UNIVERSAL DESIGN FOR LEARNING: ENGAGEMENT

Context: an inclusive classroom in a secondary school. After a chapter in history lesson, the teacher organizes a quiz to find out what the students have learned. The students work in groups.

Key-words: UDL- principle of engagement.

Description: The teacher puts a graphic overview on the blackboard:

Sub-item 1	Sub-item 2	Sub-item 3
10 15 20 (= points to win with increasingly difficult questions)	10 15 20 (= points to win with increasingly difficult questions)	10 15 20 (= points to win with increasingly difficult questions)
From here on more difficult! 25 30 35 (=points to win with increasingly difficult questions)	*From here on more difficult!* 25 30 35 (=points to win with increasingly difficult questions)	*From here on more difficult!* 25 30 35 (=points to win with increasingly difficult questions)

The students sit in randomly chosen groups. They can choose the order of answering questions from the 3 sub-items and the degree of difficulty. All questions need to be answered at the end of the lesson.

Observation:

1. Students start with the easy questions and the sub-items they like. That enhances their feeling of success and the fact that they have choices and autonomy provides safety in the classroom and optimizes interest.
2. Students may not answer individually. Before answering, the group has to agree on the choice of question and the answer.

Conclusion and links to the UDL-items of the **PRINCIPLE OF ENGAGEMENT:**

1. **Provide options for recruiting interest:** optimize individual choice and autonomy.

2. **Provide options for sustaining effort and persistence:** foster collaboration and community.