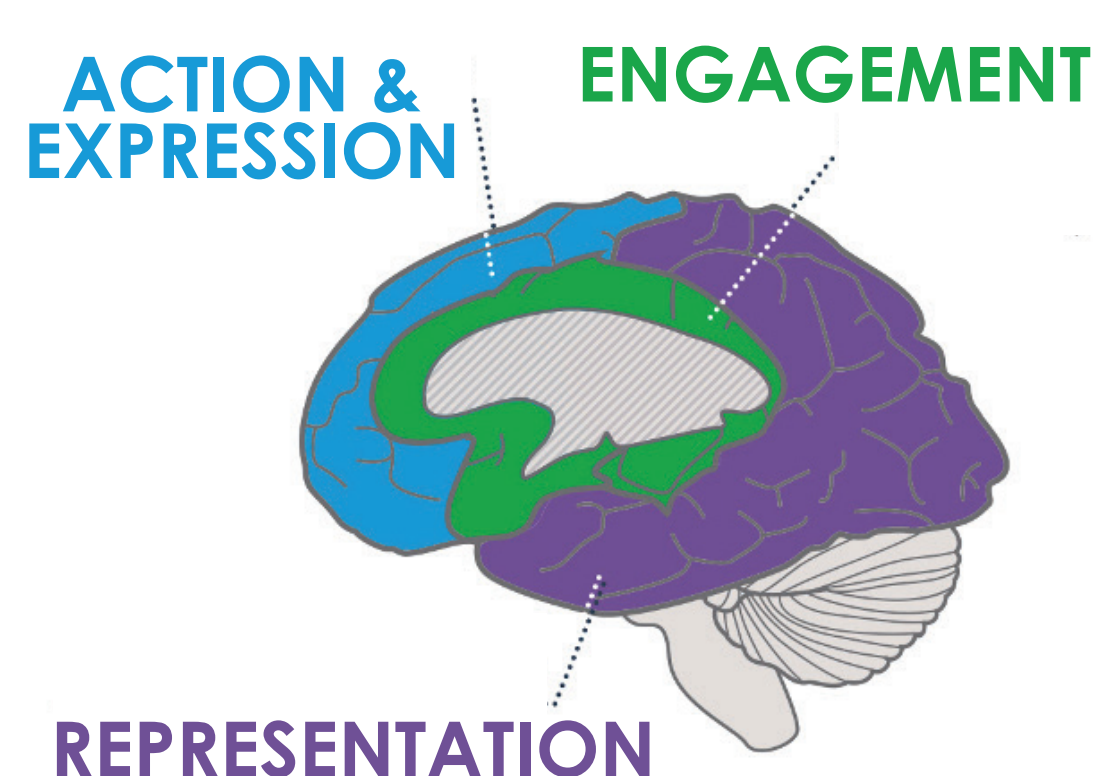
