

TECHNOLOGICAL UNIVERSITY DUBLIN

AUNGIER STREET CAMPUS

SEMESTER 2 ASSIGNMENT 2024/2025

Universal Design for Learning

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INSTRUCTIONS TO CANDIDATES

ANSWER **ALL** QUESTIONS.

ALL QUESTIONS CARRY EQUAL MARKS.

Redesign Activity Brief

In this activity you are tasked with redesigning some aspect(s) of an educational activity you are currently delivering in line with the principles of Universal Design for Learning (UDL). You must then implement and deliver the redesigned module/lecture/training session etc., ideally collecting some feedback from your students/audience on it. Finally, you will create and submit a short ‘Redesign Activity Report’ about the re-design and UDL implementation based on the template we provide. You will have a choice of formats for the report.

Activity Instructions

Step 1

Firstly select an educational activity you deliver to be the focus of your work for the Redesign Activity. There is flexibility on the types of activity you can choose but it has to be manageable in scope and something you can redesign and implement within the course timeframe. Common examples are a single lecture/class on a difficult subject, a small group of lectures on a related topic, a tutorial session, a single assignment or a staff/student training session. Be realistic in your selection – it’s better to make a small amount of quality changes than to think too big too soon and end up with a patchy result.

Step 2

If available, review previous student evaluations of the activity to gauge student feedback of the activity in its current form and get pointers for change.

Step 3

Analyse the current content and delivery of the activity you have chosen – depending on the chosen activity, this could include for example looking at the formats you provide notes/instructions in, when you provide content for class (e.g. in advance, after or during), the tasks involved for students, the peer to peer work involved, how you convey the really challenging aspects of the activity, the flexibility/choice students have in engaging with the material, the choice students have in demonstrating what they know or how they engage with you.

Using the knowledge and experience you have gained so far in this course, redesign the chosen activity using the principles of universal design for learning.

Step 4

Implement and undertake the redesigned educational activity and if possible, garner some basic student feedback on the changes made (online/in class evaluation, straw poll, email feedback etc.).

Step 5

Finally, compile a short report on your experience of the redesign using the Redesign Activity Template provided and answering the questions posed in it. Submit the completed report as instructed by your course facilitator. The report is intended to be 'light touch' so do not spend too much time on it – just make sure the key questions posed are addressed. The report provides evidence of your redesign and can be delivered in either of the following formats:

1. An 800-1200 word written report using the Redesign Activity Report template provided in which you answer the questions posed
2. A 5-10 minute video (upload to YouTube and provide link) in which you answer the questions posed in the Redesign Activity Report template, accompanied by page 1 of the template completed with your information and the video link

Check the course platform for the deadline date, typically in the final week of the course.

Format/Layout of the Case Study Report

Purpose and audience

The purpose of your report is to document your experiences and to inspire others to develop new universal design for learning initiatives in further and higher education. It will act as a case study, may be shared with other students undertaking this CPD course and could be used as an example for future students. Your audience are teachers/lecturers, educational technologists, trainers, librarians, learning support professionals and all who design and support student learning. Your case study should provide some practical examples enabling others to adapt these ideas in their own teaching contexts.

Written Format Style Guide

1. The final word count should be **between 800 and 1200 words and should be submitted using the Activity Redesign Report Template**. This word limit does not include the activity information table, references, or other examples, visuals, illustrations, tables etc. should you decide to include them.
2. It is not mandatory to use images, tables, bullet points etc. in your report but if you wish to use them, feel free to do so. Be as creative as you like within the boundaries of the word count and questions posed and do what works for you—we are flexible.
3. Text format: Arial or another sans serif font (verdana, calabri etc.), min 12pt
4. References are not mandatory at all for the report and many will not use them, but if you do, all should be in the Harvard Style and provided below the last question in the Redesign Activity Report Template - [Harvard UK style guide](#)

Video Format Style Guide

1. The final video length should **between 5 and 10 mins**. This limit does not include the Activity Information Table which can be found on page 1 of the Redesign Activity Report template and should be completed and submitted with requested information about the report.
2. In the video you should address the questions provided in the Redesign Activity Report template. Video can be done in whatever way you feel best represents the material – be creative if you like but it's perfectly acceptable to do a simple selfie video where you talk through your answers to the questions.
3. Rather than submit a video file, you should upload your video to a video sharing website like YouTube/Vimeo and provide the link in the Activity Information Table on page 1 of the Redesign Activity Report template.

Marking Schema:

Structured Activity with Output	
<i>Organisation, Presentation and Structure</i>	<ul style="list-style-type: none"> • e-learning resource are well-organised and logically structured. • Conventions for academic writing have been followed where necessary. • Presentation is very good with few/no errors.
<i>Development and Implementation of Project</i>	<ul style="list-style-type: none"> • e-learning resource are well-developed and a pedagogically sound justification is made for the appropriate use of the selected technologies to support learning within a particular context. • The choice of tools and methodology is justified for the learning resource. • There is strong evidence of consideration of appropriate instructional/learning design models and processes. • Learning objectives are clear and align with the implementation of the resource. • Developed resource reflects group collaboration and consensus.
<i>Integration of Scholarship</i>	<ul style="list-style-type: none"> • Where appropriate, e-learning resource include appropriate and up-to-date references for secondary material and any academic sources. • Correct use of academic and referencing conventions.
Individual Reflection	
<i>Organisation, Presentation and Structure</i>	<ul style="list-style-type: none"> • Reflective commentary is clearly planned and developed, well-presented and organised. • Logical structure and suitable format for an assignment at this level. • Written style is coherent and concise, and presentation conforms to guidelines. • Close attention to academic conventions concerning referencing, and references list, quotations and in-text citations.
<i>Application of Theory to Professional Practice</i>	<ul style="list-style-type: none"> • Strong evidence of engagement with key issues in instructional design. • Strong connections made with professional practice and professional context. • Clear alignment between learning objectives, design of e-learning resource content, and appropriate assessment methods used. • Strong evidence of critical reflection on theory and application to practice.
<i>Reflection on Learning</i>	<ul style="list-style-type: none"> • Evidence of in-depth reflection, critical thinking and analysis informing project decisions. • Evidence of reflection on the design and development processes. • Evidence of reflection on the group work and individual contribution to the group project. • Identification of a clear set of actions for further professional development. • Commentary shows clarity of meaning and purpose. • Links have been made with the professional development of the participant and the context in which they are working.
<i>Integration of Scholarship</i>	<ul style="list-style-type: none"> • Evidence of critical analysis and/or synthesis of appropriate literature on instructional design and development. • Commentary demonstrates verifiable and comprehensive awareness of relevant and pertinent literature to inform the rationale for the e-learning resource, design and development processes. • Correct use of academic and referencing conventions.

Submission Date and Details: You are required to submit by the due date stated above. Your submission will be in the following two ways (1) by email with an email heading UDL ASSIGNMENT #1, and (2) Submit on Brightspace.