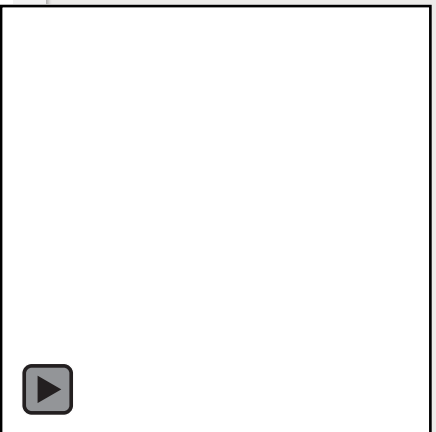




**Disturbing practice- how UDL transformed a community of practice
an Early Years Foundation degree.**

Michelle Malomo, Sethu Sundari and Amanda McCully





This workshop aims to:



Present a story of practice where a community of academics, re-design a Foundation degree in Early years using UDL principles.



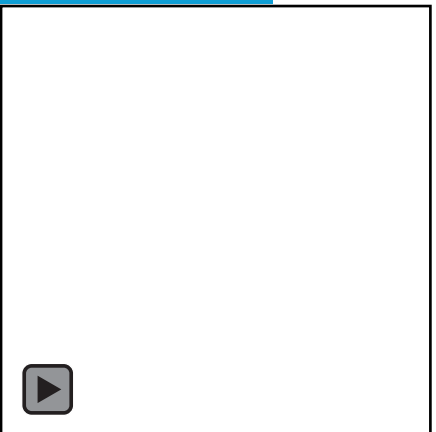
Support delegates to reflect upon how this story of practice may connect with their stories of practice.



Co-construct meaning and sense from this case study that could have an influence in a widening participation agenda.



Encourage delegates to explore material based on multiple means of expression and representation





The Power of reflective pauses in this workshop

Within this workshop we will take moments of reflection and quiet before co-constructing meaning of the content.

Produce your thoughts to share through:

- Accessing the **Padlet** to record your thoughts.
- Scribe in your own notes or on paper on tables.
- Record your thoughts as a voice note.
- Or your own preferred method of capture.

