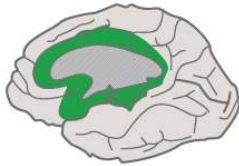


9.2. - Worksheet: Guidelines – Finding Practical Examples

Universal Design for Learning Guidelines



Provide Multiple Means of Engagement

Purposeful, motivated learners

Provide options for self-regulation

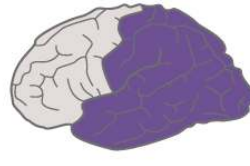
- + Promote expectations and beliefs that optimize motivation
- + Facilitate personal coping skills and strategies
- + Develop self-assessment and reflection

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

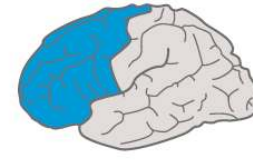
- + Activate or supply background knowledge
- + Highlight patterns, critical features, big ideas, and relationships
- + Guide information processing, visualization, and manipulation
- + Maximize transfer and generalization

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

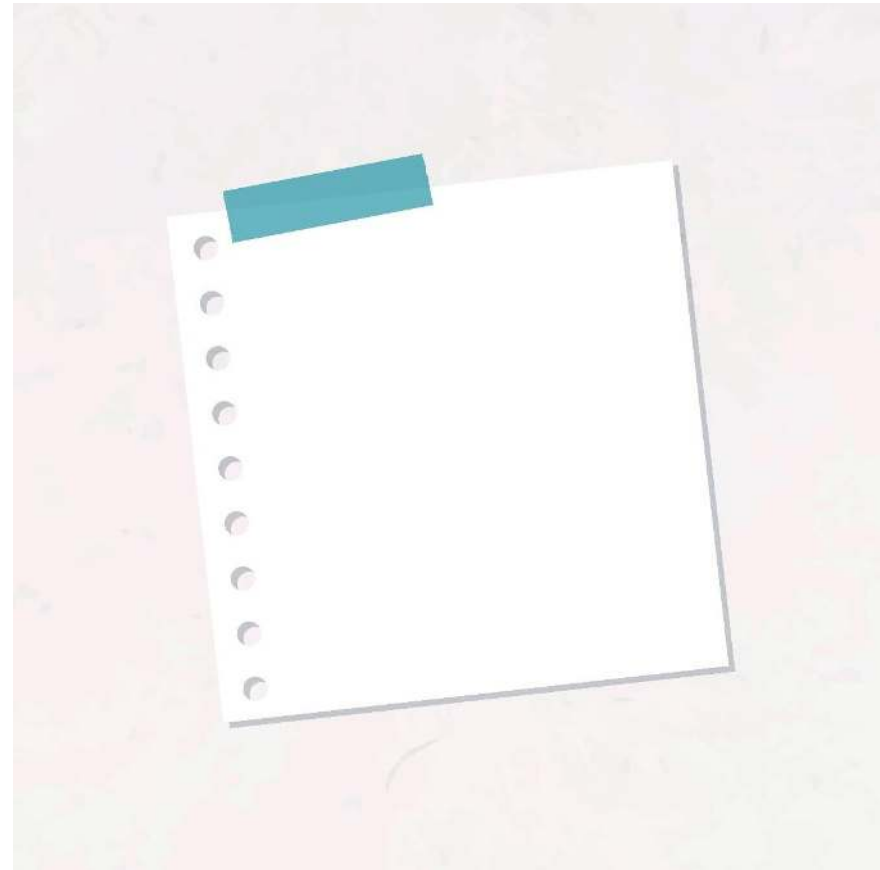
Goals: Emotions and feelings during learning >> Independent and focused learning is possible

→ 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?



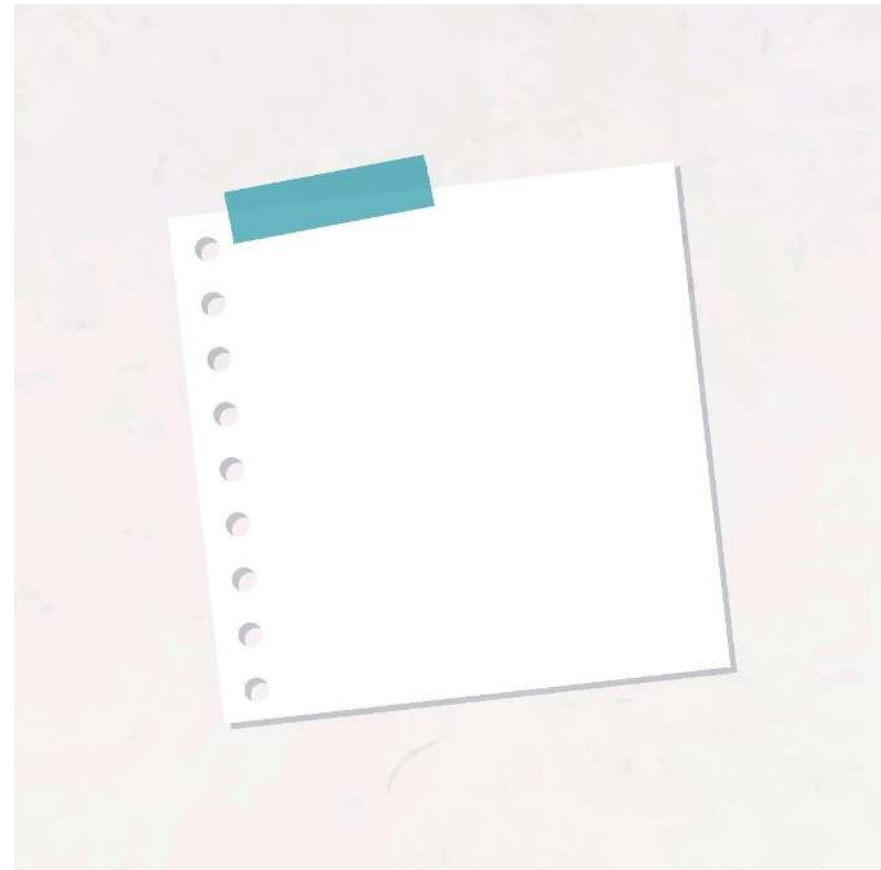
What / INPUT – Presentation and explanation

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?

