

Creating a New Inclusive Wave in University Language Education

Use Universal Design for Learning (UDL) and challenge ourselves to create classes that considers the diversity of students in university education

At universities there are students with a range of characteristics, such as developmental disabilities and physical disabilities, and there are also a great number of international students enrolled as well. As the principal investigator, I am engaged in practical research employing Universal Design for Learning (UDL) to provide classes suited to each student. UDL is a theoretical framework that aims to create an environment where diverse students can learn together. I have implemented class improvements using UDL in the English language subjects that I teach, and further, I am aiming to expand my research through collaborations with elementary, junior, and senior high schools, as well as other universities.



Principal Investigator

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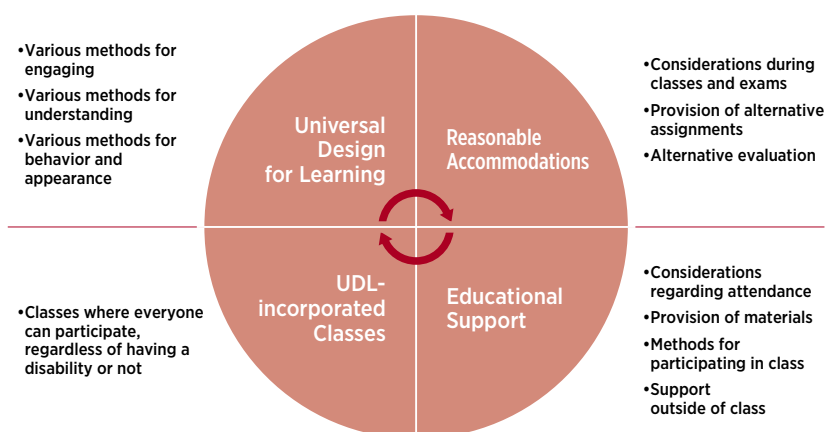
“My experiences to date of meeting many students have made me aware of the need to make the educational environment overall more inclusive.”

Forge a new path with practical research in linguistics using UDL, which has little precedent in university education

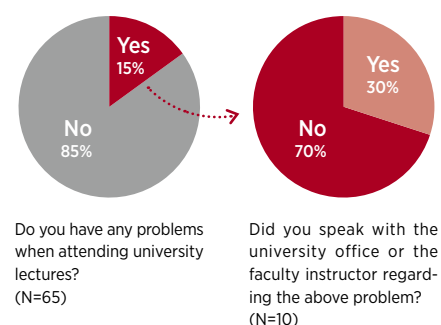
As the principal investigator, who is the Deputy Director for English Language Education at APU, I have responded to a variety of student needs and requests, and have seen firsthand that the number of students with unofficial or undocumented issues is increasing. It was from this feeling that I wanted to provide better education that was learner-centric, that I initiated this study. In the process of applying UDL, I realized there were methods that I had already put into practice, and I also encountered cases where just applying the theory as-is wasn't enough. Since there is almost no precedent of UDL practical research in university language education, all of the insights acquired through trial and error are novel and original to this study.

As the principal investigator, having engaged in language education from a multifaceted perspective, including research on nurturing self-directed learners, pre-enrollment education, and research on the effectiveness of overseas study, I have been involved in high school English language education and have served as a member of a third-party evaluation committee for educational institutions. Making use of my experience and insights, and of the multilingual and multicultural environment that can be found at APU, I have been working to create classes where students with diverse backgrounds can learn from one another.

Methods to Guarantee the Participation of Diverse Students in Learning



Percentage of students who have some problem when attending a university lecture, but who are unable to discuss it



Efforts Towards Community Outreach

Promote practical research in collaboration with other educational institutions, and create a new wave in inclusive education for higher education

Practical research in linguistics using UDL in universities has just begun. Collaboration with other educational institutions in the future is essential. We can gain insights that will be useful in creating classes that considers the diversity of students through collaborations with elementary and junior high schools, where the practice of UDL is progressing. From the standpoint of high school-university connections, the importance of collaboration

with high schools will increase. Also, by working together with universities that are implementing similar initiatives using UDL in language education, it will be possible to develop effective educational models. Diversification will continue to progress in Japanese higher education, where I believe these research results will create a new flow of inclusive education and can provide us with important ideas.

