

# Teaching and Learning in the Real World: UD as a Lens to Let Quality Consider Reality

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creating inclusive environments in education  
and employment for people with disabilities



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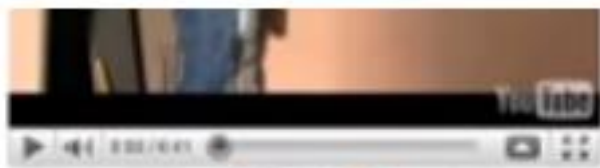


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# In this session, we will:

- Reflect on empowering learning experiences we have had
- Explore changing demographics and emerging pressures in the system
- Consider how we can meaningfully respond to support students and staff





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### Tommy's Top 10 DIY Guide

#### Tools needed

Step ladder or a 6' step ladders, bucket, standard bucket, 2 1/2" mixing drill, finishing float, plasterer's float, bucket, trowel, 2" brush, large brush, spray bottle



#### Materials needed

Plaster, form, clean water

#### Mixing the Plaster

As your wall is prepared and ready to go, the next step is mixing your plaster. To start, make sure the water and your bucket are both clean, then fill your mixing bucket just below the half way mark. Now fill one of the standard buckets to about the top two thirds, this will be used to pour into your bucket. Whether you're using a mixing drill or a mixing paddle, be sure to mix them before you start mixing. This will stop the plaster settling so that as you mix and helps mix the plaster more efficient. Now to start the plastering, it would be useful at this point if you could get help or get someone to assist you. If possible, if you managed to get some help that also should be the person that pours the plaster at the other side around. They will be pour the plaster in one bucket. You should mix the plaster until it's nice and creamy, not too heavy but not too thin. Once you're comfortable you have added the right amount of plaster you should go to the other bucket from around the middle of the bucket to remove any excess plaster and then give you a trowel. Now it's your turn to clean off your gear in the next bucket (just the paddle).

#### Applying the First Coat of Plaster

Remember when plastering a fresh hole in your wall, you have to have additional 75



### MADE SECRET TOOLS MADE SECRET MATERIALS



0:25 / 11:14



Tommy's Trade Secrets - How To Tile A Wall

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HOW TO PLASTER & PARTITION WALL PART 1

Tommy's Trade Secrets - How To Plaster A



14:02 / 14:41

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TOOLS YOU WILL NEED

**Tools needed**

See content in video: Mixing Plaster & Plasterboard on a Wall | How to Hang a Window Sill Part 1 | How to Hang a Window Sill Part 2 | How to Plaster a Wall

