Inclusion and Role of Universities into the Future
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Diversity is the new normal

INCLUSION in EDUCATION
The RIAI Universal Design Award in 2013 went to UCD Student Centre by Fitzgerald Kavanagh and Partners

The jury said:
It is evident that the Design Team engaged with and carefully considered the end-users throughout the design and construction phases. The use of colour, choice of materials and the simplicity of its layout contribute greatly to its ease of use. The result is a dynamic building devoted to providing sports and recreational facilities to the students and staff of UCD as well as to members of the public, regardless of age, size, ability or disability.

CHALLENGE

- Inclusion
- Exclusion
- Segregation
- Integration
Social dimension: equitable access and completion

The student body within higher education should reflect the diversity of Europe’s populations. We therefore emphasize the social characteristics of higher education and aim to provide equal opportunities to quality education. Access into higher education should be widened by fostering the potential of students from underrepresented groups and by providing adequate conditions for the completion of their studies. This involves improving the learning environment, removing all barriers to study, and creating the appropriate economic conditions for students to be able to benefit from the study opportunities at all levels.

Legal Obligations

The Employment Equality Act 1998 and 2004
The Qualifications (Education and Training) Act 1999
The Equal Status Act 2000 and 2004
The Education for Persons with Special Needs Act 2004
The Disability Act 2005

BUT

“The law cannot deliver what the culture does not will” (Johnson 2003)

Irish Design 2015: Eileen Grey

To create we must first question everything
Questions for ourselves:

1. What do you understand very well
2. How did you learn to understand it?
3. How do you know you understand it

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Feedback from Question 2

- Thinking
- U-tube
- doing
- observing
- others experiences
- talking
- listening
- arguing
- problem solving
- reading
- working with a group
- practicing
- persevering
- assignments
- on line

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What needs to be done?

- Work strategically to promote Universal design

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To ensure a fair selection you all get the same test You must all climb that tree!
Universal Design For Learning

An outgrowth of the UD model, Universal Design for Learning (UDL) uses UD principles, to design courses "to be usable by all people, to the greatest extent possible, without the need for adaptation or specialized design".

Understanding UD

Level 1: Universal design: Including most students in the ordinary solutions

Level 2: Adaptions to groups with similar needs, i.e. Accessible literature for students with reading difficulties

Level 3: Reasonable adjustments to the individual, i.e. Assistive technology

Level 4: Personal assistance where adjustments, assistive technology and including solutions are not sufficient, e.g. Mentors and daycare

How do we get to a UDL environment?

- Engagement and collaboration at all levels

- One example: Action Research on Guidelines for Inclusive Nurse Clinical Placements
Tripartite process of Engagement with faculty

- AHEAD
- Nursing School UCD
- AHEAD
  - Disability Audit of procedures
  - Jointly held a series of workshops
  - Jointly drafted guidelines WITH clinical STAFF on UDL in context

Instrument

Scott, McGuire, & Shaw (2001) UDI framework

PRINCIPLES

1. Equitable use
2. Flexibility in use
3. Simple and intuitive
4. Perceptible information
5. Tolerance for error
6. Low physical effort
7. Size and space for approach and use
8. A community of learners
9. Instructional climate
Principle 1. Equitable

**Definition**
- Instruction is designed so that ALL students can take part and meet the learning outcomes.

**Examples**
- Alternative entry routes: DARE
- What is Core, non negotiable and what is optional
- Identify any accommodations: Needs Assessment

Principle 2. Flexibility in use

**Definition**
- Students should be able to engage with the module using a RANGE of methods and instructions
- Provide choice in methods of use.

**Example**
- Staff Training so that All staff have an understanding of the impact of students’ disability
- Range of learning methods, to engage the student, visual, audio, choice of methods.

Flipped Classroom
Principle 3. Simple and intuitive

**Definition**
- Instruction is designed in a straightforward and predictable manner, they know what is expected.

**Example**
- Information is provided to the student in advance of the placement to include:
  - Maps of the site
  - Advance copies of timetables
  - Glossaries of terms
- Guidelines are provided to clearly identify where the placement fits with the achievement of course outcomes.

Principle 4. Perceptible Information

**Definition**
- Perceptible information is material which students can engage with fully regardless of difficulties they may experience with hearing, sight or literacy.

**Example**
- Templates, podcasts and videos for reinforcement of learning changing a dressing on a patient.
- Reference materials is available in electronic formats.
- Assistive technology such as reading and writing software, voice recognition, scanners etc.

Principle 5. Tolerance for error

**Definition**
- Instruction takes into account individual learning differences in pace, skill levels etc. and does not assume prior knowledge.

**Example**
- Getting things ‘wrong’ is part of learning to getting them right. Constructive feedback on performance is provided to the student.
- Students have the opportunity to practice the Critical Skills off the job in simulation lab to ensure adequate performance of tasks where patient safety is an issue.
Principle 6. Low physical effort

**Definition**
- Instruction is designed to minimize nonessential physical effort in order to allow maximum attention to learning.
- Note: This principle does not apply when physical effort is integral to essential requirements of a course.

**Example**
- Tasks focus on what is to be done and not how, unless the how is a core skill. For example, the student will ensure the safe lifting of the patient rather than the student will lift the patient.
- Using computers for exams.

Principle 7. Size and space for approach and use

**Definition**
- Instruction is designed with consideration for appropriate size and space for approach, reach, manipulations, and use regardless of a student's body size, posture, mobility, and communication needs.

**Example**
- Do an assessment of the physical environment, lighting, use of equipment such as phones etc. to identify any potential barriers for the student and to ensure ease of work.
- Consider the duration of placements (the impact of some disabilities will rule out placements with long night shifts), so that the student can reach the learning outcomes.

Learning Space/ Head Space

[Diagram showing Maslow's Hierarchy of Needs: Self-Actualization, Self-Esteem, Belonging, Safety, Physiological]

- Learning
- Community
- Space Comfort

[Link: http://www.simplypsychology.org/maslow.html]
Principle 8. A community of learners

**Definition**
- The instructional environment welcomes the student and encourages interaction and communication among students and between students and faculty.

**Example**
- Welcome the students with orientations
- Buddy systems and peer learning highlight that learning is interactive not nature a competition.
- Show them how to do new tasks, note taking for example.

Liz Thomas, Edge Hill University 2012

Principle 9 Instructional Climate

Learning to enjoy studying, being able to ask tutors questions without feeling ‘stupid’ realising that learning can be fun.

National Guidelines for Working with Nursing and Midwifery Students with a Disability or Specific Learning Difficulty in Clinical Practice

[Image of guidelines]
Quality Standards and Evaluation

Ensuring students with disabilities have an experience of third level education which is of the highest quality is everyone’s job.

Securing the views of disabled students

Summary

Engaging with UDL involves:
- Change management
- Buy in of key enablers at senior level
- Engagement with Faculty on UDL in context
- Indicators of UDL Principles across the whole campus
- Models of Good Practice
- Staff Training at all levels

AHEAD Contacts

- www.ahead.ie
- www.questforlearning.ie

Joan McGuire, Journal of Accessibility and design for all, 2011, pgs 38 – 54