Meeting Minutes - September 27th, 2019
Universal Design for Learning: Shifting the Culture of Teaching and Learning

Jen called the meeting to order at 9:00am

- 42 in attendance
- Board introductions & General Announcements
  - Board Members’ contact information and bios available online
  - Upcoming Meetings available online
  - Membership information available online
  - Vote for bylaw changes will take place at November meeting, and language will be sent to members by email prior to the meeting
- Jen introduced the presenters:
  - Danielle Wilken’s Bio
  - Diana J. LaRocco’s Bio

UDL Presentation - Materials available online

- Who’s in the room? Everyone introduced themselves
- Diana presented on UDL as a framework
  - What is UDL?
    - What are the characteristics?
    - UDL can range from low tech to high tech
    - Three main principles: ERA (Engagement, Representation, Action & Expression)
  - Where did it come from – background/inspiration?
    - Inspired by architecture, technology, and brain science
    - 1984 through CAST – talks about building expert learners who are:
      - Purposeful and motivated
      - Knowledgeable and resourceful
      - Strategic and goal directive
    - Based on neurological research
    - Identified in US Federal Education legislation
  - Overview of big ideas/fundamentals
    - What’s the goal (why are you doing it)?
    - Barriers are in our thinking and how we design instruction (in design)
    - Building expert learners
    - Methods and materials can be problematic
    - Assess can also be problematic
  - Learner variability
    - “Myth of average” – video available in Padlet
    - In UDL, design for variability (margins in, rather than middle out)
  - Proactive design:
    - Anticipate learner variability
    - Have clear goals (why, how important, how it matters)
    - Plan to reduce barriers (be open to possibility) – try and reflection in classroom
    - Flexible with methods and materials
    - Be open to assessment, and plan for it
  - *Keep in mind, if you don’t know what your goal is, how can you assess?
Danielle presented on the program at Goodwin
  - Reviewed Goodwin’s history
  - Student population very diverse (age, background, race, learning, socioeconomic, etc.)
  - Degree variability (continuing ed up through graduate degrees)
  - Discussed personal history/journey to understanding and respecting UDL
  - Dissertation on UDL
  - Applied for Davis Foundation Grant to teach faculty UDL to support students
    - Grant covered 3 cohorts of 15 faculty; Goodwin is funding 4th cohort
    - Each cohort participates in 7-8 3-hour “Faculty Workshops”, and has homework
    - After workshop completion, they are “Teaching Fellows”
    - Cohorts start working with and teaching other cohorts
  - Teaching Fellows ask for active learning classrooms
    - Apply for Steelcase Grant for new furniture
    - Did not get grant, but participated in pilot program
  - Developed a culture of UDL
    - Support and encouragement from the top
    - Failure is ok and encouraged
    - Participation is not voluntary (fun is not mandatory)
    - Resources, classrooms, and PD available for Fellows which are not available to others
  - Fellows working with low-income students (identified through SNAP)
    - Having students have Fellows as instructors
    - Increased retention to 70%
    - Self-perception has transformed since not working from deficit model
    - Self-reflection assignment has turned into a self-published book (available in Padlet)
  - Getting ready to launch GILI (Goodwin Institute for Learning Innovations)
    - House all UDL work, scholarship, professional development, etc.
  - *Message to students: no label needed for us to invest in you – UDL / Fellows at Goodwin is about investing in you, as a student, not based on your “labels”

Resources
- Padlet available: https://padlet.com/UDLGoodwin/CTAHEAD

Questions
- What about institutional barriers: buy-in from administration, funding opportunities, etc.?
  - Grant paid more for evaluator than for participation
  - Danielle is happy to talk to any senior leader on your campus
  - Think about promoting from the strategic planning prospective (future job security)
- Is Goodwin creating reproducible curriculum to share with others?
  - Yes, through the GILI (Goodwin Institute for Learning Innovations)
- Is there overlap between UDL and quality matters?
  - Yes, UDL aligns quite well with quality matters
- How is UDL framework different than using active learning strategies in the classroom?
  - Active learning strategies are a piece of UDL, not all of it; a strategy for UDL
- As a new instructor, there is the personal responsibility to get students where they need to be (successful in the field)? Currently, students are not engaged... How to introduce UDL while still having structure? How to get everyone engaged without falling behind in curriculum?
  - Small changes; think about the structure of each class period; actual change takes real time
  - Won’t be accomplished in a day; do one thing at a time, not redoing the whole course at once
- How does UDL affect accommodations? Does DSO see changes?
  - Not necessarily changes in getting letters, but often the accommodations are not needed
  - Students still share letters with faculty, but often the course is designed in such a way that accommodations are irrelevant
• Are you also teaching online and what is the support for that?
  o Yes, there is a director of online studies, who just finished the Fellowship Training
  o Not a specific focus, but has been asked for recently

Comments and thanks from Jen
• Diane and Danielle offered tours of the active learning classrooms

Meeting adjourned at 11:45am

Respectfully Submitted,

Crystal Rose Hill
CT AHEAD Secretary