



## CLIMBING THE UDL LADDER:

Building a Culture of Inclusion in Higher Education.  
Overcoming Obstacles to Enhance and Sustain UDL  
Collaboration in Tertiary Education

# Poster Portfolio

Thursday 1st June 2023



Ollscoil  
Teicneolaíochta  
an Atlantaigh

Atlantic  
Technological  
University



**MTU**

Ollscoil Teicneolaíochta na Mumhan  
Munster Technological University

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# Welcome Message



*Welcome message from Dr Niamh Plunkett,  
Head of Teaching & Learning, ATU Sligo*

**Welcome to our 3rd Universal Design for Learning Conference!**

This year Atlantic Technological University (ATU) and Munster Technological University (MTU) have united to deliver this National UDL Conference. The conference not only explores a whole Institute approach to UDL but explores UDL from three key perspectives: Leaders, academics, and student services. The themes for this year's conference are:

- **UDL in Leadership: Opportunities and Challenges in supporting sustainable inclusive learning in tertiary education.**
- **Furthering UDL in the classroom: An academic perspective on overcoming obstacles.**
- **Empowering the inclusive student experience: Student services approaches.**

We are delighted to receive such a wide range of poster presentations all of which focus on one or more themes. Each poster author(s) contact details and abstract are included adjacent to their poster should you wish to make contact with the author.

Thank you to everyone who contributed to our conference.

A handwritten signature in white ink that reads "Niamh Plunkett". The signature is written in a cursive, flowing style.

**Dr Niamh Plunkett  
Head of Teaching & Learning**

**Contact Details:** margaret.mcloone@atu.ie

**Theme:** Empowering the inclusive student experience: Student Services approaches.

**Title of Poster:** “Reviewing my peers' assessments of me allowed me to be able to think differently about my own work....”

**Abstract:**

**Background/Objectives:**

This research explored what final year BSc Public Health & Health Promotion students' views were in relation to their own peer's assessment of their work throughout a module in final year. Peer assessment (PA) is one of the most common assessments as learning (AaL) strategies that has been widely employed in classroom settings. PA is a fundamental practice of classroom-based assessment in terms of its learning-oriented and formative nature. The exercise of peer assessment has multiple and additional benefits for student learning.

**Methods:**

Students conducted a process of PA throughout one semester of their academic year. Consenting students' views (n=19) on their PA experiences was evaluated. An open question survey gathered students views and all responses were transcribed verbatim, and a thematic analysis was conducted using Braun & Clarkes' Six Step Thematic Analysis Framework.

**Findings/Results:**

Four key themes emerged from the analysis relating to students' perceptions of engaging in peer assessment (PA) they were 'broadening of students' thinking', 'positive affirmations', 'tailored student improvements' and 'confidence boasting'.

**Discussion:**

PA allows students themselves to be placed as critical connectors between the lecturer/ educator and the student being assessed in practical activities. Students are often more accepting of lecturer feedback when their own peers reinforce the challenges and positive aspects identified in lecturer feedback. The experience led to 'peer to peer' learning, and the generation of ideas and suggestions for continued professional development for undergraduate students. A positive outcome for all involved.





# “Reviewing my peers' assessments of me allowed me to be able to think differently about my own work...”

Author: Mc Loone, Margaret

Programme Chair & Lecturer in Health Promotion, Department of Health & Nutritional Sciences, Faculty of Science, Atlantic Technological University, Ireland

## What was the research aim?

To explore what final year BSc Public Health & Health Promotion students' views were in relation to their own peer's assessment of their work throughout a module in final year.

## Introduction

Peer assessment (PA) is one of the most common assessment as learning (AaL) strategies that has been widely employed in classroom settings<sup>1</sup>.

PA is a fundamental practice of classroom-based assessment in terms of its learning-oriented and formative nature. The exercise of peer assessment has multiple and additional benefits for student learning<sup>2</sup>.

## How were student views gathering for this analysis?

Students conducted a process of PA throughout one semester of their academic year. Consenting students' views (n=19) on their PA experiences was evaluated.

All responses were transcribed verbatim, and analysis was conducted using Braun & Clarke's Six Step Thematic Analysis Framework<sup>3</sup>



## Findings: The 'student voice' on their experiences of assessing their own peers' work

**4 Themes** emerged from the analysis relating to students' perceptions of engaging in peer assessment (PA) and they were...

Broadening of students' thinking



Positive Affirmations



Tailored student improvements



Confidence Boasting



## Findings: What did students gain from being involved in the peer assessment process as part of their learning?

Yeah I learned that my facilitator skills are really nice which was nice to hear. Everyone thought it was very engaging which was nice. I don't think the negatives were hurtful because it makes us learn

I learnt that I should have pitched my workshop more at the student population more than keeping it too general. I learnt also that my skills as a facilitator were better than I perceived them to be, which was a nice surprise



I found the peers assessment really helpful as it was what they thought rather than what the assessor thought of the intervention workshop. It was really useful to see if there was any similarities in what they recommended for me to improve on.

Yes I learnt a lot in terms of what I did well and also what's improvements I can make for my next time facilitating

## So, what does this all mean to us as educators in practice?

### How will I develop PA in my teaching and learning planning?

- PA allows students themselves to be placed as critical connectors between the lecturer/educator and the student being assessed in practical activities.
- Students are often more accepting of lecturer feedback when their own peers reinforce the challenges and positive aspects identified in lecturer feedback.
- Development of more robust PA methods would enhance this process - moving to oral PA to compliment written PA feedback next semester will provide an enriched PA experience.

### Final Reflection

*“At its best, classroom assessment is NOT DONE TO STUDENTS, BUT WITH THEM”<sup>4</sup>.*

Students gained valuable skills for their future careers in participating in the PA process. The experience led to 'peer to peer' learning, and the generation of ideas and suggestions for continued professional development for undergraduate students. A positive outcome for all involved!

*Thank you to students from ATU for participating in this research.*

## Interested in reading more on this area?

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**Author:** Ms Erica Meslin - Education Manager, AHEAD  
& Ms Danielle O'Rourke, AHEAD

**Contact Details:** erica.meslin@ahead.ie

**Theme:** Furthering UDL in the classroom: An academic perspective on overcoming obstacles.

**Title of Poster:** AHEAD's Accessibility Resource and Know-How Platform

**Abstract:**

AHEAD's conference submission will touch on some of our research papers within the disabled community in tertiary education in Ireland and emphasise the changes that need to be made to the education system to incorporate and pave way for the success of a diverse student body. These changes, which primarily emphasise the incorporation of UDL principles, can largely be propelled by the gaining of knowledge from staff in tertiary education.

To assist with this knowledge dissemination, AHEAD has developed an Accessibility Resources and Know-how hub (ARK) to help a range of institutional staff be more accessible in their practices. The ARK platform includes a digital accessibility guidance pack, an accessibility and legislation know-how page, and a series of short courses designed for all institution staff. ARK, along with its short courses, is funded by the HEA and by SOLAS (Ireland's higher and further education institutions) and is open to the public. The platform is also available under a creative commons license and is welcome to be embedded by institutions into their unique staff development programmes.

More than just mentioning the lack of UDL principles in tertiary education, this presentation will provide an easy, free, and simple step to help achieve more wide-spread knowledge.





### Background

The ARK Hub was conceived in 2020 when, with funding from SOLAS, AHEAD developed an online centralised location for digital accessibility resources. ARK is a completely free platform consisting of multiple resources to aid with accessible practices. Most popular is ARK's 5 free eLearning courses where participants receive a digital badge on completion.

### So far...



badges issued on our platform to date

### What's next?

Disability 101 - Disability Awareness Course coming before end of 2023

### Got a suggestion?

Go to [ahead.ie/ARK-Form](http://ahead.ie/ARK-Form) or scan the QR code to tell us your thoughts!



#### eLearning Courses

#### Guide to Web Accessibility Directive

#### Useful AHEAD & External Resources

#### Free 90-minute eLearning Courses:



#### Digital Accessibility for Educators

This course unpacks the simple practices that make your documents, presentations and videos more flexible and inclusive. It shows how you can test your resources for their accessibility.



#### Creating a Digital Accessibility Statement

This course covers what a Digital Accessibility Statement involves, how to create one, and the purpose of such a statement.



#### A Whole Institution Approach

This course covers what Digital Accessibility means in practice, the benefits it brings, the risks of non-compliance, and the implications for organisational policies and processes.



#### Universal Design for Learning

This course introduces UDL which is an approach to make our teachings more intentional, our results more wholesome, and our learners more independent and successful.



#### Designing Course Layouts for Learner Success

This course is all about how to layout your module using simple considerations so your learners can navigate and locate pertinent information effectively. The course will help maximise your potential for learner success.

All ARK courses are available for free and can be downloaded under a Creative Commons license.



**Contact Details:** brijithu@tcd.ie

**Theme:** UDL in Leadership: Opportunities and challenges in supporting sustainable inclusive learning in further and higher education.

**Title of Poster:** Macro and Micro-level Inclusivity within a Transnational Multi-Institutional Master's Programme

**Abstract:**

"CHARM- EU (CHallenge driven Accessible Research-based Mobile European University) 'Global Challenges in Sustainability is a transnational inter-university Master programme spread across universities in Ireland, France, Spain, Netherlands, and Hungary with students enrolled from across the globe.

Considering geographic, linguistic, and intercultural but also institutional diversity, the challenges for assuring an inclusive environment and implementing UDL are even more challenging compared to traditional programmes.

The poster shows the incorporation of elements of inclusivity and the challenges faced to implement them while traversing the complexity of a multi-institutional, intercultural programme which focuses on Challenge-Based Learning (CBL) and combines it with Programmatic Assessment (PA).

As conspicuous from the name 'Accessibility' is a crucial pillar of CHARM and has an entire work package dedicated to inclusivity. The paper would look at the conceptual framework underpinning this package while analysing of some of the challenges during their implementation over the pilot period.

During the programme, learners frequently venture into transdisciplinary and transnational domains while solving authentic global sustainability challenges. This further creates unique learning needs in the context of disciplinary knowledge, epistemologies, communication, and dissemination. Addressing these needs in lieu of a diverse disciplinary background of the students is also analysed particularly in the context of group collaboration and interactions with extra-academic stakeholders.

The mentorship within the programme and its impact in uncovering unique learning needs closely linked with PA in a CBL environment is particularly highlighted as a unique pioneering feature of the programme.



# Macro and Micro-level Inclusivity within a Transnational Multi-Institutional Master's Programme

Authors:

Unnikrishnan Madhavan<sup>1</sup>

1. Dept of Civil Structural and Environmental Engineering, Trinity College Dublin

## CHARM-EU

CHARM- EU (CHallenge driven Accessible Research-based Mobile European University). Their pilot programme 'Global Challenges in Sustainability' is a transnational inter-university Master programme spread across universities in Ireland, France, Spain, Netherlands, and Hungary with students enrolled from across the globe

## Inclusivity within CHARM

Students are encouraged to disclose any inclusivity needs right from the commencement of applications. The Diversity-equity-inclusion office provides oversight and coordinates with partner institutions, student representatives and staff towards creating an inclusive CHARM-EU experience.

## Macro-level Challenges

- **Linguistic Diversity**  
Affecting Communication as the medium of instruction is English which is a non-native language for the majority
- **Group Activities and Inclusivity**  
The challenge Based Curriculum involves predominantly group work, striking a balance between transdisciplinary problem solving while ensuring inclusivity
- **Inclusivity Communication to Stakeholders**  
Legacy disability services, culture and attitude towards inclusivity are at distinct stages of evolution in partner institutes

## Micro-level

- **Disciplinary variance**  
Students cut across diverse disciplinary backgrounds and often struggle with conflicting epistemologies, culture and expression (verbal, written and visual) and expectations

## Strategies for Embedding Inclusivity

### Mentoring

- is the primary strategy
- the mentor accesses the entire portfolio of the student but doesn't assess them
- Continued for the entire duration of the programme to ensure longitudinal development
- Guides the student to transition from a disciplinary to a transdisciplinary framework
- Professional Development Plan co-created by the mentor and the mentee drives the learning journey
- Inclusivity needs in terms of language development and the use of assistive technologies are embedded into the professional development plan
- Supported by input from the Office of Diversity-equity-inclusion office

### Multiple Forms of Feedback

- Disentangling assessment and feedback is a key aspect of CHARM
- Feedback is provided in multiple modes depending upon the stage of the assessment
- Differences in language capabilities are addressed through the draft reading of milestone assessments and annotated feedback
- Group assessments are provided with video feedback which is speedy and personalised

### Accommodating Inclusivity within Teams

- The team contract reflects and addresses the inclusivity needs of members beforehand
- Fostering a culture of Inclusivity universally within the programme and not as a minority exercise through continuous awareness and training programmes and integrating it with challenge-based learning and assessment.

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Trinity College Dublin  
Coláiste na Tríonóide, Baile Átha Cliath  
The University of Dublin

CHARM-EU



CHALLENGE-driven  
ACCESSIBLE  
RESEARCH-based  
MOBILE  
EUROPEAN  
UNIVERSITY



**Contact Details:** machailla.mccabe@research.atu.ie

**Theme:** Empowering the inclusive student experience: Student Services approaches

**Title of Poster:** Student Mental Health is Important to us all - "No one size fits all"

**Abstract:**

Introduction

The absence of conceptual operationalisations of student mental health leads to a deficiency of effective mental health promotion strategies. This is particularly problematic in young populations specifically student populations who are most vulnerable to the impact of emerging mental ill health issues. This research acts as a baseline for establishing students' views of what they perceive mental health to mean to them. It also identifies potential supports and challenges students face in relation to their mental health by placing their 'voice' as a central focus in this 'student-centred' critical participatory action research (CPAR).

Methods

Data was collected through means of semi structured focus groups and an online questionnaire utilising the Qualtrics survey package. Students registered within the Atlantic Technological University (ATU) and St Angela's College, Sligo (STACS) were invited to participate. Reflexive Thematic Analysis was applied to analyse data while utilising NVivo 12 (data management system). Piloting and inter-rater reliability was conducted also in this study. Ethical approval was granted from the ATU, Sligo Ethics Committee.

Findings

A total of 655 valid responses from consenting current students in ATU and STACS were recruited for this research. A third of students (33.21%; n=218) had a previous diagnosis of a mental health disorder(s) with two thirds reporting they had no previous mental ill health diagnosis

(66.79%; n=437). Overall qualitative findings resulted in a wide array of sub-themes within the field of mental health and mental ill health amongst students. Findings specifically demonstrates students potential solutions to support mental health at various levels: Institutional, Individual and Governmental. In conclusion findings show that many students do know what they want and what is needed for them to be supported appropriately in their college endeavours.



