

# Planning for predictable variability

UDL helps us consider variability across four dimensions.

It helps us think about the "why", "how", "what" and "who" of learning (CAST, 2024).

UDL has traditionally emphasised the variability among learners in:

- **engagement** – the "why" of learning (how they engage with learning)
- **representation** – the "what" of learning (how they perceive information)
- **action and expression** – the "how" of learning (how they act on and express what they know).

**UDL Guidelines 3.0** expands this view to include: Identity – the "who" of learning:

- Recognising that learners bring multiple, intersecting identities (for example, cultural, linguistic, racial, gender-based).
- Acknowledging that identities shape how learners engage with, perceive, and express their learning.

Note: Identity is not a separate category but is interwoven across all three UDL principles.

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