

**Expanding the World of Instruction:  
Faculty taking on  
Universal Design for Learning**

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*San Diego State University - Interwork Institute*

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**Objectives**

- ▶ Provide innovative examples of UDL
- ▶ Share how learning communities are being created
- ▶ Examine an evaluation model to inform a program

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**Program Anchors**

- ▶ Asset-Oriented
- ▶ Universal Design for Learning
- ▶ Scholar Program
- ▶ Collaboration
- ▶ Training and Focused Technical Assistance
- ▶ Evaluation

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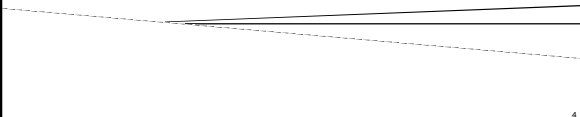
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**Diverse Scholars**  
[highered.sdsu.edu](http://highered.sdsu.edu)



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**Universal Design for Learning (UDL)**

- ▶ An approach to designing course instruction, materials, and content to make learning accessible to all students.



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**9 Principles of Universal Design for Instruction**

»» (McGuire, Scott, Shaw, 2003)



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## Equitable Use



- ▶ Training
- ▶ Copyright Permission
- ▶ Annotate Textbooks
- ▶ Teach Course

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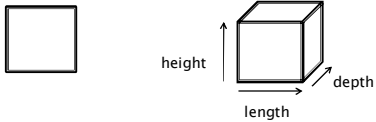
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## Flexibility in Use



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## Simple and Intuitive Use

Category	Outstanding 4 pts.	Average 3 pts.	Below Avg. 2 pts.	Poor 1 pt.
Well-prepared & organized	delivered in logical, interesting sequence- easy to follow presentation	delivered in logical sequence- easy to follow presentation	presenters jumped around- difficult to follow presentation	no sequence of information- cannot understand presentation

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Category	Outstanding 4 pts.	Average 3 pts.	Below Avg. 2 pts.	Poor 1 pt.
Completeness of Content	Thoroughly covered all required components	Covered most of required components, glossed over some	Did not follow format, glossed over most of components	Did not follow format, some components not covered at all

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### Perceptible Information

## WILDERNESS AND THE LEISURE EXPERIENCE

Larry Beck, Ph.D.

Welcome to "Wilderness and the Leisure Experience." My name is Larry Beck and I will be your professor for the semester. I hope this course is a different kind of learning experience for you. As you will see, the design of the course is somewhat unique. I have strived to create a course as meaningful and personally relevant as possible. The subject matter itself is fascinating and I hope you are inspired to feel similarly.



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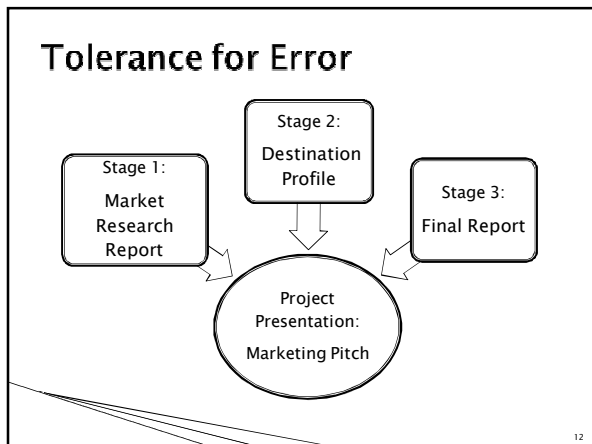
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### Low Physical Effort

- ▶ Curriculum design minimizes nonessential physical effort in order to allow maximum attention to learning.

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### Low Physical Effort

- ▶ Curriculum design minimizes ----- physical effort in order to allow maximum -----.

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### Size and Space for Use



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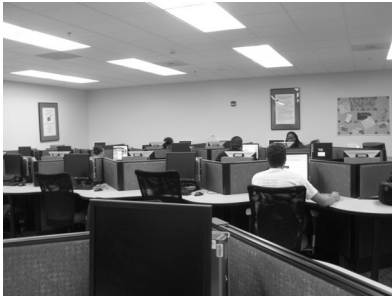
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### After



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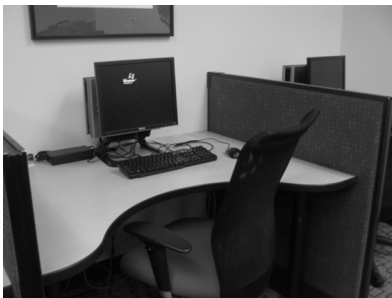
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### A Community of Learners



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## Instructional Climate

- ▶ *\*\*Students with disabilities who may need accommodations in this class are encouraged to notify the instructor and contact Disabled Students Programs and Services (DSP&S) early in the semester so that reasonable accommodations may be implemented as soon as possible. Students may contact DSP&S by phone at (619) 123-4567 (voice) or (619) 123-4578 (TTY for hearing impairments).*

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## Learning Communities



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## Faculty Learning Communities

- ▶ Co-learners
- ▶ Collective inquiry into teaching
- ▶ Achieve individual and group (university) goals

Koch et al. (2006)

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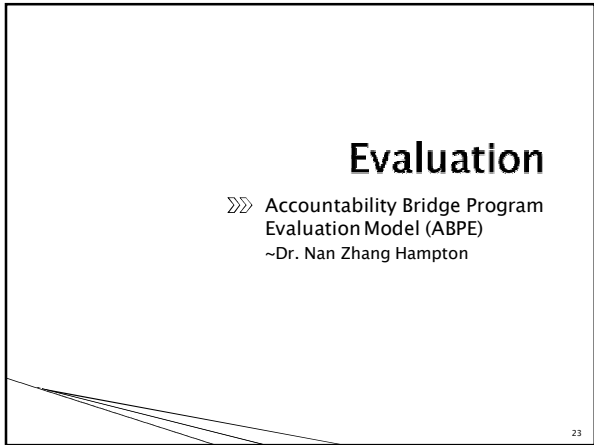
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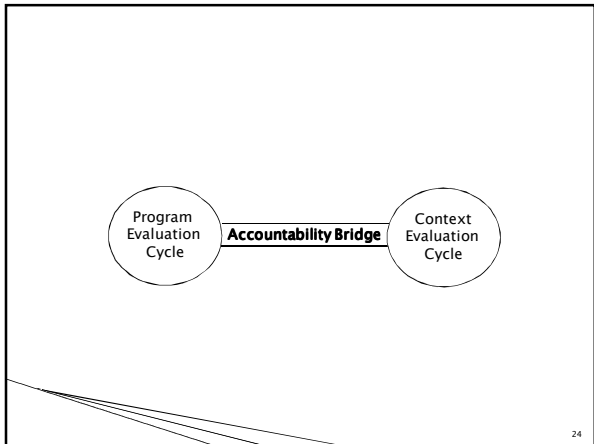
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### Workshop Evaluations

- ▶ Featured segments
  - Good to excellent - 95%
- ▶ Effectiveness of trainings
  - Very effective - 96%
- ▶ Comments
  - "...such a broad knowledge of the issue and the framework for implementation."
  - "Very well designed to assist attendees with some crucial information."

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### Outcomes: Mean Comparison

	Pre-test Mean	Post-test Mean	p
Awareness	11.63	14.27	<.01
Knowledge	9.2	13.01	<.01
Skills	14.98	19.6	<.01

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### Ongoing Assessment

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**Project Higher Education**

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