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**Materials needed**

Plaster, Plasterboard

**Mixing the Plaster**

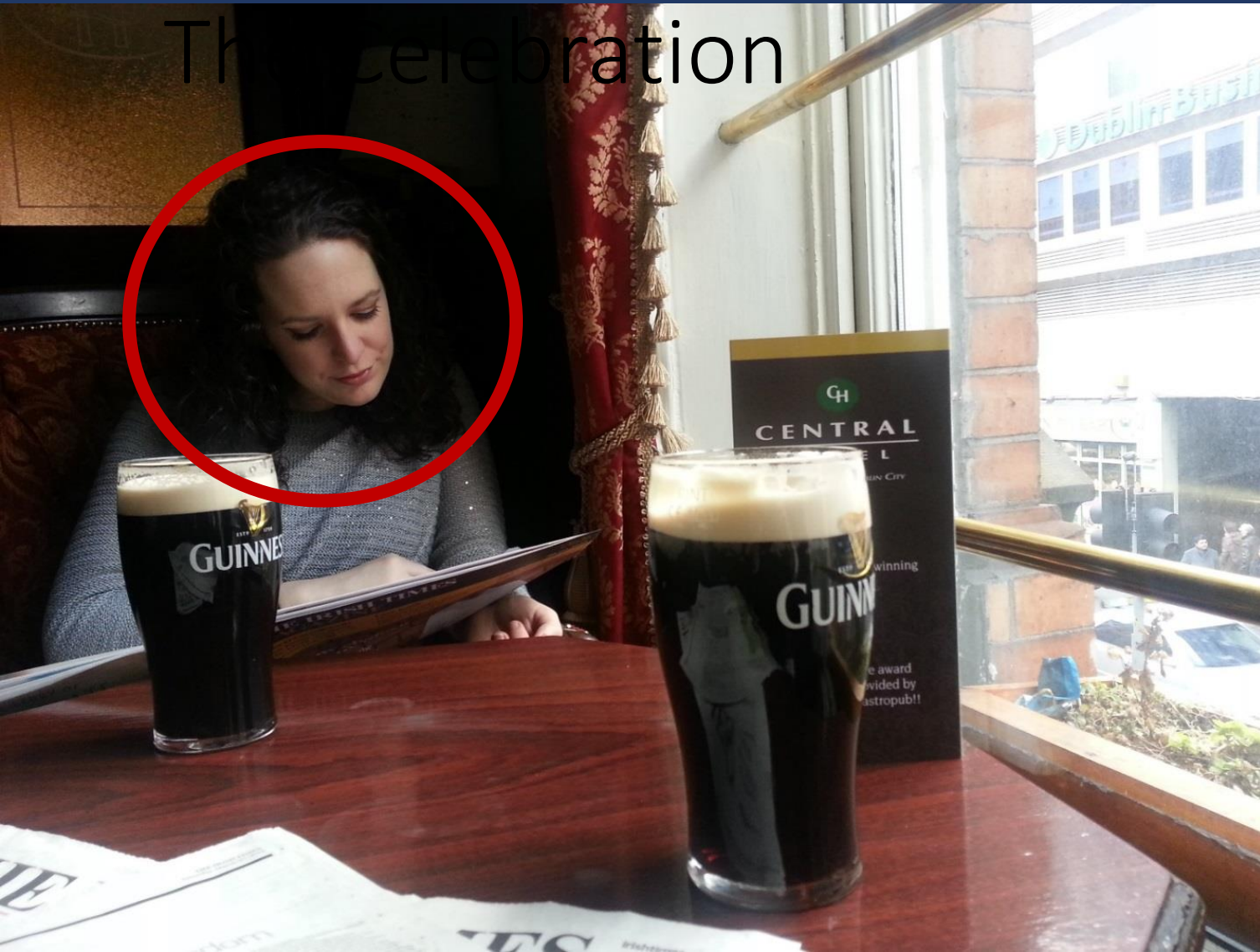
As your mortar plasterboard is ready to go, the next step is mixing your plaster. To get the mix right, you'll need to mix your plaster with water. The amount of water you add will depend on the plaster you are using. The plaster should be mixed to a consistency that is similar to heavy cream. If the mix is too thick, it will be difficult to apply. If the mix is too thin, it will not set properly. The plaster should be mixed in a clean bucket. The plaster should be mixed for about 3 minutes. The plaster should be mixed until it is smooth and free of lumps. The plaster should be mixed until it is ready to use.



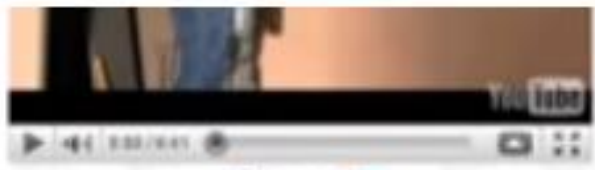




# The celebration





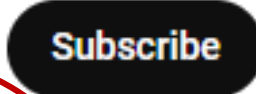


# Tommy's Trade Secrets - How To Tile A Wall



Tommy's Yard

210K subscribers



3.2M views 12 years ago

## TOMMY'S STEP BY STEP GUIDE

### Tools needed

Step ladder or a Crew Mang Bucket Standard Bucket 2 Gallon 2 1/2 Gallon 5 Gallon  
Power Planer or a Crew Mang Bucket Standard Bucket 2 Gallon 2 1/2 Gallon 5 Gallon

