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

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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
Tools needed
- Step Ladders or a Step stool
- Mixing Buckets
- Standard Bucket
- 2 Mixing Staff
- Finishing Trowel
- Mason Bucket
- 2 1/2" Long Reach Spray Nozzle
- Paper from Clear Racks

Mixing the Plaster

To your work is prepared and needs rage. The two step is mixing your plaster.

To clean-making sure the water and plaster bucket are both cleaned, stir your mixing bucket just below the halfway mark. Now fill one of the standard buckets to around the halfway mark, this will be used to your mixing bucket. Whether you're using a mixing shop or using paper plate, you can mix these before you start mixing. You will be using a readymade or on sheet mix that you need to mix efficiently. Now to mix the plaster, it would be useful at this point to split it into two or three portions. If you're managing small amounts, you can reduce the amount of plaster in the other portion. To get the mixture you need, you can add the right amount of water and then mix plaster or by pouring the correct amount of water into the mixture. Now it's time to clean off your work tool in the work bucket (use the paddle).

Applying the First Coat of Plaster

Now that the plaster is mixed mate, you can begin your repair work and never.
Tommy's Trade Secrets - How To Plaster A

Tools needed

Materials Needed

Mixing the Plaster
The celebration
Tommy’s Trade Secrets - How To Tile A Wall

Materials Needed

Tools needed

Mixing the Plaster

Applying the First Coat of Primer

Tools needed includes: a Grout Mixer, a Grout Float, a Trowel, a Square Trowel, a Laser Level, and a Ear Protection.

Mixing the Plaster:

- Ensure the plaster is well mixed before application.
- Apply the plaster in thin layers to avoid cracking.

Applying the First Coat of Primer:

- Make sure the primer is well applied to create a smooth surface.
- Allow the primer to dry before applying the next coat.

Ravel Viirsalu - 2 years ago

Who needs scool when ya got youtube :D
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?

Go to 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)

(AHEA, 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)
“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)
But…Ireland is still addicted to the exam (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!

Go to Slido.com and enter the code #337
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 ahea.ie/aishe
Thank You
For Listening!

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References


- IUA. (2021). Your Education, Your Choice, Your Vision: Results of the Student Campaign run by the Enhancing Digital Teaching and Learning (EDTL) project, April – May 2021. IUA.

References Continued


