Inclusive Assessment & Standards: Case Study Structure & Content Case Study

Title: **Embedding UDL practices through the use of OneNote to ensure inclusivity into assessment and standards in our ongoing teaching and learning process**

Organisation: Carrick on Suir Further Education & Training Centre, Tipperary Education and Training Board.

Background:

• What is the nature of the education and training context?

We are based in the Further Education and Training Centre Carrick-on-Suir under the auspices of Tipperary Education and Training Board. We offer fulltime and part time courses from non-accredited Community Education to QQI accredited Levels 1 to 6. Our centre also delivers numerous courses to ESOL learners. In 2024 we will be starting two new Electrical Apprenticeship classes.

Embedding UDL practices using One Note has been centrally key to the development and success of our two fulltime courses. These courses are offered at Level 4 and Level 5 to learners. The level 4 course is a full award in Employment Skills and offers the learners the opportunity to upskill in a range of modules over 2 years including subjects like Teamworking, Communications, IT skills, Web Design and Computer Applications amongst others. The Level 5 Business and Office Administration full award is a one-year course that provides the learner with training in various business modules, giving the opportunity to find employment or progress onto Higher Education after they graduate. These two courses are the focus of our work and development in the area of embedding UDL practices through OneNote.

• Who are the learners?

Our fulltime Level 4 and 5 Learners are participating in the Vocational Training and Opportunities Scheme (VTOS) courses to improve their general level of Education. These learners are seeking to develop their skills to ready

themselves for employment, self-employment or further education and training. Our learning community includes learners with different academic skills, ages, and cultural backgrounds. Our learners have different digital, technological, and learning abilities. UDL allows for all our learners to access education and to achieve throughout this initiative.

• What are the challenges?

Some of the challenges we faced were additional educational needs, language barriers and technology barriers. Some of the learners had language barriers and at the start this was proving to be a challenge for them, however the use of the translator tool soon made this easier. Secondly, our learner's range in age from 18 – 65+ and there were barriers to technology for some of them. We took the time to sit down and work individually with those who struggled with technology, and they often came to our OneNote drop-in clinics if they had any questions. Lastly, we found that using OneNote helped our learners with additional education needs because it allowed us as teachers to personalise their learning for them.

Aims:

• What was the rationale for the initiative?

The rationale behind embedding UDL practices into OneNote began when the teachers on the full-time courses completed their UDL Badge. We implemented the UDL practices into our everyday teaching and learning with the use of our OneNote E-Portfolios. We believe that inclusivity is important for promoting equity and diversity in education and it also enhances student engagement, motivation, and their learning outcomes.

• What were the aims for the initiative?

The aims were:

1. To use a variety of teaching methods to ensure learners overcome any barrier they may have to learning
2. To give equal opportunities to all.

3. To allow learners flexibility to adjust to their own strengths and needs while learning.
4. To embed the three principles of Universal Design for Learning into our OneNote E-Portfolio, thus ensuring that the learners were getting the best opportunities possible to succeed.

Implementation:

• What steps were taken?

1. OneNote was on our Agenda at all staff meetings for our Teaching and Learning Initiative.
2. Each staff member was provided with OneNote Training as part of CPD to be fully able to utilise the resources available to them to incorporate an E-Portfolio approach to all teaching, learning and assessment.
3. Each staff member completed and received their UDL Badge to ensure the knowledge and understanding of using UDL in practice
4. Learners were provided with training days as part of induction to fully understand the use of OneNote

• Who was involved/consulted?

All three teaching staff members, Course Co-ordinator and the learners were involved daily. The Tipperary ETB QA office was consulted to ensure all relevant criteria for assessment were being met. Course co-ordinator was a member of the UDL Implementation committee working closely with staff and feeding back positive results from our centre to this management initiative.

• What was the timeline?

March 2020 learners were introduced to OneNote

September 2020 learners trained on OneNote as part of induction

September 2020 all staff were trained on using OneNote – training is ongoing throughout the year for staff.

October 2020-Decemeber 2020 One staff member and Co-ordinator complete and receive UDL Badge.

September 2021 – Teaching and Learning initiative for the year to incorporate UDL in OneNote for all teaching, learning and assessment activities.

October 2021- December 2021 – Two staff members complete and receive their UDL Badge

September 2021 – May 2022 – Teaching and Learning focus for the year - Adopting the UDL Principles throughout our Teaching, Assessment and Feedback (See Appendices)

September 2022 – May 2023 – Teaching and Learning focus for the year - Streamlining the OneNote and incorporating Feedback and Reflection within OneNote (See Appendices)

October 2023 – One Staff member completed the UDL Facilitator Badge

Outcomes:

• What were the key outcomes?

- **Inclusive Assessment Design**: OneNote provides a versatile platform for educators to create and customise assessment materials. Its collaborative features allow teachers to design assessments that cater to diverse learning needs. For instance, educators can embed multimedia elements, such as videos, audio clips, and images, to accommodate various learning preferences.
- **Flexible Assessment Delivery**: With OneNote, educators can distribute assessments digitally, making them accessible to all learners. Whether learners use assistive technologies or prefer different devices, OneNote ensures equitable access.
- **Feedback and Annotation**: Educators can provide personalised feedback directly within OneNote. This feature benefits learners with different abilities, as it allows for detailed comments, suggestions, and corrections.

