From Theory to Practice:
Faculty Implementation of
Universal Design

AHEAD Conference
Charlotte, NC
July 18, 2007

Panelists & Moderator

- Cathy Schelly
- Martin Patwell
- Emiliano Ayala
- Christopher Lanterman
- Marla Roll
- Craig Spooner
- Julia Kothe

Moderator

Cathy Schelly
Director, Center for Community Partnerships
Faculty, Dept. of Occupational Therapy
PI, The ACCESS Project
Colorado State University
Panelist

**Martin Patwell**  
Director, Disability Services  
West Chester University of Pennsylvania

Panelist

**Emiliano Ayala**  
Associate Professor School of Education  
EnACT Project Director  
Sonoma State University

Panelist

**Christopher Lanterman**  
Faculty, Special Education  
Northern Arizona University
Panelists

**Marla Roll**  
Director, Assistive Technology Resource Center  
Colorado State University

**Craig Spooner**  
Professional Development Coordinator  
ACCESS Project  
Colorado State University

Facilitator

**Julia Kothe**  
Assistant Director, Center for Community Partnerships  
Self-Advocacy Coordinator, ACCESS Project  
Colorado State University

Agenda

- Meet the Panelists
- Video introduction to UDL/UDI/UID
- Questions to Panelists & Group Discussion
- Role-Playing Activities
Video

“Best Practices through Universal Design for Learning”

Colorado State University
13 minutes

Video

Video available on DVD and on the web:
accessproject.colostate.edu/video/

Q & A Format

1. Moderator presents question
2. Panel responds
3. Audience offers comments/questions
4. Panelists offer final comments
UDL Stakeholders

1. Faculty
2. Students
3. Disability Service Providers
4. Teaching and Learning Centers
5. Student Affairs
6. Technology Staff
7. Tutoring, Supplemental Instruction and Peer Mentoring Providers

UDL Stakeholders

1. Faculty
   - Diverse content areas (e.g., hard sciences, art, exercise and sports science, English, music, business)
   - Modes of delivery (e.g., on-line courses, large lecture hall, small graduate seminar courses, etc.)
   - Faculty for whom English is not their first language

UDL Stakeholders

2. Students
   - Students with a self-identified disability
   - Students with learning challenges who have not self-identified
   - Student without a disability
   - Students for whom English is not their first language
UDL Stakeholders

3. Disability Service Providers

UDL Stakeholders

4. Teaching and Learning Centers
   • Pedagogy
   • Faculty development
   • Best practices for higher education instruction

UDL Stakeholders

5. Student Affairs
   • Housing (including RAs)
   • Enrollment Management/Services
   • Retention and Recruitment
   • Student Activities
   • Intercollegiate Athletics
   • Advocacy Offices
UDL Stakeholders

6. Technology Staff
   • Assistive Technology (AT)
   • Library
   • Central & College Computing Services

UDL Stakeholders

7. Tutoring, Supplemental Instruction, Peer Mentoring, and Other Academic Supports

Key Questions

1. What aspects of UDL most appeal to faculty?
2. What are the pitfalls of UDL implementation in higher education?
3. How do we know that UDL implementation is having a beneficial effect, and for whom?
4. What is the impact of UDL on student achievement?
5. What are the most effective techniques for disseminating UDL concepts/practices?
Key Questions

1. What aspects of UDL most appeal to faculty?
2. What are the pitfalls of UDL implementation in higher education?
3. How do we know that UDL implementation is having a beneficial effect, and for whom?
4. What is the impact of UDL on student achievement?
5. What are the most effective techniques for disseminating UDL concepts/practices?

UD Appeal (West Chester Univ.)

- increased motivation to learn
- improves classroom environment
- opens discussion into curriculum design
- Provides help with variety of students (adult learners, int'l, developmental, swd)

Appealing aspects of UD (Sonoma State Univ.)

- 98% of faculty felt it was important or very important to teaching/learning
- Offers practical framework on how to enhance the teaching and learning process
- Can apply to multiple disciplines
- Can benefit all students
- Technology appealing to most faculty
Key Questions

1. What aspects of UDL most appeal to faculty?
2. What are the pitfalls of UDL implementation in higher education?
3. How do we know that UDL implementation is having a beneficial effect, and for whom?
4. What is the impact of UDL on student achievement?
5. What are the most effective techniques for disseminating UDL concepts/practices?

