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Universal Design for Learning in Stats

The last few times I have taught Statistics courses, I've employed several Universal Design for Learning (UDL) principles to make it more equitable, including multiple ways to access course material, demonstrate engagement, and submit assessments. As it turned out, students this term who normally require several accessibility accommodations was able to engage with my course exactly as it was designed, because the barriers they normally face were already removed. In this talk I will share my approach and overall thoughts.