### Materials needed

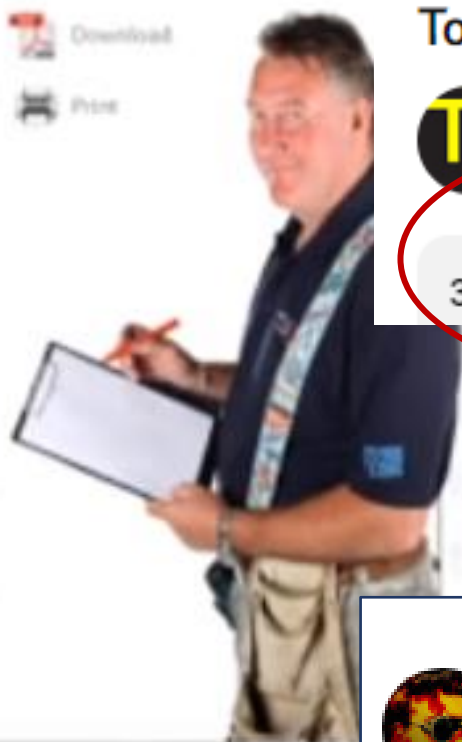
Plaster Screen Clear Water

### Mixing the Plaster

As your wall is prepared and ready to go. The next step is mixing your plaster. To start make sure the water and your bucket are both clean, then fill your mixing bucket just below the halfway mark. Now fill one of the standard buckets to ensure that halfway mark, this will be used to your work bucket. Whether you're using a mixing drill or mixing by hand it's best to mix this before you start mixing. This will help the plaster settle in the bucket and help mix the plaster more efficient. Now to mix the plaster up, it would be useful at the same time could perhaps get someone to assist. If possible, if you managed to get some help then you should mix while they pour the plaster at the other way around. This will give the plaster a cross flow. You should mix the plaster until it's nice and creamy, and has some lumps in it. Once you're comfortable you have added the right amount of water you should start to mix your bucket around the middle of the bucket to remove any excess plaster and then give another stir. Now it's best you start off your job in the wet corner (just the plaster)

### Applying the First Coat of Plaster

Now that your plaster is mixed make sure you have your hand prepared. To



Ravel Viirsalu 2 years ago

Who needs school when ya got youtube :D

80 REPLY

Tommy's Trade Secrets - How To Tile A Wall

# Tommy's Tools

- His video was accompanied by a **printable guide with checklists and images**.
- Begun with **full review of tools needed**, what each was for and how to use them.
- Gave **low cost/free alternatives** where possible, and gave methods for **spreading out the job**.
- Utilised **the strengths of video** – slow motion, close-ups, replays, time-lapse, jump cuts.
- Told us **what had to be done precisely and what I could wing a little**.



**Reflection: Think of a learning experience where the instructor met you where you were at, and you felt empowered to learn on your own terms.**

**What about the experience made you feel that way?**



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[Slido.com](https://www.slido.com)  
and enter  
the code  
**#337**