# Student mental health is important to us all - "No one size fits all"

McCabe, M., Cummins, G., Linnane, R & McLoone., M.

1. Atlantic Technological University (ATU), Ireland

2. The Health and Biomedical Research Centre (HEAL), ATU Sligo, Ireland

✉ Machailla.McCabe@research.atu.ie

Ms Machailla McCabe - Postgraduate Researcher  
Department: Dept. of Health & Nutritional Sciences ATU



## Introduction

Third level education is acknowledged as a significant life transition and can be extremely stressful time for students.<sup>1</sup> It is reported that students are facing severe levels of anxiety, depression, and stress with almost one third of students having had a diagnosis of mental health disorder at some stage in life.<sup>1</sup> Studies conducted within this field focus primarily on the perceptions and attitudes towards mental illness as opposed to focusing on mental health and mental health promotion.<sup>2,3,4</sup> Collecting subjective perceptual views of students on mental health can be beneficial to assist in greater decision making at an institutional level.<sup>5</sup>

## Aim

This research aimed to gather:

- A baseline for establishing students' views and perceptions on what they perceive mental health is.
- Students' perceptions on potential supports and challenges they face in relation to their mental health.

## Methodology

### Design

Data was collected by means of an online cross-sectional survey utilising Qualtrics software.<sup>®</sup> Exploring a range of questions displayed in figure 1 below.



Figure 1: Overall Summary of Findings

Students registered with the ATU and St. Angela's College Sligo (STACS) were invited to participate in this research. Ethical approval was granted by the ATU Research Ethics Committee, Sligo campus (IREC Reference No: 2021007).

### Data Analysis

Reflexive thematic analysis was utilised to analyse data while using NVivo 12 for data management software. Additionally, inter-rater reliability was conducted to measure consistency within the analysis. Figure 1 below, provides a brief overview of the data analysis process.

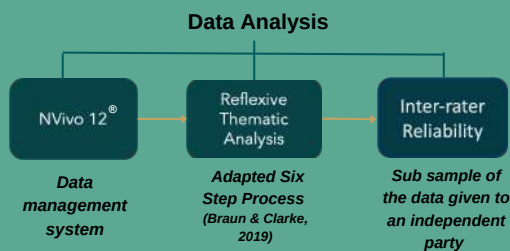


Figure 2: Overview of Data Analysis Process

## Results

A total number of 725 surveys were completed with 655 responses deemed valid.

Figure 2 demonstrates that one third of participating students in this research had a previous or current diagnosis of a mental disorder(s) and two thirds had no previous or current diagnosis of a mental health disorder(s).

Previously or Currently Diagnosed with a Mental Health Disorder

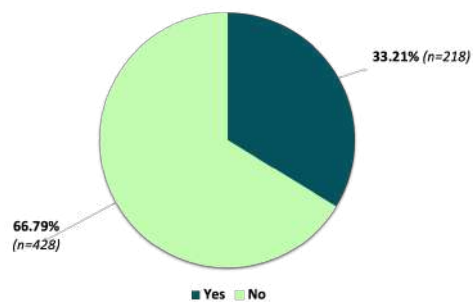
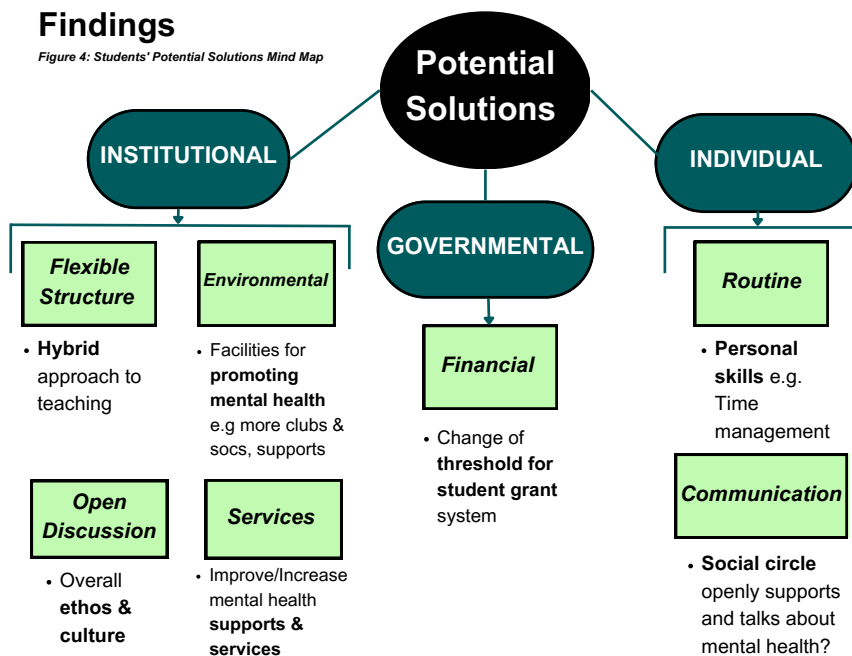


Figure 3: Breakdown by Percentage of Participants with a Previous or Current Diagnosis of Mental Health Disorder(s)

## Findings

Figure 4: Students' Potential Solutions Mind Map



**Acknowledgements** This project is funded by the Connacht-Ulster Alliance (CUA) Bursary Thanks to all ATU & St. Angela's College students who participated in this research.

## References

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## Discussion & Recommendations

Students feel third level institutions need to consider the **overall ethos** of mental health within their educational setting. This cultivates an understandable attitude towards mental health through nurturing a community that openly discusses and supports student mental health. Research findings recommend the following:

- That the Student Unions could support the development of more clubs and societies.
- That academic staff and management could offer a more **flexible approach to the delivery of courses** where students are "not stuck in a rigid schedule".

It can be concluded from our findings that the views of the student population illustrate that there is "no one size fits all".

It is crucial that we continue to allow the 'student voice' to play a critical part in developing student supports and services for both mental health promotion and mental ill-health prevention.



**Contact Details:** muhammad.menazelalomoush2@mail.dcu.ie

**Theme:** Furthering UDL in the classroom: An academic perspective on overcoming obstacles

**Title of Poster:** Immersive Mathematics – Design for All

**Abstract:**

Learning mathematics can be challenging for dyslexic and blind students in higher education. 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 both dyslexic and blind students in higher education. (UDL) can represent the future of education because it helps both dyslexic and blind students to achieve their educational goals. Furthermore, it had a positive impact on their mathematics achievement (Dziorny, 2012).

The authors are investigating 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 authors assess spatial audio, AR/VR, and haptics as a means to represent 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.



# Immersive Mathematics – Design For All

## Authors:

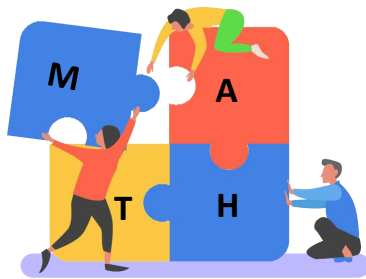
Muhammad H. Al Omoush<sup>1</sup>, Dr Tracey Mehigan<sup>1</sup>, Dr Emma Murphy<sup>2</sup>, Dr Monica Ward<sup>1</sup>

1. School of Computing, Dublin City University
2. School of Computer Science, TU Dublin

For more information: [Muhammad.menazalalomoush2@mail.dcu.ie](mailto:Muhammad.menazalalomoush2@mail.dcu.ie)

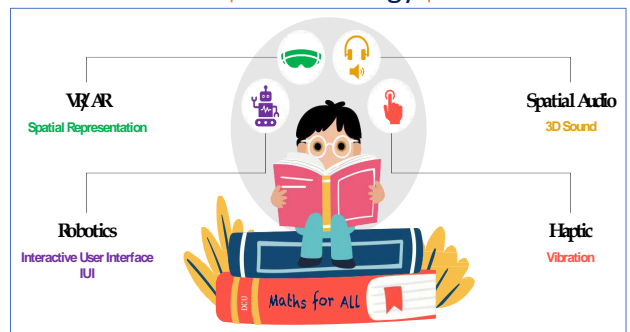
## Research Background

Mathematics should be accessible to all students, including those with impairments. A math-focused framework like Universal Design for Learning (UDL) helps mathematics teachers build inclusive classrooms. It is beneficial for instructors to consider the experiences of students with disabilities in their classrooms and design environments that allow all of their students to explore more effectively. Mathematics becomes inclusive and exciting for everyone when approached from the core [1, 2].



Artificial intelligence has been integrated and brought into action in education, promoting advancements in several areas. Intelligent educational systems offer teachers and students timely, personalised guidance and feedback [3].

## Methodology



Having multiple modalities in a user interface has the benefit of spreading the interaction across various senses or control abilities of the user. If one modality is not available or fully utilised, another can be employed to ensure successful interaction, especially for those with sensory or situational impairments [4].

Spatial audio, robotics and haptics may be a potential approach for students who are blind or have vision impairments since they may have difficulties understanding spatial representation. While for dyslexic students using AR/VR technologies and spatial representation is an opportunity to be investigated in this project.

## Problem

Learning mathematics using traditional educational methods is still challenging for blind/visually impaired and dyslexic students



## Proposed Solution

Personalise the presentation of mathematics using multimodal feedback that combines spatial audio, AR/VR, haptics and robotics

## Acknowledgement

This work was conducted with the financial support of the Science Foundation Ireland Centre for Research Training in Artificial Intelligence under Grant No. 18/CRT/6224.

## References

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**Contact Details:** ltighe@iii.ie

**Theme:** UDL in Leadership: Opportunities and challenges in supporting sustainable inclusive learning in further and higher education

**Title of Poster:** Leading by example: embedding UDL practices to support inclusive learning

**Abstract:**

Since recognising the vital nature of Universal Design in Learning (UDL) in the future of education and equality, The Insurance Institute has provided consistent messaging and support to its staff to encourage and support their contribution in this area.

The Institute has done this at various levels:

**Educational:** The Institute has provided multiple ways for staff to learn about UDL. 20 out of 36 staff members, and many of our external subject matter experts, now hold the UDL digital badge. **Strategic:** Inclusivity and UDL appear as one of the pillars of The Institute's current strategy. This was presented to staff in written format and updates are presented to staff quarterly.

**Environmental:** The Institute demonstrates its commitment to UDL through its diversity, equity and inclusion policy, written in plain English and delivered through multiple mediums including via an online presentation and the Institute's intranet, Workvivo.

**Procedural:** Undertaking the UDL digital badge has resulted in a shared repository of UDL projects in various stages of implementation. The Institute encourages staff feedback about improvements in policies, procedures and interactions in order to better reflect UDL principles and be more inclusive of staff and students.

**Technological:** The Institute provides training in software that staff may use to implement UDL in student interactions. The Institute is currently upgrading its LMS and with UDL's strategic and cultural importance within the Institute, accessibility features that effectively support staff and students in the creation of a cohesive, resilient and sustainably inclusive learning environment are non-negotiable.



# Leading by example: embedding UDL practices to support inclusive learning

Since recognising the vital nature of Universal Design in Learning (UDL) in the future of education and equality, The Insurance Institute (The Institute) has provided consistent messaging and support to its staff to encourage and support their contribution in this area. The Institute has done this at various levels: **educational, strategic, environmental, procedural and technological.**



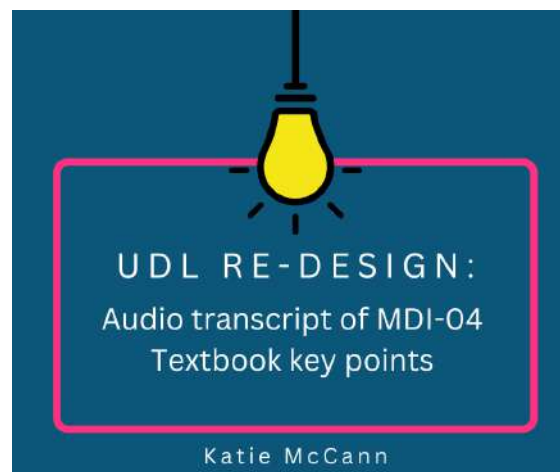
**Strategic:** Inclusivity and UDL appear under the student success pillar of The Institute’s current strategy. This was presented to staff in written format and updates are presented to staff quarterly.



**Environmental:** The Institute demonstrates its commitment to UDL through its diversity, equity and inclusion policy, written in plain English and delivered through multiple mediums including via an online presentation and the Institute’s intranet, Workvivo.



**Educational:** The Institute has provided multiple ways for staff to learn about UDL. 56% of our staff members, and many of our external subject matter experts, now hold the UDL digital badge.



**Procedural:** Undertaking the UDL digital badge has resulted in a shared repository of UDL projects in various stages of implementation. The Institute encourages staff feedback about improvements in policies, procedures and interactions in order to better reflect UDL principles and be more inclusive of staff and students.

Multiple Means of Engagement	Multiple Means of Representation	Multiple Means of Action/Expression
Stimulate motivation and sustained enthusiasm for learning by promoting various ways of engaging with material.	Present information and content in a variety of ways to support understanding by students with different learning styles/abilities.	Offer options for students to demonstrate their learning in various ways (e.g. allow choice of assessment type).

**Technological:** The Institute provides training in software that staff may use to implement UDL in student interactions. The Institute is currently upgrading its LMS and with UDL’s strategic and cultural importance within the Institute, accessibility features that effectively support staff and students in the creation of a cohesive, resilient and sustainably inclusive learning environment are non-negotiable.



The Insurance Institute

Organisation:  
The Insurance  
Institute of Ireland

Author:  
Laura Tighe

Education  
Development  
Specialist

www.iii.ie

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an Atlantaigh

Atlantic  
Technological  
University

**Contact Details:** yvonne.roache@atu.ie

**Theme:** Empowering the inclusive student experience: Student Services approaches

**Title of Poster:** What does a Healthy Campus look like ?

**Abstract:**

In July 2021, the Government launched the Healthy Campus Charter and Framework for the Higher education sector in Ireland. The Healthy Campus Framework defines a healthy campus as one that adopts a holistic understanding of Health, takes a whole campus approach and aspires to create a learning environment and organisational culture that enhances the health and wellbeing of its community and enables people to achieve their full potential. (Government of Ireland, 2021). The Healthy Campus process involves five steps. One essential step is that the key stakeholders on campus are consulted to identify their priorities for a Healthy Campus. This study aimed to determine what the campus population (staff and students) identify as the essential elements of a Healthy Campus at ATU Sligo. A qualitative research design with a reflexive thematic analysis was chosen for this study. Staff and student participants (N=182) were consulted to identify their priorities for a Healthy Campus. Participants were asked "What does a Healthy Campus look like to you?". This research study found that five essential elements represented a Healthy campus at ATU Sligo as identified by the campus population. They are

1) Healthy Food, 2) Healthy Physical Environment, 3) Healthy Social connections, 4) Healthy Lifestyle Supports, and 5) Inclusive and Accessible. The identified elements align with the principles of the Okanagan Charter (International Conference on Health Promoting Universities and Colleges, 2015) and the Healthy Campus Framework (Government of Ireland, 2021) in that they focus on the campus facilities and services, campus communication and social connection, the development of staff and students and all these underpinned by leadership, governance, and strategy.

