Universal Design for Learning: Its Impact for Enhanced Performance in General Psychology

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Abstract : This study examined the learning performance in General Psychology of 297 freshmen of the CPSU-Main through the Pre and Post Tests. The instructional intervention via Universal Design for Learning (UDL) was applied to 33% (97 out of 297) of these freshmen as the Treatment Group while the 67% (200) belonged to the Control Group for traditional instructions. Statistical inferences utilized one-way Analysis of Variance for mean differences; Pearson R Correlations for bivariate relationships, and; Factor Analysis for significant components that contributed most to the Universal Design for Learning instructions. Findings showed very high levels of students' acquired UDL skills. Results in the pre test in General Psychology, respectively, were low and average when grouped into low and high achievers. There was no significant mean difference in the acquired nine UDL components when categorized into seven colleges to generalize that between colleges they were on the same very high levels. Significant differences were found in three test areas in General Psychology in eight colleges whose students in College of teacher education taking the lead in the learning performance. Significant differences were also traced in the post test in favor of the students in the treatment group. This proved that UDL really impacted the learning performance of the low achieving students. Significant correlations were revealed between the components of UDL and General Psychology. There were twenty four significant itemized components that contributed most to UDL instructional interventions. Implications were emphasized to maximizing the principles of UDL with the contention of thoughtful planning related to the four curricular pillars of UDL: (a) instructional goals, (b) instructional delivery methods, (c) instructional materials, and (d) student assessments.
Keywords : universal design for learning, enhanced performance, teaching innovation, technology in education, social science area
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