UD Pitfalls
(West Chester Univ.)

- “Messy learning”
  (variety = inconsistency)
- Assessment concerns

Pitfalls of UD
(Sonoma State Univ.)

- Takes time to make course changes
- Not a panacea for all pedagogical issues
- Large classes are most challenging for UDL implementation
- Technology not always available
A Problem...

Sarah is Coordinator for Faculty Development and works closely with Charles who is Coordinator of Student Services. At a recent conference, Sarah heard about the concept of UD and would like to discuss collaborating with Charles on a series of UD workshops on their campus.

Question...

1. With UD being a relatively new concept on campus, where would you want to start to gain faculty buy-in?
Key Questions

1. What aspects of UDL most appeal to faculty?
2. What are the pitfalls of UDL implementation in higher education?
3. How do we know that UDL implementation is having a beneficial effect, and for whom?
4. What is the impact of UDL on student achievement?
5. What are the most effective techniques for disseminating UDL concepts/practices?

Is UDL Beneficial?  
(Sonoma State Univ.)

- 92% of faculty report they are better prepared for teaching
- 72% report that they would have not made changes to their courses
- 95% reported more confident in grading
- 90% reported UD helped them better clarify course goals, assignments, etc.

Key Questions

1. What aspects of UDL most appeal to faculty?
2. What are the pitfalls of UDL implementation in higher education?
3. How do we know that UDL implementation is having a beneficial effect, and for whom?
4. What is the impact of UDL on student achievement?
5. What are the most effective techniques for disseminating UDL concepts/practices?
**Student Interviews**
(West Chester Univ.)

- N=172,
- 4 classes,
- size 15-79,
- intro to 300
- Music, Spanish, Comm., Soc work

**Student Surveys II**
(West Chester Univ.)

- enjoyed class 88%
- recommend to others 86%
- challenging (16-87%)
- engagement was (35-54%) - related to difficulty level and major
- capitalize on learning strengths (20-51%) - related to major
- structured (90-100%)
- choices not confusing (86-100%)

**Students Surveys III**
(West Chester Univ.)

- Capable of recognizing and commenting on principles
- Appealing, flexible and successful in conveying info
- Assessments offered choice (68%),
  - enhanced learning (70%),
  - good match to content,
  - easy to understand,
  - relied on students skills.
UD impact on student achievement
(Sonoma State Univ.)

- Increased course completion rate for SWD
- Increased GPA rates for SWD
- Greater satisfaction with the learning process

Key Questions

1. What aspects of UDL most appeal to faculty?
2. What are the pitfalls of UDL implementation in higher education?
3. How do we know that UDL implementation is having a beneficial effect, and for whom?
4. What is the impact of UDL on student achievement?
5. What are the most effective techniques for disseminating UDL concepts/practices?

Effective dissemination
(West Chester Univ.)

- Emphasize broad pedagogical benefit
- Vary presentation design
- Highlight discussion with colleagues
- Offer specific strategies
- Technology/web design
- Resources list
- Perspective shift
Dissemination (Sonoma State Univ.)

- UDL Workshops (face to face)
- Supplementary UDL training (computer-based)
- Faculty Learning Community
- Summer Accessibility Institute

Questions for Stakeholder Groups

- Who is, or should be, driving the dissemination and implementation efforts at your campus?
- Where are the bottlenecks and roadblocks to implementation?
- How can UDL implementation benefit disability services?

Online Resources for UD/UDL

Best Practices through Universal Design for Learning
- Authors/Agency: The ACCESS Project at Colorado State University
- URL: http://accessproject.colostate.edu/

An Introduction to Universal Design for Learning
- Authors/Agency: EnACT at Sonoma State University
- URL: http://drav.csumb.edu/udl3/
Online Resources for UD/ UDL

Equal Access: Universal Design of Instruction
  • Authors/Agency: DO-IT Project at University of Washington
  • URL: http://www.washington.edu/doit/Video/ea_udi.html

Universal Design for Learning
  • Authors/Agency: FAME at Ohio State University
  • URL: http://www.ohn.org/ILT/ada/Fame/udi/f2_11_145.html

Thank you