Universal Design for Learning: Multiple Means of Engagement

Earner enhances student engagement by applying the Universal Design for Learning (UDL) Principle of Multiple Means of Engagement.

Key Method

The earner enhances student engagement by providing options to sustain effort and persistence, for recruiting interest, and for self-regulation to create purpose and motivation for learning.

Method Components

Affective Networks: Provide Multiple Means of Engagement

Affective Networks control the critical elements of the brain that regulate the emotional involvement in learning, such as interest, attention, motivation, and persistence. For this reason, the Affective Network is referred to as the "why" of learning. By sharing the "why" of learning with students, educators can help students develop the purpose and motivation required to become expert learners. Education professionals who design learning to increase student engagement offer

- options that incorporate students' interests into instructional activities.
- structures and tools that support students in their efforts to maintain concentration and persist with the learning objective.
- strategies students can use to self-regulate their emotions and motivations for learning.

The following guidelines provide an in-depth understanding of the Affective Networks.

Guideline 7: Provide Options for Recruiting Interest

Students enter our classrooms with vastly different interests, so educators who increase engagement must include students' interest in both the content and the instructional activities. By learning what students are interested in outside of the classroom, educators can incorporate authenticity and cultural significance to instructional activities. Often collaborating with peers and having opportunities to share ideas heightens students' interest in learning. Educators support Guideline 7 by considering the following checkpoints and supporting questions.

- **Checkpoint 7.1: Optimize individual choice and autonomy.** Do I allow students to have choices and autonomy in how academic tasks are designed and how learning will be assessed?

- **Checkpoint 7.2: Optimize relevance, value, and authenticity.** Do I create learning activities for students that provide relevant, creative, and hands-on opportunities for engagement?

- **Checkpoint 7.3: Minimize threats and distractions.** Does my classroom climate protect students from distractions to their learning and provide a safe atmosphere to demonstrate and share their learning with classmates?

Guideline 8: Provide Options for Sustaining Effort and Persistence

After the initial engagement, most learning requires students to sustain their motivation, concentration, effort, and persistence in order to achieve a goal. Ways to support students in sustaining effort and persistence include using cooperative learning or peer support activities, ensuring learning objectives are explicitly stated and visible to students, and offering multiple opportunities for specific, goal-oriented feedback during the learning process. Educators support Guideline 8 by considering the following checkpoints and supporting questions.

- **Checkpoint 8.1: Heighten salience of goals and objectives.** Have I presented the learning goals and objectives in ways that are accessible to all students and relevant to their cultural experiences and interests?

- **Checkpoint 8.2: Vary demands and resources to optimize challenge.** Do I provide scaffolds and supports that allow students to be challenged, but not overwhelmed, by learning goals?

- **Checkpoint 8.3: Foster collaboration and community.** Do I facilitate communication and collaboration among students in a way that creates a community of learners?

- **Checkpoint 8.4: Increase mastery-oriented feedback.** Am I providing students with actionable feedback that promotes a growth mindset, and values effort and persistence over innate ability?

Guideline 9: Provide Options for Self-Regulation

To reach their learning goals, students not only need to learn to sustain effort and persistence, but also to self-regulate through cycles of setting goals, monitoring their progress, and reflecting on their performance. Education professionals support students with self-regulation by demonstrating their own knowledge, skills, and abilities for coping

with challenges and setbacks. Strategies that support self-regulation include using academic or behavioral rubrics or checklists for self-monitoring and self-reflection, explicitly teaching coping skills, and allowing students to set personal goals. Educators support Guideline 9 by considering the following checkpoints and supporting questions.

- **Checkpoint 9.1: Promote expectations and beliefs that optimize motivation.** Do I encourage students to set high expectations for learning and motivate them by recognizing their progress toward mastery?

- **Checkpoint 9.2: Facilitate personal coping skills and strategies.** Have I provided students with strategies to use when they experience setbacks and coping skills they can apply to real-life situations?

- **Checkpoint 9.3: Develop self-assessment and reflection.** Does the classroom culture encourage self-regulation and self-reflection so students can monitor progress toward their individual learning goals?

Supporting Rationale and Research

The Supporting Rationale and Research includes important resources for incorporating the Universal Design for Learning Principle of Multiple Means of Engagement. As you interact with these learning materials, take time to reflect on your professional practice.

CAST. (2018). The UDL guidelines (version 2.2). http://udlguidelines.cast.org.