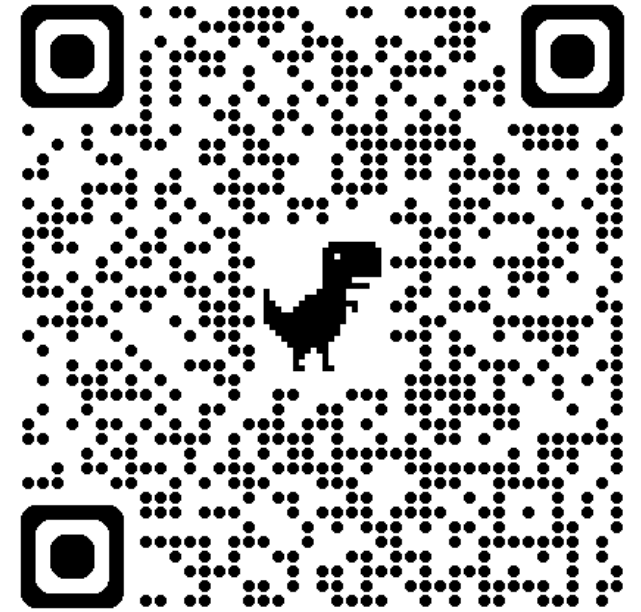


IMAGE REDACTED



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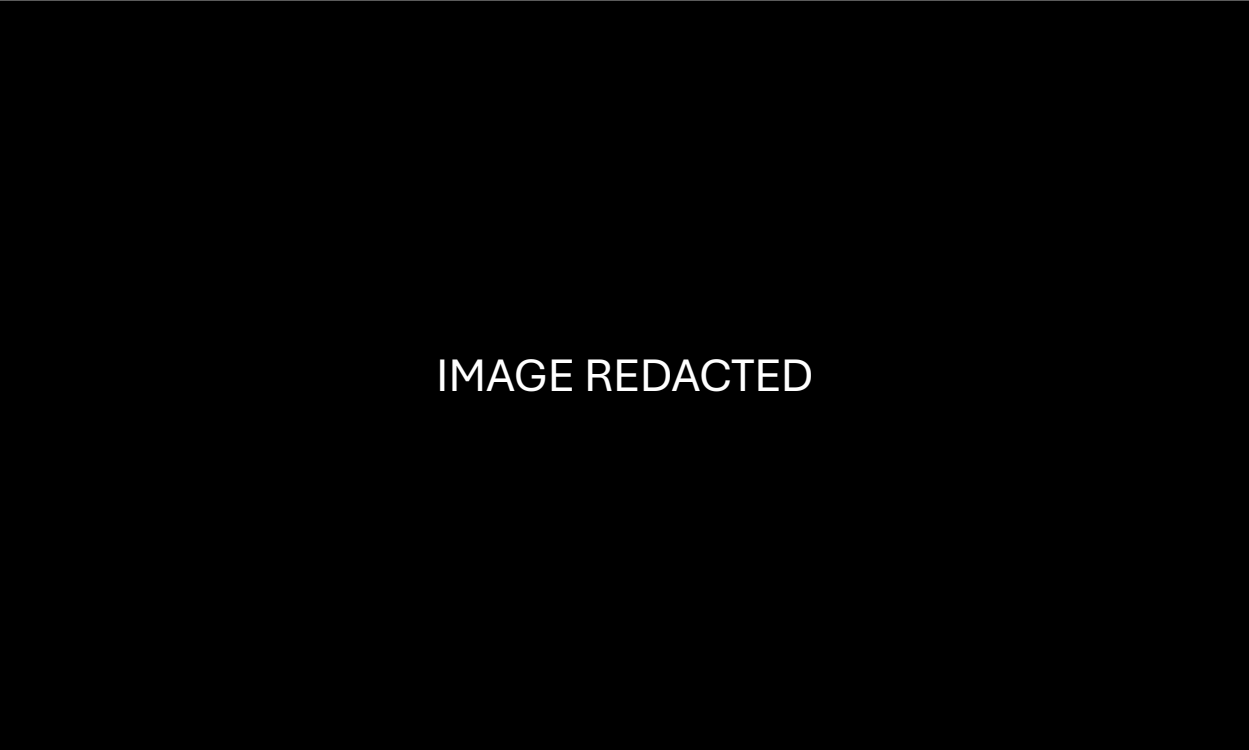
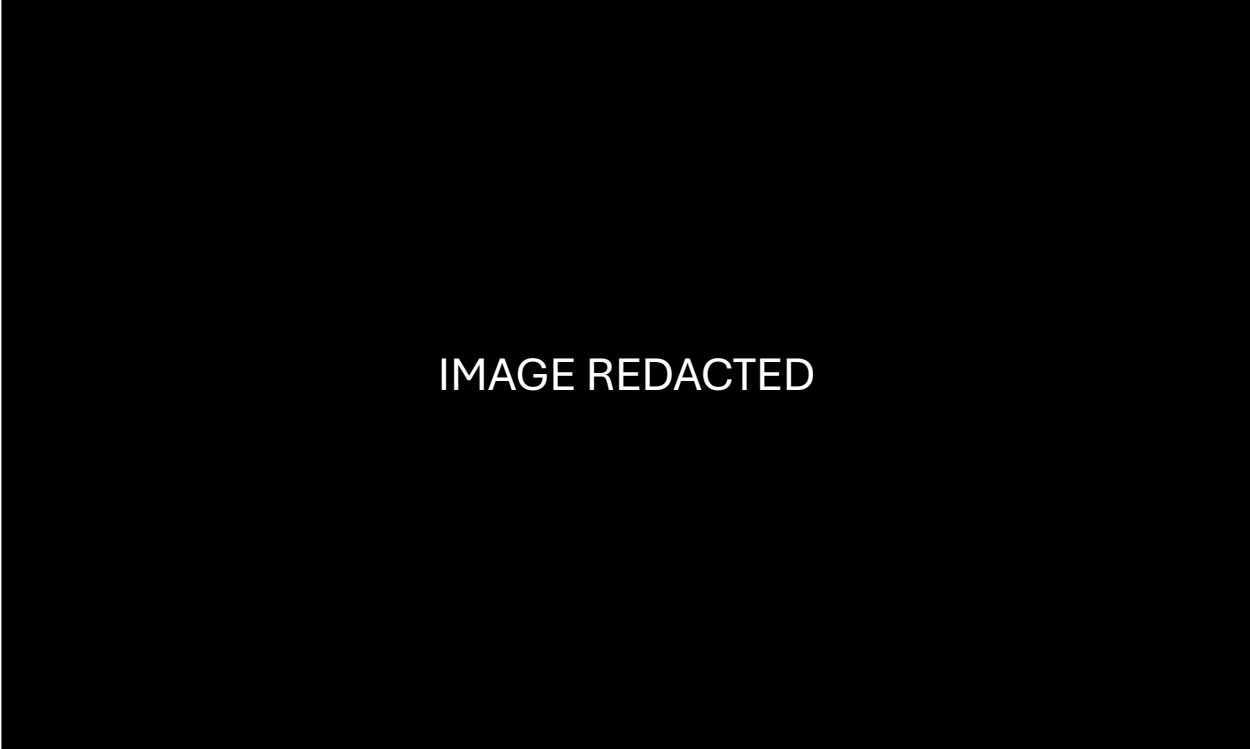
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Where the story begins.....





