# Provide multiple means of engagement

Learners can learn effectively with high motivation if they actively engage in the learning process. However, as they are from various backgrounds, there is significant variation in their learning preferences and ways to engage in the learning process. For example, some learners thrive when learning independently, while others are most engaged when working collaboratively with their peers. One implication is that course designers should create opportunities for learners to access and engage in the learning process in multiple ways. One question guiding the application of this principle is: are learners challenged, excited, and motivated about what they are learning in the course?

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| Provide multiple means of engagement |
| Provide options for recruiting interests | Example | Check |
| Optimize individual choice and autonomy | Provide alternative assessment options for learners to choose the one that helps them best demonstrate their mastery of the targeted competency  |  |
| Optimize relevance, value, and authenticity | Use real-life examples to present how learners can apply the skills in their daily lives |  |
| Minimize threats and distractions | Select materials without introducing biases against any groups of learners (e.g., age, gender, race, sexuality) |  |
| Provide options for sustaining effort and persistence | Example | Check |
| Heighten salience of goals and objectives | Divide the learning objective into smaller learning goals and explain how they build up the targeted competency |  |
| Vary demands and resources to optimize challenge | Give learners alternative tools and resources to complete a course project |  |
| Foster collaboration and community | Create flexible grouping options (e.g., learning pairs, breakout room groups, project teams) that facilitate peer cooperation |  |
| Increase mastery-oriented feedback | Give learners frequent and constructive feedback that supports mastery of the competency |  |
| Provide options forself-regulation | Example | Check |
| Promote expectations and beliefs that optimize motivation | Facilitate self-reflection activities (e.g., self-reflection paper) that help learners identify personal learning goals and their connections with the course |  |
| Facilitate personal coping skills and strategies | Provide feedback and support for learners in handling challenges encountered throughout the course |  |
| Develop self-assessment and reflection | Create templates for learners to track their learning progress |  |
| Resources |
| **UDL guidelines*** [Provide options for recruiting interests](https://udlguidelines.cast.org/engagement/recruiting-interest)
* [Provide options for sustaining effort and persistence](https://udlguidelines.cast.org/engagement/effort-persistence)
* [Provide options for self-regulation](https://udlguidelines.cast.org/engagement/self-regulation)

**Learner engagement in microcredential design*** Self-directed instructional modules 4: Engaging Students in Micro-Credential Experience: Active Learning & Alignment in Instructional Design

**Examples/techniques of multiple means of engagement*** [Principle III: Provide multiple means of engagement](https://www.mcgill.ca/access-achieve/faculty-staff/resources/udl-videos)
* [UDL and assessment](http://udloncampus.cast.org/page/assessment_udl#l1970374): provide multiple means of engagement section
* [Uoft tool finder](https://teaching.utoronto.ca/resources/tool-guide-menu/) (“Active Learning”, “Assess & Give Feedback” tabs)
* [Inclusive strategies](https://publications.ici.umn.edu/ties/5-15-45/resources/list-of-inclusive-strategies) (Include both tips and examples)

**Providing effective feedback*** [Gathering formative feedback with mid-course evaluations](https://teaching.utoronto.ca/resources/gathering-formative-feedback-with-mid-course-evaluations/)
* [Assessing online learning](https://teaching.utoronto.ca/resources/assessing-online-learning/)
* [Impact of performance feedback for effective use of digital badges](https://files.eric.ed.gov/fulltext/EJ1255355.pdf) (Please refer to table 2 and section 4.2)

**Strategies for inclusive teaching at UofT*** [Equity, diversity and inclusion](https://teaching.utoronto.ca/resources/equity-diversity-and-inclusion/)
	+ Course design for inclusive teaching section
	+ Inclusive teaching section
* [Sample statements for your course syllabi](https://teaching.utoronto.ca/resources/sample-statements-for-your-course-syllabi/)
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