Universal Design for Learning:
A framework for good teaching, a model for student success

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Big Question #1
Who are your students?

Today’s students are diverse
- Nontraditional
- Gender
- Disabilities
- Learning Styles
- Ethnicity & Culture
- Native language
Nontraditional Students


Nontraditional Students

- Highly motivated & Achievement oriented
  - Financial and family concerns are two of the biggest concerns
  - Stronger consumer orientation (education as an investment)
  - Need flexible schedules to juggle non-school-related commitments and responsibilities
- Value opportunities to integrate academic learning with life and work experiences
  - Want applicability to the real world
  - Prefer more active approaches to learning
- Relatively independent
  - Lack of an age cohort
  - Instruction appropriate for their developmental level

Men & Women at CSU

- Graph showing the number of undergraduate, graduate, and veterinary medicine students.
- Men and women are represented in different colors.

<table>
<thead>
<tr>
<th>Year</th>
<th>Undergraduate</th>
<th>Graduate</th>
<th>Veterinary Medicine</th>
</tr>
</thead>
<tbody>
<tr>
<td>1999-2000</td>
<td>5,700</td>
<td>1,400</td>
<td>100</td>
</tr>
<tr>
<td>2000-2001</td>
<td>6,000</td>
<td>1,500</td>
<td>120</td>
</tr>
</tbody>
</table>
Disabilities

- Both short-term and long-term, apparent and non-apparent
  - Mobility Impairments
  - Blindness/Visual Impairments
  - Deafness/Hearing Impairments
  - Learning Disabilities
  - Attention Deficit Disorder (ADD/ADHD)
  - Autistic Spectrum Disabilities
  - Traumatic Brain Injury (TBI)
  - Post Traumatic Stress Disorder (PTSD)

Disabilities

- National statistics:
  - 11.3% of undergraduates report some type of disability*
- Colorado State University
  - 7%–11% (ACCESS Project research, 2007-09)
  - Non-apparent disabilities are by far the largest proportion and growing
  - Only a small percentage seeks accommodations


Learning Styles

1. Visual
   - Visual-Linguistic (reading and writing)
   - Visual-Spatial (graphs and pictures)
2. Auditory (listening)
3. Kinesthetic (touching and moving)
Ethnicity & Culture

<table>
<thead>
<tr>
<th></th>
<th>CSU Students</th>
<th>CSU Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minority</td>
<td>13.6%</td>
<td>12.8%</td>
</tr>
<tr>
<td>International</td>
<td>3.5%</td>
<td>4.7%</td>
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</tbody>
</table>

Native Language

- Language barriers for both students and instructors
- Affects written and verbal communication
- Potential barriers to comprehension

Language Quiz 1

What is your good name, sir?

A. Full name
B. Last name
C. Nickname or pet name
Language Quiz 2

- I say there are 100 Krore stars in the sky. You say the stars number 10,000 Lakh.
- Do we agree?
  - Yes
  - No

Universal Design for Learning

Universal Design for Learning is a set of principles and techniques for teaching, creating inclusive classroom instruction, technology, and accessible course materials.

History of UDL

- Universal Design (UD)
  - Accommodate the widest spectrum of users without the need for subsequent adaptation
  - Public buildings, city streets, television, kitchen utensils...
- Universal Design for Learning (UDL)
  - Inclusive pedagogy
  - Applies to both teaching and technology
UDL: a framework for inclusive pedagogy

1. Information and concepts are represented in multiple ways and in a variety of formats.
2. Students are given multiple ways to express their comprehension and mastery of a topic.
3. Students engage with new ideas and information in multiple ways.

Representation

- Ideas and information are represented in multiple ways and in a variety of formats
  - Lectures are great!
  - Group activities
  - Hands-on exercises
  - Text + Graphics, Audio, Video
  - Usable electronic formats (e.g., Word, PDF, HTML)

Expression

- Students express comprehension and mastery in multiple ways
  - Oral presentation
  - Written essays
  - Projects/Portfolios/Journals
  - Performance
  - Multimedia (text/graphics/audio/video)
Engagement

- Help students get engaged in a variety of ways
  - express your own enthusiasm!
  - challenge students with meaningful, real-world assignments
  - give prompt and instructive feedback on assignments
  - make yourself available to students during office hours in flexible formats

The UDL Framework

![UDL Framework Diagram]

Big Question #2

Who are your students?

What are CSU's Goals?
CSU’s Strategic Goals

- Goal 5: Access, Diversity, and Internationalization
- Goal 6: Undergraduate Curriculum and Advising
  - 6.2: Enhance programmatic accessibility for students with physical, learning and other disabilities
- Goal 7: Active and Experiential Learning Opportunities
- Goal 10: Student Engagement Outcomes (curricular and co-curricular)

CSU’s Strategic Goals

- Goal 9: Learning Outcomes
  - critical thinking
  - writing
- Goal 8: Retention and Graduation
  - CSU’s first-year retention rate: 82%
  - 6-year graduate rate: 63%

ACCESS Project

- Target persistence and retention issues in “gateway” courses
- Scholarly research
- Partnering with TILT in dissemination
Big Question #3

Who are your students?
What are CSU's Goals?
What's your Instructional Philosophy?

The UDL Framework

Representation

Engagement

Expression

Thank you!

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