Presentation Notes: *UDL from Theory to Practice*

AHEAD Conference, 2007

**A. What aspects appeal to faculty?**

1. Increased motivation
2. Improved classroom environment
3. Improve curriculum design (proactive)
4. Reaches diverse student population (all students)
5. Important to teaching and learning process
6. Helps with tenure process
7. More effective technology (time saving)
8. Computer-based resources more accessible
9. Provides greater understanding of curriculum
10. Increase retention of information for students

**B. What are pitfalls?**

1. Messy, chaotic?
2. Assessment problems – how can we measure?
3. Takes time to make changes in classes
4. Not a pedagogical band aid for all issues
5. Large classes more challenging for UDL implementation
6. Technology not available (limited funds)
7. Not enough peer review for UDL changes
8. Solutions:
   a. Bring in outside peer institutions
   b. Show statistics-research on UDL effectiveness
   c. Show student perspective on UDL benefits
   d. Work with Academic Provost to include UDL as part of tenure teaching evaluation

**C. How do we know UDL beneficial?**

1. Sonoma State
   a. 92% faculty felt better prepared
   b. 95% faculty more confident grading
   c. 90% helped clarify course goals
2. Students spending less time on “process” and more time on content

D. What is impact on student achievement?

1. West Chester University:
   a. Enjoyed
   b. Structure fine
   c. Choices explained

2. Sonoma State:
   a. Higher course completion rate for students
   b. Increased GPA for students with disabilities
   c. Greater satisfaction with courses

E. Most effective dissemination

1. Sustainable training
2. (websites) UDL materials available through AHEAD?
   a. Universal design Education online (www.udeducation.org)
   b. University at Buffalo/State University of New York (Beth Tauke: tauke@buffalo.edu)
   c. Need to centralize UDL materials
   d. Resource: www.facultyware.uconn.edu

3. Workshops
4. Online training
5. Faculty Learning Communities
6. Summer Institute
7. Offer money for participation (grant)
8. Don’t call it “UD.” Link to pedagogy (use context that attracts)
9. Institutionalize through “best practices in teaching”
10. Embed into existing faculty development venues