



UDL Core Foundation Resource

Learn about a UDL Knowledge Statement:
The goal is presented to highlight its relevance.

Universal Design for Learning

Universal Design for Learning (UDL) is a **research-based framework** that can be used to **anticipate human variability** and to **reduce learning barriers** in the design of any environment. The UDL Guidelines are a tool for applying UDL to practice.

Knowledge Statements

The **UDL Knowledge Statements (KS)** were developed as part of the UDL credential initiative by Learning Designed. Together with the UDL Guidelines, these KS can be used to reflect on how the design of any learning experience anticipates variability and reduces barriers.



First... a brief overview of the UDL Knowledge Statements.

UDL Knowledge Statements

Goals

The goal is presented so that learners can perceive and understand it.

The goal is separate from means, where possible.

The goal is presented to highlight its relevance.

The goal promotes expert learning by encouraging challenging ways of thinking and doing.

Assessments

There are opportunities for flexible assessment options.

Materials & Methods

Flexible methods are available for learners.

Flexible materials are available for learners.

**Now... a focus in on one of the
UDL Knowledge Statements.**

UDL Knowledge Statements: Goals

- **Goals**

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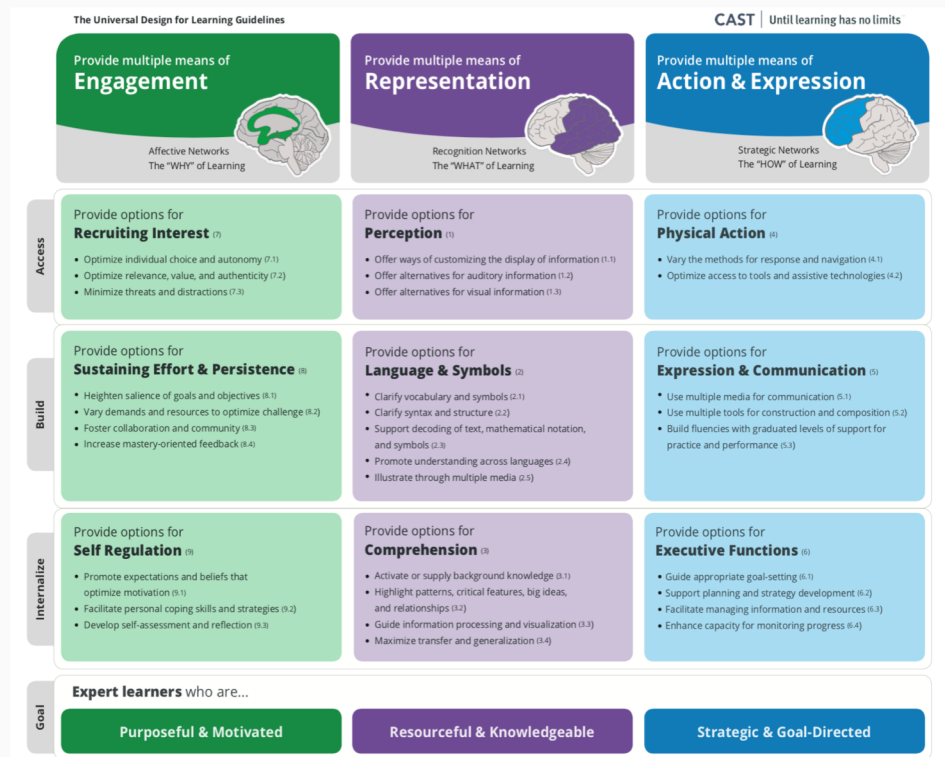
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Why is the goal so important?



Emotions, Learning, and the Brain

Neuroscience research has shown us that learning is not a purely rational process; **emotions play an important role** as well.

Rather than distract from learning, **emotions actually guide attention, memory, and other cognitive skills** that are crucial for meaningful learning.



