

# The recognition network and making sense of information

A suggestion for implementing the strategy  
'Provide multiple means of Representation'  
from the Guide: [Universal Design for Learning](#)

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## **Includes:**

- Understand the recognition network
- Implications of variability
- Guidelines to help us plan for variability
- Potential barriers
- Summary
- Useful resources

Inclusive Education

From

Guide: [Universal Design for Learning](#)

Strategy: [Provide multiple means of Representation](#)

Suggestion: [The recognition network and making sense of information](#)

Date

19 May 2024

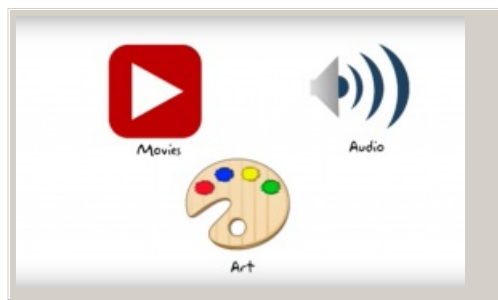
Link

[inclusive.tki.org.nz/guides/universal-design-for-learning/the-recognition-network-and-making-sense-of-information](https://inclusive.tki.org.nz/guides/universal-design-for-learning/the-recognition-network-and-making-sense-of-information)

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## Understand the recognition network

An introduction to how we perceive and make sense of information in different ways.



Video hosted on Youtube <http://youtu.be/ofOJqdDbUd8>

Closed Captions

Source:

[SOOC \(US\)](#)

<https://www.youtube.com/watch?v=ofOJqdDbUd8>

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## Implications of variability

When we present information in only one way, we create barriers for students and limit learning opportunities.

No single medium works for every learner, nor does it for every subject....To promote understanding of information, concepts, relationships, and ideas, it is critical to provide multiple ways for learners to approach them.

**David Rose**

Source:

[CAST. Inc. 2014](#)

<http://udltheorypractice.cast.org>



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## Potential barriers

The presentation of information can impact access, participation, and engagement.

Potential barriers for students could be:

- ✓ decoding text
- ✓ information presented in one format
- ✓ materials that are unable to be adjusted, personalised, or customised for learner preference
- ✓ unfamiliar vocabulary
- ✓ text not in first language
- ✓ unfamiliar or complicated language
- ✓ unfamiliar symbols and new concepts
- ✓ little background knowledge to build upon
- ✓ materials are only available online
- ✓ low vision
- ✓ physically accessing materials, for example, turning pages, navigating digital content
- ✓ delivery method – for example whole class, small group.

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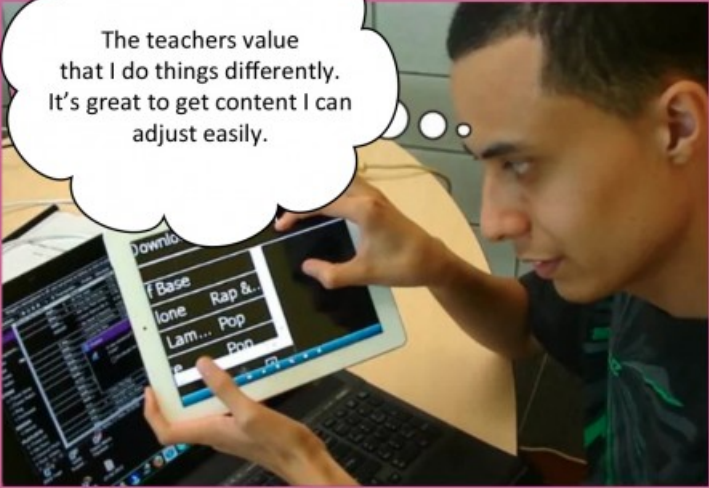
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## Summary

A young man with short dark hair is looking at a tablet. A thought bubble above him contains the text: "The teachers value that I do things differently. It's great to get content I can adjust easily." The tablet screen shows a list of music genres: "Download", "Base", "lone", "Rap &", "Lam...", "Pop", and "Pon".

**Representation**

Flexible information and content that can be personalised.

Supporting understanding and decoding.

Activate background knowledge and support critical thinking.

Source:

[CORE Education](https://core-ed.org/)

<https://core-ed.org/>

[View full image \(521 KB\)](#)

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## Useful resources



### Providing Multiple Means for Representation

Providing Multiple Means for Representation

Publisher: Novak Education

[Visit website](#)



### Multiple means of representation – Professional development resource

An online resource from CAST introducing the UDL principle of Representation.

Publisher: CAST

[Visit website](#)



### Do's and don'ts on designing for accessibility

Read time: 34 min

A set of six posters with general guidelines for designing accessible web content. These posters are also useful considerations for general classroom planning and content design.

Publisher: United Kingdom Government

[Visit website](#)

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