

**Dr. Margaret Price**  
***Design for Universal Access: Teaching All Students***  
**December 8<sup>th</sup>, 2011**

Attendance

- 92 individuals attended and 83 completed evaluations.
  - 38 were assistant professors, 20 were associate professors, 12 were full professors, 8 were administration, 1 was a visiting professor, 5 were lecturers, and 6 were staff, and 2 were graduate students.

Quantitative Results from the Evaluation Form

**I will be able to use the information that I learned today in my work at NDSU.**

		Frequency	Percent	Cumulative Percent
Valid	Disagree	6	7.2	7.4
	Agree	25	30.1	38.3
	Strongly Agree	50	60.2	100.0
	Missing Data	2	2.4	
	Total	83	100.0	

**I feel I have acquired new skills, information or understanding about changes I could make to create a more accessible learning experience for all students.**

		Frequency	Percent	Cumulative Percent
Valid	Disagree	6	7.2	7.3
	Agree	30	36.1	43.9
	Strongly Agree	46	55.4	100.0
	Missing Data	1	1.2	
	Total	83	100.0	

**I will be able to implement new strategies for working with students with disabilities as a result of my attendance at this lecture.**

		Frequency	Percent	Cumulative Percent
Valid	Disagree	7	8.4	8.8
	Agree	27	32.5	42.5
	Strongly Agree	46	55.4	100.0
	Missing Data	3	3.6	
	Total	83	100.0	

**I would recommend this lecture/workshop to others.**

		Frequency	Percent	Cumulative Percent
Valid	Disagree	6	7.2	7.3
	Agree	26	31.3	39.0
	Strongly Agree	50	60.2	100.0
	Missing Data	1	1.2	
	Total	83	100.0	

**How would you rate the overall quality of this lecture/workshop?**

		Frequency	Percent	Cumulative Percent
Valid	Below Average	4	4.8	4.9
	Average	8	9.6	14.6
	Above Average	33	39.8	54.9
	4.50	1	1.2	56.1
	Excellent	36	43.4	100.0
	Missing Data	1	1.2	
	Total	83	100.0	

### Qualitative Results from the Evaluation Form

1. What questions do you still have after attending this lecture about working with students with disabilities? Please list any areas that you would like to receive additional information about or that need further clarification.
  - I had to leave early, so a few only because I left.
  - Unclear quite who techniques are aimed at.
  - We are all not with disabilities, to some criteria. We are all with disabilities to some stricter criteria.
  - How to identify students with mental challenges.
  - Specific details on implementation.
  - Wish we had more time with her- good information.
  - Culture differences?
  - What do “info-graphics” look like?
  - I am still pondering how to practically implement universal design in an environment like Stevens Aud. (450 students).
  - How do you teach students to be patient with other (‘s) learning modes? Example: those who are frustrated during discussions because they prefer lecture or reading (or vice versa).
  - Brave to state Le Chatelic.
  - How do you retain consistency for the student while trying multi-modal learning?
  - How do the mental disabilities injure?
  - Distance students with disabilities and ideas for hybrid environments.
  - Take home points – try x, y, z; info was good. More for example changes give a specific scenario.
  - How to go about LID for math type courses?
  - On-line access issues.
  - How NDSU handles mental distress students during admission and registration? For example: A student coming from IEP from high school on ‘autism spectrum disorders’ – what is the procedure? Is there one in place?
  - I would love to learn more techniques and I will be looking up some of the references provided.
  - Excellent presentation!
  - Can universal design be applied to the tenure process for faculty?
  - Not sure yet how to open up the ‘classroom space’ Dr. Price was talking about. Will think about it...
  - Goes beyond just physical!
  - Syllabus of course design examples.
  - Too many definitions were given in the presentation which are not interesting to people who are not in social sciences. Want to see more examples. Real cases.
  - But how do you measure/asses student learning in multiple modes? The work environment for which we prepare students is not multiple mode.
  - The student don’t want to learn.
  - It is difficult to implement them all.
  - Specific examples and strategies used by the expert. What worked and what did not.
  - Identifying/cues when students don’t self-identify.
  - How would the information shared today be applied to faculty? What changes could NDSU administration make to make NDSU accessible to all faculty?
  
