FACULTY RESPONSIVENESS TO STUDENT VARIABILITY: ACCESSIBLE INSTRUCTION FOR ALL

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At the end of this presentation participants will be able to:

- identify and/or refine approaches to instructional design that is proactive with the variability of students in mind
- identify and/or refine pedagogical practices that promote inclusive and accessible environments in the university classroom
- identify and discuss benefits, as well as barriers and solutions, in implementation of UDL in higher education
“...faculty who embrace the universal design paradigm proactively design courses to address a student body that is increasingly diverse with respect to race, ethnicity, native language, culture, age, learning style, background knowledge, ability, gender, veteran status, and other characteristics." (p. 31)

Burgstahler, S.E. (2015)
UDL IN TEACHER PREPARATION PROGRAMS

1. Effective pedagogy is a requisite for meeting the needs of a diverse teacher candidate population.

2. Bringing UDL in combination with evidence-based teaching practices to the forefront of discussion amongst teacher educators is a necessary conversation.
   - Highlights effective pedagogical practices
   - Provides opportunity for reflection and refinement of teaching practices.

3. As teacher educators, not only should we design our instruction with inclusion of all students in mind, but we should also model such practices with our teacher candidates.
COMPONENTS OF EFFECTIVE CURRICULUM:

1. **Goals** which provide appropriate levels of challenge and actively involve all learners

2. **Assessment** which is ongoing, flexible, and actively informs and involves learners

3. **Methods** which are adjusted continuously based on learner needs in an inclusive, collaborative environment

4. **Materials** which are flexible and varied to support all students learning

(Meyer, Rose, & Gordon, 2014).
### APPLICATION OF UDL

<table>
<thead>
<tr>
<th>Affective Networks: Multiple Means of Engagement</th>
<th>Recognition Networks: Multiple Means of Representation</th>
<th>Strategic Networks: Multiple Means of Action and Expression</th>
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</thead>
<tbody>
<tr>
<td>Assignment Completion and Assessment Options</td>
<td>Supportive Materials – before, during, and after class</td>
<td>Instructional Delivery</td>
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<tr>
<td>• Combination of tests, papers, projects (e.g., video, oral presentation, paper)</td>
<td>• Detailed syllabus</td>
<td>• Lecture, discussion, and small groups</td>
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<td>• Minimize time constraints</td>
<td>• Electronic course materials</td>
<td>• Cooperative learning</td>
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<td>• Choice of assignments to demonstrate learning</td>
<td>• Grading rubrics</td>
<td>• Multiple modes to deliver content</td>
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<td>• Captioned videos</td>
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“UDL MAY ENCOURAGE MORE INTENTIONAL, INCLUSIVE TEACHING PRACTICES”

(MASON, ORKWIS, & SCOTT, 2005)

Discussion:


1. What UDL practices do I already use in my classroom?
2. Which UDL supports do my students perceive as most beneficial?
3. Which practices and/or supports are realistic to implement given time constraints of planning and class time?
4. How do UDL practices pair with evidence-based teaching practices I already use?
1. What are **benefits** of implementing UDL practices for faculty?
2. What are **barriers** for faculty to implementation of UDL practices in higher education?
3. What **supports** are needed for faculty to overcome these barriers?
4. Do faculty have an obligation/responsibility to incorporate principles of UDL into courses to create an inclusive and accessible environment for students?
Discussion
RESOURCES AND REFERENCES

UDL and UDL in Higher Education:
- Access College: The Faculty Room
- Accessible Syllabus
- CAST: About Universal Design for Learning
- Fast Facts for Faculty
- DO-IT: The Center for Universal Design in Education

Suggested Texts: