



## ABSTRACT

*After six years of engagement in the academic realm, familiar terms such as inclusivity and accessibility were all common to me but suddenly took a different meaning when I had embarked on my UDL odyssey. I feel that this is a beginning of a major transformation for me, as UDL is a way of life. In this portfolio I offer two sections. The first part explores and captures my interests and activities I would like to get my toes wet in. In the second section I offer a critical review and reflection upon the inclusivity and accessibility aspects of the EdTech training course as I enter into the EdTech world.*



Centre for  
Innovation in  
Learning and  
Teaching

## PROFILE

Yakhuluntu Dubazana is a well-rounded, stubbornly self - motivated intellectual omnivore with a plethora of serialized productivity. She has and continues to actively contribute to innovative development in learning in the Higher education, particularly the University of Cape Town through various trimodal pedagogical engagements either face-to-face, synchronous and asynchronous online. She collaborates closely with her peers, students and lecturers and makes significant contributions through brilliant research design and producing high quality work. She is working in concert with her MSc in Environmental and Geographical Science on a global collaborative project called Critical Zone: Coastal wetlands in South Africa and China (Shanghai). She is a Youth African Leaders Initiative (YALI) alumnus and her purpose is engraved in empathy and social transformation as a gateway to prosperity and economic transformation. She has close to three years in working as a consultant at the Writing Centre. Currently she has stepped onto the EdTech world and hopes to champion provision of inclusive and accessible educational support through UDL principles at UCT.

## WHAT ARE YOUR EDTECH WORK INTERESTS?

- **Communication/Presentation of content:** I have faith in my ability to articulate information into knowledge intuitively, but I must admit that I still grapple with my unstable relationship with anxiety and unknown fear of public speaking. My stance is that in order to overcome this high-end opportunity I need to deliberately take on responsibilities of this position that will allow my verbal participation and therefore forge my way forward. Therefore, in this EdTech role I glamourize my higher self-sharing knowledge and delivery carefully constructed content to a wide range of audience from Lecturers, students and colleagues. I could say that beneath

this seemingly shy young professional is a curious, expressive lifelong learner.

- **Redesigning of instruction:** As an EdTech advisor my great urgency is to initiate and negotiate innovative suggestions to guide lecturers into adopting the UDL principles. I believe that my experience at the Writing Centre has afforded me spontaneous awareness and I have become acquainted with student learning needs and capacities at personal, physical, cognitive and psychosocial levels.
- **Writing and language strategies:** I am a not so sure how this can play out. This sparks relatability in that I have overcome numerous challenges in the academic space one of them being language barriers and writing obstacles as a non-native English speaker. I feel that sometimes setbacks in student learning could be due to "superiority/inferiority complex"
- **Technical support**
- **Reformatting/Improving digital accessibility:** I strongly believe that faculties and departments can level the playing field by incorporating the digital accessibility guidelines.