How to Read the UDL Guidelines. This 6-minute video explains how to read and understand the UDL Guidelines and Checkpoints graphic organizer developed by CAST.

Top 10 UDL Tips for Designing an Engaging Learning Environment. Developed by CAST, this document emphasizes the essential role of engagement in the deliberate design of the learning environment.

UDL Guideline #1: Provide Multiple Means of Engagement. This resource, created by UNC Greensboro, includes many examples for providing multiple means of engagement in various instructional settings.

UDL Engagement Progression Rubric. This rubric provides suggested criteria for successfully implementing the UDL principles of Engagement. The full UDL Progression Rubric can be accessed here.

Guide to Universal Design for Learning: Provide Multiple Means of Engagement. This website provides an overview of the UDL principle of engagement and information related to each checkpoint.

The ABCs of Self-Regulation for Learning (SRL). This [blog](#) defines the ABCs of Self-Regulation for learning and provides strategies to use further develop SRL in the classroom.

UDL for Teachers: Engagement. This [website](#) provides videos and strategies for implementing the three UDL guidelines aligned with the principle of providing multiple means of engagement.

UDL Academy Engagement. This video series includes an [Introduction to UDL Engagement](#) and provides strategies for implementing the checkpoints of [Recruiting Interest](#), [Sustaining Effort](#), and [Self-Regulation](#).

UDL-Aligned Strategies. This [website](#) provides instructional methods and tools used by education professionals to ensure that all students have an opportunity to learn. The strategies are aligned with the networks and guidelines of UDL. (Note: This website may require you to set up a free account to access this resource.)

Multiple Means of Engagement. Developed by ISTE Inclusive Learning Network, this 10-minute [video](#) provides a detailed explanation of the UDL principle of engagement and the three guidelines that support it.

Simple Ways to Promote Student Voice in the Classroom. This [article](#) by Edutopia illustrates simple ways to promote engagement by giving students some say over their learning.

Student Voice. This [resource](#) defines student voice, outlines the benefits, and provides a description of the various types of student voice.

Six Strategies for Promoting Student Autonomy. Are you interested in learning strategies that foster student independence? This [article](#) provides six ways in which educators can equip students with the skills and know-how to the help themselves and their peers.

Center for Teaching Innovation: Using Rubrics. This [resource](#) provides reasons for using rubrics, how they help students, and considerations for using rubrics.

Learning Preferences. This [folder](#) provides examples of surveys used to learn more about student learning preferences.

Choice Boards. This [folder](#) contains instructions for using student learning preferences to create choice boards as well as examples used in various content areas.

Mastery Oriented Feedback. This [resource](#) crosswalks goals of feedback to mastery oriented feedback practices (adapted from CAST).

Designing Choice Throughout Learning. This [resource](#) provides guidance on where choice might be offered to students across all three UDL principles. (Note: The green section relates to Multiple Means of Engagement.)

Schlechty's Levels of Engagement. This [video](#) by John Spencer provides an overview of a framework for think about student engagement based on two core ideas of attention and commitment.

Assistive Technology Resource Guide for Arkansas Schools. Assistive technology is used to increase or improve the independence of a student with a disability in education. This [guide](#) places an increased focus on assistive technology and the application to a Universal Design for Learning Framework.

National Center on Accessible Educational Materials. The [National Center on Accessible Educational Materials for Learning](#) at CAST provides technical assistance, coaching, and resources to increase the availability and use of accessible educational materials and technologies for learners with disabilities across the lifespan.

Submission Guidelines and Evaluation Criteria

This micro-credential is divided into three areas: Overview, Artifacts and Evidence, and Reflection. To earn this micro-credential, you must receive "Passing" on Parts One and Three, and "Yes" on all criteria in Part Two.

Part One. Overview

Prompt: Explain your reasoning for selecting this micro-credential focused on engagement. In your response, describe your current educational setting and context for implementing Universal Design for Learning. Include the following:

- grade level(s) served and content or specialty area

- challenges you currently face with student engagement

- specific ways you hope this micro-credential will enhance student engagement

This submission is scored either "passing" or "not passing."

__Passing:__ Earner includes a response to each part of the prompt; total response should be at least 250-words and provide adequate detail to help the scorer understand the context for your submission.

Part Two. Artifacts and Evidence

Read the Artifacts and Evidence Submission requirements carefully to ensure a thorough understanding of the expectations for a "Yes" on each task.

