

Embedding Trinity-INC principles into curricular evolution in the Discipline of Physiotherapy

The School of Medicine
Dr. Julie Broderick



DESCRIPTION

The project aims to embed Universal Design for Learning (UDL) principles into six key physiotherapy curriculum modules, fostering inclusivity and accessibility. By auditing and revising teaching and assessment strategies, it seeks to accommodate diverse student needs, enhance engagement, and establish a model for broader application across disciplines at Trinity College.

AIMS

- Conduct curriculum audits using the Canvas UDL Checklist
- Collaborate with module leaders to identify and implement UDL-focused changes
- Engage student partners for input and feedback throughout the project lifecycle
- Train involved staff and students on UDL principles and inclusive practices
- Document and assess impact via feedback and case studies

IMPACTS

- Enhanced inclusivity in teaching, learning, and assessment strategies for six key modules
- Improved accessibility and engagement for students from diverse backgrounds
- A documented report showcasing UDL implementation and its impact
- Exemplar model for embedding UDL principles applicable to other disciplines
- Creation of a community fostering inclusive practices within the School of Medicine
- Increased accessibility and representation in the physiotherapy curriculum
- Empowered students and staff with inclusive teaching and learning practices
- Strengthened student engagement and academic success for diverse learners
- Development of student partners as advocates for change in inclusive education
- Ripple effect of inclusive practices across other disciplines within Trinity College.

Scan the QR code to learn more about Universal Design for Learning