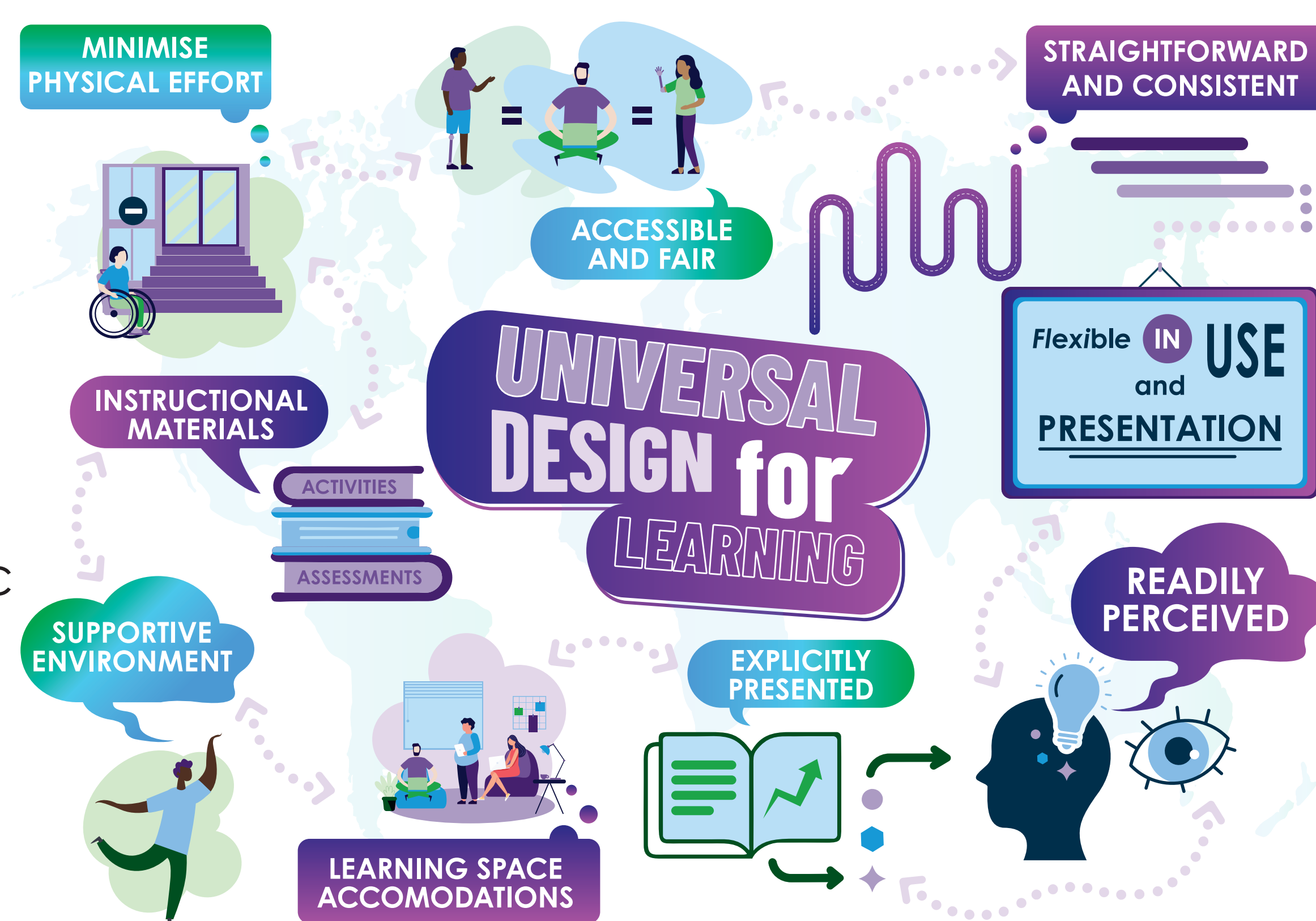


