

The Impact of the Universal Design Learning Model on Inclusive Education at CUHK

Vivian Lee

The Chinese University of Hong Kong, Hong Kong

Abstract:

Quality education is important to groom all students in the tertiary educational environment. To achieve quality education, we must ensure inclusive and equitable quality education for all students. Therefore, the readiness of teachers at CUHK to cultivate an inclusive study environment for all students is crucial. The current study will evaluate the understanding of the inclusive framework in Universal Design Learning (UDL) in terms of growth mindset, self-efficacy, self-regulation, and motivation for the university teachers in CUHK. This proposal aims to establish a one-stop interactive platform for teachers at the university with a view to increasing their awareness of UDL in supporting students with or without Special Education Needs (SEN), as well as communicating and sharing their experiences in accommodating these students. A series of workshops will be organized to promote the UDL framework. The micro-modules will be generated on the webpage as learning materials for teachers. Two evaluation surveys for teachers and students will be conducted to evaluate the UDL inclusive practice in the university with a view to establishing an inclusive campus environment. We also recognize the teacher's support to SEN students. Most of the studies in special education examine the learning needs and support of students with SEN, but fewer studies investigate teachers' beliefs and attitudes toward inclusive education such as their mindset toward students with SEN, their teaching efficacy, self-regulation when confronted by students, as well as their motivation in teaching students with SEN in higher education. Therefore, the current project also evaluates the impact of UDL on the changes of teacher's mindsets and the support to SEN students.