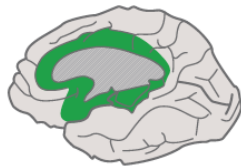


## 9.2. - Worksheet: Guidelines – Finding Practical Examples

# Universal Design for Learning Guidelines



### Provide Multiple Means of Engagement

*Purposeful, motivated learners*

#### Provide options for self-regulation

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

#### Provide options for sustaining effort and persistence

- + Heighten salience of goals and objectives
- + Vary demands and resources to optimize challenge
- + Foster collaboration and community
- + Increase mastery-oriented feedback

#### Provide options for recruiting interest

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



### Provide Multiple Means of Representation

*Resourceful, knowledgeable learners*

#### Provide options for comprehension

- + Activate or supply background knowledge
- + Highlight patterns, critical features, big ideas, and relationships
- + Guide information processing, visualization, and manipulation
- + Maximize transfer and generalization

#### Provide options for language, mathematical expressions, and symbols

- + Clarify vocabulary and symbols
- + Clarify syntax and structure
- + Support decoding of text, mathematical notation, and symbols
- + Promote understanding across languages
- + Illustrate through multiple media

#### Provide options for perception

- + Offer ways of customizing the display of information
- + Offer alternatives for auditory information
- + Offer alternatives for visual information



### Provide Multiple Means of Action & Expression

*Strategic, goal-directed learners*

#### Provide options for executive functions

- + Guide appropriate goal-setting
- + Support planning and strategy development
- + Enhance capacity for monitoring progress

#### Provide options for expression and communication

- + Use multiple media for communication
- + Use multiple tools for construction and composition
- + Build fluencies with graduated levels of support for practice and performance

#### Provide options for physical action

- + Vary the methods for response and navigation
- + Optimize access to tools and assistive technologies

## 9.2. – Worksheet – finding practical examples

# Universal Design for Learning Guidelines



## Learning

**why**

**what**

**how**

## Why / PROCESS – Commitment and participation

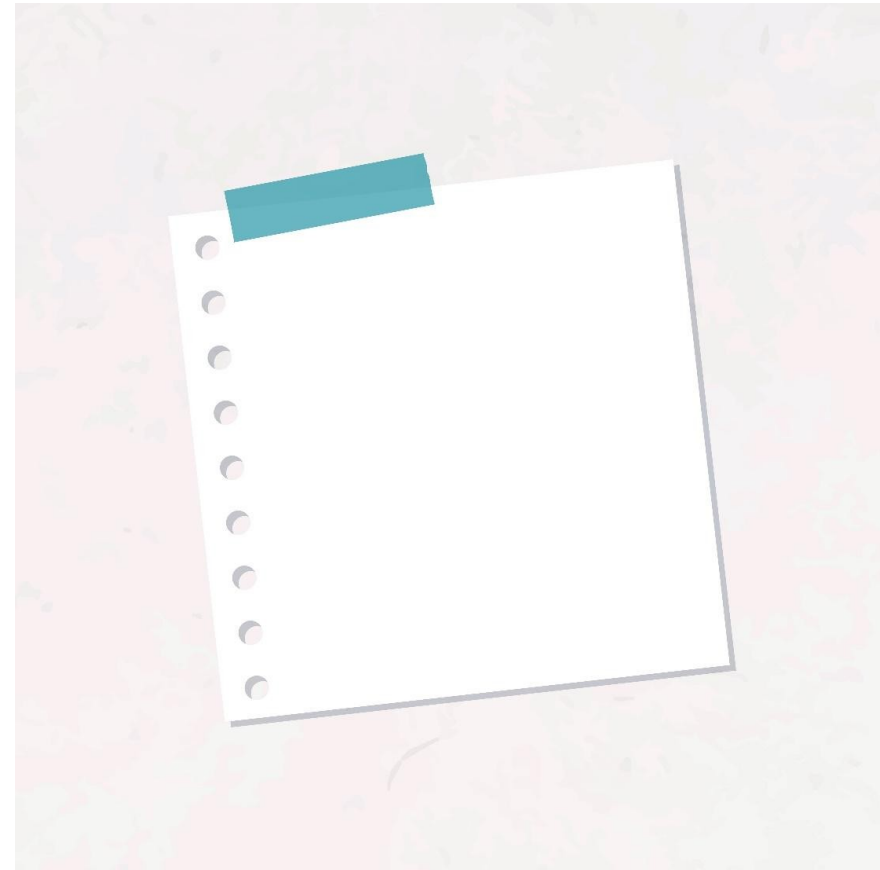
Goals: Emotions and feelings during learning >> Independent and focused learning is possible

→ Motivational impulses for the subject matter + individual impulses = motivation to learn

What motivates you?

How can you concentrate well?

What do you need to be able to learn independently?



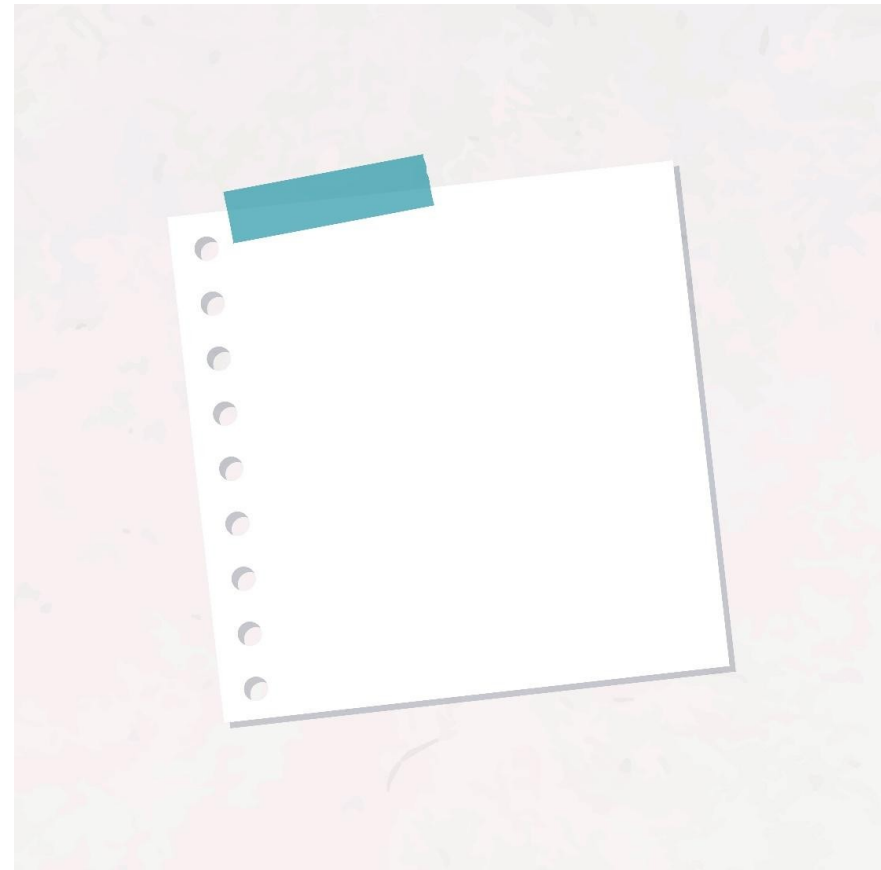
## What / INPUT – Presentation and explanation

**Objectives: Perception and senses, patterns and information are recognised**

→ **Offer different forms of presentation for content.**

How should the learning information be prepared?

What do you need to understand the content well?



## How / OUTPUT – Action and expression

Goal: Internalisation of knowledge and skills

→ Provide different ways of processing information and presenting learning outcomes

How do you best remember content?

