

Universal Design for Learning: Multiple Means of Engagement

Earners enhance 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 questions.

- 7.1: Do I allow students to have choices and autonomy in how academic tasks are designed and how learning will be assessed?
- 7.2: Do I create learning activities for students that provide relevant, creative, and hands-on opportunities for engagement?
- 7.3: 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 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 questions.

- 8.1: Have I presented the learning goals and objectives in ways that are accessible to all students and relevant to their cultural experiences and interests?
- 8.2: Do I provide scaffolds and supports that allow students to be challenged, but not overwhelmed, by learning goals?
- 8.3: Do I facilitate communication and collaboration among students in a way that creates a community of learners?
- 8.4: 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 questions.

- 9.1: Do I encourage students to set high expectations for learning and motivate them by recognizing their progress toward mastery?

- 9.2: Have I provided students with strategies to use when they experience setbacks and coping skills they can apply to real-life situations?
- 9.3: Does the classroom culture encourage self-regulation and self-reflection so students can monitor progress toward their individual learning goals?

Supporting Rationale and Research

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

Bandura, A. (1993). [Perceived self-efficacy in cognitive development and functioning](#). *Educational Psychologist*, 28(2), 117–148.

Carter, E. W., Asmus, J., Moss, C. K., Biggs, E. E., Bolt, D. M., Born, T. L., Brock, M. E., Cattet, G. N., Chen, R., Cooney, M., Fesperman, E., Hochman, J. M., Huber, H. B., Lequia, J. L., Lyons, G., Moyseenko, K. A., Riesch, L. M., Shalev, R. A., Vincent, L. B., & Weir, K. (2016). [Randomized evaluation of peer support arrangements to support the inclusion of high school students with severe disabilities](#). *Exceptional Children*, 82(2), 209–233.

Guthrie, J. T., & Cox, K. E. (2001). Classroom conditions for motivation and engagement in reading. *Educational Psychology Review*, 13(3), 283–302.

Marzano, R. J., Pickering, D. J., & Pollock, J. E. (2001). *Classroom instruction that works: Researched-based strategies for increasing student achievement*. Association for Supervision and Curriculum Development.

Resources

Top 10 UDL Tips for Designing an Engaging Learning Environment. Developed by CAST, this document (<https://bit.ly/3xcuSBj>) 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 (<https://bit.ly/3tuTDq4>).

UDL Engagement Progression Rubric. This rubric (<https://bit.ly/3v6T1rL>) provides suggested criteria for successfully implementing the UDL principles of Engagement. The full UDL Progression Rubric can be accessed here (<https://bit.ly/3O2RQUY>).

Guide to Universal Design for Learning: Provide Multiple Means of Engagement. This website (<https://bit.ly/3xcpkXv>) provides an overview of the UDL principle of engagement and information related to each checkpoint.

UDL for Teachers: Engagement. This website (<https://bit.ly/34kSyr1>) provides videos and lists of suggested strategies for implementing the three UDL guidelines aligned with the principle of providing multiple means of engagement.

UDL Academy Engagement Self-Regulation. This 2-minute video from the Los Angeles UDL Academy (<https://www.youtube.com/watch?v=t9ArHaVm6jQ>) provides strategies for implementing the UDL checkpoint on self-regulation.

UDL-Aligned Strategies. This website (<https://goalbookapp.com/toolkit/v/strategies>) provides instructional methods and tools used by education professionals to ensure that all students have an equal opportunity to learn. The strategies are aligned with the networks and guidelines of UDL. (Note: This website may require you to create a free account to view the UDL-aligned strategies.)

Multiple Means of Engagement. Developed by ISTE Inclusive Learning Network, this 10-minute video (<https://www.youtube.com/watch?v=nTwhcroMAaU>) provides a detailed explanation of the UDL principle of engagement and the three guidelines that support it.

How to Read the UDL Guidelines. This 6-minute video (<https://bit.ly/3w8YcbQ>) explains how to read and understand the UDL Guidelines and Checkpoints graphic organizer developed by CAST.

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. (<https://bit.ly/3MSDIT3>)

Arkansas Division of Elementary and Secondary Education: Accessible Educational Materials. This website is designed to provide information about accessible educational materials, including available resources and services, to Arkansas educators, parents, and students. ([DESE AEM Resources for School Staff](#))

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. (<https://aem.cast.org/>)

Submission Guidelines and Evaluation Criteria

This micro-credential is divided into three areas: Overview, Artifacts and Evidence, and Reflection. Each area contains guidelines for the item(s) you must submit for this micro-credential and the criteria by which your evidence and artifacts will be evaluated.

- Please read each task and corresponding rubric carefully to ensure a thorough understanding of the expectations for the artifacts and evidence you submit.
 - Before uploading evidence and artifacts for this micro-credential, remove any personally identifiable information. When referring to students or student work samples, use fictitious names or Student A, Student B, etc.
 - To earn this micro-credential, you must receive “Passing” on Part 1 and Part 3, and “Demonstrated” on all criteria in Part 2.
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Part One. Overview

Directions: Read the Overview guidelines and evaluation criteria carefully to ensure a thorough understanding of the expectations for a “passing” submission.