**Tommy  
completely  
understood his  
audience...**



**One third of the HE student population are aged 24 or over (HEA, 2022a)**

**11% of HE student population have children (HEA, 2022b)**

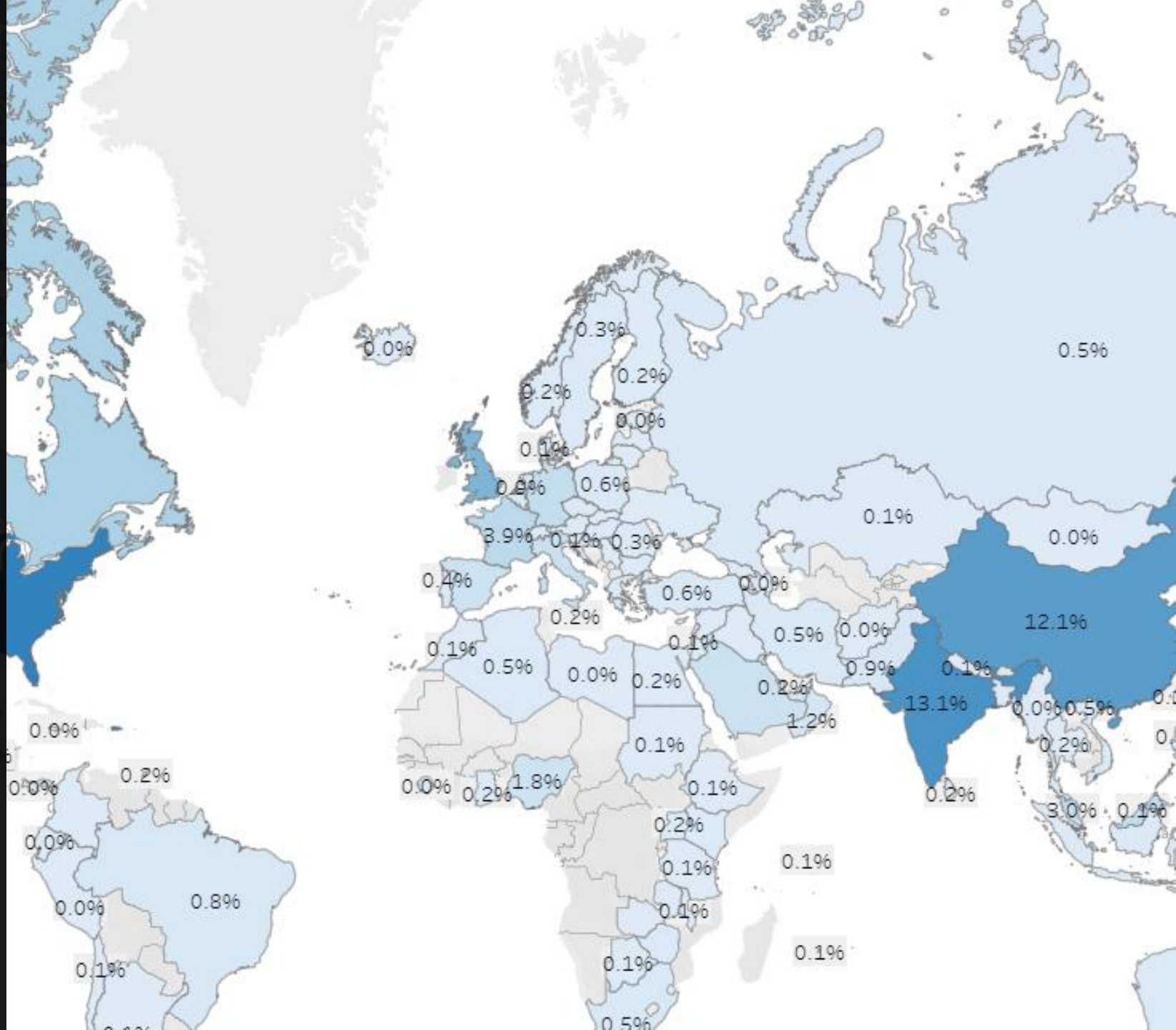




**12% are international students coming from all corners of the globe.**

**22.6% are not from a 'white: Irish' ethnic background (up from 12.7% in 15/16)**

**(HEA, 2022a)**





**17.8% of HE Equal Access Survey Respondents self declare a disability (up from 12.3% in 15/16)**

**(HEA, 2022)**

**Number of students in higher education registered with the disability services has risen by over 268% in last 12 years.**

**(AHEAD, 2022)**

**30% enter through non  
traditional entry routes.**

**12% transition to HE from a  
DEIS school.**

**(HEA, 2022a)**





**Average rents in Ireland have increased by 82% in last 12 years, compared to EU average of 18% (BPFI, 2022).**

**Students spend 89% more per month on housing than they did 15 years ago.**

**45% of students live with their parents/relatives (up from 45% in 2007).**

**(Eurostat, 2022, 2007)**





**17% of students  
travel more than  
a 2 hour round  
trip to college**

**(Census, 2016)**

**57% of full-time student population work during term-time (up from 45% in 2007)**

**In this group, they work an average of 17 hours per week**

**(Eurostat, 2022, 2007)**

**Negative correlation - time spent in employment and overall grades achieved**

**(Tessema et al 2014; Pike et al 2008)**





**Three quarters of Irish academics (72%) surveyed in 2015 believed that their working conditions had deteriorated.**

**Believed students were presenting with a greater variety of needs, which in turn increased the pastoral aspect of academics' work.**

**(Clarke et al, 2015)**

**Over half (55%) did not believe that management in their institutions supported the teaching aspects of their role.**

**Over a third (39%) of academics expressed dissatisfaction with the quality of pedagogical support to which they had access.**

**(Clarke et al, 2015)**





**1 in 10 UK academics said their workloads were entirely unmanageable. Further 1/3 said workloads were unmanageable most of the time.**