Data was collected on "data collection piece" a wipe clean board which was located on the main campus, this method of data collection was inclusive and had really has really good student engagement in particular. I worked with a group of students to design the data collection piece. When the themes of what a Healthy Campus looks were identified I worked with another group of 3rd Year creative design students who designed the "Healthy Campus" mural. This was installed on a wall on the main campus in May 2021. A visual representation which an inclusive way to engage and deliver the message.







**Author:**  
Yvonne Roache  
Healthy Campus  
Coordinator  
ATU Sligo

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and Wellbeing  
Technological  
University of the  
Shannon  
2022

MA Supervisor:  
Declan O' Rahilly  
Technological  
University of the  
Shannon



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Technological  
University

# What does a Healthy Campus look like?

An investigation into what the campus population at the Atlantic Technological University Sligo identify as the essential elements of a Healthy Campus.

**Theme:** Empowering the inclusive student experience: Student Services approaches.

## Introduction and Background

In July 2021, the Government launched the Higher Education Healthy Campus Charter and Framework (Government of Ireland, 2021). The framework outlines the five steps of the implementation process for Higher Education Institutions. These steps are commit, coordinate, consult, create and celebrate. This research focused on the **“Consult”** step. The primary objective was to consult with the campus population to identify what they feel are the essential elements of a Healthy Campus. The secondary aim was to design an innovative qualitative data collection method to elicit the opinions of the campus population. Finally the research looked at ways to create a visual legacy installation (mural) that would represent what are the essential elements of a Healthy Campus, as determined in the research study.

## Data Gathering

The data collection piece was designed in collaboration with a team of creative design students, during our early discussions, they noted that their peers tended to not respond to emails other than those to do with course work. Our aim was to design a data collection piece that would engage the students and staff alike.



## The Findings & Visual Interpretation

The data was analysed using reflexive thematic analysis (Braun and Clarke, 2022) and five themes were identified. The themes underwent several visual interpretations by the design team to explore how best to disseminate each theme and represent them visually. After this process the final Healthy Campus mural design was selected by the design team and it utilised the ATU brand colours.



## Discussion

The research findings support settings-based health promotion as a method for increasing healthy environments and an organisational culture that supports health and wellbeing. They also reflect a whole campus approach as outlined in the Healthy Campus Framework.

A key strength of the initiative was the participatory nature of the research work. In the Healthy Campus Framework, two of the four guiding principles are participation and partnership (Government of Ireland, 2021). Within these principles, students and staff are actively engaged in deciding on and implementing health and wellbeing promotion actions.

The presentation of the findings in a mural will benefit those who are neurodivergent, enabling us to disseminate key messages about a healthy campus in a visually appealing, inclusive & accessible way.

The mural is a legacy installation and will act as engagement tool with the campus population and hopefully in time will bring a sense of ownership for Healthy Campus to the campus population.



## The story of the Healthy Campus Mural

A visual representation of the five Themes Identified of "What a Healthy Campus looks like?" for the campus population at ATU Sligo

The "Brain Icon" represents the opening of the mind to the concept of "What a Healthy Campus looks like?". It takes you on a journey of possibilities and opportunities for learning about how we can all make the campus healthier, sustainable and inclusive for the whole campus population.

- 1** **THEME 1: HEALTHY FOOD**  
Mural Icon: Food
- 2** **THEME 2: HEALTHY PHYSICAL ENVIRONMENT**  
Mural Icon: Waves & Sun
- 3** **THEME 3: HEALTHY SOCIAL CONNECTIONS**  
Mural Icon: Smiley Face & Comment Bubble
- 4** **THEME 4: HEALTHY LIFESTYLE SUPPORTS**  
Mural Icon: Heart
- 5** **THEME 5: INCLUSIVE & ACCESSIBLE**  
Mural Icon: People



References: Braun, V. and Clarke, V., 2022. Thematic Analysis: A Practical Guide. SAGE. Government of Ireland, 2021. Higher Education Healthy Campus Charter & Framework for Ireland 2020-2025. Government of Ireland, 2021

**Contact Details:** swynne@iii.ie

**Theme:** Furthering UDL in the classroom: An academic perspective on overcoming obstacles

**Title of Poster:** One small step for inclusive education, one giant leap for learners

**Abstract:**

The Nature of Insurance is the first and foundation module in the Insurance Institute's minimum competency Approved Product Adviser qualification. This module is delivered online to approximately 1,500 students annually. It introduces learners, employed in insurance, to the principles and practice of insurance.

The Insurance Institute is on a path to adapting this into an 'ideal inclusive module' with the goal of creating a 'positive learning environment with flexibility built from the onset'. Regulatory, academic, professional, commercial and pedagogical factors must be considered in this adaptation, but flexibility, accessibility and learner voice and choice are the overarching design factors.

The Insurance Institute is approaching the implementation of this inclusivity and accessibility goal on a phased Plus 1 basis. Learners have reacted very positively to the significant elements of the engagement and representation pillars that have already been introduced. On registration learners access an online onboarding course (link: <https://bit.ly/cip01-welcome>) which welcomes them, provides module information and introduces resources to prepare them for their study. Everything is presented in a variety of formats to facilitate all learners and their efficient and effective study. In the module delivery, learners are provided with, for example, a learning preference quiz, a guide to success, a tutor-led induction course, demonstrations of relevant software, apps and the LMS, contact details for support teams, infographics outlining key dates (e.g. lectures, tutorials), recordings of live lectures, learning materials and supports, and surveys. In terms of assessment, a 2024 project will review this UDL pillar from an accessibility perspective.







**Contact Details:** carolantoniagardiner@gmail.com

**Theme:** Furthering UDL in the classroom: An academic perspective on overcoming obstacles

**Title of Poster:** How the use of Universal Design for Learning (UDL) in a post-primary classroom could assist students who have been given a diagnosis of Development Coordination Disorder (DCD) to survive and thrive

**Abstract:**

This research is focused on the experiences of inclusion in the senior cycle post-primary mainstream schools of young adult learners who have been given a diagnosis of DCD and often co-occurring issues.

An inclusive educational environment is critical for the cognitive development of learners who have been given a diagnosis of a Special Educational Need (SEN) of some kind. This research will examine how the use of UDL in the post-primary classroom would enhance the experiences of learners who have been given a diagnosis DCD in that environment.

While much has been documented about DCD internationally (Edmonds, 2012, 2021; Barnett, Dawes and Wilmut, 2013; Coussens et al., 2021). Very little has been written about the experiences of teenagers in a post-primary context who have been given a diagnosis of DCD (Dixon and Addy, 2004; Kirby et al., 2010). Within this vacuum in the literature and a policy context which suggests that countries should resource all classes adequately so that the needs of all learners could be met in an inclusive context in the classroom (Smyth et al., 2014; Slee, 2018; Demetriou, 2022). The suggestion seems to be leaning towards a Universal Design for Learning (UDL) approach



in the classroom (Martyn, Pace and Gee, 2015; Fovet and Flood, 2022). For the most part, learners who have been given a diagnosis of DCD do not seem to experience dual education. It would seem like implementing a system of UDL would really assist these learners.



# How the use of Universal Design for Learning (UDL) in a post-primary classroom could assist students who have been given a diagnosis of Developmental Coordination Disorder (DCD) to survive and thrive

## Authors:

Carol Gardiner, 3<sup>rd</sup> Year Educational Doctoral Student (Special and Inclusive Education), under the Supervision of Dr Eamonn McCauley, Assistant Professor, and Dr Frances Murphy, Assistant Professor, Institute of Education (IOE), Dublin City University (DCU)

-  carol.kennedygardiner64@mail.dcu.ie
-  Carol Kennedy Gardiner @Carol38218501
-  @Carol (Kennedy) Gardiner



Department:  
Institute of  
Education (IOE)

Campus:

St. Patrick's  
Campus,  
Dublin City  
University (DCU)

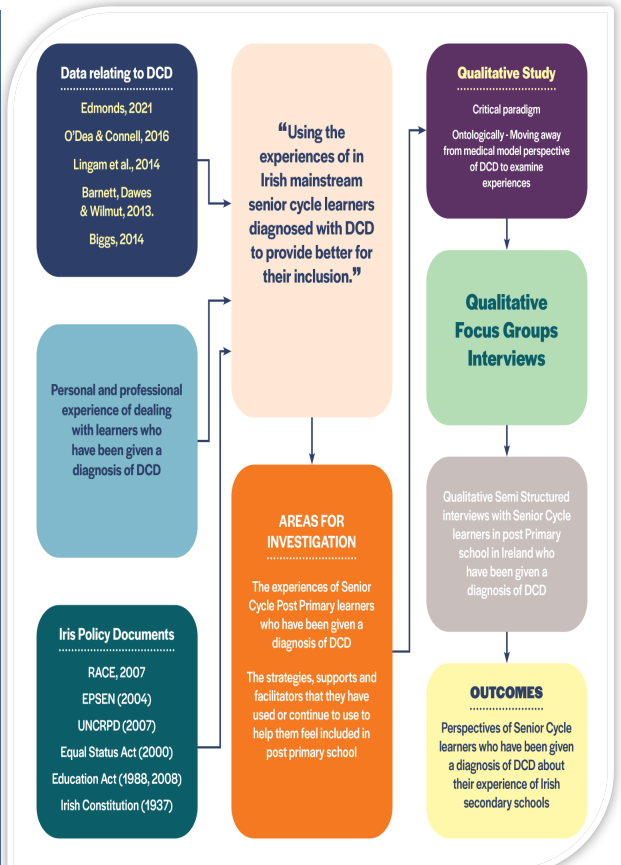


### Introduction

- Furthering UDL in the classroom: An academic perspective on overcoming obstacles.
- This project sets out to explore the experiences of learners diagnosed with Developmental Co-ordination Disorder (DCD) who were enrolled in Irish mainstream post-primary schools.
- DCD is an agreed European and American term (Blank et al., 2019), with dyspraxia being the preferred term in England (Barnett et al., 2015).
- The research will capture student perceptions and experiences of senior cycle provision and use these to identify how their access to, participation in and benefit from authentic inclusive education can be enriched.
- From an essentialist perspective DCD is thought to be a neurological disorder which affects between 5% and 6% of the population of learner's (American Psychiatric Association (APA), 1994).
- **Aim:** "Using the experiences of in Irish mainstream senior cycle learners diagnosed with DCD to provide better for their inclusion."

### Methodology

- Critical Disability Studies (CDS) view offers an alternative perspective on disability. It is highly congruent with the principles on which the idea of inclusive education is based.
- Far from being a medical or essential phenomenon disability (including subcategories of this, such as DCD) is a socially and culturally engendered concept (Teodoro, 2020) that allows particular types of naturally occurring human variation to be viewed as deficits.
- CDS asks why and in whose interests this occurs. The research will employ a CDS perspective to analyse and interpret the views of participants in order to
  1. Make sense of their experiences
  2. Analyse what these tell us about the, policies, structures, practices and relations of power that exist currently in schools around the inclusion of learners who have been labelled with DCD
  3. Chart a course towards improved and more equitable provision for these learners.
- The research will take a phenomenological approach (Vagle, 2018; Valentine, Kopcha, & Vagle, 2018).



### Results

Preliminary data analysis is highlighting that learners really need to be supported in their learning with a range of different pedagogies.

#### Discussion

- Universal Design for Learning (UDL) approaches involve changing the pedagogical frameworks and methodologies in our classrooms to help every student access the curriculum in a manner that works for them (O'Shaughnessy, 2021).
- UDL allows every student an equal chance to engage with the content of lessons, including SEN learners and learners who have been given a diagnosis of DCD (Bree et al., 2020; Courtad, 2019; Heelan, 2015; Matthews, Cavanaugh and Wilson, 2022; O'Shaughnessy, 2021).
- UDL would enhance the experience of education, learning and teaching for every student by implementing malleable classroom methodologies, teaching and assessment to accommodate the variety of learners in the classroom suiting those with DCD (Courtad, 2019; Flood and Banks, 2021; Heelan, 2015; Reynor, 2019; Sanger, 2020).
- In a classroom with learners who have been given a diagnosis of DCD, this would mean allowing the learner to pick a strategy that would help them learn best and help them reach their goals (Flood and Banks, 2021).
- Research into UDL has proven that when implemented appropriately it improves the outcomes for all learners (Bree et al, 2020; Capp, 2020; Grifol-Freixenet, Struyven and Vantighem, 2021; Harding et al., 2020; Seery et al., 2021).
- It means giving the student the choice about how and what they want to learn (Flood and Banks 2021; Reynor, 2019).
- In areas where UDL has been successful, teachers have been supported and given time to change their practice and to allow this practice to become implemented (Fovet and Flood, 2022).

Research commissioned by DCD CanChild.CA suggests that the MATCH methodology would really assist learners with DCD at post-primary school (Selkirk et al., 2016). MATCH stands for:

1. Modify the Task
2. Alter the Expectations
3. Try new strategies
4. Change the environment
5. Help others to understand me (Missiuna, Rivard. and Pollock, 2004)

This could be easily implemented by learners who have been given a diagnosis of DCD in a post-primary context in Irish schools.



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Institute of Education



**Contact Details:** marie.kelly@atu.ie

**Theme:** Furthering UDL in the classroom: An academic perspective on overcoming obstacles

**Title of Poster:** Online while offline - the use of Collaborate Ultra to enhance learner engagement and participation in a lab/classroom-based setting.

**Abstract:**

Using the online tool Collaborate Ultra within the conventional lab/classroom-based setting can help alleviate possible obstacles to learning. These can range from impaired vision to general difficulties with communication and engagement. The use of Collaborate Ultra promotes various UDL Guidelines including (1) the provision of alternatives for key visual information, (5) employing alternative interactive web tools to communicate and (7) minimizing distractions. Applying the various features of the software (Comment Box, Polls, Multiple Choice, Breakout Function, Interactive Whiteboard etc) can assist in the promotion of each learner's voice and choice by offering alternatives to classroom-based engagement and interaction.