These pictures supported a shift in my own mindset.



UDL as a design principle in Higher Education.... could this support access for all ?

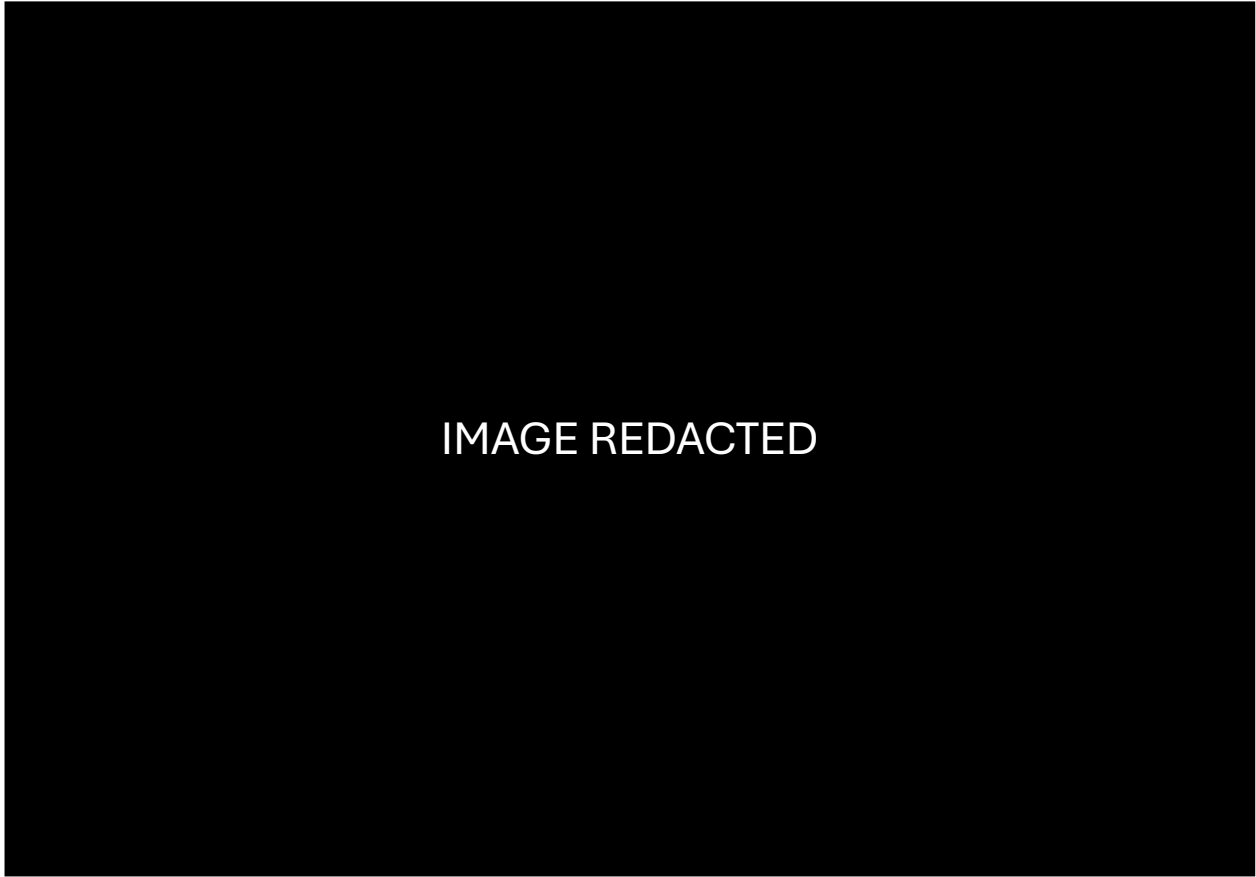
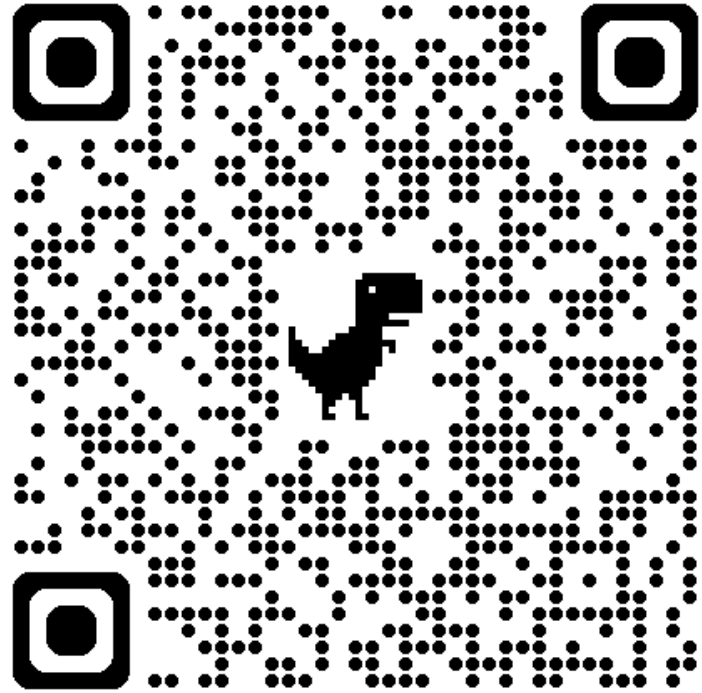
Bracken (2018) states that UDL provides a well- researched framework that enables students and academics to make joint meaning and address inequalities within the learning outcomes.