**Average of 2 days worth of extra hours above contract worked each week.**

**(UCU, 2022)**

**A significant percentage of new entrant students have a disability but do not disclose and register for support.**

**There has been a 44% rise in the number of students with disabilities per support staff member in the last 8 years.**

**(AHEAD, 2022)**



**For all that has  
changed...**

**How much have our  
programmes and  
systems fundamentally  
changed?**







**Inclusion is not just  
about inviting  
everyone in to the  
room...**

**Its about inviting them  
to redecorate with us...**

# National Strategy for Higher Education to 2030



Report of the Strategy Group  
January 2011



**‘The level of participation in higher education that Ireland now requires is unprecedented and requires us to engage in a fundamental re-examination of our programmes, pedagogy, delivery channels, supports for students, and the entire funding and governance framework.’**

**(Department of Education & Skills, 2011)**

# National Strategy for Higher Education to 2030



Report of the Strategy Group  
January 2011



**“The increasing diversity of students...will have to be matched by teaching and assessment methods that will enable students from a range of backgrounds to discover, exploit and build on their strengths.”**

**(Department of Education & Skills, 2011)**

**‘Over-assessment is a problem that impacts on student and staff workloads.’**

**‘Problematic ‘bunching’ of assessment can result in peak assessment loads being unsustainable for students, even when students manage their time reasonably well’**

**(QQI, 2021)**



**‘We need imaginative and forward-looking approaches to assessment to keep up with ...the number and diversity of students ...and evolving expectations, such as giving students more choice in how they are assessed’**

**‘The preponderance of the end-of-semester two- to three-hour written examination is under the magnifying glass now.’**

**(QQI, 2021)**





**Examinations particularly disadvantage the English as Second Language cohort in terms of final grades in comparison to other assessment methods.**

**(Smith, 2011)**

**Diverse students feel exams are not always authentic or relevant to what they had learned, or how performance is measured in the world outside.**

**(Tai et al, 2022a)**

**85% of students with disabilities registered with services receive exam accommodations (15,162).**

**Evidence points to large numbers of undisclosed students with disabilities, who do not register or receive exam accommodations.**

**(AHEAD, 2022)**





**Accommodations do not always lead to equitable academic outcomes (Brett, 2016; Kilpatrick et al. 2017), nor address students' actual access requirements (Waterfield and West, 2006).**

**Common exam accommodations such as placing students into a separate room can cause students to feel excluded or different (Hanafin et al., 2007)**

