


**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?



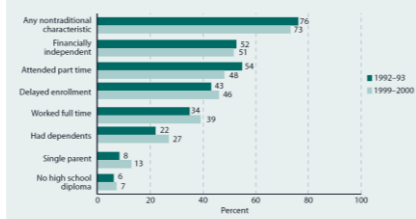
Today's students are diverse

- Nontraditional
- Gender
- Disabilities
- Learning Styles
- Ethnicity & Culture
- Native language



Nontraditional Students

Percentage of undergraduates with nontraditional characteristics: 1992-93 and 1999-2000



SOURCE: U.S. Department of Education, NCEES National Postsecondary Student Aid Study (NPSAS) 2000.

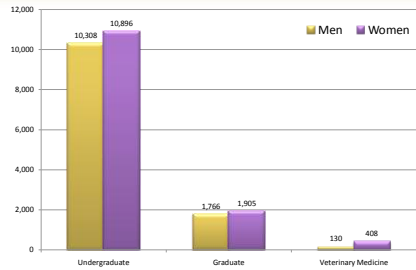


Nontraditional Students

- 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



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

*National Center for Education Statistics, 2008; U.S. Government Accountability Office, 2009



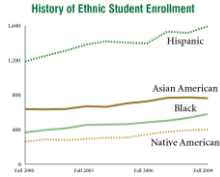
Learning Styles

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



Ethnicity & Culture

	CSU Students	CSU Faculty
Minority	13.6%	12.8%
International	3.5%	4.7%



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?
 - A. Yes
 - B. No




Universal Design for Learning

“ Universal Design for Learning is a set of principles and techniques for creating inclusive **teaching** **classroom instruction** and accessible **technology** **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

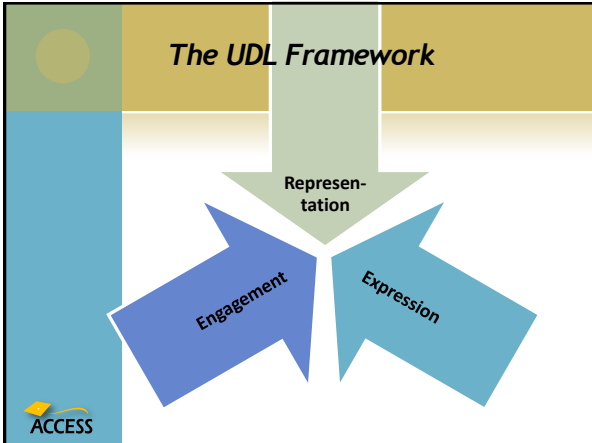
- ⊙ Students express comprehension and mastery in multiple ways
 - ⊙ Oral presentation
 - ⊙ Written essays
 - ⊙ Projects/Portfolios/Journals
 - ⊙ Performance
 - ⊙ Multimedia (text/graphics/audio/video)



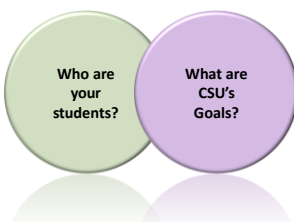
Engagement

- 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






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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