

## UDL & Higher Education Transcript

(music)

[Title: UDL On Campus, Gabrielle Rappolt-Schlichtmann, Co-President of CAST, appears on the screen.]

GABRIELLE RAPPOLT-SCLICHTMANN: 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.

[Students sit in a circle on a lawn on a college campus. The scene changes to a large display of artwork. The screen changes to a photo of three students working together. Gabrielle Rappolt-Schlichtmann returns to the screen, followed by Skip Stahl, Senior Policy Analyst at CAST.]

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.

[The screen shows students gathered around tables in a student center, then a student taking a picture, followed by many students standing and smiling during graduation in green caps and gowns. Sam Johnston, Research Scientist at CAST appears on the screen.]

SAM JOHNSTON: We've seen a 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.

[Students are gathered around a table with papers and laptops. The scene changes to an instructor lecturing in a large classroom full of students. Another scene shows students passing by a library. Sam Johnston returns to the screen briefly, followed by Manju Banerjee, Director of Landmark College Institute of Research and Training.]

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, a student, appears on the screen.]

## An Example of Bad Teaching Transcript

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, a student, appears on the screen.]

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 returns to the screen, followed by a photo of two students meeting with an instructor in an office. The scene changes to an instructor projecting images to a classroom of students, followed by students gathered around artwork displayed on the floor. Gabrielle Rappolt-Schlichtmann returns to the screen.]

GABRIELLE RAPPOLT-SCHLICHTMANN: 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.

[End credits: UDL On Campus, CAST: Until learning has no limits]