Where the UDL framework has been used within Higher Education Institutes there is increased engagement and outcomes for students and learning environments become more accessible (Courey et al., 2013; Coyne et al., 2012; Scott et al., 2022).



Timuş et al., (2024) conclude that where an inclusive pedagogy is at the heart of practice it enables the three existing principles (multiple means of action, expression and representation) of UDL to be central to promoting one learning agenda for all.



Reflective Pause





Why might UDL be important ?

Myer, Rose and Gordon (2014) suggest that:-

- UDL helps us to reshape teaching and learning by having a flexible approach to curriculum design.
- UDL principles build on having an understanding as to how the brain operates and processes learning.
- To enable all students to learn it is essential that curriculum design has the why, what and how of learning at its heart and that engagement within the curriculum, representation of resources and content and the expression of learning are crucial to enabling accessibility to all.

IMAGE REDACTED



What happened next ?....Making Changes to the Formative Assessments

March 2018 at the FDEY Partnership team meeting we considered how we could review and then develop the Formative assessments within the programme. This was achieved through :

- Using the Cast training instruction & videos
- Working in module focused groups to review formative assessments
- Implement new Formative assessments from September 2018
- **April 2019** – Initial review with Partnership course leaders

IMAGE REDACTED



The Voice of the Course Leaders

“The changes we made at the FDEY Partnership Team Meeting to the formative assignments, (so that they created a natural bridge to the summative assessments), has worked well as all the students seemed to understand how the formatives related to the summative assessments. ”



The Voice of the Course Leaders

"None of the students said, 'What's this got to do with the summative?' and all the students produced meaningful pieces of work at a range of academic levels. This change is a useful model to carry forward to the re-specification of the FDEY. "



The Voice of the Course Leaders

In relation to the modification of the command words to the UDL recommendations, eg. 'produce' rather than 'write', I allowed students to choose their own format.

Most students chose traditional, (essay / report), formats, **however one First Year Student, who is dyslexic, chose to use the power-point for her formative assignments.**

At first, I had concerns, (not mentioned to the student), whether the student would be able to construct the Summative Assessments with paragraphs, linking sentences and explicit line of argument required of the summatives.