Task: 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 a maximum of 150-words and provide adequate detail to help the scorer understand the context for your submission.

Part Two. Artifacts and Evidence

Directions: Read the Document Submission Requirements carefully to ensure a thorough understanding of the expectations for “Demonstrated.”

Task 1: Student Preferences for Learning

Design a tool or implement a strategy to provide insight into student preferences for learning (i.e., collaborating with others, explicit instruction, rewards/recognitions).

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.

Provide a graphic display to illustrate students grouped by similar interests or preferences, and a sample of the tool or description of the strategy used to learn more about your students.

Please submit the graphic display and sample tool or strategy with the titles “Task 1 Graphic Display” and “Task 1 Tool/Strategy” as evidence for Task 1.

Task 2: Engage and Monitor

Select a learning standard or objective. Based on student interest, design three options for students to engage with the content and three options for monitoring student learning. Provide a rationale for each option, including an explanation of how student interest is included and how the monitoring options align with the learning standard or objective.

As evidence for this task, complete the [planning template](#), upload one student sample for a monitoring option, one student sample for an engagement option, and include data for the number of students who selected each engagement and monitoring option.

Please submit the planning template, student sample for monitoring, and student sample for engagement with the titles “Task 2 Planning Template”, “Task 2 Monitoring”, and “Task 2 Engagement” as evidence for Task 2.

Task 3: Sustain Interest and Persist with Learning

Select 1 – 3 students you believe will struggle to sustain interest and persist with the learning task. Working collaboratively with the student(s), develop a strategy or strategies the student can use for self-regulation, self-monitoring, or reflection of progress toward the learning goal identified in Task 2. As evidence for this task, provide a brief description of the 1 – 3 students you selected for this activity, including demographic information and a rationale for why you selected the student(s). Additionally, provide an audio recording (no more than 5 minutes in length) of your discussion with the student that demonstrates the student:

- describing the strategy used to sustain interest and motivation in the learning, and
- reflecting on the improved efforts toward engagement with the learning based on implementation of the strategy or strategies.

Please submit the written response and audio recording with the titles “Task 3 Written Response” and “Task 3 Audio Recording” as evidence for Task 3.

Artifacts and Evidence Scoring Guide

Tasks	Not Met	Progressing	Demonstrated
Task 1: Student Preferences for Learning	Earners does not submit the required evidence as described in Task 1.	<p>Earners submits artifacts that partially demonstrate the evidence as described in Task 1.</p> <p>The earners partially submits and/or partially completes the required evidence.</p>	<p>Earners submits a graphic display illustrating how students are grouped by similar interest.</p> <p>AND</p> <p>Earners submits a sample of the designed tool, or a written description of the strategy used to gain insight into student preferences for learning.</p>
Task 2: Engage and Monitor	Earners does not submit the required evidence as described in Task 2.	<p>Earners submits a partially completed Multiple Means of Engagement Planning template.</p> <p>AND</p> <p>Earners submits a partially completed student sample as evidence of the monitoring option.</p> <p>AND</p> <p>Earners submits a partially completed student sample as evidence of the engagement option.</p>	<p>Earners submits a completed Multiple Means of Engagement Planning template with sufficient details.</p> <p>AND</p> <p>Earners submits a completed student sample as evidence of the monitoring option.</p> <p>AND</p> <p>Earners submits completed student sample as evidence of the engagement option.</p>
Task 3: Sustain Interest and Persist with Learning	Earners does not submit the required evidence as described in Task 3.	<p>Earners submits a partial description of the selected student(s) and rationale used to select student(s).</p> <p>AND</p> <p>Earners provides an audio recording (less than 5-minutes) that partially demonstrates the student describing the strategy used to sustain interest/motivation in learning and the student reflecting on the improved efforts toward engagement with the learning based on implementation of the strategy.</p> <p>Note: An audio recording for each student may be submitted.</p>	<p>Earners submits a description of the selected student(s) that includes demographic information and rationale used to select student(s).</p> <p>AND</p> <p>Earners provides an audio recording (less than 5-minutes) that demonstrates the student describing the strategy used to sustain interest/motivation in learning and the student reflecting on the improved efforts toward engagement with the learning based on implementation of the strategy.</p> <p>Note: An audio recording for each student may be submitted.</p>

Part Three. Reflection

Directions: Read the Reflection guidelines and evaluation criteria carefully to ensure a thorough understanding of the expectations for a “passing” submission.

Task: 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 1: Overview?
- To what extent did students select engagement and assessment options aligned with their interest identified in Part 2: Task 1? Reference the data collected to support your rationale.
- To what extent did the strategy for self-regulation (selected in Part 2: Task 3) provide the intended results? What other strategies might you provide to support additional students to sustain engagement with the learning?

This submission is scored either “passing” or “not passing.”

Passing: Earner includes a response for each part of the prompt (350-word maximum). Responses should clarify and further explain how earning this micro-credential has impacted your professional practice and student outcomes.