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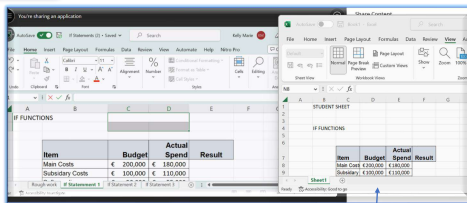
# 'Online while offline - the use of Collaborate Ultra to enhance learner engagement and participation in a lab/classroom-based setting.'

Ms. Marie Kelly

Collaborate Ultra is a webinar tool within Blackboard, Moodle etc. While normally used in the online learning environment, it can also be used effectively in a face-to-face lab/classroom-based setting.



The presenter opens Collaborate Ultra and shares the screen with each learner:



Collaborate Ultra: Demonstration of Excel (If Functions)

With the split screen function, the learner can divide his screen(s) between Collaborate and his own document (e.g. Excel spreadsheet).



## Uses

- Explanation of information (particularly computer-based data (e.g. MS Office), GIS etc.
- Theoretical information can also be presented and enhanced with various Features: Polls, Multiple Choice, Theme Building, Breakout Function etc.



## Learner Feedback

### Visual Display of Information

'I have **poor eyesight** and I find this very helpful.'

'I can see the **data clearly** no matter what seat I'm in.'

'... it's **easy to watch and listen** at the same time **when it's in front of you.**'

'There is never a chance of **someone being in your way.**'

'You can see the **content up close.**'

'You can **work while watching and listening.**'

'**Clear quality images**'

### Comprehension

'I seem to **learn more quickly** through Collaborate.'

'I find it **easier to concentrate** when it is right in front of me.'

'I don't **get as distracted** as much.'

'It's **easier to read and follow.**'

'You can **work along with the lecturer** on your computer..... rather than **turning your head and trying to see the board....**'

'Things are **explained better.**'

'...there was **not as many distractions** when listening to the lecturer because all students were **looking at their own screen** and not everyone trying to look at one.'

### Communication

'I like the ability to chat/message.'

'I think the discussion section [Poll/Multiple Choice] can be very useful.'

### Presentations

'Can get us used to presenting without standing in front of a large group, yet you are showing it to the full class.'

### Group Work (using Breakout function)

'It will help us when we are at work and may have to present information remotely.'

### Drawbacks

'It can **take time** for Collaborate to load.'

'We have to **wait** until everybody has joined.'

'Sometimes the arrow on the mouse isn't visible when information is being displayed.'

## Learner Response to Collaborate Ultra

Do you prefer class work to be demonstrated and discussed through VDP or Blackboard Collaborate? [Total: 43 students, Year 1]



## Alignment with UDL Guidelines

- Guideline 1 Provide options for Perception** – 'Offer alternatives for visual information.'
- Guideline 4 Provide options for Physical Action** 'Optimise access to tools and assistive technologies.'
- Guideline 5 Provide options for Expression and Communication** – 'Use interactive web tools to communicate and receive feedback.'
- Guideline 6 Provide options for Executive Function** When the 'lower level' hurdle of trying to see the information was removed, *the student could focus on the central topic.*
- Guideline 7 Recruiting Interest** – 'minimizing threats and distractions.'

## CONCLUSIONS

- When used in the face-to face learning environment, Collaborate Ultra (CU) has unique features which greatly assist with **visibility, comprehension, communication, the minimising of distractions, motor function and presentations.**
- **100%** of learners preferred C.U. over VDP (43 learners surveyed).
- The use of C.U. in the classroom aligns directly with **five UDL Principles.**
- **Features** e.g., chat, polls, multiple choice, breakout function etc. can help learners **engage, contribute** and develop a sense of **collegiality.**
- Learners can be given '**presenter**' status and work with other learners in small groups. Essential online presenter skills (sharing various documents, outlining ideas etc.) can be developed.
- C.U. can be a very useful tool for **presentations.** particularly for first year learners, who may find conventional presentations in front of peers a daunting experience.
- Using C.U. fosters a **more open and 'equal'** classroom. **The tutor** can deliver from **any computer in the room** (flexible seating). All learners can **see and engage** in the learning process regardless of where they are situated.
- Features of C.U. (polls, multiple choice etc.) could also be used in a general **classroom or lecture theatre.**

**Contact Details:** cormac.flynn@atu.ie

**Theme:** Furthering UDL in the classroom: An academic perspective on overcoming obstacles

**Title of Poster:** Using escape rooms to engage students

**Abstract:**

A series of digital escape rooms were developed as team-based revision exercises in a first-year physiology class.

Each escape room was created within Google Slides. A link was provided to a Google Form, which consisted of questions related to the topic of revision. All the questions needed to be answered correctly before the code to the escape door was revealed. Several artefacts around the room acted as either clues to the questions or as irrelevant red herrings. Hyperlinks attached to the artefacts led to different media such as music videos, movie trailers, and puzzles.

Students organised themselves into groups to do the escape room activity. A time limit was set for the activity. After the activity, the questions and clues were reviewed. Students were invited to complete a short anonymous survey to provide feedback on the activity.

Students reported that the escape room activities were engaging and helped with their learning. They found it "a very different and engaging way of studying". Several students reported liking the group nature of the activity. They could split up tasks to be more efficient. Importantly, they would like to do more escape rooms.

This fun activity is a means to engage students in the classroom. It enables opportunities to foster collaboration and community (UDL Checkpoint 8.3).



# USING ESCAPE ROOMS TO ENGAGE STUDENTS

DR CORMAC FLYNN  
LECTURER



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## INTRODUCTION

Escape rooms are physical or virtual spaces where people work together to escape from by finding clues, solving puzzles, and answering questions. Escape rooms have seen increased use in educational settings in recent years (Sánchez-Martín et al, 2020; Makri et al, 2021).

A series of digital escape rooms were developed as team-based revision exercises in a first-year anatomy and physiology class.

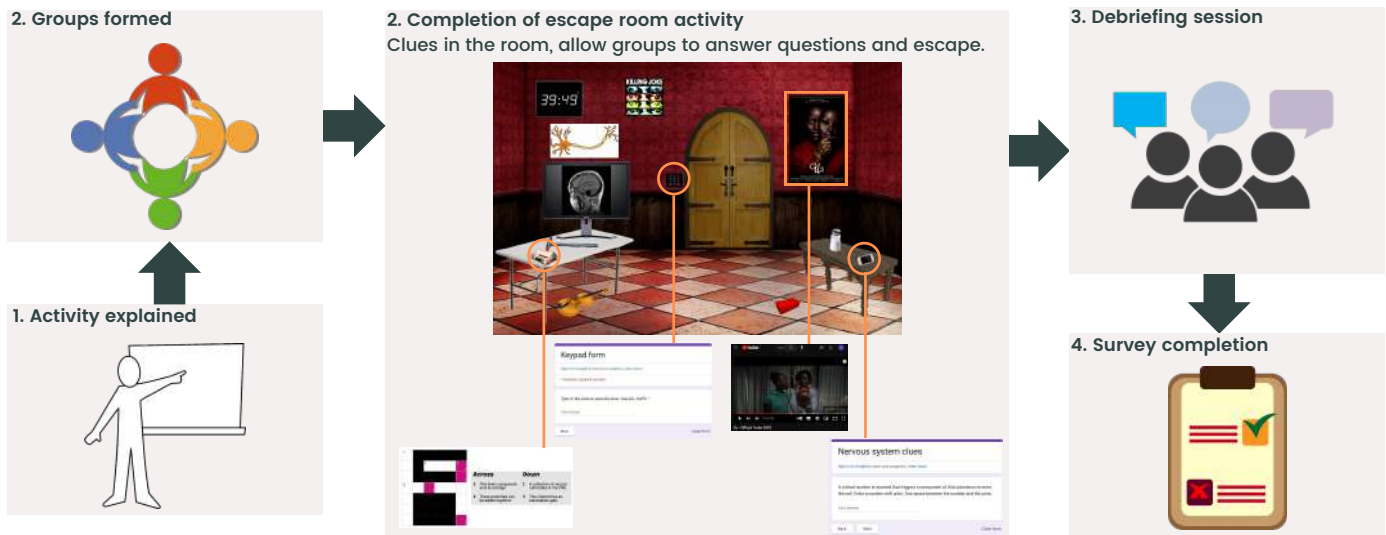
## AIM

While there are some studies in the literature regarding using escape rooms in educational settings, there is a need to assess them in the context of Universal Design for Learning.

The aim of this study is to determine whether digital escape rooms can foster collaboration and community in the classroom.

## METHODOLOGY

The escape room activity was explained to the students. They then organised themselves into groups of three or four. Students completed the escape room activity in about 30 minutes. A debriefing session took place after the activity. Students were invited to complete an anonymous survey to record their experiences of the escape room activity.



## RESULTS

**90%** said escape rooms enabled collaboration in class

**78%** said escape rooms created a sense of community

**90%** found escape rooms engaging

**78%** said escape rooms helped with their learning

### WHAT STUDENTS LIKED

"Sharing ideas with classmates"

"a very different and engaging way of studying"

"working together and using shared knowledge"

"a different form of learning"

"Sharing knowledge with my classmates"

### EMOTIONS EXPERIENCED



## CONCLUSION

This fun activity is a means to engage students in the classroom. Most students would like to do more of these escape room activities. It enables opportunities to foster collaboration and community (UDL Checkpoint 8.3).

## TRY AND ESCAPE!



## ACKNOWLEDGEMENTS

This project is supported by the Higher Education 4.0 project.

### REFERENCES

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Sánchez-Martín, J., Corrales-Serrano, M., Luque-Sendra, A., & Zamora-Polo, F. (2020). Exit for success. Gamifying science and technology for university students using escape-room. A preliminary approach. *Heliyon*, 6(7), e04340.



**Contact Details:** [learningunit@dbs.ie](mailto:learningunit@dbs.ie)

**Theme:** UDL in Leadership: Opportunities and challenges in supporting sustainable inclusive learning in further and higher education

**Title of Poster:** Promoting UDL in Dublin Business School: Ensuring equity of access to education for all our learners

**Bio:**

We are a group of self-elected UDL champions in the College, who come from a variety of teaching and non-teaching areas including the library, the content development team, student services, and the learning unit. Many of us have recently earned the National Forum UDL badge, and are keen to use this knowledge to have a positive influence on the learning and teaching culture and strategy of DBS.

**Abstract**

DBS has a very diverse population of students and faculty, in age, nationality, English language proficiency, prior knowledge, and level of education. They are learning and teaching in any combination of full and part time, in person and online, and using a blend of synchronous and asynchronous activities. We have been looking at how we can facilitate sustainable inclusive learning through providing support to new and veteran higher education faculty. The poster is designed to promote opportunities for enabling inclusivity through the principles of universal design in our learning environment, particularly in our digital spaces. It will also highlight key resources available to faculty, both within our own CPD offering and externally. This poster will be our first major step to raising awareness of UDL principles in DBS. We hope we can lead faculty to learn more about UDL and how to overcome the technical/operational and pedagogical challenges.



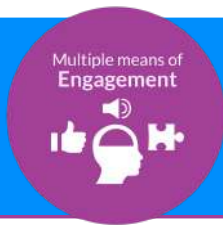
# Promoting UDL in Dublin Business School: Ensuring equity of access to education for all our learners

Isabel Ashburner, Ronnie Doyle, Anna Leary, Sarah Mullen-Rackow, Sylwia Plucisz

## Introduction

DBS has a very diverse population of students and staff in age, nationality, English language proficiency, prior knowledge, and level of education. In line with the DBS Strategic Plan 2021-2025, the DBS Learning Unit (LU) has developed a comprehensive set of Quality Standards, including Standard D, which is exclusively focused on UDL. Other teams at DBS have taken on these standards in their own UDL practice.

As a group, we actively promote UDL practices not just in the classroom, but outside of it as well. By incorporating UDL practices into our staff training, student supports, and communications, we aim to demonstrate to DBS staff how effective UDL practices are to improving the student learning experience as a whole.



**At DBS, learning is seen as a social, peer-led and experiential experience. Effective engagement with both peers and lecturers is fundamental to all learning activities.**

**Faculty Support** - bespoke workshops and synchronous CPD lessons to facilitate active learning approaches in module delivery.

**Student Support** - the Academic Support Committee works across all areas of the college to help students transition successfully into higher education.

**Community** - creating a welcoming and inclusive environment for all.

**At DBS, we are committed to presenting staff and students with different modes of learning to provide support and accessibility to all staff and students.**

**Multimodal Delivery** - supporting staff in developing effective LT&A practices and helping students navigate OnDemand content.

**OnDemand Lessons** - providing asynchronous lessons with multimedia and accessibility elements.

**Assessments and Regulations Induction** - DBS's key assessment regulations are accessible at key times to help students navigate their learning environment.

**Class Recordings** - used to enhance the synchronous learning experience as a reflective tool.

**DBS provides staff and students with technological tools and support to help both groups to navigate the learning environment.**

**Assistive Technology Workshop** - aims to promote the use of our AT ensuring all learners have equal opportunities in accessing learning materials and resources.

**Implementation of Video Tools** - integration of a video library tool to allow Moodle users to engage and express themselves using video, audio, and text within the same space.

**Feedback** - developing student feedback literacy and peer and self-assessment skills by differing feedback options, workshops and 1-1 sessions.

## Reflection

As a group, we have taken the opportunity to reflect on how we can continue to grow and improve upon our work in promoting UDL over the next year. A future goal of the registrar's team is to form a working group to develop a DBS policy around implementing UDL principles. This group will perform an audit and training analysis with the ultimate goal of working towards adopting the National Charter of Universal Design for Tertiary Education when it launches.



Contributions by: Grant Goodwin, Bernadette Higgins, Hamza Razaq, Sarah Sharkey, Amy Fitzpatrick, and the Content Development Team.

For more information, scan here!



**Contact Details:** lean.lynch@corketb.ie / siobhan.nolan@corketb.ie

**Theme:** Empowering the inclusive student experience: Student Services approaches

**Title of Poster:** General guidelines for students in crisis

**Abstract:**

III. Empowering the inclusive student experience: Student Services approaches.

We aim to showcase the support services that are available to students in our organisation. If a student chooses to disclose a traumatic event to a staff member, our poster will guide the student and staff member to the relevant services available to them 24/7. It will also give general guidelines on how to interact with and advise the student during the disclosure.

Through an infographic display, the guidelines given will signpost the student to the appropriate service.





