

Inclusive Education

From

Guide: [Universal Design for Learning](#)

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

Suggestion: [Design options for building knowledge](#)

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Link

inclusive.tki.org.nz/guides/universal-design-for-learning/design-options-for-building-knowledge

Why this matters

Learners differ in their prior knowledge, ways of thinking, and approaches to building knowledge.

By incorporating multiple representations and scaffolded supports, educators can ensure all learners have access to meaningful ways to build knowledge ([CAST, 2024](#)).

Design options for building knowledge prompts us to consider learner variability at the outset and offer options to:

- [connect prior knowledge to new learning](#)
- [highlight and explore patterns, critical features, big ideas, and relationships](#)
- [cultivate multiple ways of knowing and making meaning](#)
- [maximise transfer and generalisation](#).

This guideline also reminds us to consider:

- How will these options support learners in reaching their goals?
- Could any of these options create barriers or unnecessary challenges?
- Will all learners have fair and equal access to high-quality choices?
- How do these options reflect and respond to learner variability?

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