interaction to be spread across the user's various senses or control options. We believe that students who are blind or have vision impairments may benefit from spatial audio or haptics since their understanding of spatial representation is challenging. So we are looking at how these technologies can be successfully implemented and how it could potentially improve mathematics learning for all students and how we can address the diversity and to create an inclusive environment for our students where they can have a fair and fun experience in learning mathematics. Here we can see that our main goal is to move our students from being isolated, being sad, being not engaged enough in our classrooms to be more happy, more engaged in the classroom. In the corner here, you can see that I used Braille to translate the sentence scan to watch my video because I wanted that if this poster is printed out, and it's printed out, by the way, to be more accessible or to be accessible for all students. So for our students, our target students, our blind students, to access the poster and to watch and listen to the video that is attached to this poster to understand what we are talking about, to get their feedback about this project. So I will move you to the video and simply you can scan this QR code. It will take you straight away to the video where it summarises what I was talking about in this poster. So enjoy the video and thank you so much for your listening and I'm happy to receive any questions from you. I will be providing my email address to receive any questions or inquiries about this project. Thank you so much. So I will move to the video now. It's a very short video.