**cetb**

Bord Oideachais agus Oiliúna Chorcaí  
Cork Education and Training Board

## GENERAL GUIDELINES FOR STUDENTS IN CRISIS

DON'T BE AFRAID TO ASK FOR HELP



Scan here for supports



### FOLLOW A FIVE-STEP ACTION PLAN 'ALGEE':

- Approach the person,
- Assess and assist with any crisis,
- Listen non-judgmentally,
- Give support and information,
- Encourage the person to get appropriate professional help, and
- Encourage other supports.



### A STUDENT MAY BE IN CRISIS IF YOU ARE CONCERNED FOR ONE OR MORE OF THE FOLLOWING REASONS:

- Student may be at risk of serious harm to him/herself or others.
- The student is violent or threatening violence to people or property.
- The student seems very disorientated and out of touch with reality.



### WHAT YOU CAN DO:

- Listen.
- Give the student time to talk.
- Be sympathetic.
- Make appropriate referrals.



### THE FIVE WAYS TO WELLBEING ARE SIMPLE, EVIDENCE BASED ACTIONS, YOU CAN DO EVERYDAY TO FEEL GOOD AND FUNCTION WELL (NEF, 2008)



### WHAT YOU CANNOT DO:

- Solve all the student's problems.
- Take responsibility for their emotional state or actions.



For when you need to talk...

text about it

Text ETB to 50808 to start a conversation and share how you're feeling

text ETB 50808

Text 50808 is supported by the HSE

### CONFIDENTIALITY

Confidentiality is not automatic, but you can make an agreement about this with the student.

Remind the student that you cannot agree to keep information confidential if you become aware that there may be a risk to the life of the student (suicidal intent), threats to the life or safety of others or risk to a child.

You might say 'I cannot agree to keep this to myself because suicide is so serious and there may be a risk to your life or a risk to the life or safety of others. I may need to look for help for you from other people.'

### IF NO SUCH THREAT OR RISK EXISTS, THEN PARAMETERS ABOUT CONFIDENTIALITY INCLUDE THE FOLLOWING:

- Do not disclose personal information about students to anyone outside the College, including parents, without the student's explicit consent.
- If the parents wish to contact a student, you can offer to forward a communication or tell the student they have been in touch.
- If a third-party contact you about a student they are concerned about, encourage them to persuade the student to use appropriate supports e.g. counselling service/medical service/student services.
- Do not promise confidentiality and advise the student that you may have to consult a colleague.



Name: Ms. Léan Lynch and Ms. Siobhán Nolan  
Active Inclusion Support Service  
Cork ETB



**Contact Details:** cathy.okelly@atu.ie / mairead.mccann@atu.ie

**Theme:** Furthering UDL in the classroom: An academic perspective on overcoming obstacles

**Title of Poster:** How UDL Principles are used to Engage Learners at ATU Sligo

**Abstract:**

This poster illustrates how practitioners collaborated to create an authentic learning experience for students on the BBS (ab initio) Level 8 Programme at ATU Sligo. The aim of embedding the fundamental principles of Universal Design for Learning (UDL) in the delivery and assessment of the Challenges of Management module, was central to the design and approach to the curriculum and assessment strategy. With the intention of stimulating learner motivation and engagement, students and staff collaborated to provide an authentic learning experience, while promoting understanding of the UN Sustainable Development Goals. Through engagement in raising awareness and donations to support an international charity (chosen by the students) and a pressing call to action, students embraced the concept of learning by doing. The success of this UDL approach was evident with tangible outcomes from diverse student projects. Learners were provided with multiple means of action / expression and given autonomy in relation to how they achieved and communicated their learning. A variety of events were hosted by students and supported by their peers and staff members. With considerable donations received for charity, a matching event was hosted by lecturing staff to demonstrate solidarity with the student ambition. Overall, an uplifting experience of learning delivered in partnership, was the end result of this collaboration. Student learning evolved beyond the lecture room which was rewarded by an enhanced skillset and an exciting experiential journey for everyone involved in this partnership.





Department:  
Business Studies

Campus:  
ATU Sligo



atu.ie

# How UDL Principles are Used to Engage Learners at ATU Sligo

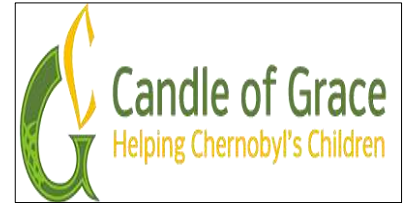
Authors:

Cathy O'Kelly, Lecturer, Faculty of Business & Social Sciences, ATU Sligo

Mairead McCann, Lecturer, Faculty of Business and Social Sciences, ATU Sligo



BBS Level 8, Year 1  
Students  
Challenges of  
Management Module



A Society Supporting  
Entrepreneurial Initiatives at ATU



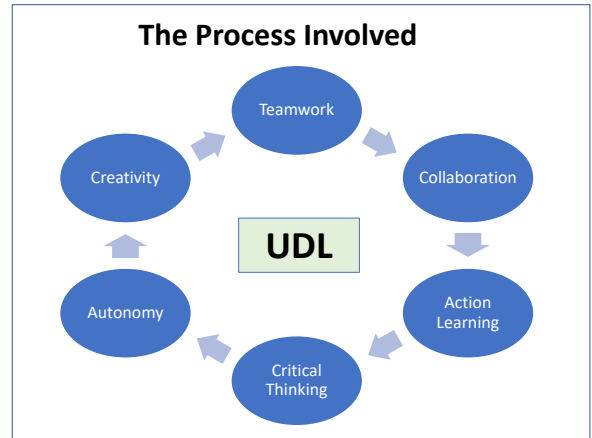
The Students' Selected Charity

<https://www.candleofgrace.ie/>

**Multiple Means of Engagement**  
Diverse methods used to promote student engagement e.g. Guest speakers via The Venture Network

**Multiple Means of Representation**  
Information provided in a variety of formats to consider all student needs

**Multiple Means of Action and Expression**  
Choice in how learning is demonstrated for assessment purposes e.g. poster, video, multimedia presentation



✓ Ethics  
✓ Corporate Social Responsibility

**Vintage Clothes Fair**

**On Campus Music Event**

**Bake Sale**

**Foodbank and Toiletries Collection**

**Soft Drinks Refreshment Stand**

**Childrens Activities Day & Raffle**

**Football Tournament**

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Technological  
University

**Student Projects**  
Funds Raised  
**€1,200**

**+**

**ATU Sligo Staff & Students**  
Music & Social  
Fundraiser Event  
**€800**

**+**

**Donations**  
❖ Foodbank  
❖ Toiletries  
❖ Clothing

**=**

**Results**  
Learning Through  
UDL @ ATU Sligo

**Contact Details:** [eloise.mcginty@atu.ie](mailto:eloise.mcginty@atu.ie)/ [patrick.brennan@atu.ie](mailto:patrick.brennan@atu.ie)

**Theme:** Empowering the inclusive student experience: Student Services approaches.

**Title of Poster:** Overcoming obstacles in the classroom- an appraisal of UDL implementations  
in teaching and assessment practices in ATU

**Abstract:**

Universal Design for Learning (UDL) is an approach to teaching and learning that gives all students equal opportunity to succeed. It is a set of principles aimed towards the needs of an increasingly diverse student population. The main goals of UDL are to offer a student-centered education for all. This can be achieved by using a variety of teaching methods and accommodating individual learning differences by understanding and seeking to remove barriers experienced by diverse students. It provides flexibility in teaching to adjust to all learner's strengths and needs. We will first identify the numerous barriers our learners are confronted by and how it may affect their experience in third level education. These barriers can be cognitive, physical, emotional, cultural, or social; they can prevent students from achieving their learning potential. We will also discuss the most effective ways to assess these barriers. We will then display how our ATU colleagues from various departments and who have prepared the UDL badge in the last few years on how they have addressed diversity and barriers to learning. We will showcase practical examples applying to teaching and assessment practices in line with UDL practices areas. Finally, we will describe the feedback received by our colleagues following their UDL implementation and reflect on it.





# Overcoming obstacles in the classroom - an appraisal of UDL implementation in teaching and assessment practices in ATU.

Authors:

Eloise McGinty and Patrick Brennan  
Department of Tourism and Sport, Atlantic Technological University, ATU Donegal



Department:  
Tourism & Sport

Campus:  
Letterkenny/  
Killybegs

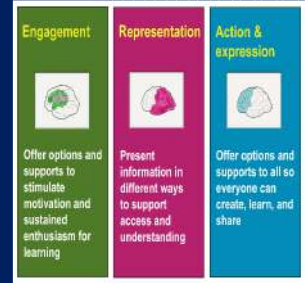


Scan QR Code



## Context and Methodology:

The aim of implementing Universal Design for Learning (UDL) in teaching and assessments practices is to provide all students with equal opportunities to succeed. This research focused on how ATU lecturers implemented UDL in their teaching and assessment practices from 2017-2023. The research design employs a survey utilising a mixture of open and closed questions in addition to Likert scale and MCQ questions. It is envisaged that the project data will inform and generate new insights around UDL teaching and assessment practices.



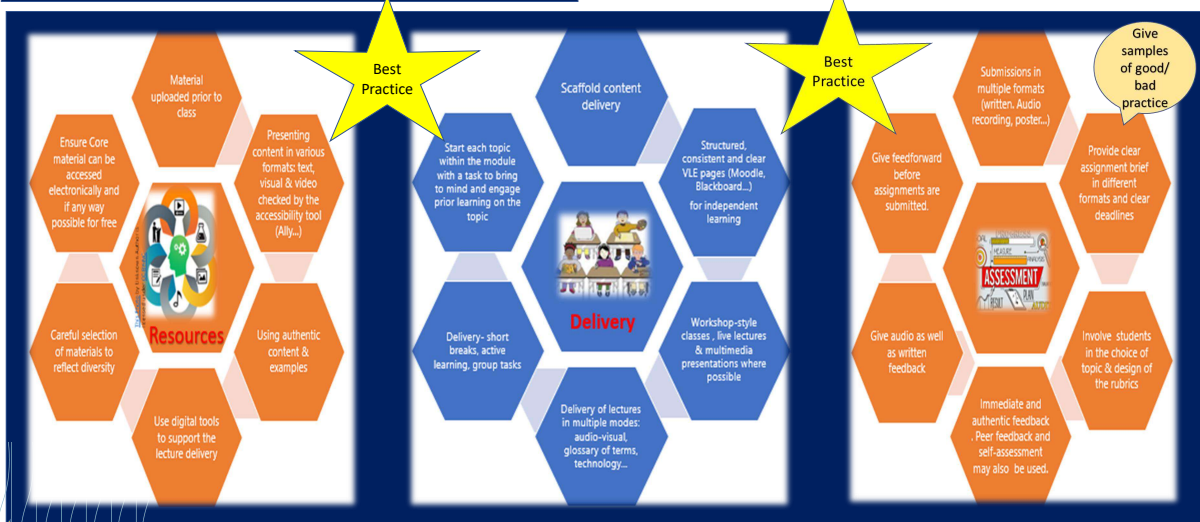
## Obstacles

What obstacles, if any, did you encounter in implementing UDL principles in your teaching practices?  
**53% answered TIME!**

"The biggest obstacle is time and reminding myself that it is a marathon, not a sprint. Every little change has an impact and I am implementing changes every year."

"In cases where we have new modules, the focus on creating the required new content often takes priority. However, previous knowledge gained from previous experiences of incorporating UDL, are naturally incorporated in any newer material."

"I would love to spend more time developing my lectures and teaching, but I have 18 contact hours in subjects that I may be super familiar with so sometimes it is a huge effort just to get the slides done."



## IMPACT OF UDL IMPLEMENTATION

- "I think it creates an open environment where diversity is the expected norm and respected. It gives them the power to make decisions based on their own needs and requirements without judgement."
- "A periodical feedback structure impacted the students project evolution, the spaced assessment of their progress, and the progress itself through an open and personalised exchange of ideas based on the students needs."
- "Immense, particularly for students with learning difficulties. I have students on placement who are learning remotely. Communication is generally in a typed format, which does not suit all students. Providing alternative methods such as video was the difference between the student being able to engage with modules or dropping off completely."
- "Students performed better when given constructive feedback, grades increased in particular assessments. Also, more clarity around assessment strategies has led to increased confidence and less questions throughout the semester on assessment requirements."

## Feedback from our UDL Champions!

- "Start small with one thing that you can introduce to all your classes"
- "Thinking outside the box, that traditional practices are not the only ones."
- "Technology offers flexibility and options in customising learners experiences. The use of technology increases accessibility"
- "Be aware of student diversity and the impact of not incorporating UDL"

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**Contact Details:** hmcgloin@stangelas.ie

**Theme:** Furthering UDL in the classroom: An academic perspective on overcoming obstacles

**Title of Poster:** Using a Digital Learning Platform (Osmosis) to Enhance Student Learning in the Undergraduate Nursing Degree Curriculum

**Abstract:**

We are implementing and evaluating a digital learning platform called Osmosis to underpin learning in the undergraduate nursing programme. The project aim meets a key priority of the National Strategy on Education for Sustainable Development in Ireland (DFHERIS/DoE, 2022) by transforming the learning environment, by making our approach more inclusive and sustainable and by transforming teaching and learning in the delivery of undergraduate nursing degree curriculum. A key aim of the project is to develop students and staff digital capabilities in achieving the key learning goals of the programme. COVID-19 challenged us to move forward rapidly in the use of digital technology to support student learning and engagement in our role as nurse educators. To facilitate online delivery we piloted the Osmosis platform to assist the support of student learning and evaluated the impact of this resource to establish if it would be worthwhile to continue to embed its use in the delivery of the programme. Students used the resources across a number of health and nursing areas including anatomy and physiology, pharmacology, nursing skills, pathophysiology, research, health promotion and nursing practice. Some students forged ahead of the lecturing team in utilising the resources in topics where it had not been formally implemented. Our evidence also shows that implementing the platform met the need for various learning styles and supported students with specific learning needs.

