

Design options for perception

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

Includes:

Why this matters

Support opportunities to customise the display of information

Support multiple ways to perceive information

Represent a diversity of perspectives and identities in authentic ways

Useful resources

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From

Guide: [Universal Design for Learning](#)

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

Suggestion: [Design options for perception](#)

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Why this matters

Learners vary in how they perceive and process information.

Learning is interrupted when learners cannot perceive, access or make sense of information due to its design.

Preparing adjustable information that represents a diversity of perspectives is integral to supporting access ([CAST, 2024](#)).

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

- [support opportunities to customise the display of information](#)
- [support multiple ways to perceive information](#)
- [represent a diversity of perspectives and identities in authentic ways.](#)

This guidelines 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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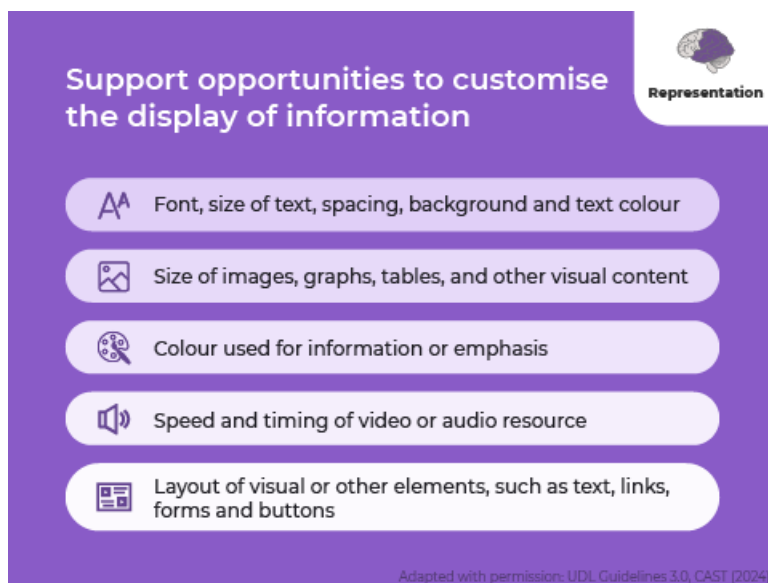
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Support opportunities to customise the display of information



Source:

[UDL Guidelines 3.0, CAST \(2024\)](#)

<https://udlguidelines.cast.org/representation/perception/customize-display/>

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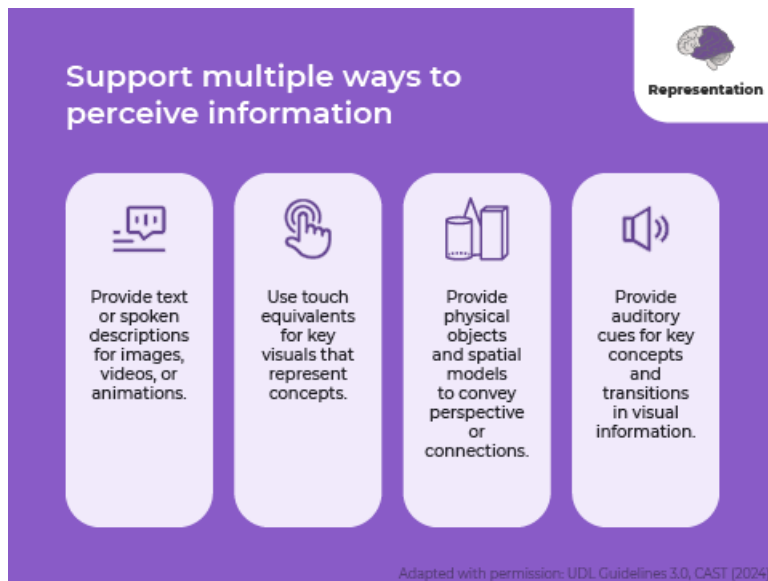
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Support multiple ways to perceive information



Source:

[UDL Guidelines 3.0 | CAST \(2024\)](#)

<https://udlguidelines.cast.org/representation/perception/ways-perceive-information/>

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Represent a diversity of perspectives and identities in authentic ways

When learners can identify with perspectives, identities and cultures portrayed in learning materials, it can foster a sense of belonging and support engagement.

Exposure to unfamiliar perspectives can build trust and support collaboration ([CAST, 2024](#)).

- ✓ Ensure Māori and Pacific authors, voices and mana-sustaining stories are prioritised in materials and resources.
- ✓ Include a range of authors with intersecting identities, including (but not limited to) gender, race, different abilities, nationality, and socio-economic background.
- ✓ Include images that represent learner diversity.
- ✓ Recognise the range of people, cultures, and histories that contribute to current understanding.
- ✓ Attend to how people and cultures are being portrayed.
- ✓ Challenge stereotypical or harmful portrayals of people and cultures.
- ✓ Seek authentic, complex portrayals of people, cultures, histories, and worldviews.
- ✓ Facilitate listening to diverse perspectives.

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Useful resources



Design options for perception (UDL Guideline)

These UDL guidelines help educators prepare information that can be adjusted so that it is accessible to all learners (through sight, hearing, touch) and represents a diversity of perspectives.

This guideline supports the UDL Representation principle.

Publisher: CAST (2024)

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