

Washington State University

College of Education

Abdulaziz Abdulghani Alghamdi

Will defend the dissertation on

Date: November 17, 2023

Time: 1:00 P.M.

Zoom available upon request to gradstudies@wsu.edu

Faculty, students and the general public are encouraged to attend

UNIVERSAL DESIGN FOR LEARNING IN SAUDI CONTEXT: ASSESSING FACULTY READINESS

Chair: Don McMahon

The absence of an inclusive learning environment raises concerns about the equitable educational outcomes for all learners. This study aims to assist educators in providing additional support to learners with disabilities attending public schools and accessing the standard curriculum. Consequently, the research will shed light on potential factors contributing to this deficiency within the context of Saudi Arabia. Assessing instructors' readiness to implement the Universal Design for Learning (UDL) framework may provide valuable insights into the state of educational institutions and their adoption of inclusive learning environments in higher education. The study's participants will be faculty members from education colleges, drawn from 28 universities in Saudi Arabia. A survey was conducted involving 162 faculty members to collect data for analysis. This research design incorporates descriptive statistics, which enables the researcher to summarize data regarding instructors' familiarity with and use of the UDL framework in their classrooms. These statistics provide a quantitative description of the study's items. The online survey is the chosen research method for collecting data, well-suited for descriptive research. The results also indicated that more than half of the faculty members lack experience in teaching students with disabilities or have limited knowledge of UDL and creating accessible learning environments. There are calls for building redesigns to support disability accommodations and to enhance communication between faculty, students, and access centers. The study's findings underscore the significance of training in promoting more inclusive teaching practices, emphasizing the need for ongoing professional development. Many faculty members have limited experience in teaching students with disabilities, although some have had positive teaching experiences. Challenges include resource limitations, insufficient training, and inadequate infrastructure. Based on the study's findings, this research suggests implications for policy and practice, along with recommendations for improving UDL implementation involve training, accessible resources, and administrative support, and guiding future research.