**How can we design to
effectively engage learners?**

Emotions, Learning, and the Brain

Learners tend to engage emotionally with material that they consider valuable and **relevant** towards their **goals**.

In other words... **the goal should be presented to highlight its relevance.**

Provide multiple means of Engagement



Affective Networks
The "WHY" of Learning

Provide options for **Recruiting Interest**

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

Provide options for **Sustaining Effort & 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 **Self Regulation**

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

Knowledge Statement:

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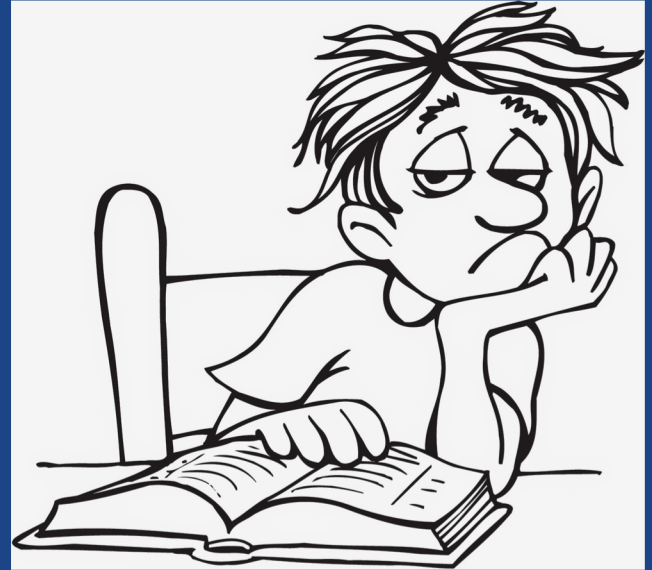
To engage all learners equally, it is critical to provide options that optimize what is **relevant**, **valuable**, and **meaningful** to the learner.

For example, design flexible goals that can be:

- Contextualized to learners' lives
- Personalized to learners' interests
- Culturally relevant and responsive
- Socially relevant
- Flexible so they are authentic and meaningful to learners who vary in terms of race, ethnicity, culture, gender, dis/ability, and more.

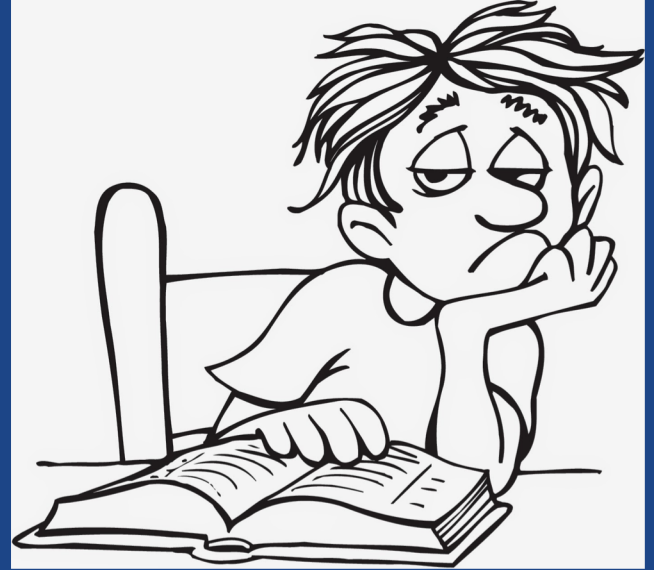
So the next time you
hear this...

“When are we ever
going to use this in
real life?”



...you know it probably means this!

“How is this material **relevant** to my personal, social, and academic **goals**?”



References

Anderson, R. C. (2018). Creative Engagement: Embodied Metaphor, the Affective Brain, and Meaningful Learning. *Mind, Brain, and Education*.
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Immordino-Yang, Mary Helen. *Emotions, Learning, and the Brain: Exploring the Educational Implications of Affective Neuroscience*. W.W. Norton & Company, 2016.