UDL in Higher Education

GABRIELLE RAPPOLT-SCHLICTMANN: Learning is really a lifelong journey and when students come to postsecondary, they're incredibly diverse. They have a wide range of strengths and weaknesses and UDL is really about how to make that learning journey tractable for as many of those learners as possible.

SKIP STAHL: UDL is important because of the variability that we have across learners. We often think about individuals with disabilities as individuals at the margins and then if we can develop or create learning environments for those individuals at either end of the bell curve, we go a long way towards addressing the needs of everyone else in between.

SAMJ OHNSTON: We've seen an enormous growth in interest in using UDL ranging from individual faculty members wanting to use it to full departments to sometimes whole institutions wanting to adopt it as an approach to really better serving the broader range of students that are on campus.

MANJU BANERJEE: It is not about faculty being the experts or administrators

being the experts but the ethos of we're all in this together.

FINDA IHUDIYA OGBURU: In a UDL, classroom I felt like I wasn't feeling bad because you know I didn't participate like another student. I was more so looking at myself and trying to be my best learner.

ELYSA GREENBERGER: I think this has really made my learning deeper. It's different to me than lecture-based courses where I sort of hear information and think it's really interesting but then end up forgetting it down the line.

SAM JOHNSTON: UDL is really critical for helping faculty feel like they can teach all students because it's about designing for all students from the outset.

GABRIELLE RAPPOLT-SCHLICTMANN: UDL is really about bringing flexibility and options into the environment by design so that students will have the resources that they need to make learning tractable in postsecondary environments.