Increasing university learners' engagement and retention by co-designing resources based on UDL principles.

UNIVERSAL DESIGN FOR LEARNING 3.0



THE GOAL: Learner agency that is purposeful and reflective, resourceful and authentic, strategic and action orientated (CAST, 2024).



THE 'WHO' OF LEARNING EMPHASIS

- Learner agency and identity as part of variability.
 - Value of interdependence and collective learning.
- The "Who" of learning is a dimension that intersects across all three UDL principles.*

DIVERSE COHORT OF LEARNERS

- First in family to attend university
- Mature-age learners
- First Nations peoples
- Individuals for whom English is an additional language
- Low-socio-economic backgrounds
- Single parents
- Carers
- People with disability (DoE, 2024; Krol, 2019).

Many learners can have **multiple intersecting identities**, e.g., a learner with disability who is first in their family to undertake tertiary studies.

At times, these marginalised groups can struggle to develop their **sense of belonging** in higher education settings.

It can be costly for people with disability to obtain diagnosis documentation to obtain **reasonable adjustment plans**, these are affirmative or reactive strategies.

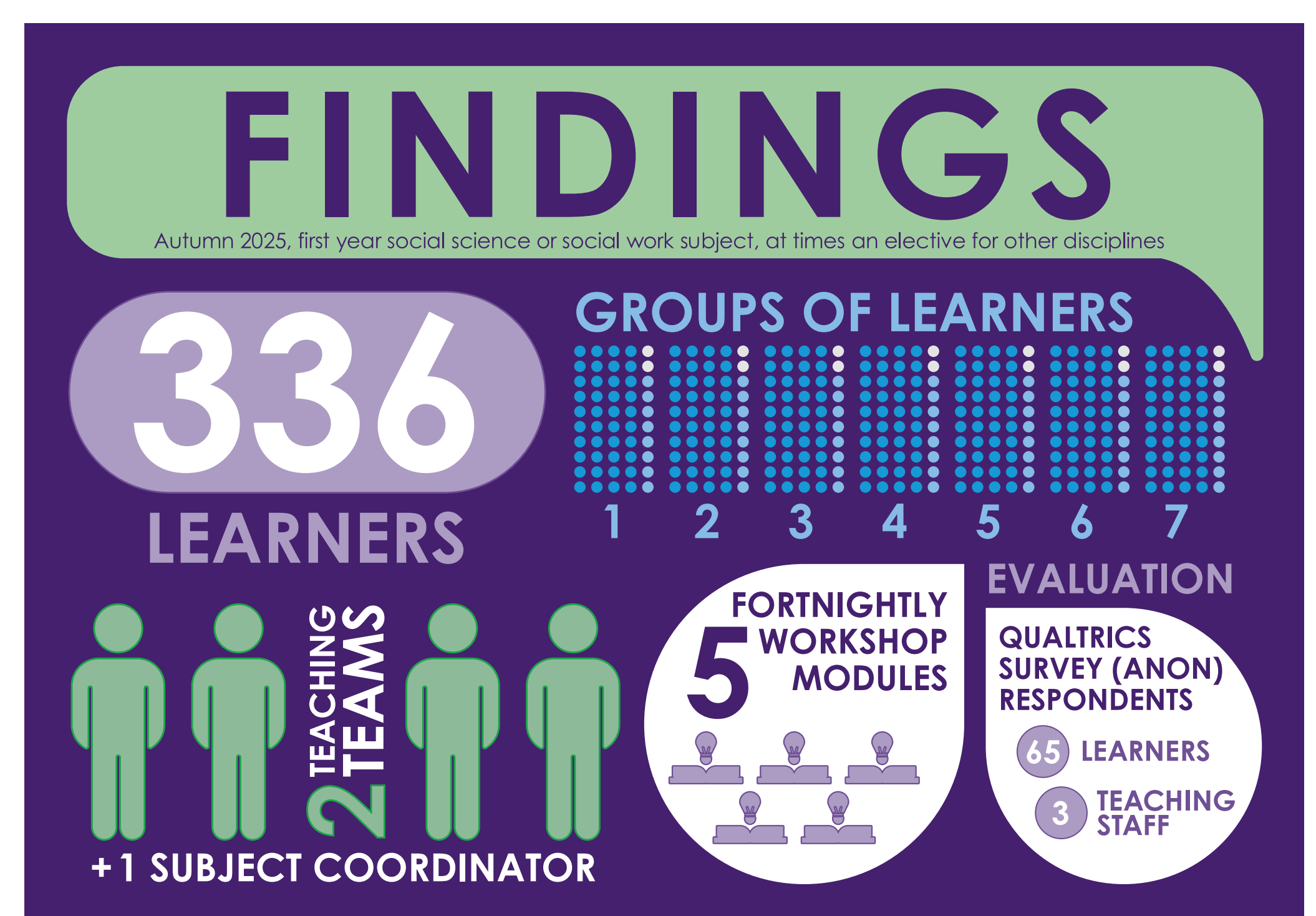


RESEARCH PROJECT AIMS

To increase this diverse cohort of learners' sense of belonging by co-designing accessible resources which are available to all and help to provide timely and meaningful assessment feedforward.

supported, consulted, growing, valued, understood, hopeful, included, sense of identity, belonging, accessible, can be successful, less anxious

PARTICIPANT DEMOGRAPHICS



Overall findings indicate mixed effectiveness.

LEARNER FEEDBACK

recapping the assessment questions, detailing what exactly is being asked of you.

"The group work and kahoots [sic] benefit my understanding the most" (learner)

TEACHING FEEDBACK

"Resources were comprehensive"
FUTURE DIRECTIONS

- Strengthening learner agency (in WELF2002)
- Adding another UDL "+1" strategy (Tobin, 2023)

KEY TAKEAWAYS

- Workshops enhance engagement but not consistently sustained
- Resource design and delivery require refinement
- **Focus for Autumn 2027:**
 - Improve accessibility and motivation to engage in learning independently
 - Working towards co-designing assessment tasks with learners and the teaching team.



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