

TEAC 7150 UNIVERSAL DESIGN FOR LEARNING

Credit Points 10

Legacy Code 102150

Coordinator Annette Sartor ([https://directory.westernsydney.edu.au/search/name/Annette Sartor/](https://directory.westernsydney.edu.au/search/name/Annette%20Sartor/))

Description Developing the ability to meet the needs of a diverse group of learners within a flexible learning situation is critical to promote inclusion. This subject reviews multiple approaches and strategies employed (e.g. accommodation, adjustment, differentiation) and advocates for Universal Design for Learning to achieve this goal. Strategies are critiqued based on their capacity to enhance learning outcomes for individuals with additional needs and to advance inclusion. These analyses are then used to develop strategies and methods which can facilitate the learning and inclusion of individuals with a range of abilities, skills and needs. Students evaluate strategies, plan and reflect on a learning experience based on Universal Design for Learning.

School Education

Discipline Teacher Education: Special Education

Student Contribution Band HECS Band 1 10cp

Check your fees via the Fees (https://www.westernsydney.edu.au/currentstudents/current_students/fees/) page.

Level Postgraduate Coursework Level 7 subject

Restrictions

Students must be enrolled in 1714 Master of Teaching (Secondary), 1720 Master of Inclusive Education, 1721 Graduate Certificate in Inclusive Education, 1911 Master of Education, 1847 Master of Education (STEM); 1876 Bachelor of Education (Primary) or 1939 Bachelor of Education (Secondary).

Students in program 1939 Bachelor of Education (Secondary) or 1876 Bachelor of Education (Primary) must have successfully completed 240cps before enrolling in this subject.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Apply the principles of UDL to promote authentic learning for diverse learners.
2. Assess the effect of diversity within the educational setting for learning and teaching.
3. Implement practices that facilitate continuities between systems and settings.
4. Design programs that foster positive relationships between individuals with additional needs and their peers.
5. Establish effective, collaborative relationships with families, colleagues, and other professionals to optimise the planning, implementation and monitoring of learning experiences.
6. Document the learner's strengths and needs, and how these will be addressed within the educational setting.
7. Evaluate the effect of UDL on learner's development and belonging.
8. Reflect on personal and professional values, practices and skills to implement UDL.

Subject Content

1. Fundamental concepts of inclusive education
2. Universal Design for Learning (UDL) - origins and definition
3. UDL principles and strategies
4. Learner variability, inclusion and belonging
5. Identifying and documenting the learner's strengths, needs and progress
6. UDL curriculum design
7. Universal Design Assessment
8. UDL in online contexts
9. Critical self-awareness for effective implementation of UDL
10. Planning for transitions

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Type	Length	Percent	Threshold	Individual/ Group Task
Portfolio	2000 words	50	N	Individual
Professional Task	2500 words	50	N	Individual

Teaching Periods

Autumn (2024)

Online

Online

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View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC7150_24-AUT_ON_2#subjects)