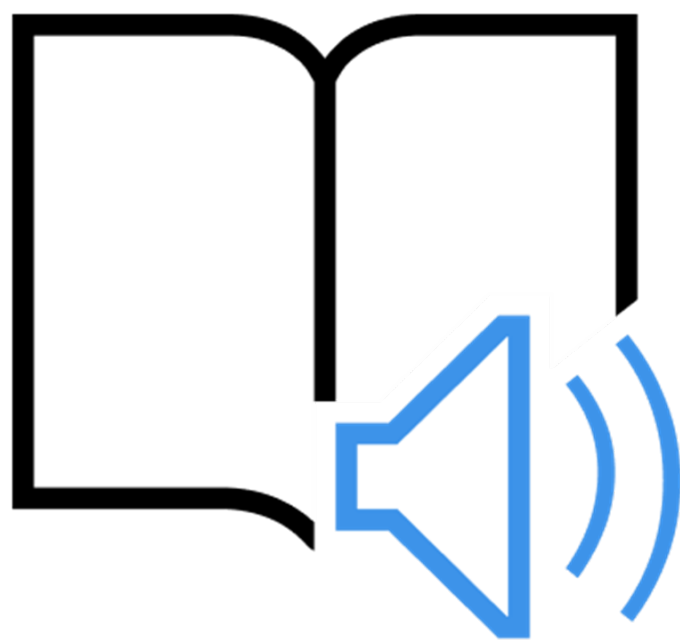


Abstract:

This interactive poster will demonstrate how I delivered Universal Design for Learning (UDL) to staff and students at Killarney Youthreach. My aim was to introduce accessibility features in everyday technology to support all learners to become expert learners. It will demonstrate how the intervention of Microsoft Immersive Reader was introduced to Killarney Youthreach and how it impacted on all staff and students.



Immersive Reader

Keywords: Universal Design for Learning, Student Engagement, Representation, Action and Expression




Implementation design characteristics:

- ✓The immersive reader tool allows flexibility in engagement and can address variability, diverse ways of learning and give my learners an opportunity to share what they know. I wanted my learners to have options or choices to find a path to engagement that worked for them.

My planned outcomes were:

- To give each learner and staff member training on how to use immersive reader.
- To be able to use immersive reader in the classroom.
- To use immersive reader in the home environment. .
- To use immersive reader using MS Teams, Microsoft Edge, Microsoft Word, Class Notebook, MS Forms, Outlook, and Office Lens.
- ✓I measured these outcomes through a series of reflective practices such as in-class discussion and MS Forms.



Outcomes and Measurements ?	Mapping to the UDL Framework	Where Next?
<p>I began a 4-week implementation programme on immersive reader.</p> <p><b>Week1:</b></p> <ul style="list-style-type: none"><li>• Identification of prior learning using MS Forms.</li><li>• Training delivered to staff and students.</li><li>• Support File set up on MS Teams and Sharepoint.</li><li>• UDL placed on Staff Meeting Agenda.</li></ul> <p><b>Week 2:</b></p> <ul style="list-style-type: none"><li>• Immersive Reader used in all classes.</li><li>• Used for proof reading and translation.</li></ul> <p><b>Week 3:</b></p> <ul style="list-style-type: none"><li>• UDL demonstrated at Staff Meeting.</li><li>• Revision class given to all students.</li></ul> <p><b>Week 4:</b></p> <ul style="list-style-type: none"><li>• MS Evaluation Forms sent out to all staff and students.</li></ul>	<div><div><div>Multiple Means of Engagement</div><div><div>CAST (2018)</div></div><div><div><u>Recruiting Interest</u></div><div>Checkpoint 7.1 Optimise individual choice and autonomy.</div></div><div><div><u>Engagement</u></div><div>Learners who are: Purposeful</div></div></div><div><div><div>Multiple Means of Representation</div><div><div>CAST (2018)</div></div><div><div><u>Perception</u></div><div>Checkpoint 1.1 Offer ways of customizing the display of information.</div></div><div><div>Checkpoint 2.3 Support decoding of text, mathematical notation and symbols.</div></div><div><div><u>Representation</u></div><div>Learners who are: Knowledgeable</div></div></div><div><div><div>Multiple Means of Action &amp; Expression</div><div><div>CAST (2018)</div></div><div><div><u>Physical Action</u></div><div>Checkpoint 4.2 Optimise access to tools and assistive technologies.</div></div><div><div><u>Action and Expression</u></div><div>Learners who are : Strategic</div></div></div></div></div></div>	<ul style="list-style-type: none"><li>• A specific timetabled UDL class for both Level 3 and Level 4 to begin next September.</li><li>• Set up UDL class for parents .</li><li>• At induction for incoming students, Level 4 group will demonstrate to new students how to use immersive reader.</li><li>• To include UDL induction as part of the Learning Support staff induction.</li><li>• To include immersive reader use in Level 4 Exams during QQI process.</li><li>• .To include immersive reader at Student Council meetings.</li><li>• .To build on UDL for the following year 2023/24 -to create Class Notebook and flipped classroom.</li><li>• To write UDL policy for Killarney Youthreach so it is incorporated in our working framework.</li><li>• To collaborate with other Youthreach centres on UDL.</li></ul>