UDL Guideline #1: Provide Multiple Means of Engagement

Explanation

This guideline addresses the "Why" of learning providing:

- Options for recruiting interest

  - Individual choice and autonomy
  - Optimize relevance, value, and authenticity
  - Minimize threats and distractions

- Options for sustaining effort and persistence
  - Heighten salience of goals and objectives
  - Vary demands and community
  - Foster collaboration and community
  - Increase master-oriented feedback

- Options for self-regulation
  - Promote expectations and beliefs that optimize motivation
  - Facilitate personal coping skills and strategies
  - Develop self-assessment and reflection

This guideline is similar in approach to [Critical Consciousness](#) (Paulo Freire) and [Discovery Learning](#) (Jerome Bruner). Examples begin on the next page.

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UDL Engagement Examples

Here are some examples of the UDL Engagement guideline used in the classroom:

Example #1

Technology	Method	Explanation	Synchronous	Asynchronous
Online Classroom (Canvas)	Blended /Hybrid/ Online	Providing flexible times and means for communication can reduce stress and allows students to participate in ways that are best for them as learners.	Keeping chat open for contributions, making time for mic and video sharing, setting aside time at the end of class for sharing resources. Resources: ● Big Blue Button ● Google Hangouts	Communicating frequently with the whole class and individuals may help to reduce stress and to encourage self-reflection. Discussion boards can be overwhelming. Support students by providing summarizations, highlighting critical points and facilitating discussions.
Physical classroom	Face to Face	Give learners personal access to materials used such as PowerPoint slides; assign different learners to take notes each class meeting and offer the option to post them for all to see.	Provide opportunities for small group discussions and large group sharing Provide opportunities for the class to create assignments and rubrics for them	Provide opportunities for group reflection Provide opportunities for learners to post resources for the class on the appropriate course web site within the LMS Provide choices for self-assessment to increase comprehension

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Example #2

Technology	Method	Explanation	Data Type	Data Use
Starfish Canvas Access Reports	Student Performance Data	Monitor student tracking system to identify students who need additional academic support. Monitor participation data to determine the extent to which learners are choosing activity options	Length of time on pages Students' pace through a course Login data (frequency, attendance during synchronous events, virtual office hours, etc.) Messaging (feedback, student to student or student to teacher contact) Discussion forums Resources ● Canvas Conferences/Big Blue Button ● Google Hangouts ● Scaffolding techniques ● Self-paced courses ● Student choice ● Instructor feedback via Canvas Speedgrader	Prompts for student self-reflection Share data with students based on their interaction within the class. Students tend to perform better when they participate in discussions forums, etc.

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Example #3

Approach	Method	Explanation	Adjustment	Support
Emotion & Learning	Teacher directed	Without engagement, learners will struggle with content and fail to make deep learning connections.	- Add choice in the selection of activities when possible - Offer scaffolded challenges that vary in degree of difficulty - Create learning communities that connect content to interdisciplinary topics and personal interest (Canvas groups)	- Set the tone by making it clear that student emotional engagement and motivation matters. - Embed formative assessments to rate the difficulty of the task. - Offer clear expectations that support motivation

Example #4

Approach	Method	Explanation	In-Class	Online
Social Learning	Student-directed Teacher-facilitated	Students need to be able to learn from and with one another as skillfully as they can learn from materials or a teacher. Source	- Peer-to-Peer mentoring - PBL (Project-Based Learning) - Differentiated instruction - Personalized Learning - Gamification - HyperDocs	- Flipgrid - Social media - LMS (Canvas) - Gaming - PLNs (Professional Learning Communities) - Digital Citizenship Skills - Hypothes.is - Padlet - Digital Breakout

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Example #5

Approach	Method	Explanation	Scenario	Solution
Learning Goals	Teacher-facilitated	Goals need to be relevant to students. Educators must consider that "students will never use knowledge they don't care about, nor will they practice or apply skills they don't find valuable." Source	Write a paragraph about how the circulatory system works." What are the barriers this goal might pose for students?	Writing a paragraph is an additional task layered over mastery of the content knowledge that you want your students to attain. Rephrasing this goal into something like, "Describe a complete cycle in the circulatory system" is more explicit about what students should be able to explain, and allows flexibility in terms of how students convey their knowledge (create a diagram, label an image, write out the steps in the process, make a short video explaining an image, etc.). It is also more of a learning goal than a performance goal in that it invites students to demonstrate the fullest extent of their understanding – rather than asking them to prove that they can write a paragraph.

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Example #6

Approach	Method	Explanation	UDL Considerations	Examples
Syllabus	Teacher-created	Often accommodations are placed at the end of a syllabus. From a UDL perspective, consider placing information about support systems, including accessibility, at the top of your syllabus. This ensures that students see the supports available and sets the tone that you want them to succeed	1. Engage students by making the first introduction. Add a media component and photo of yourself on the syllabus and in Canvas. 2. Share your personal story as a learner with your students.	1. Syllabus & Introduction video