

The recognition network and making sense of information

A suggestion for implementing the strategy

'Provide access to information, support

understanding' from the Guide: [Universal](#)

[Design for Learning](#)

Includes:

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From

Guide: [Universal Design for Learning](#)

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Date

22 January 2019

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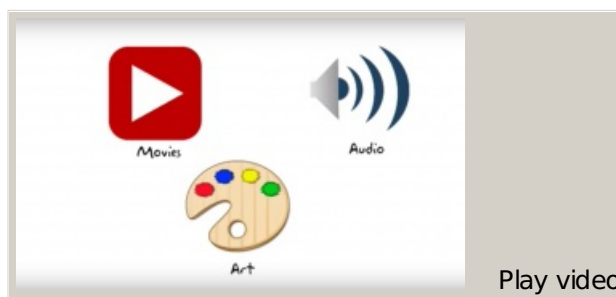
www.inclusive.tki.org.nz/guides/universal-design-for-learning/the-recognition-network-and-making-sense-of-information

Understand the recognition network

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

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

Source:
[SOOC \(US\)](#)
<https://www.youtube.com/watch?v=ofOJqDbUd8>



Video hosted on Youtube <http://youtu.be/ofOJqDbUd8>

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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](#)

Source:

[CAST. Inc. 2014](#)

<http://udltheorypractice.cast.org>

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Guidelines to help us plan for variability

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

The three representation guidelines help us ensure all learners are able to access information and build new understandings.

Guidelines	Purpose
Provide options for perception	Interact with flexible content that doesn't depend on a single sense like sight, hearing, movement, or touch
Provide options for language and symbols	Communicate through languages that create a shared understanding
Provide options for comprehension	Construct meaning and generate new understandings

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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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Summary



Source: [CORE Education](#)

Source:

[CORE Education](#)

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

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

Present information and materials in different ways to ensure all students' recognition networks are activated.

Ask students what helps. Refine as needed.

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Useful resources

Multiple means of representation – Professional development resource

Publisher: The Edmonton Regional Learning Consortium
(ERLC)

[Visit website](#)

Do's and don'ts on designing for accessibility

Read time: 34 min

Publisher: United Kingdom Government

[Visit website](#)

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