However, **I 'held my nerve'** and the student was able to convert the power-point formatives to the Summative formats.



The Voice of Course Leaders

IMAGE REDACTED

This experience raises points for consideration: -

- "How to ensure traditional academic writing skills and study skills are developed if a student uses non-traditional formats for the formatives, (where the summative is a traditional format).
- Should the UDL open command words also apply to the format for summatives?
-
- If the summatives can be produced in a range of formats, do we need to review what the traditional academic writing skills would 'look like' in these formats?"
- (Course Leader Heart of Worcestershire College)



The Voice of the Course Leaders

“ By leading partnership members in this way, I believe that the course co-ordinator has been able to transform not only the quality of teaching but that of learning too.

The impact of this resulted in students producing the same task in a variety of formats – pod casts, videos, power points, written pieces, posters.

From a teacher’s perspective it was evident that students displayed a positive response to the task knowing that it could be approached by playing to their individual skills. This has resulted in improved engagement as well as heightened confidence and a sense of achievement. ”



The Voice of the Course Leaders

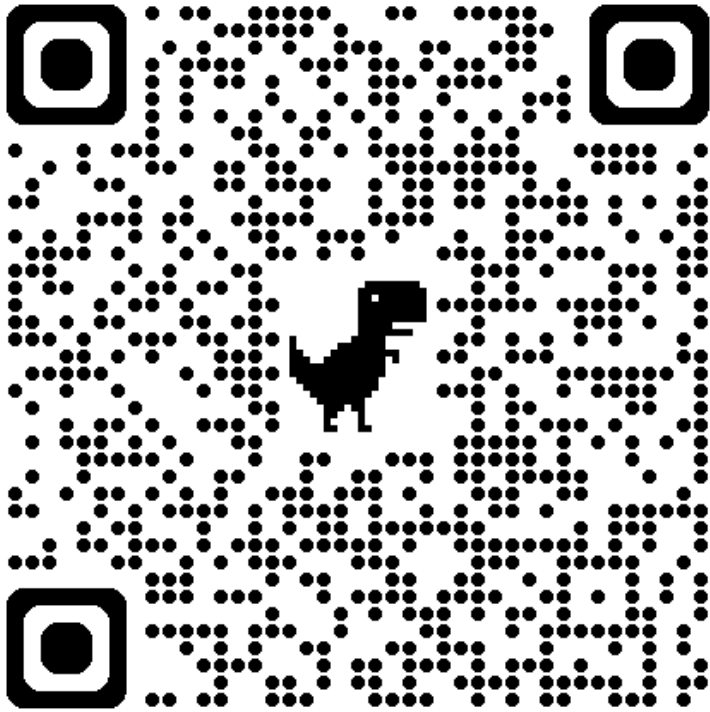
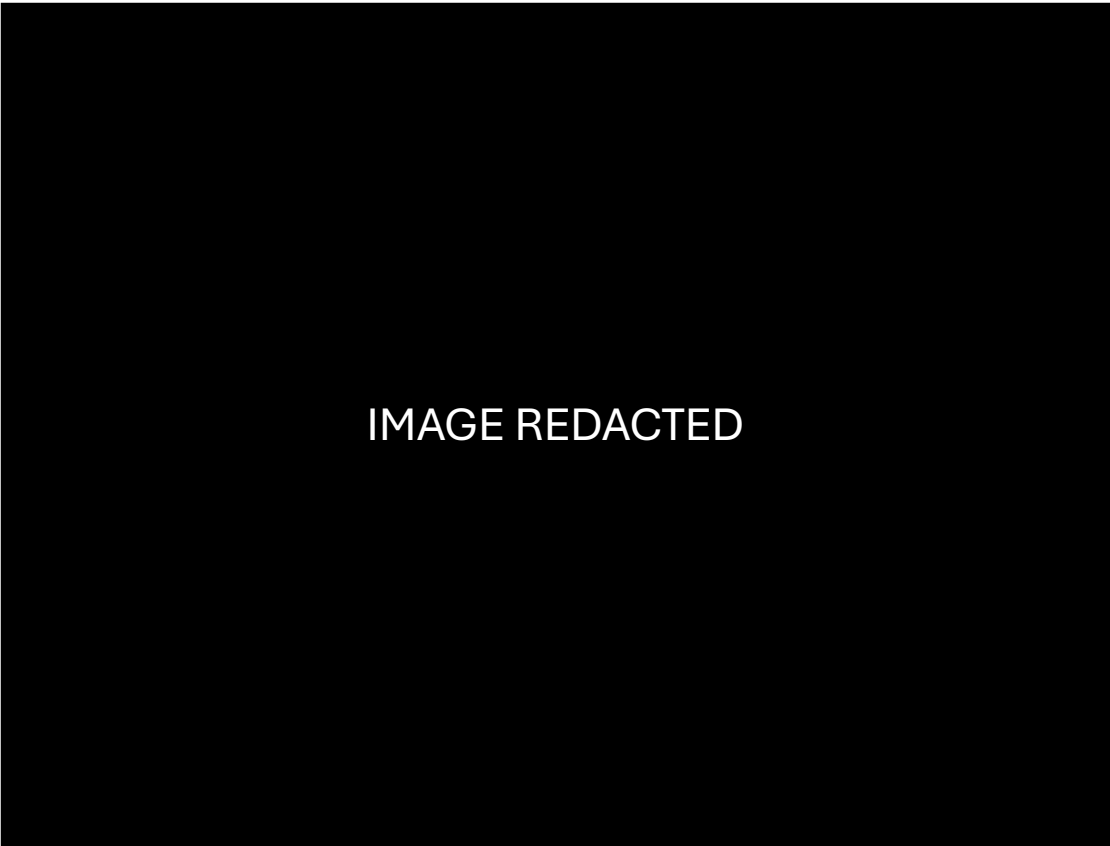
"In one particular task students were asked to present a pen portrait of a child they had chosen to undertake a case study on. Each student chose to represent their child in a different format that they felt comfortable with.