- **Collaborative Assessment**: OneNote facilitates collaborative assessment tasks. Learners can work together on projects, share ideas, and co-create content. This collaborative approach fosters inclusivity and encourages peer learning.

Universal Design for Learning (UDL):

- **Multiple Means of Representation**: UDL emphasises presenting information in various formats. As teachers we can use OneNote to create diverse and individualised content, including text, visuals, and interactive elements. This approach ensures that all learners can access and comprehend the material prior to and during each lesson. Learners can change font size/colour/text to suit their own needs. OneNote provides the option for translating course material into different languages. Teachers keep course material organised and can provide reference sheets and samples of practice in an easily accessible and organised approach for learners. OneNote has tools like Immersive reader, transcribe and Math Assistant to aid comprehension.
- **Multiple Means of Engagement**: UDL encourages varied ways to engage learners. OneNote's interactive features, such as quizzes, polls, and discussion boards, promote active participation. Teachers adapt these tools to meet individual preferences and abilities. Providing options for sustaining effort and persistence teachers provide To-do checklists for goal setting throughout the course work. Teachers provide learners with a weekly planner to guide the learner through course material and content. Ongoing feedback provides learners with the option to pause and reflect on their work.
- **Multiple Means of Expression**: OneNote allows learners to express their understanding using different modes—written responses, audio recordings, or visual presentations. UDL recognises that learners have unique strengths, and OneNote accommodates these diverse means of expression.

• What was the impact?

The impact of this initiative has enhanced accessibility and inclusivity in the learning throughout both courses provided within the centre.

For teachers:

There has been an increase in engagement of learners due to the learner having multiple ways to access the curriculum. We have seen an increase in understanding of theoretical knowledge as we can have a variety of ways for learners to demonstrate understanding and comprehension. Our own teaching practices have been tailored and enhanced through continuous reflection.

 For learners:

It has improved learners' engagement, understanding and success. It has allowed for more individualisation of course materials to challenge different learners to succeed. It has also allowed for learners to have a more personalised education that is relevant to them and their future.

• Are there any future plans for the initiative?

To continue to train and upskill in the areas of OneNote and UDL. We are continually incorporating innovative technology such as AI (Artificial Intelligence) apps into our teaching and learning through the lens of UDL and E-Portfolios. We are also sharing our practices with our colleagues within the organisation.

Reflections:

• What worked well?

The participants also reported that OneNote and UDL enabled them to facilitate more interactive and cooperative assessment activities that encouraged the learners to work together, share ideas, and provide peer feedback.

- What were the biggest challenges?
  - Initial introduction and training of staff due to time constraints.
  - Ensuring all learners had the appropriate technology to access the information both in class and at home
  - Streamlining the E-Portfolio for assessment purposes
  - Finding EA's that are proficient in E-Portfolio assessment.

- What could be improved?

Encouraging the students to become more creative in the representation of their work.

- What did you learn from it?

Using UDL within OneNote to provide different levels of challenge and support for students, gives them choice and voice in their learning and assessment journeys. It supports and promotes engagement and collaboration which ultimately ensures inclusivity in assessment and promotes high standards throughout.

Appendices:

Teaching and Learning Initiatives:

VTOS Staff Notebook ∨
_Content Library

| Dates and Deadlines | Timetables • | Policies • | Covid 19 | IV and EA Process | Staff Meeting minut... • | Calendars • |

Teaching and Learning Focus for 2021-2022

Tuesday 1 June 2021   10:29

Adopting the UDL Principles throughout our Teaching, Assessment and Feedback:

Provide multiple means of
Engagement →

Affective Networks
The "WHY" of learning

Teaching: (UDL - Engagement)

❋ Using many different teaching methods within our teaching
❋ Providing information and notes in different formats - video, ted talks, YouTube clips, handouts, diagrams, PowerPoints, voiceovers etc
❋ Using the platforms of OneNote, PowerPoint, Forms, Padlet etc to get learners collaborating on tasks and hopefully learning from one another to foster a sense of community within the classroom
❋ Examples where this has worked best over the last two years - coffee mornings, production of magazine, Christmas Eve Boxes, customer service field trips

Provide multiple means of
Representation →

Recognition Networks
The "WHAT" of learning

Assessment: (UDL - Representation)

❋ Providing learners with opportunities to present their work in different methods - PowerPoint, Word, Video, Poster.
❋ All work can then be uploaded to OneNote so different methods within the same brief can also be accepted.
❋ This will require including in briefs the different methods of representation the learner can hand up work.