Reference

DFHERIS/DoE, 2022. National Strategy on Education for Sustainable Development in Ireland. <https://www.gov.ie/en/publication/02952d-national-strategy-on-education-for-sustainable-development-in-ireland/>



# Using a Digital Learning Platform (Osmosis) to Enhance Student Learning in the Undergraduate Nursing Degree Curriculum

## Authors:

Dr Helen McGloin, Lisa Winters, Linda Devaney, Siobhan O'Dowd, Michelle O'Dowd, Geraldine Austin, Imelda Brady, Denise Healy, Dr Dympna Walsh, Dympna O'Connell

Lecturer, School of Nursing, Health Sciences and Disability Studies, St. Angela's College, Sligo

School:  
Nursing, Health Sciences  
and Disability Studies

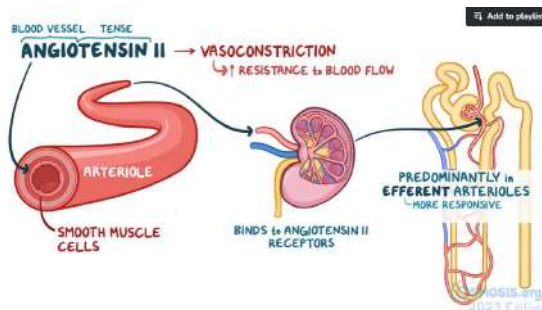
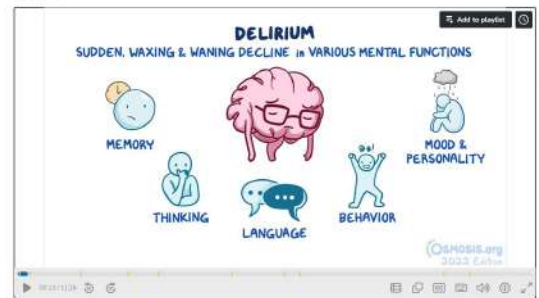
Campus:  
St. Angela's College, Sligo

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## The Osmosis Platform

From October '21 to June '22 we piloted Osmosis, a web and mobile application to support nursing education. The platform has over 3000 videos with transcripts, NCLEX-style practice questions, memory anchors and reference articles. It also generates customizable quizzes, daily flashcards and questions based on a student's quiz-performance history. It supports preparation for exams and clinical practice simultaneously. The licence was purchased for 238 UG nursing students and their module leaders. Students followed the modules playlists, we flipped the classroom and played videos in class. It was implemented in anatomy and physiology, pathophysiology, pharmacology and nursing care. We conducted a **student survey** to explore the impact on learning.

### Delirium: Nursing



## Survey Sample

Respondents	93/238 (39%)
Special Learning Accommodations (10.7%)	10/93
Osmosis used in on-campus lectures?	Yes 97.8%
Online lectures?	Yes 100%

## Learner Impact

Statements agreed/agreed

Strongly

Enhanced the quality of the programme delivery	97.8%
Enhanced learning experience	98.9%
Understanding of anatomy and physiology	100%
Enhanced knowledge of diseases	95.6%
Knowledge of drugs and their uses	81.1%
Visually stimulating	96.7%
Made material easier to understand	100%
Helped break down difficult information	100%

## Student Open Comments

'Helped Pass exams/study for exams/improved grades'  
'Helps to apply knowledge in clinical practice'  
'Caters for different learning needs/visual learner/improves engagement'  
'Essential resource for learning'

## Conclusions

- Osmosis is supporting Universal Design for Learning in the delivery of the curriculum
- Positive impact on learning in clinical practice
- **Next phase** -received SATLE funding Oct '23 for full implementation and re-evaluation

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University



St. Angela's College, Sligo  
Coláiste San Aingeal, Sligeach



NATIONAL FORUM  
FOR THE ENHANCEMENT OF TEACHING  
AND LEARNING IN HIGHER EDUCATION

**Contact Details:** edel.gallagher@tudublin.ie

**Theme:** UDL in Leadership: Opportunities and challenges in supporting sustainable inclusive learning in further and higher education

**Title of Poster:** A team's approach to promoting and integrating UDL in teaching, learning and assessment practices and resources

**Abstract:**

How does a learning, teaching and assessment team support meaningful UDL implementation?

Academic developers from TU Dublin's Learning, Teaching and Assessment (LTA) team outline the initiatives and resources that they have created to support TU Dublin staff to integrate principles of UDL in curriculum design, teaching and assessment. These include a UDL guide for staff new to lecturing, a curriculum management website and a 5-week UDL CPD course, available to academic staff.

The LTA team's role in promoting universal and inclusive design is part of a broader landscape at TU Dublin, where many staff members already embrace UDL to support their own practice. The wider organisational environment that includes TU Dublin's strategic goals and new University Educational Model, as well as the national context and cultural impact of UDL inform the discussion about how a learning, teaching and assessment team can support sustainable, meaningful and long-lasting implementation of UDL that enhances teaching and learning for all.





# A team's approach to promoting and integrating UDL in teaching, learning and assessment resources

## Authors:

Edel Gallagher, Academic Developer, Learning, Teaching & Assessment, Technological University Dublin  
 Dr Ana Elena Schalk, Academic Developer, Trinity College Dublin (formerly Technological University Dublin)



The Learning, Teaching & Assessment team's role in promoting universal and inclusive design is part of a broader landscape at Technological University Dublin, where many staff members already embrace UDL to support their own practice.

The wider organisational environment includes TU Dublin's strategic goals and University Educational Model.

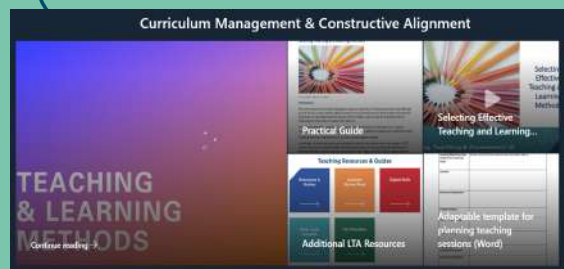
The team have created resources to support TU Dublin staff to integrate principles of UDL in curriculum design, teaching and assessment.

## RESOURCES INCLUDE:



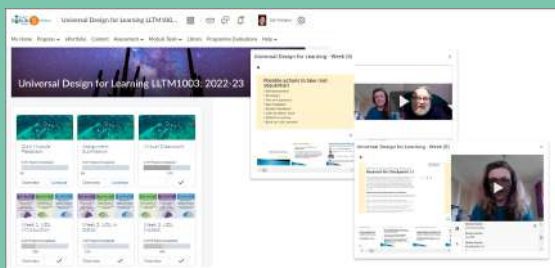
**UDL Guide for staff new to Lecturing**

*1,086 views in 2022-23*



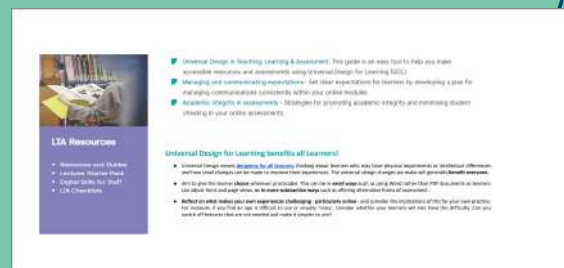
**Guidelines in Curriculum Design (UDL)**

*535 views in 2022-23*



**5 week CPD module in UDL (5 ECTS)**

*13 students in 2022-23*



**Website resources in UDL in teaching**



**Contact Details:** trish.oconnell@atu.ie

**Theme:** Furthering UDL in the classroom: An academic perspective on overcoming obstacles

**Title of Poster:** Universal Design for (Assessment As) Learning

**Abstract:**

Statistical Methods for Manufacturing is a module on the 4th year syllabus for the BSc(Hons) in Applied Biology & Biopharmaceutical Science. The overall module aim is to give students the statistical tools, knowledge and skills to enable them to be valuable contributors when they are employed or on placement in a manufacturing company.

Carless (2007) introduced the concept of Learning Oriented Assessment (LOA) which seeks to enhance the students learning by reconciling both formative and summative assessments. The framework consists of three intersecting dimensions encompassing Assessment for Learning (AfL), Assessment as Learning (AaL) both of which are formative and Assessment of Learning (AoL) which is summative. Universal Design for Learning (UDL) is used to motivate students to want to engage with the various module topics, to present material in a way that caters to all learning modalities and allows students a degree of autonomy in how they present their learning. Using this last UDL guideline in conjunction with the Learning Oriented framework for assessment (LOA) resulted in students completing a group project that proved to be both highly enjoyable and moreover valuable in terms of their experience of working in teams.





# Universal Design for (Assessment As/Of/For) Learning



Dr. Trish O'Connell  
ATU Galway City Campus

## Abstract

Statistical Methods for Manufacturing is a module on the 4<sup>th</sup> year syllabus for the BSc(Hons) in Applied Biology & Biopharmaceutical Science. The overall module aim is to give students the statistical tools, knowledge and skills to enable them to be valuable contributors when they are employed or on placement in a manufacturing company. Universal Design for Learning (UDL) is used to motivate students to want to engage with the various module topics, to present material in a way that caters to all learning modalities and allows students a degree of autonomy in how they present their learning. Using this last UDL guideline in conjunction with the Learning Oriented framework for assessment (LOA) resulted in students completing a group project that proved to be both highly enjoyable and moreover valuable in terms of their experience of working in teams.

## Introduction

Universal Design for Learning (UDL) is an educational framework incorporating three core principles for curriculum development which provide equity for all learners irrespective of their diversity. The core principles (often referred to as guidelines) include providing learners with:



- Multiple means of Engagement  
i.e. present learners with material that stimulates interest
- Multiple Means of Representation  
i.e. cater to different modalities of learning style
- Multiple means of Action & Expression  
i.e., facilitate learners to demonstrate learning

Carless (2007) developed the 'Learning Oriented Framework' (LOA) which encompasses a unified approach to assessment. Assessment for Learning (AfL) involves learners receiving feedback on their learning with a view to improving their performance; Assessment as Learning (AaL) allows learners to self or peer-review to make an evaluative judgement of their own or their peer's work; and Assessment of Learning (AoL) is where achievement of learning outcomes is demonstrated by the learner.

This research showcases how it was possible to combine the principles of the LOA with the Action and Expression guideline of UDL for a final year class of 48 students on the BSc (Hons) in Applied Biology & Biopharmaceutical Science in ATU Galway city campus who were taking the module Statistical Methods for Manufacturing.



Fig. 1. Expanding our Understanding of Assessment and Feedback in Irish Higher Education', CC-BY NFTL

## Methods and Materials

The module Statistical Methods for Manufacturing includes topics such as Statistical Process Control and Capability Analysis among others. Students are also introduced to Lean manufacturing. Using UDL guidelines the students are motivated to engage with the topic as they are shown job adverts which emphasise this in addition to other desirable skills required of a potential candidate. Having secured engagement students are afforded multiple means of representation by presenting them with a choice of slide deck, live lecture, multimedia presentation, videos and selected readings. Students were then randomly assigned in 12 groups of 4 and asked to research and showcase a Lean intervention of their choice (AfL and AoL). Students were given complete freedom in how they presented their work. Upon completion students peer reviewed their team members contribution to the project (AaL).

## Results

When students graduate and enter the working environment they are frequently assigned to teams, and they have no choice regarding team composition. For this reason, I chose to deliberately randomly assign students with a view to giving them a group task that would give them an authentic experience of team working. Within no time some teams were working well whilst others were in conflict. It was explained to the class that they would be peer reviewing each others contribution to achieving the task and integrity was vital. This was the AaL aspect of the task. The AfL aspect was to jointly decide on a suitable process that would benefit from a lean intervention. Students had to gain a deep understanding of Lean manufacturing principles (essentially the removal of any non-value add from a process). The intention was that the teams would take a process with which they had familiarity and strip it back to only the value-added steps in order to complete it. Actually experiencing the techniques involved is an invaluable lesson that will greatly benefit them in their future career.

Despite being given total freedom in how they present their project the majority opted for using PowerPoint presentation. Chart 1 displays the options chosen by the twelve groups. It was evident from all of the submissions that learning had taken place as many of the submissions were highly detailed as complex (generally scientific) processes were chosen. Whilst PowerPoint was familiar to all and was obviously the go-to option for the majority, one team decided to embrace the opportunity of presenting their work in a style that best demonstrated what they had learned. Group C produced a mini film complete with themselves as the actors and using soundtracks and special effects. Whilst all student groups demonstrated they had successfully achieved the task goal, Group C excelled in demonstrating how providing autonomy to the learner can result in a superlative experience for all.

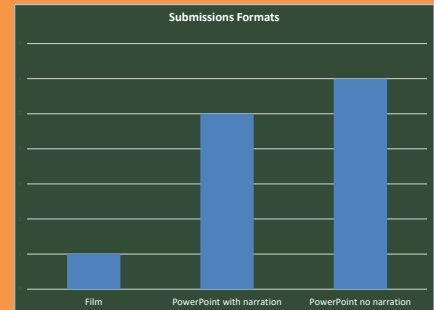


Chart 1. Lean Group Project Submission Formats

## Discussion

Having come from industry myself I am determined to equip my students with the skills and knowledge that they need to be successful in the workplace. 70% of manufacturing companies claim to use Lean so it is vital to expose my students to Lean principles. UDL guidelines have been incorporated across every module I teach but I wanted to take it to the next level. I believe that incorporating the Learning Oriented framework into this module has proven to be very successful. Students are engaged from the outset. An alumni showcase heightens awareness of the post graduation vista. Students are given a choice of learning modalities that best suit their individual learning style. Undoubtedly students learned the Lean principles in an authentic way by creating their own group project. By doing this they also encountered many of the issues involved in teamworking. Peer reviewing each others' contributions to the team goal is a valuable skill to develop (this covered the AaL and to an extent the AfL aspects of the LOA). My advice to the teams on suitable project choice following their Brainstorming sessions also involved AfL, and finally the finished projects satisfied the LOA framework aspect of AoL.

## Conclusions

Without a doubt students enjoyed both the delivery and assessment of this module. Fig. 2 shows group C at the end of their film submission.

The results of the research have shown that it is not only possible but also desirable to combine UDL with the LOA framework and by so doing enhance and add value to the student experience.

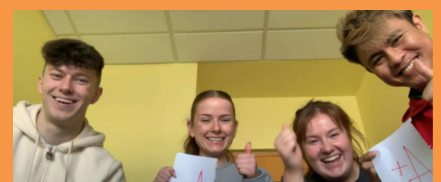


Fig. 2. Group C (Sean, Amy, Regan & Josef) enjoying the UDL guideline of Action & Expression

## Contact

Name: Dr. Trish O'Connell  
Location: ATU Galway City campus  
Email: trish.oconnell@atu.ie  
Twitter: @oc\_trish  
Phone: 091-742471

## References

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3. Rao, K., 2021. Inclusive instructional design: Applying UDL to online learning. *The Journal of Applied Instructional Design*, 10(1).
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5. Carless, D., Joughin, G. and Liu, N.F., 2006. *How assessment supports learning: Learning-oriented assessment in action* (Vol. 1). Hong Kong University Press.

