# Welcome to the FLO-UDL Engagement Module

In this module, an overview of the UDL principle of Engagement will be provided including its function, the three related guidelines and examples.

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This principle is the **why of learning**

UDL encourages instructors and designers to look for multiple ways to motivate students. Letting learners make choices and giving them assignments that feel relevant to their lives are some examples of how instructors can sustain the interest of their learners.

Other strategies include making skill building feel like a game and creating opportunities for learners to get up and move around the classroom.

Use the idea of providing multiple means capture your learner’s interest.

This is where learners get excited about the learning, where they find the appropriate challenge and how their interest is maintained. Proactive design can help to motivate and sustain learners’ effort while maintaining the rigor.

This is the area of learning that evaluates patterns and assigns significance for tasks, learning and with the world around us – the WHY

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The UDL guidelines list 3 levels under each principle

1 Planning for ways to recruit interest

Increase cultural relevance – this can mean empowering students’ voice to bring their backgrounds to the topic

This can also be adjusting to have local examples and including content that is relevant to the learning goal

2 Look towards ways to sustain effort and persistence.

For some learners, the consistent structure helps they maintain their focus. Ensure you provide the meaning of the content

Using collaborative activities such as small group discussions regarding key points

Ensure a mix of resources to allow students to dig deeper if they are interested to explore further

3 Self-Regulation

Enable options for self-assessment

Provide active progress – such as using an online grade book where students can see their progression

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Provide multiple means of engagement

• Reflect on In what ways do you give students choice and autonomy?

• How do you make learning relevant to students’ needs and wants?

• In what ways is your learning environment accepting and supportive of all students?

• Survey students about their interests, strengths, and needs. Incorporate the findings into lessons.

• Use choice menus for working toward goals.

• State learning goals clearly and in a way that feels relevant to students.

•Use and share a clear lesson plan with your learners.

•Provide learners choice as to how they submit their assignments

•Enable the options to work individually, in pairs or in groups

•Provide a list of topics for learners to select from for assignment topics

•Ensure assessment approach does specifically evaluate the stated learning goals