Provide multiple means of
Action & Expression →

Strategic Networks
The "HOW" of learning

Feedback: (UDL - Action & Expression)

Teaching and Learning Focus for 2022-2023 - OneNote

Search

File   Home   Insert   Draw   History   Review   View   Help   Class Notebook

VTOS Staff Notebook ˅
_Content Library

Dates and Deadlines | Timetables • | Policies • | Covid 19 | IV and EA Process | Staff Meeting minut... • | Calendars

Teaching and Learning Focus for 2022-2023

Wednesday 16 November 2022   14:48

- ## Streamlining the OneNote

- ## Feedback and Reflection within OneNote

FH

Assessment Criteria ①: Relevant Information Appropriately Presented and Collected	Maximum Marks	Feedback	
a) Work Clearly Presented b) Relevant Information gathered and sourced - Reference Page	5	☐ ☐ ☐ ☐ ☐	

Assessment Criteria ②: Comprehensive understanding and knowledge of topic clearly demonstrate	Maximum Marks	Feedback	
a) Complete a short introduction to the company, including the type of organisation ownership. Give some advantages and disadvantages of it being this type of organisation ownership. b) Develop a simple organisation structure chart and give information on how the organisation is structured. c) Name and explain the main functions of two departments (other than HR Department)within an organisation. d) Explain the main functions of the Human Resource Department within your chosen organisation. e) Discuss and give the main points of two pieces of legislation underpinning Human Resource Management. f) Develop the PEST + C of this organisation - complete in word and print	20	☐ ☐ ☐ ☐ ☐	

Samples of E-Portfolio

File   Home   Insert   Draw   History   Review   View   Help   Class Notebook   Table

Training OneNote Notebook ⌄ | Timetables | **Weekly Planner and Checklist** | + | _Collaboration Sp...   _Content Library   _Teacher Only

Weekly Class Planner

Day	Module	Module	Module	Module	Module
Monday	**Insurance** **Learn Insurance terms using quizlet** https://quizlet.com/join/HdZDMhtbX	Goal Setting	**Enterprise** Types of Funding Available		
Tuesday	**Insurance** **Pairwork on Insurance terms** https://quizlet.com/join/HdZDMhtbX **Regulatory Framework of Insurance** Link Here	**Word Processing** **Section 4 - Working with Objects** (1-4) **Exercise book** **Exercise Booklet**			
Wednesday	**Work Experience** Intro to brief Brief 1 Planning and Preparation Personal Profile **Personal Profile** Potential employment profile Potential employment and				

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Training OneNote Notebook ⌄   **Team 1**   Team 2   +
_Collaboration Space

Brainstorm for Teamwork Activity

Wednesday 31 August 2022   12:13

Reponsibility

AC

Responsibilities for Class:

☐ Susan - Inform all classes of date
☐ Amy - Buy all ingredients needed for cakes etc
☐ Fiona - Organise the room and decorations

⭐ **List of Things to buy?**   AC

Coffee/Tea
Milk
Biscuits ✓
Table cloths
Paper cups ✓
Paper plates ✓
Sugar ✓
Milk
Napkins
Fizzy drinks

File   **Home**   Insert   Draw   History   Review   View   Help   Class Notebook

Paste	Cut / Copy / Format Painter	Calibri 11	B I U ab x₂	Heading 1 / Heading 2	☑ To Do (Ctrl+1) / ✕ Not Done (Ctrl+2)	To Do Tag	Find Tags	Email Page	Meeting Details	Dictate	Transcribe
Clipboard		Basic Text		Styles	Tags			Email	Meetings	Voice	

Training OneNote Notebook ⌄   ↰
_Content Library

| **Enterprenurial Skills** | Communications | Bookkeeping | Word Processing | Workplace Safety | + |

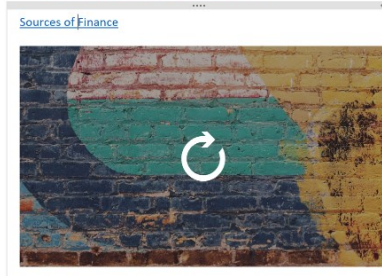# Types of Funding Available
Thursday 18 March 2021   11:27

Sources of Finance

Business Studies - Sources of Finance: Business Exam Tips

Click into the following Padlet and comment under each section

Sources of Finance

Main sources of finance available to an organisation

Short-term sources	Money repayable in one year or less	
Sources	**Explanation**	**Cost**
Bank overdraft	A business is given permission by a bank to withdraw more than it has in its current account up to a set limit.	Repay with interest.
Trade credit	Being able to buy stock now and pay the seller later (usually a maximum of ninety days)	No cost (though the organisation might lose a cash discount).
Credit or charge card	This is where the business uses a credit card such as Visa or a charge card such as American Express to pay bills now and repay the card company at a later date (approximately thirty days).	High interest charged on unpaid balances. Government tax.
Accrued expenses	Allowing bills to go unpaid for a period of time so as to pay other bills.	No cost, but can effect credit rating.
Stock financing	Where the business uses its stock as security for a short-term loan from a bank.	Repay with interest.
Medium-term		

Discuss in class:
Name three sources of finance, from private or public sources, where a start-up company may acquire finance:

-
-
-

Click on the following Link to Play

Play Kahoot! - Enter game PIN here!

Pairing Activity