**Author:** Mr Trevor Boland - Assistive Technology Officer, Disability and Learning Support Service - Dublin City University

**Contact Details:** trevor.boland@dcu.ie

**Theme:** Empowering the inclusive student experience: Student Services approaches

**Title of Poster:** AT8 The 8 Amazing A's of Assistive Technology

**Abstract:**

Assistive Technology can be transformative for people, so it is important to communicate effectively these possibilities of AT. From working with students with disabilities, I have found that AT is a journey and a map can support the individual to understand this AT landscape. The AT8 map provides the student with the milestone moments they can experience in the stages of their AT journey. The aim of this AT map is to empower the student to see the stages they may experience to uncover, adopt and master AT in their lives. In a nutshell, it takes the student over eight stages from awareness of AT to an AT Advocate. Technology has a powerful place for inclusion, and the AT8 visualises this process for future adopters of AT.



# AT8 The 8 Amazing A's of Assistive Technology

Trevor Boland  
Assistive Technology Officer  
Dublin City University  
2023



The guiding 8 steps of Assistive Technology that take you from AT aware to AT advocate.

## AT1 Awareness



You may already be aware of a need you have like reading, writing, organisation... then Assistive Technology (AT) may have a place in your life.

Openness is the key to begin your AT journey - embrace the possibilities that can come from acknowledging a need or challenge that you can address.

"AT is the bridge between disability and possibility." - Daniel Kish

## AT2 Adventerous



Be brave and dive into this Assistive Technology adventure. Get curious about technology and trust that you can find answers.

The state of not knowing anything about AT will change to a state of knowing as AT is everywhere so an open attitude will help you find AT treasures.

"The most significant barrier to assistive technology adoption is not technological, but attitudinal." - Robert L. Burgdorf Jr.

## AT3 Accumulate



Gather ideas, training, suggestions and recommendations about technologies for all types of devices from Smartphones, Tablets to Laptops. These sources can include YouTube tutorial videos, blogs, app stores, social media, AT websites (e.g. AT HIVE in AHEAD) and talking to people like AT specialists - information is out there.

"The rapidly evolving field of mobile technologies and apps, many of which are being used by people as assistive devices, is also blurring the distinction between AT and technologies for general use" NCSE 2016

## AT4 Analysis



Begin to try out these AT findings that you have uncovered - like apps, software, inbuilt accessibility settings in devices, browser tools or websites - but be critical of these tools to find the best one for you. As you use them ask yourself questions like:

- Is it easy to use?
  - Does it do what I need?
- Analysis will help find the right AT options.

"Assistive technology is not a one-size fits all solution, and finding the right solution for each individual can be a challenge." - NIDILRR

## AT5 Application



Finding an AT match is amazing and this is a huge achievement. Now making AT part of your daily life is the next challenge.

Find ways to use the AT in your education life, work life and personal life so it can become a habit - this takes time so be patient.

"Abandonment of assistive technology can happen when the technology is not effectively integrated into the person's daily life." - Michael B. Williams

## AT6 Agency



Learner agency is a combination of having a say in their experience (voice), an active part in the decision-making about their learning experience (choice) and they are personally invested in the process (responsibility) - AT can be part of voice, choice and ownership as it unlocks options as to how the student can access the curriculum.

"Assistive technology is a key to unlocking potential and possibilities." Dr. Paul Wizikowsky

## AT7 Achieve



So you have come a long way - you identified AT as a possibility, searched for AT solutions, tested AT options and found an AT match then made it part of your life - now your ability to achieve more is a reality. Acknowledge the transformation you have experienced due to your AT achievement.

"Assistive technology transforms disability into ability." Dr. Chris Zeigler Dendy

## AT8 Advocate



Your AT journey may be shared with others to inspire them to explore AT possibilities. Being an AT advocate can be as simple as talking to a friend, family member, class mate or work colleague. An advocate may also share their AT experiences in events or social media too. Find your way to be an AT advocate and help others to get AT aware and AT empowered.

"Assistive technology is a powerful tool for social justice and inclusion." Clay Shirky

**Contact Details:** darragh.coakley@mtu.ie

**Theme:** UDL in Leadership: Opportunities and challenges in supporting sustainable inclusive learning in further and higher education.

**Title of Poster:** A hole at the heart of UDL?

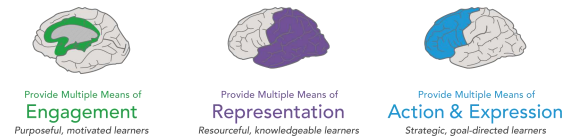
**Abstract:**

The origins of Universal Design for Learning (UDL) were based on promoting disability accommodations in K-12 settings, but the visibility of UDL within education systems -- particularly as a means to respond to student diversity -- has grown exponentially since (Fornauf and Erickson, 2020; Tobin and Behling, 2018; Flood and Banks, 2021). The growth of UDL, however, is not without concern. As outlined by research such as Boysen (2021), UDL potentially shares a "startling number of similarities with the now discredited concept of learning style" and notes that while these similarities "do not necessarily mean that the approach is ineffective or that it should be abandoned", critical analysis of the overlap between UDL and learning styles is essential, as is more rigorous research as to whether the implementation of these approaches genuinely increases student learning and/ or access. The potential misinterpretation of UDL as an accessibility and/ or access solution is also well-outlined by Edyburn (2010), who notes that "Unless serious intellectual energy is devoted to addressing the current shortcomings of the UDL construct, within the next 10 years we may be commemorating the passing of another education fad". Taking the instances of Boylan et al (2022) and a recent hybrid pilot of the Student Inc initiative within MTU, this poster highlights the benefits of adopting current existing flexible modes of delivery, such as hyflex and hybrid, which can fully encompass and manifest key UDL elements; rather than focusing on minor changes to individual practice based on individual UDL guidelines.





## The expansion of Universal Design for Learning (UDL) is currently occurring at great pace in Higher Education in Ireland and elsewhere



**Edyburn (2010)**  
*"UDL has captured the imagination of policy makers, researchers, administrators and teachers."*

**Fornauf & Erickson (2020)**  
*"the variety of UDL research illustrated here suggests that there is growing interest in transforming access and pedagogy in postsecondary settings, and in disrupting limited interpretations of inclusion that rely solely on accommodations".*

**Flood & Banks (2021)**  
*"aspects of UDL are threaded across the curriculum principles that espouse engagement, participation and relevance, partnership, and choice and flexibility, from primary to senior cycle".*

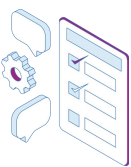
## The growth of UDL, however, is not without concern.

As outlined by research such as Boysen (2021), UDL potentially shares a number of similarities with the "now-discredited theory" of learning styles



Edyburn (2010) also notes that the implementation of UDL, as it stands, has been misunderstood and that its growth has been based on political, rather than pedagogical, perspectives

*"the work CAST compiled to support various components of UDL design principles ... was mischaracterised by lobbyists and written into federal law. The claim that UDL has been scientifically validated through research cannot be substantiated at this time".*



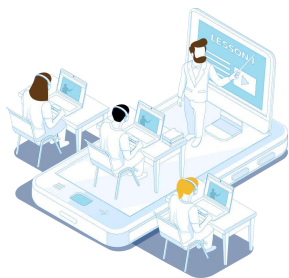
In the context of the above growth of UDL within higher education -- the adoption of which is often presented as a means of overcoming barriers for students with disabilities (Cumming & Rose, 2022; Heelan, 2015) -- and the identified limitations or concerns around UDL, that considerations around the need to genuinely support students facing physical, mental, economic, etc barriers to education emerges.

In the context of the above growth of UDL within higher education -- the adoption of which is often presented as a means of overcoming barriers for students with disabilities (Cumming & Rose, 2022; Heelan, 2015) -- and the identified limitations or concerns around UDL, that considerations around the need to genuinely support students facing physical, mental, economic, etc barriers to education emerges.



## 2 such approaches to delivery include hyflex and hybrid delivery approaches.

A useful insight into Hyflex (Beatty, 2019) impact for students was a study undertaken by Boylan et al (2022)



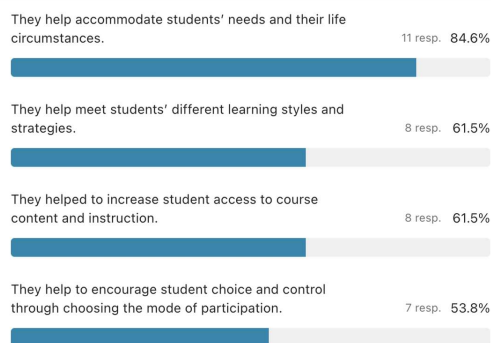
A high percentage of participants noted they would recommend this mode to other students due to a number of considerations  
*"While 92% of students would recommend a flexible attendance model to other students (Figure 7), the narrative from the survey would suggest that living a distance from the campus, travel costs, health, general flexibility and inclusiveness are all factors in support of flexible attendance, such as that offered by the HyFlex model. el."*

It was further noted that there were impacts upon mental wellbeing  
*"The remote learning has improved my grades, I used to be exhausted after work, trek to college, sometimes fell asleep in class, I wasn't alone!"*

*"HyFlex allows for a better work life balance by cutting the commute time and lets me deal with my personal responsibilities...in a better way." (S493). '*

A useful insight into hybrid impact for students can be seen via the "Student Inc" 2022 initiative undertaken in MTU which was delivered via hybrid.

Feedback highlighted positive responses to a set of themes noted by Abdelmalak & Parra (2016) and the potential for hybrid to support students facing challenges accessing education



24 Do you think that the Hybrid classroom could help to support students facing challenges accessing education due to geographical, physical, economic, etc barriers?

13 out of 13 people answered this question



It is recommended that adopting and "mainstreaming" current existing flexible modes of delivery, such as hyflex and hybrid, which fully encompass and manifest the UDL guidelines (or – at a minimum for the purposes of students facing considerable barriers – guidelines related to access) would be of greater effectiveness compared to focusing on minor changes to individual practice based on individual UDL guidelines.

Abdelmalak, M. M. M., & Parra, J. L. (2016). Expanding learning opportunities for graduate students with HyFlex course design. *International Journal of Online Pedagogy and Course Design (IJOPCD)*, 6(4), 19-37.

Beatty, B. J. (2019). *Hybrid-flexible course design. Implementing student directed hybrid classes.* Provo, Utah: EdTech Books.

Behling, K. T., & Tobin, T. J. (2018). *Reach everyone, teach everyone: Universal design for learning in higher education.* West Virginia University Press.

Boylan, F., Gorham, G., Gorman, C., Harvey, J., Lynch, L., Minto, N., & Mottiar, Z. (2022). Trialling HyFlex at TU Dublin--stakeholders' voices and experiences. *Irish Journal of Academic Practice*, 10(2), 3.

Boysen, G. A. (2021). *Lessons (not) learned: The troubling similarities between learning styles and universal design for learning.* *Scholarship of Teaching and Learning in Psychology*.

Cumming, T. M., & Rose, M. C. (2022). Exploring universal design for learning as an accessibility tool in higher education: A review of the current literature. *The Australian Educational Researcher*, 49(5), 1025-1043.

Edyburn, D. L. (2010). Would you recognize universal design for learning if you saw it? Ten propositions for new directions for the second decade of UDL. *Learning Disability Quarterly*, 33(1), 33-41.

Fornauf, B.S. and Erickson, J.D., 2020. *Toward an inclusive pedagogy through universal design for learning in higher education: A review of the literature.* *Journal of Postsecondary Education and Disability*, 33(2), pp.183-199.

Flood, M. and Banks, J., 2021. *Universal Design for Learning: Is It Gaining Momentum in Irish Education?.* *Education Sciences*, 11(7), p.341.

Heelan, A. (2015). *Universal Design for Learning (UDL): Implications for Education.*

**Contact Details:** joannpower@wwetb.ie

**Theme:** Furthering UDL in the classroom, **Title:** Universal Design for Learning

**Title of Poster:** Universal Design for Learning

**Abstract:**

As the co-ordinator for Learning Support for Apprenticeship, my role involves assessing the needs of learners and ensuring appropriate interventions that match individual needs within a group context. When assessing the needs of the learners, I am also assessing the gaps from a teaching and learning perspective, I am assessing the best ways to promote the service, I am assessing the barriers and the stigma associated with literacy and learning difficulties, I am assessing the content and the level of the course, I am assessing the stakeholders required to make this project a success and I am also assessing the empathy and feelings required for those who are struggling or feeling under pressure at phase 2 (Apprenticeship).

I recognise that the possible feelings of inadequacy may stem from negative prior educational experiences and the need for an empathetic approach is absolutely vital. The need for an empathetic approach, I feel is absolutely vital right across the whole training centre but in particular with the instructors. They spend the 22 weeks with the trainees at phase 2 and are under pressure to get the courses finished. Whilst this is valuable it is important to ensure that the individual learners are well equipped moving on to the next phase (and to be honest confident with their education in their lives).