2. What do you think were the most helpful or valuable aspects of the lecture you attended today?
  - Try more creative teaching methods.
  - Non-academic things involved.
  - Some of recommendations (given in the handout also).
  - Universal design; specific suggestions for the classroom.
  - Good resources will also be helpful.
  - Applicable approaches.
  - Concrete suggestions for implementing Universal Design in the classroom. Wish we had a few more weeks left in the semester.
  - Practical and theoretical.
  - The type of communication that has to be made with the class.
  - Examples.
  - Loved the universal design discussion and great examples.
  - Just gave me things to think about with my teaching.
  - Conceptual change from accommodation to access.

- Additional ideas for delivery methods in class.
  - List of references.
  - Specifics for what to do Monday.
  - Focus upon improving learning for all students.
  - Gave me some new ideas for class assessment.
  - Challenging the way we think about students with disabilities in the classroom.
  - Examples; handout.
  - Reflecting on own practices and ideas for revisions to make accessible to all.
  - Practical tips/ brainstorming.
  - The speaker was excellent.
  - Examples.
  - Well prepared talk. Good reference list. Concrete examples for ‘action.’
  - The practical ideas of things to try.
  - The idea of universal design in connection with access.
  - Practical ideas; realistic expectations.
  - Ideas to provide more vehicles for learning in my classroom.
  - Concrete strategies.
  - Thinking about classroom instruction and student participation in a new and inviting way. Helpful ideas that I will implement in my classes.
  - Examples of how to make a universal design classroom.
  - Ideas about broadening participation. Make it clear everyone learns differently and has different requirements.
  - Giving the students the option to ‘shape’ the syllabus.
  - More student need assistance not just disability students.
  - Helped me recognize and reflect on unconscious assumptions I make about how I interact with faculty staff and students.
  - Handout a space for notes.
  - Concrete examples.
  - Illustrations she used.
  - Ideas presented – stimulated thinking process for different classroom audiences.
  - Efficient/effective student feedback devises were intriguing.
  - ‘Universal design’ for learning rather than marginalizing individuals.
  - Universal design.
  - Too technical. NOT enough examples to be engaging.
  - Universal learning includes using multiple channels of feedbacks.
  - Not a whole lot.
  - Practical recommendations.
  - Concrete suggestions.
  - Universal designs ↔ participatory design.
3. How could the FORWARD lecture series be improved to be more beneficial to you? What recommendations do you have for future lectures?
- More interaction with the presenters.
  - More.
  - Strategies for mentoring junior faculty members (or those at the same rank).
  - Diversity in topic.
  - Have more high quality topics like this.
  - Continue with this standard of quality.
  - More interactional and engaging speakers like Dr. Price.
  - Not sure, continue to vary topics and approach.
  - I’ll take this lecture to China and practice in Chinese classroom.
  - Invite people from outside the campus.
  - Same.
  - Ask the expert to talk about implementation strategies. Many people discuss/work at the table is a waste of time. Spend the expert’s time and time of audience effectively.
4. Please provide any additional comments you have about today’s lecture and/or the FORWARD program in general below or on the back of this page.

- Good goals.
- Some people are not good at verbal expression, but excel in writing...to communicate.
- The speaker was much better when she was talking with rather than reading to the audience.
- It would be helpful to have best practices or tips available.
- Thank you for opening my eyes about universal designs – I was strongly ‘reactive’ prior to today.
- Excellent speaker and topic. NDSU does well accommodating students with disabilities, yet does not support faculty with invisible disabilities through the tenure process.
- Very good!
- This semester, all pedagogical luncheons have been scheduled on Tuesdays or Thursdays. It is difficult for me to attend the whole seminar because I have a class at 12:30. Is it possible to schedule the series on other days in spring? Thank you.
- The speaker spoke clearly but could cut down reading and speaking and engaging audience more.
- This is a good lecture.
- I had come with high expectations.
- One of the best this semester.