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## **An Equity-Centered Model for Learning Strategy Support in Post-Secondary Education**

**Carolina Galaz , Carolee Clyne**

*Okanagan College, Canada*

### **Abstract**

Equitable learning support in post-secondary education requires approaches that recognize the diverse contexts, disciplines, and lived experiences of learners. This poster presents an equity-centered model for individualized learning strategy support informed by the principles of Universal Design for Learning (UDL). This model is implemented through one-to-one sessions with students in science, technology, trades, health, arts, and ESL programs. Rather than applying standardized interventions, the model aligns with UDL by prioritizing learning agency, listening, contextual inquiry, and co-design of learning strategies based on each learner's time constraints, learning environment, available resources, and goals. Strategies such as visual schedules, goal setting, focused study techniques, and mindset reframing are introduced in small, manageable steps to support accessibility, engagement, and sustainability. Drawing on aggregated practice-based data and reflective observations, the model illustrates how personalized, UDL-informed learning strategy conversations can reduce barriers, support motivation, and foster self-regulated learning across diverse student populations.

**Keywords:** Learner Variability; UDL; Engagement; Learner Agency; Self-Regulation