

About this publication

Inclusive Assessment and Feedback: Universal Design Case Studies from IADT and UCD includes fifteen case studies showcasing some of the innovative work happening in this area. We also provide an introduction to this field, clear principles and easy to follow steps to improve inclusive practice in your teaching and learning work.

This publication is part of a series published by UCD Access & Lifelong Learning. Our other publications include:

Padden, Lisa, O'Connor, John and Barrett, Terry Eds. (2017) **Universal Design for Curriculum Design: Case Studies from UCD**. Dublin: UCD Access & Lifelong Learning

Kelly, Anna and Padden, Lisa. (2018) **Toolkit for Inclusive Higher Education Institutions: From Vision to Practice**. Dublin: UCD Access & Lifelong Learning



Endorsements

As a University, we seek to diversify our student population, reducing the barriers for underrepresented populations and educating students from across the globe. We do this because diversity is a key enabler which allows us to be excellent in what we do. Such diversity translates to variety that must be recognised. Variety in learning styles; variety in cultural traditions and expectations; variety in how a student can best be given feedback or demonstrate their learning. Inclusive Assessment and Feedback: Universal Design Case Studies from IADT and UCD gives practical examples of how we can adapt and implement universal design principles for assessment and feedback, recognising that all students are different and designing our curriculum, assessment and approaches to reflect this reality.

Professor Mark Rogers

Registrar & Deputy President, UCD

I welcome the publication of this book that highlights practices in both IADT and UCD that encompass a UDL approach to assessment. Teaching, learning and assessment is at the heart of what we do and our aspiration for our students is for all of them to reach their potential in a vibrant and challenging learning environment. The cases featured in this volume are a testament to the creativity, commitment and hard work of academic staff who are actively putting UDL principles at the core of their assessments in a way that facilitates students reach their potential.

Dr Andrew Power

Registrar IADT

I really welcome this innovative and useful publication that focuses on Universal Design. One of the best ways of getting those who have not engaged with Universal Design to engage, is to learn from the experience of their colleagues across a range of disciplines about how UDL has made such a positive difference to their assessment practices and more importantly to the impact it has on student learning. The case studies in this publication give some valuable steps to initiating this approach.

Dr Terry Maguire

Director, National Forum for the Enhancement of Teaching & Learning in Higher Education