**Towards implementing UDL in teacher preparation: prospects and challenges in project-based assessment**

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Abstract

The Universal Design for Learning (UDL) framework has emerged as a critical component in contemporary pre-service and in-service teacher preparation in Morocco. It focuses on fostering inclusive and adaptable teaching practices. In this vein, this study examines the implementation of UDL through project-based assessments (PBA) to promote inclusive teaching strategies. For example, teachers worked in teams to design posters addressing diverse learner needs, using tools such as Google Classroom, Menti, Padlet, and Jamboard etc…. Employing a mixed-methods approach, the study highlights key benefits, including enhanced student engagement and individualised instruction, while also identifying challenges, such as minimal systemic support and inconsistencies in grading practices. The research offers strategies for overcoming these barriers and showcases successful implementations at institutions like Mary Lou Fulton Teachers College (MLFTC) at Arizona State University. This study will be presented in the form of a poster, with future directions emphasising the critical role of technology and policy in scaling UDL for inclusive classrooms.

**Keywords**: UDL, project-based assessment, pre-service teacher education, inclusive education, educational technology