I was blown away by their ability to think creatively; one student created a cardboard 'theatre' and presented a story of those involved with her target child (including theorists) which culminated in her child being built bit by bit out of jigsaw pieces! I am eager to read students summative assignments to further measure the impact of the UDL approach."

(Course Leader Halesowen College)



Reflective Pause





Changing the Assessments - Having a diverse range of assessment.

Module Code	Module Title	Credits (Number)	Summative 1	Summative 2
FDEY 1001	The Developing Child	30	Poster	Discussion Paper
FDEY 1002	Health and Wellbeing	30	Resource	Report
FDEY 1003	Playful Pedagogy	30	Workshop	Reflection
FDEY 1004 or FDEY 1005	Introduction to Work-Based Learning or Theory for the Early Years Foundation Graduate (this is for students following the Professional Practice Pathway)	30	Video Presentation	Practice portfolio



Module Code	Module Title	Credits (Number)	Summative 1	Summative 2
FDEY 2001	Childhood, a Global Perspective	30	Presentation	Essay
FDEY 2002	Policy into Practice	30	Plan of meeting	Reflection of meeting
FDEY 2003	Safeguarding Children's Welfare in the Early Years and Integrating Our Work with Other Agencies	30	Poster/ Debate	Reflection
FDEY 2004 Or FDEY 2005	Professional Practice and Future Progression Or Early Educator Small Scale Practice-Based Enquiry (this is for students following the Professional Practice Pathway)	30	Research report	Research portfolio

IMAGE REDACTED

Assessments - FDEY1003 Playful Pedagogy

Playful Pedagogy Journal (PPJ) Pauses, Developing a workshop and
reflective paper



Assessment: Summative 1

FDEY 2003: Safeguarding Children's Welfare

- **Team work to produce a videoed debate on Munro (2011) dilemma of "doing the right thing" v. "doing what's right for the child"**
- **Students must work as a team, and all must participate in the teamwork and the debate.**
- **Aim of assignment is for students to experience the difficulties of teamwork - similar to communication difficulties of multi-agency working in safeguarding cases.**
- **Leads to Summative 2 where they reflect on the challenges of teamwork as a small insight into multi-agency working.**