Task 1: Identifying Student Preferences for Learning

Design and implement a tool or strategy to provide insight into student preferences for learning (i.e., collaborating with others, rewards/recognitions, interests, strengths, challenges). Consider creating a student survey, a questionnaire, an interview, or game that will allow you to learn about your students as individuals and how they prefer to learn.

Create a Class Snapshot of the information collected from the implemented tool or strategy. You may use the provided template or create your own Snapshot template.

Please submit the tool or strategy and the Class Snapshot with the titles "Task 1 Tool or Strategy" and "Task 1 Class Snapshot" as evidence for Task 1.

Task 2: Designing Options for Learning

Select a learning standard or objective. Based on the Class Snapshot, design three options for students to engage with the content and three options for students to monitor their own learning. Provide a rationale for each option, including an explanation of how student interest is included and supported by specific data from Task 1 and how the options align with the learning standard or objective. As evidence for this task, complete and submit the planning template.

Please submit the completed planning template with the title "Task 2 Planning Template" as evidence for Task 2.

Task 3: Implementing Options for Engagement and Monitoring Learning

Implement the designed learning in which students are provided options for engagement and options to monitor their learning. As evidence for this task, upload one student sample for each engagement option and one student sample for each monitoring option. Evidence may include, but not limited to, completed student work samples, finished products, or pictures of students working collaboratively.

Additionally, provide an audio recording (no more than 5-minutes in length) of a discussion you have with a student that demonstrates the student:

- describing the strategy used to sustain interest and motivation in the learning, and

- reflecting on his or her improved efforts toward engagement with the learning based on implementation of the strategy or strategies.

Please submit the student engagement samples, student monitoring samples, and the audio recording with the titles "Task 3 Engagement Student Samples," "Task 3 Monitoring Student Samples," and "Task 3 Audio Recording" as evidence for Task 3.

Artifacts and Evidence Scoring Guide

Tasks	Not Yet	Almost	Yes
Task 1: Student Preferences for Learning	The earner does not submit the required evidence for Task 1.	The earner submits a tool or strategy that partially provides information about students as individuals and preferences in learning. AND The earner submits a class snapshot that somewhat depicts the information collected from the implemented tool or strategy.	The earner submits a tool or strategy that thoroughly provides information about students as individuals and preferences in learning. AND The earner submits a class snapshot that clearly depicts the information collected from the implemented tool or strategy.
Task 2: Designing Options for Learning	The earner does not submit the planning template required for Task 2.	The earner submits a completed planning template that outlines three options for engagement and three options for students to monitor their learning. AND The earner provides a rationale that partially explains how student interest is included and how the options align with the learning standard or objective. AND The rationale references general student data illustrated in the class snapshot.	The earner submits a completed planning template that outlines three options for engagement and three options for students to monitor their learning. AND The earner provides a rationale that thoroughly explains how student interest is included and how the options align with the learning standard or objective. AND The rationale references specific student data illustrated in the class snapshot.
Task 3: Implement Options for Engagement and Monitoring Learning	The earner does not submit student samples or the audio recording as evidence for Task 3.	The earner submits student samples for 1-2 engagement options and student samples for 1-2 monitoring options. AND The earner uploads an audio recording of a discussion with a student that partially demonstrates the student: • describing the strategy used to sustain interest and motivation in the learning • reflecting on the improved efforts toward engagement with the learning based on implementation of the strategy or strategies	The earner submits one student sample for each engagement option and one student sample for each monitoring option. AND The earner uploads an audio recording of a discussion with a student that demonstrates the student: • describing the strategy used to sustain interest and motivation in the learning • reflecting on the improved efforts toward engagement with the learning based on implementation of the strategy or strategies

Part 3. Reflection

Read the Reflection criteria carefully to ensure a thorough understanding of the expectations for a "passing" submission.

Prompt: Describe the ways in which the tasks in this micro-credential enhanced student engagement. Reflect on the following questions in your response.

- In what ways did this micro-credential address the challenges you identified concerning student engagement in Part One: Overview?

- To what extent did students select engagement and monitoring options aligned with their interest and preferences for learning? Reference the data collected to support your rationale.

- To what extent did the strategies for students to monitor their learning (i.e., self-regulation, self-monitoring, or reflection) provide the intended results?

- What other strategies might you implement or provide to support students with sustaining engagement with the learning?

This submission is scored either "passing" or "not passing."

Passing: Earner includes a response to each part of the prompt; total response should be at least 250-words and provide adequate detail to help the scorer understand the context for your submission.