

The affective network and engaging learners

A suggestion for implementing the strategy 'Support engagement in learning' from the Guide: [Universal Design for Learning](#)

Includes:

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

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Guide: [Universal Design for Learning](#)

Strategy: [Support engagement in learning](#)

Suggestion: [The affective network and engaging learners](#)

Date

21 January 2019

Link

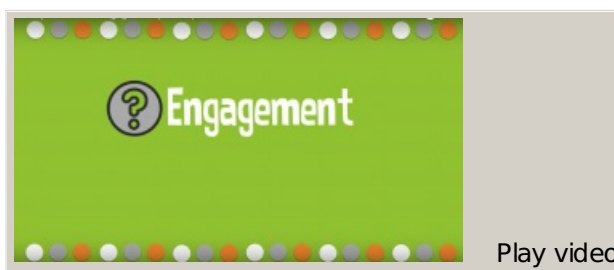
www.inclusive.tki.org.nz/guides/universal-design-for-learning/the-affective-network-and-engaging-learners

Understand the affective network

How the UDL principle of Engagement supports the affective networks of the brain.

Source: [SOOC \(US\)](#) Closed Captions

Source:
[SOOC \(US\)](#)
<https://www.youtube.com/watch?v=nTwhcroMAaU>



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

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Implications of variability

All learners demonstrate huge variability in their emotions, motivations, ability to persist, sustain effort and self-regulate.

It is critically important to intentionally design learning contexts that offer a range of useful supports and options so that each student can:

find a way into the learning experience

remain persistent in the face of challenge or failure

continue to build self-knowledge.

When we don't acknowledge and plan for variability, we can inadvertently create barriers to learning and wellbeing for some students.

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Guidelines to help us plan for variability

From the neuroscience, we know that variability across the affective networks is predictable.

The three engagement guidelines help us plan for this variability.

| Guidelines | Purpose |
|---|--|
| Provide options for recruiting interest | Spark excitement and curiosity for learning |
| Provide options for sustaining effort and persistence | Tackle challenges with focus and determination |
| Provide options for self regulation | Harness the power of emotions and motivation in learning |

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Summary



Having access to electronic content means I don't have to rely on anybody else. It helps me keep up alongside my peers and keeps me engaged.

Engagement

- Recruiting interest, choice, autonomy, authenticity, relevance, and value.
- Minimise distractions and threats,
- Sustaining effort and persistence.
- Supporting beliefs as a learner, coping skills, and self-reflection.

Source: [CORE Education](#)

Source:

[CORE Education](#)

<http://www.core-ed.org/>

[View full image \(477 KB\)](#)

It makes a difference for students when options and supports for engagement are in place.

It demonstrates we value students for who they are and what they bring.

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Useful resources

Multiple means of engagement –
Professional development resource

Publisher: The Edmonton Regional Learning Consortium
(ERLC)

[Visit website](#)

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