IMAGE REDACTED



Reflective Pause

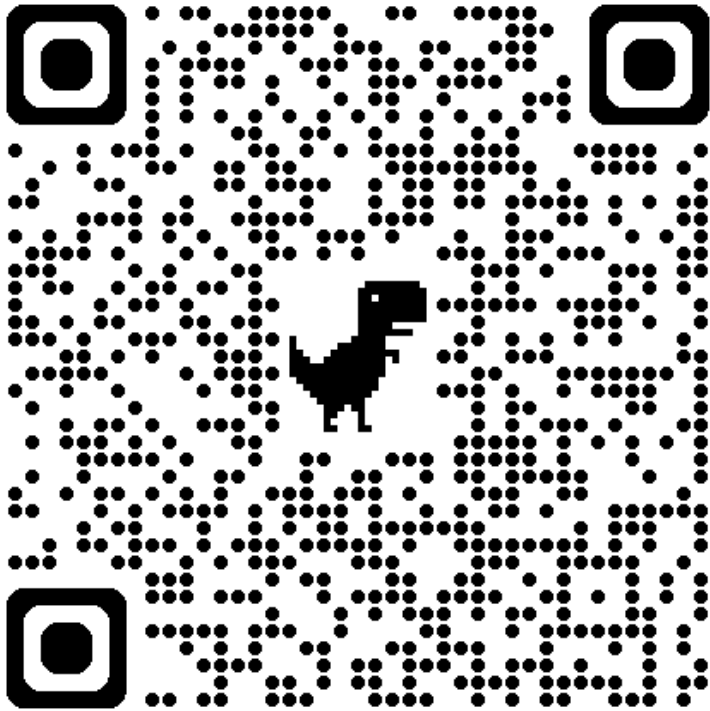
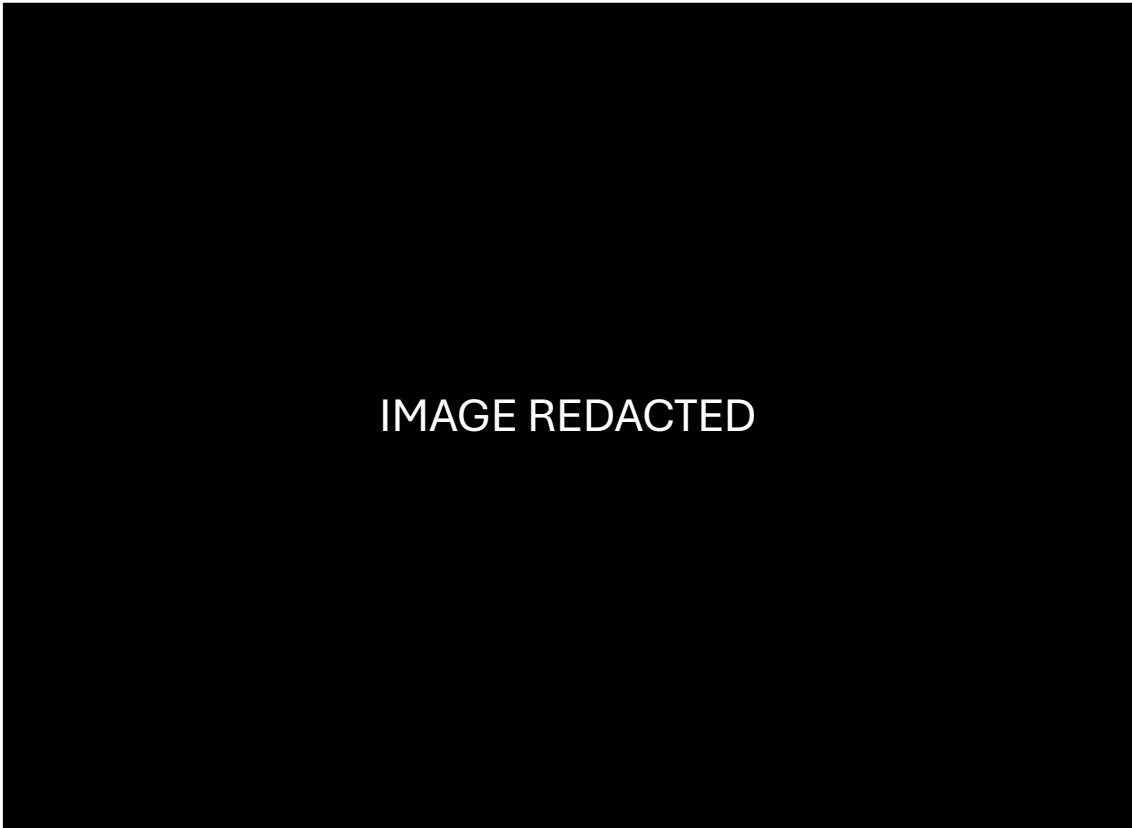




