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


- 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

<table>
<thead>
<tr>
<th></th>
<th>Men</th>
<th>Women</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergrad</td>
<td>13,300</td>
<td>12,696</td>
</tr>
<tr>
<td>Graduate</td>
<td>3,106</td>
<td>3,204</td>
</tr>
<tr>
<td>Veterinary Medicine</td>
<td>408</td>
<td>408</td>
</tr>
</tbody>
</table>

Legend: [Men] [Women]
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
   a) Visual-Linguistic (reading and writing)
   b) 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>
</tr>
</tbody>
</table>

Native Language

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

Language Quiz

What is your good name, sir?

A. Full name
B. Last name
C. Nickname or pet name
I say there are 100 Krore stars in the sky. You say the stars number 10,000 Lakh.
Do we agree?

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

Seven principles of good practice in undergraduate education*

Good practice in undergraduate education:
- encourages contact between students and faculty
- develops reciprocity and cooperation among students
- encourages active learning
- gives prompt feedback
- emphasizes time on task
- communicates high expectations
- respects diverse talents and ways of learning

* Chickering and Gamson, 1986
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?
Thank you!

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