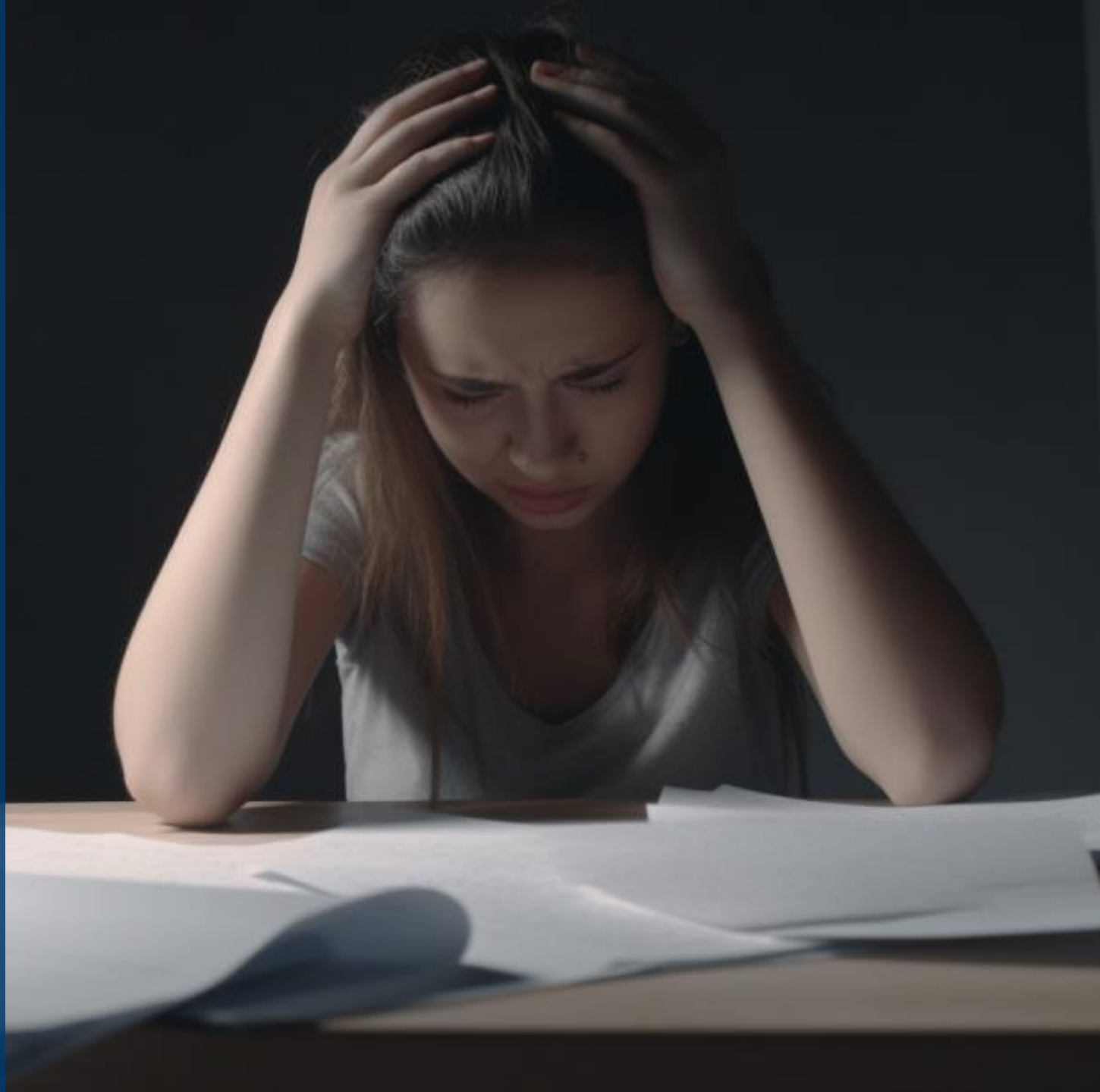
**Students with disabilities often report selecting their units according to an assessment format that aligns with strengths; many describe avoiding examinations**

**(Morris, Milton, and Goldstone, 2019).**



**“This...has reminded me of 1 thing I’ll miss from having things be online. No memory alone based exams. In 1st year, I failed my psychology exams and scraped passes in my criminology ones. Now in 2nd year, in both of my subjects for my end of term assignments (criminology) and exams (psychology), which was open book but still timed, I’ve been top 5 or 10 of my entire year.”**