**wwetb**  
 Bord Oideachais agus Oiliúna  
 Phort Láirge agus Loch Garman  
 Waterford and Wexford  
 Education and Training Board



# UNIVERSAL DESIGN FOR LEARNING

## DESIGNING FOR APPRENTICES with Dyslexia

Do	Don't
<ul style="list-style-type: none"> <li>Enlarge print </li> </ul>	<ul style="list-style-type: none"> <li>Don't use small font </li> </ul>
<ul style="list-style-type: none"> <li>Clear layout </li> </ul>	<ul style="list-style-type: none"> <li>Don't use blocks of text </li> </ul>
<ul style="list-style-type: none"> <li>Different colour background </li> </ul>	<ul style="list-style-type: none"> <li>Don't use black print on white paper </li> </ul>
<ul style="list-style-type: none"> <li>Encourage use of highlighters / a ruler for key words and highlighting </li> </ul>	<ul style="list-style-type: none"> <li>Don't underline words, use italics or write in capitals </li> </ul>
<ul style="list-style-type: none"> <li>Use audio and visual modes </li> </ul>	<ul style="list-style-type: none"> <li>Don't put too much information in one place </li> </ul>
<ul style="list-style-type: none"> <li>Encourage use of technologies/apps that would be of help </li> </ul>	<ul style="list-style-type: none"> <li>Don't rush learners to finish written work in class </li> </ul>
<ul style="list-style-type: none"> <li>Establish learning preferences </li> </ul>	<ul style="list-style-type: none"> <li>Don't use one form of delivery </li> </ul>

## DESIGNING FOR APPRENTICES with Anxiety

Do	Don't
<ul style="list-style-type: none"> <li>Use timelines </li> </ul>	<ul style="list-style-type: none"> <li>Don't allow the anxious learner to be isolated during any group activities </li> </ul>
<ul style="list-style-type: none"> <li>Allow additional time </li> </ul>	<ul style="list-style-type: none"> <li>Never ignore a learner who has appeared particularly anxious throughout one or more class sessions. </li> </ul>
<ul style="list-style-type: none"> <li>Make important information clear </li> </ul>	<ul style="list-style-type: none"> <li>Don't underestimate any additional external stressors which the learner may be experiencing </li> </ul>
<ul style="list-style-type: none"> <li>Give feedback </li> </ul>	<ul style="list-style-type: none"> <li>Don't ignore obvious physical changes such as sweating, headaches and on-going illness </li> </ul>
<ul style="list-style-type: none"> <li>Foster a positive setting </li> </ul>	<ul style="list-style-type: none"> <li>Don't ignore consistent procrastination and difficulty focusing on tasks </li> </ul>
<ul style="list-style-type: none"> <li>Build self worth and resilience </li> </ul>	<ul style="list-style-type: none"> <li>Don't complicate concepts </li> </ul>
<ul style="list-style-type: none"> <li>Offer additional supports (Learner Support Service) </li> </ul>	<ul style="list-style-type: none"> <li>Don't forget that the Learner Support Service can provide additional services </li> </ul>

## IDEAS FOR TECHNOLOGIES AND METHODS

Wordpress, Powtoon, Debate, FlipSnack, Design Thinking, Kahoot, Easel.ly, Live Transcribe, FlipSnack, Coggle, Tumbler, Problem Based Learning, NearPod, Zinepal, Prezi, Competency Based Learning, Wordpress, Slidebazaar, Padlet, Smugmug, ThinkPairShare, Booklet Creator, Prezi, Joomla, Menti, Flickr, Wix, Gamification, Doppel.me, Socrates, Quizlet, Tagxedo, Jimdo, TedEd, Menti, Blooms Taxonomy, Jimdo, Thinglink, Visme, Mousepose, Tumbler, Screeny, Prezi, Peer Learning, Flipped Classroom, Project Based Learning, Concept Maps, Cooperative Learning, TikiToki

## LEARNING SUPPORT SERVICE FOR APPRENTICESHIP FOR MORE INFORMATION

Contact Joann Power: joannpower@wwetb.ie



**Contact Details:** S00237320@atu.ie / S00232974@atu.ie / S00237559@atu.ie /  
S00213711@atu.ie

**Title of Poster:** Ghana Gains - Fundraising Project

**Abstract:**

Based on the UN Sustainable Development Goal of Education, Ghana Gains is a project set up to raise funds as well as awareness about the lack of facilities in impoverished parts of the world, such as Ghana. We have successfully raised €425 (€424.88) in a recent fundraiser held in the canteen on the ATU Sligo campus. The poster is to help us further in raising awareness for our campaign.





# Ghana Gains – Fundraising Project

Authors: Darragh Grehan, Dylan Clancy, Amy Ryan, Erin Somers

BBS Level 8, Year 1

Lecturer: Cathy O’Kelly



THE GLOBAL GOALS  
For Sustainable Development



<https://sdgs.un.org/>



Ghana Gains is a group set up by business students in ATU Sligo with the goal of raising money for education. This adheres to the 4<sup>th</sup> UN Sustainable Development Goal – Quality Education



## Why We Chose Education

- Our group felt strongly about this UN Sustainable Development Goal.
- We wanted to support the education and wellbeing of students.
- We wanted to know we were fundraising for a good cause and that whatever raised would be used in a beneficial way towards the charity we chose.
- The biggest reason was to make a difference.

## Our Selected Charity Partner



<https://www.futurestarscharity.org.uk/>



## Our Fundraiser

- ❖ We set up a stand in the university canteen to create awareness and raise funds for our project.
- ❖ We also had a QR code on our poster for people who didn't have cash.



## Project Achievements

- We raised €425 (£377) which was donated to the Future Stars Charity to further the progress of building sanitary facilities in a Ghanaian school, where currently 400 students share a single bathroom.
- Their goal is to raise £8K – £10K to fund the building of 8 toilet blocks – (4 each for both boys and girls) with a storeroom and 2 showers. Our main objective as Ghana Gains is to help them in raising this money.
- We fulfilled our ambition to be **socially responsible** by fundraising for those who are less well off than us.
- We conducted ourselves **ethically** throughout the process and preparation of the fundraiser, as well as the count of cash and lodgement of funds.
- Our project makes a **positive impact** on unprivileged and poverty-stricken school children in poor areas.
- Our fundraiser gave us the **opportunity** to raise money for our cause as well as raise awareness and notify people about how there are many people struggling globally with such things that we take for granted



**Author:** Vicki Millar Murphy, Shannon Bowman, Patricia McGuire, Sarah Conroy, and Emma Hansberry- Students - Bachelor of Business Level 8, Yr 1 - Atlantic Technological University

**Contact Details:** S00226083@atu.ie /S00232948@atu.ie /S00222315@atu.ie /  
S00226163@atu.ie / S00236004@atu.ie

**Title of Poster:** Safer Nightlife Economy and Festival Harm Reduction

**Abstract:**

The message of our poster is to create more awareness about substance abuse. We are not condoning it in any way, shape, or form but we are trying to educate people more about the dangers surrounding it and where to get help. It is something that is happening all over the world today and we acknowledge that and therefore want to reduce this issue. We all felt very strongly about this topic matter and feel that there isn't enough awareness or help readily available.





# Safer Nightlife Economy and Festival Harm Reduction.

Authors:

Vicki Millar Murphy, Sarah Conroy  
Patricia McGuire, Emma Hansberry,  
Shannon Bowman.

Bachelor of Business 1<sup>st</sup> Year Level 8 programme.

Department:  
Dept. of Business

Campus:  
ATU Sligo campus



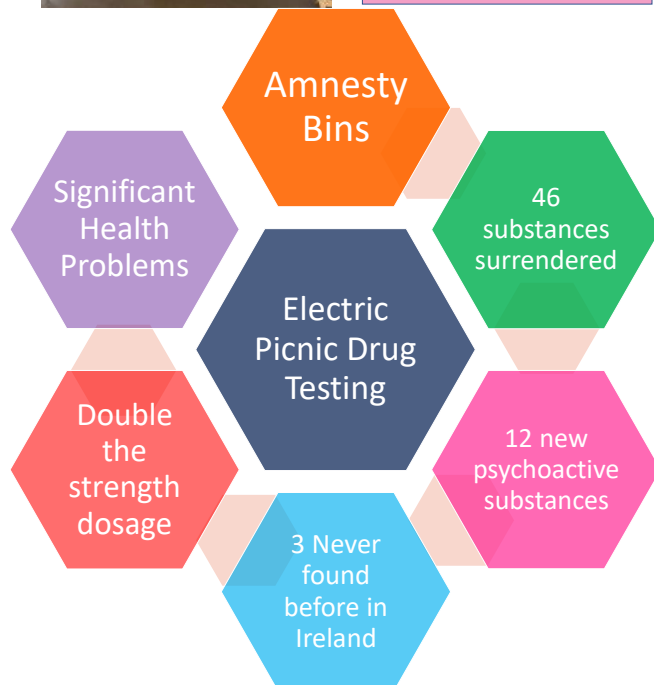
As part of our first-year business course we are currently completing the following module called "Challenges of Management". In the following assignment we were required to research a project of choice related to the United Nations Sustainable Development Goals. Collectively we chose "inauguration" as our group name. Furthermore, as a group, we selected "Health" as a project sustainable goal with a particular focus on the area of substance abuse and achieving safer nightlife and festival harm reduction. Our reasoning for selecting substance abuse as our primary focus is as we inclusively believed this is an ongoing problem in society with no signs of diminishing and therefore a solution must be achieved to assist combating this problem.



"Everywhere, Everything, Everyone" - Alexts Goosdeel Director EMCDDA

We got to work with Dr. Geraldine Dowling and gained a lot of insider knowledge into the drug testing at festivals as she was actively involved and had a lot of knowledge to share with us!

atu.ie



## Safer Student Nightlife

In college it is without a doubt that students will socialize with others. But recently seeing the rising drug trends we need to make sure more information is given to students because of the increased health risks. While it is Safer not to use them, informative needs are given to help students to minimize the risk associated with drug use.

Recent drug trends concerning the student nightlife: **MDMA**- higher drug dosage; ten years ago, pills contained 60-90mg of MDMA nowadays it is seen as there is 125mg per dosage.

**Cannabis**- Synthetic cannabinoids; many synthetic substances are going into the likes of edibles and herbal plants; these products may not contain cannabis but gives you the same effect with a higher risk

### Reduce The Harms

- Know before you go, keep up to date on the recent drug trends
- Never be alone, always stick to people you trust
- Get medical help if you or a friend is in medical need due to drugs
- Never be afraid to ask for help
- It is always safe not to use, know your own personal factors

Ollscoil  
Teicneolaíochta  
an Atlantaigh

Atlantic  
Technological  
University

Drugs misuse act 1977  
The act provides for the minister for health to make regulations scheduling drugs according to their use perceived medical usability and their risk to the public.

The main objective for the act is to ensure the availability of controlled drugs for medical and scientific purposes and to prevent the non-medical use of those drugs.

References: all accessed online Killeen, N. et al. (2023) *Safer Nightlife Programme 2022*. HSE.ie. Available at: <https://www.hse.ie/eng/services/publications/> (Accessed: March 21, 2023).  
EU drug report : Pub. Author: EMCDDA (2022) *European Drug Report 2022, European Drug Report 2022: Trends and developments*. Available at: [https://www.emcdda.europa.eu/publications/edr/trends-developments/2022\\_en](https://www.emcdda.europa.eu/publications/edr/trends-developments/2022_en) (Accessed: March 16, 2023).

**Author:** James Duffy, Grace Robertson, Naomi Mpoy - Students -  
Bachelor of Business Level 8, Yr 1 - Atlantic Technological  
University

**Contact Details:** S00235987@atu.ie / S00233813@atu.ie / S00234370@atu.ie

**Title of Poster:** Reduced Inequalities Showcase

**Abstract:**

We learned a lot about reduced inequalities through our challenges of management module. Reduced Inequalities is the 10th UN Sustainable Development Goal. Reduced Inequalities is about ensuring all people have equal rights and opportunities. It is needed to improve education, wages, living and working conditions etc. for everyone across the world. Targets of Reduced Inequalities are; To empower and the inclusion of all people irrespective of age, race, gender, disability, ethnicity, religion or economic status by 2030.

- To ensure equal opportunities by eliminating discriminatory laws and practices and promoting appropriate legislation and policies.
- Facilitate safe, regular and responsible migration of people and implement well managed migration policies.

We gained the majority of our information from the Global Goals website.  
The link is; <https://www.globalgoals.org/goals/10-reduced-inequalities/>

We learned about Unicef and Turkey/Syria Crises through the link;  
<https://www.unicef.org/emergencies/Syria-Turkiye-earthquake>



| James Duffy, Grace Robertson, Naomi Mpoy |  
| Contact Email: S00235987@atu.ie

| Project Supervisor: Cathy O' Kelly  
| Student Numbers: S00235987, S00233813, S00234370

## Reduced Inequalities Showcase

- Reduced Inequalities is one of the 17 UN Sustainable Development Goals
- Our group learned about the UN sustainable development goals during our challenges of management module
- Reduced Inequalities is about ensuring all people have equal rights and opportunities
- It is needed to improve education, wages, living and working conditions for everyone across the world
- As part of our showcase, we decided to have a raffle to raise money for Unicef to help the people of Turkey and Syria. We received donations from lecturers and students.
- All money raised went to Unicef Syria & Turkey fund. We encourage you to follow the link provided if you would like to contribute:  
<https://help.unicef.org/turkiye-syria-earthquake-emergency-2023>
- We chose to do this as we felt as though it was a very worthy cause and people were starting to forget about the tragedy.





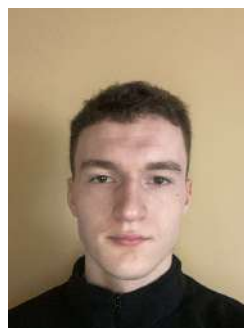
**Author:** Ojith Gamage, Daire Hennessy, Liam Torsney, Matthew Jay Rogers, Tynan Maxwell- Students - Bachelor of Business Level 8, Yr 1 - Atlantic Technological University

**Contact Details:** S00232603@atu.ie / S00239148@atu.ie / S00235778@atu.ie / S00238391@atu.ie / S00234747@atu.ie

**Title of Poster:** Pop-Up Breakfast club

**Abstract:**

The Key message for this Breakfast Club is to try and solve students skipping meals due to the cost-of-living crisis. Now that prices are increasing and rent as well, students are trying to save money by skipping either meal to make with ends meet. That's why a breakfast club was a great idea to help tackle this problem.





## Group Members

Ojith Gamage	S00232603
Liam Torsney	S00235778
Tynan Maxwell	S00234747
Matthew Jay Rogers	S00238391
Daire Hennessy	S00239148

# The Pop-Up Breakfast Club

Supervisor

Cathy O'Kelly, Lecturer

Course – BBS L8 Year 1



We would like to thank Grace McGee, Mental Health & Wellbeing Project Officer, ATU Sligo and Dean Maloney placement student, for their help with us by organising meetings, helping us design the survey and setting up the pilot breakfast club for all ATU Sligo students and providing us with information about funds that the University provide.

### Our First Breakfast Club Hosting The BBS Year 1 Student Group.

- We have learned a lot about the importance of teamwork and communication when trying to organize events.
- We also recognised the importance of promoting the event to make sure people know about it.

### Our Second Breakfast Club – Pilot for all ATU Students.

- It was a huge success with over 90 people turning up.
- We really enjoyed the social interaction with everyone that attended, and it was a very enjoyable experience which everyone in the group enjoyed doing

### Thank You

- We Received a contribution of €500 from TUI (ATU Sligo) Teachers Association to support our project.
- We also received €50 from a visiting lecturer from Hochschule Osnabrück University of Applied Sciences Germany, who attended our project Showcase.



### A Photo of our team promoting our Breakfast Club on the concourse.

#### Key Learning

By having hosted the first breakfast club we knew the importance of promoting the event and knowing what people want.

#### Action

We designed the survey of 13 questions which over a 100 people completed between the day on the concourse and the second breakfast club.

### The Next Steps

- For the Future, we plan to run an initiative for the incoming 1st years where they will get to meet and communicate with all the members through the breakfast club, as we feel it will be a good opportunity for them to socialise with people in their group.
- We will also try to continue the breakfast club once a week for all the students as we believe it is valuable to the student community as it is a great way of meeting new people and having fun.
- We plan to use the survey results to cater better to those who avail of the breakfast club.







Thank you once again to everyone who  
contributed to the success  
of our 3rd Conference.

We look forward to next years ATU UDL  
Conference already



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