**Student Perception of UDL Course Changes - I**

**Framing Question:**
How did students perceive the UDL course changes in terms of their success in the course?

**Method:**In their targeted UDL courses, instructors were asked to implement a minimum of three distinct course changes, one for each UDL principle. At the end of the term, students utilized the following scale to indicate how important the UDL course changes were in helping them learn.

**1 = Not Important; 2 = Somewhat Important; 3 = Very Important**

In addition, students were asked to provide narrative responses as to which changes were of the greatest importance in their course success.

**Results:**

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| --- | --- |
| **Gender**  | **Mean** |
| *Male (n[[1]](#footnote-1)=240)* | 2.37 |
| *Female (n=351)* | 2.57 |
| **Age**  | **Mean** |
| *18 to 22 (n=360)* | 2.46 |
| *23 to 27 (n=145)* | 2.51 |
| *28 to 37 (n=48)* | 2.58 |
| *38 and Older (n=24)* | 2.37 |
| **College Level**  | **Mean** |
| *Freshman (n=52)* | 2.52 |
| *Sophomore (n=78)* | 2.52 |
| *Junior (n=185)* | 2.46 |
| *Senior (n=163)* | 2.42 |
| *Graduate (n=109)* | 2.57 |
| **Disability**  | **Mean** |
| *Yes (n=40)* | 2.59 |
| *No (n=520)* | 2.47 |

**Analysis:**
A mean score of 2.49[[2]](#footnote-2) suggests that students viewed these changes as *somewhat important* to *important* in helping them learn. Though the students assessed the majority of changes as *important* in helping them learn, the changes that appeared to be of greatest importance included:

* *making course materials and content available online*
* *improving and making the syllabus more complete*
* *presenting the material using multiple instructional methods*
* *allowing flexibility for how students can demonstrate what they have learned*

**Summary:**

Students perceived that the UDL course changes were important in helping them learn and offered concrete examples of which changes were the most important. No significant differences were noted among student subgroups.

1. Ns based upon the number of students providing a rating for all three changes. [↑](#footnote-ref-1)
2. Mean score based upon adding the rankings for each of the three changes and dividing by three. Student must have provided a ranking for all three changes to be included in this analysis. [↑](#footnote-ref-2)