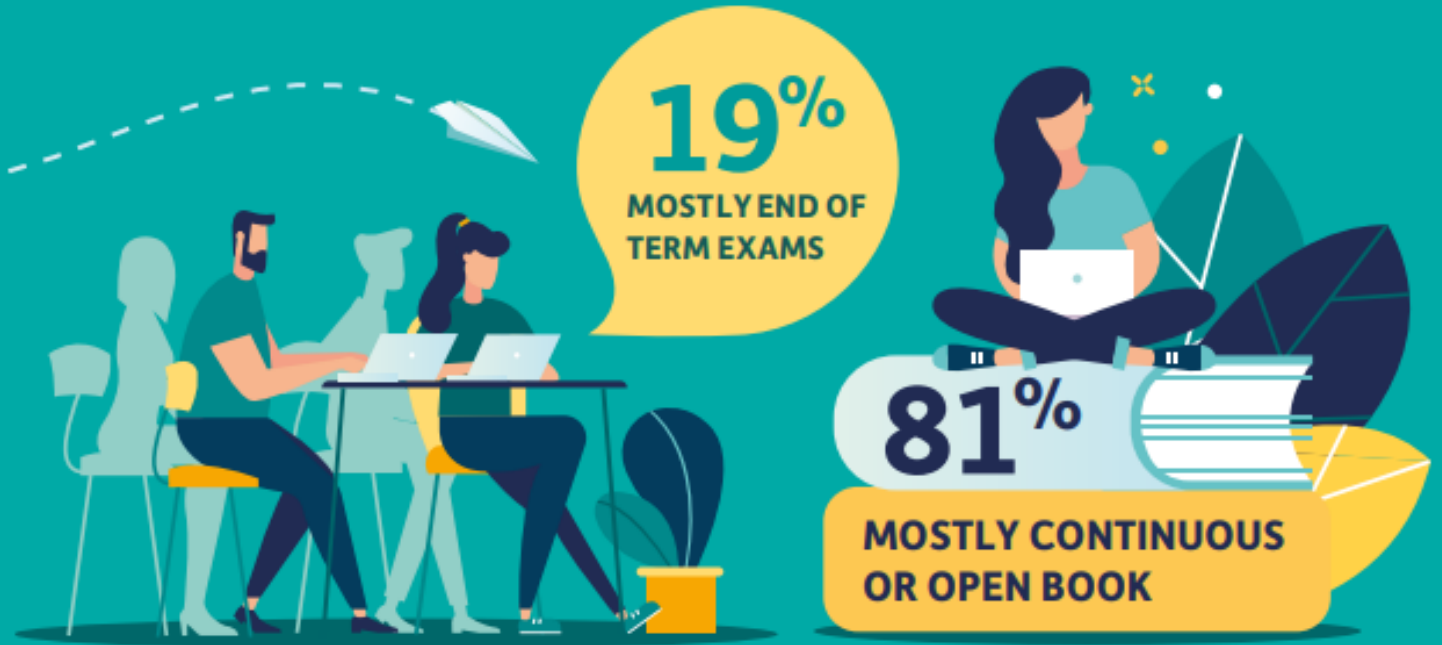
**(AHEAD, 2021)**





*In an ideal world what  
does your assessment  
look like?*

*Sample size: 3,594*



**(IUA, 2021)**

(National Forum, 2016)