IMAGE REDACTED

An intruder at a Team Away Days



IMAGE REDACTED



My Story – Disoriented Pragmatist to Sceptic

**Universal Design for
Learning**

IMAGE REDACTED

IMAGE REDACTED



My focus

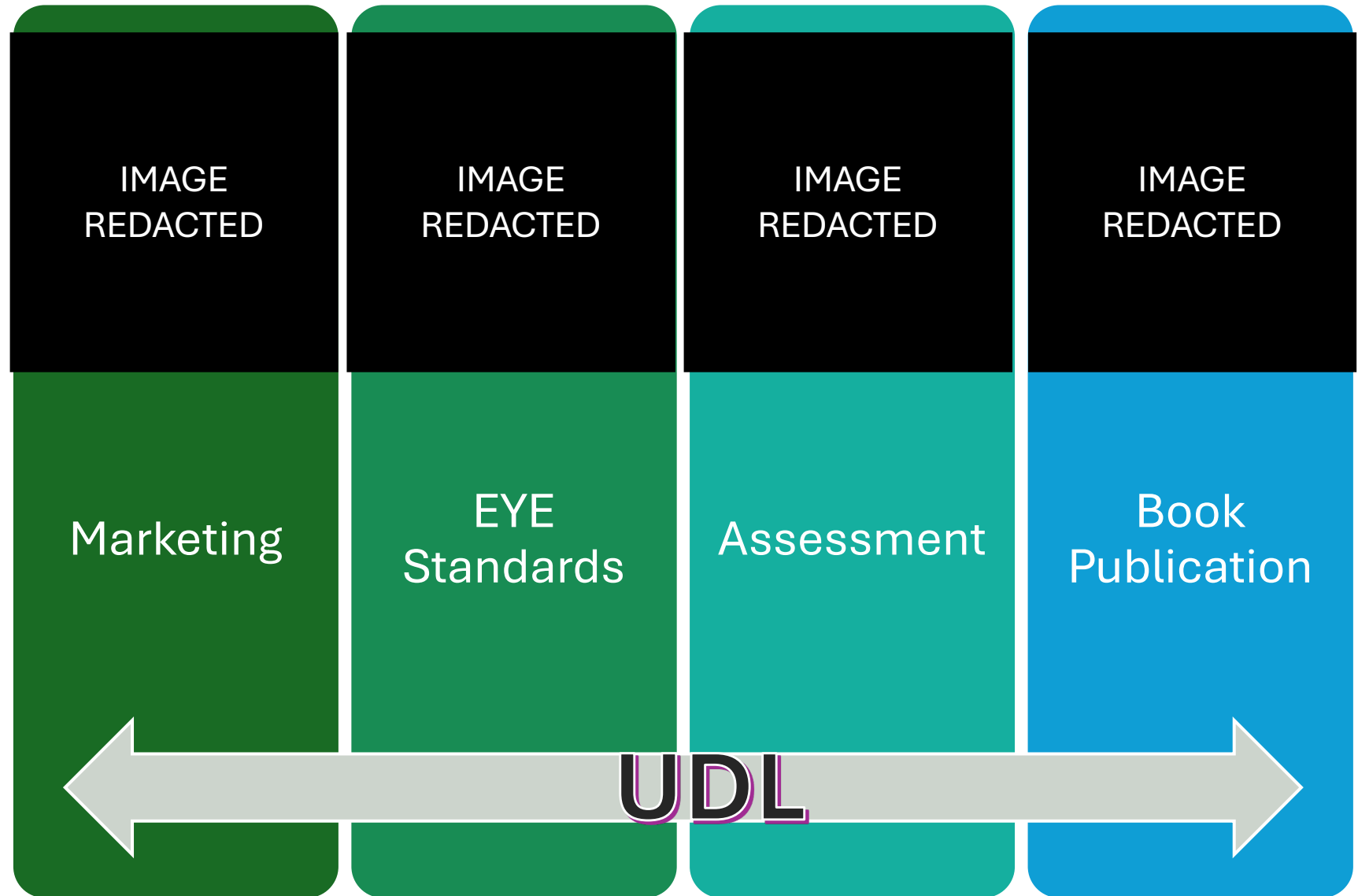




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So what?

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