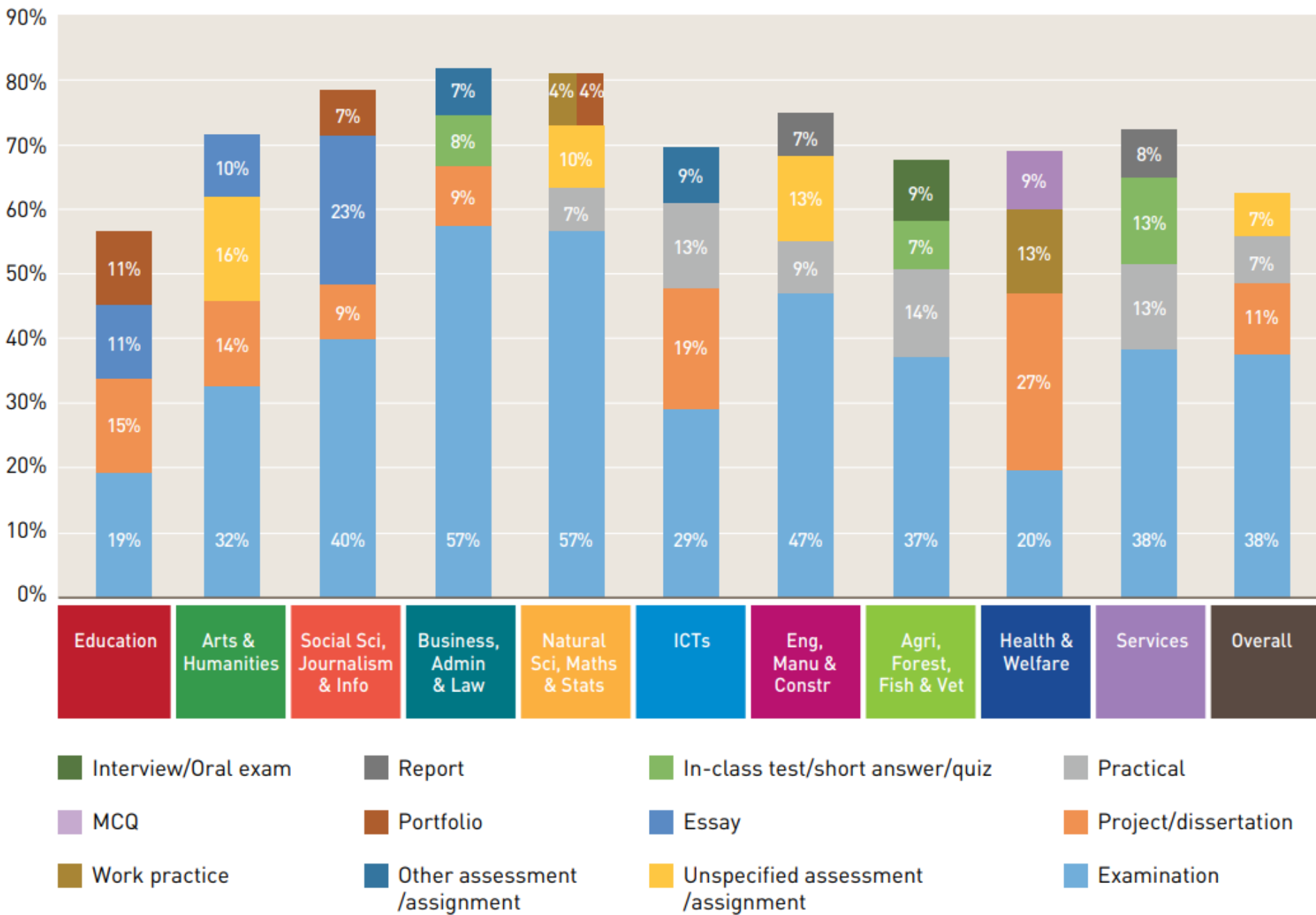


Figure 2 Proportion of credit value associated with top four assessment methods in each field of study



**Let's get busy  
redecorating  
together...**



## Let's get busy redecorating assessment to...

### 1. Engage in Supported, Collaborative, Authentic, Programmatic Assessment:

- Reducing the Assessment Burden
- Eradicating timed, closed book exams where possible
- Reducing reliance on grading, involve our students in peer to peer feedback

### 2. Bolster instructional design support for our teaching staff

Reflection: What can you do to start redecorating the student experience in your role, with a focus on reducing pressure for staff and students?

Think Big!



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# Contributions Call from AISHE and AHEAD

We're partnering with AISHE on a special issue of the All-Ireland Journal of Teaching and Learning in Higher Education on all things Universal Design in Tertiary Education!

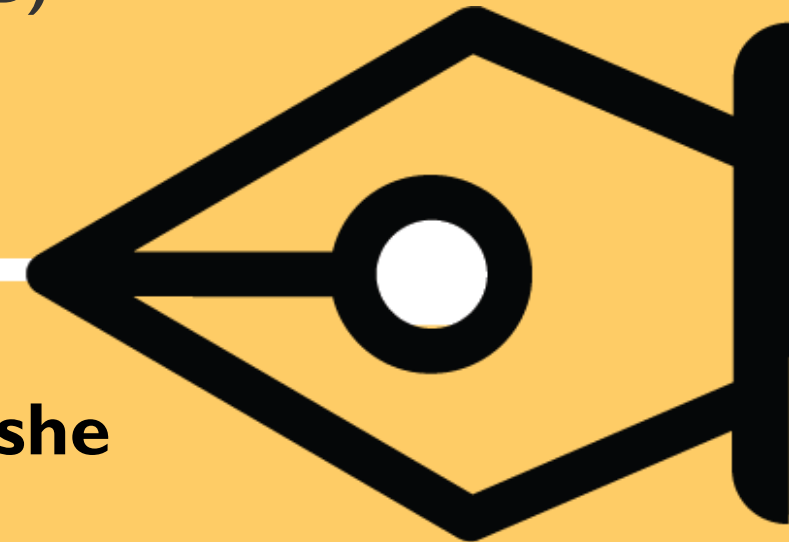
Seeking submissions from staff and/or students on; Universal Design for Learning (UDL), other Inclusive Pedagogical Approaches or **any broader aspect of Universal Design (UD)**

**Early submissions:** 30th October 2023 – Decision February 2024

**Later submission:** 31st January 2024 – Decision April 2024

Expected Publication June 2024

[ahead.ie/aishe](https://ahead.ie/aishe)



# Thank You For Listening!

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