deck of spaces™

create spaces aligned with
Universal Design for Learning

multistudio Higher Education Edition

Higher Education First Edition
Deck of Spaces

REFERENCE GUIDE

CARD ALIGNMENT AND IDEA GUIDE

multistudio CAST

This Reference Guide was developed to provide a crosswalk among the ideas in the **Higher Education First Edition Deck of Spaces™** and the UDL Guidelines. As developed by CAST (©2018), the UDL Guidelines provide a foundation for supporting the variability across learners and offers a framework to provide equity to all learners. Learning environments can play a supporting role in the creation or mitigation of learning barriers. The **Deck of Spaces™** is a tool-kit – a series of thought starters – to help everyone consider ways to improve learning spaces and to better articulate ideas about the power of space design in the support of equity-based learning. We hope you enjoy applying this crosswalk in conjunction with the idea cards in the **Deck of Spaces™** .
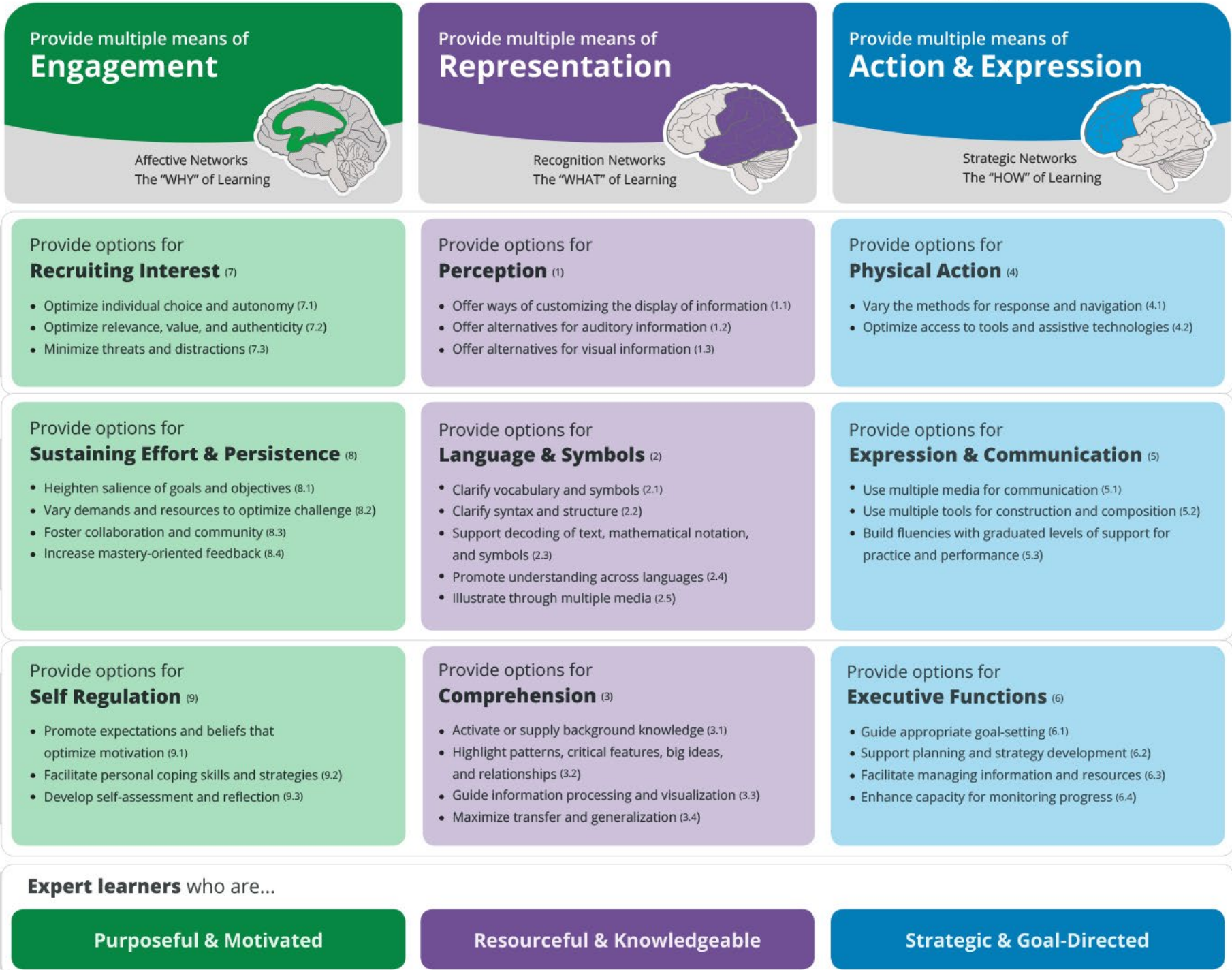
There's no one way to use the Reference Guide. If you're working on a particular checkpoint in the UDL Guidelines, you can do a "Ctrl F" function in this Reference Guide, type in the term you're working on, and find all the cards that have relevance to that UDL checkpoint. Or you can simply browse the Reference Guide alongside the cards to give yourself more ideas about how the space design idea cards could be integrated with your lessons and applied to your campus or institution.

To purchase the **Higher Education First Edition Deck of Spaces™**, click **here** to go to the CAST Publishing bookstore, or scan this QR code.

For more information about the UDL Guidelines, click **here**.

multistudio **CAST**

The Universal Design for Learning Guidelines

CAST | Until learning has no limits™

Provide multiple means of Engagement
Affective Networks
The "WHY" of Learning

Provide multiple means of Representation
Recognition Networks
The "WHAT" of Learning

Provide multiple means of Action & Expression
Strategic Networks
The "HOW" of Learning

Access

Provide options for Recruiting Interest (7)
- Optimize individual choice and autonomy (7.1)
- Optimize relevance, value, and authenticity (7.2)
- Minimize threats and distractions (7.3)

Provide options for Perception (1)
- Offer ways of customizing the display of information (1.1)
- Offer alternatives for auditory information (1.2)
- Offer alternatives for visual information (1.3)

Provide options for Physical Action (4)
- Vary the methods for response and navigation (4.1)
- Optimize access to tools and assistive technologies (4.2)

Build

Provide options for Sustaining Effort & Persistence (8)
- Heighten salience of goals and objectives (8.1)
- Vary demands and resources to optimize challenge (8.2)
- Foster collaboration and community (8.3)
- Increase mastery-oriented feedback (8.4)

Provide options for Language & Symbols (2)
- Clarify vocabulary and symbols (2.1)
- Clarify syntax and structure (2.2)
- Support decoding of text, mathematical notation, and symbols (2.3)
- Promote understanding across languages (2.4)
- Illustrate through multiple media (2.5)

Provide options for Expression & Communication (5)
- Use multiple media for communication (5.1)
- Use multiple tools for construction and composition (5.2)
- Build fluencies with graduated levels of support for practice and performance (5.3)

Internalize

Provide options for Self Regulation (9)
- Promote expectations and beliefs that optimize motivation (9.1)
- Facilitate personal coping skills and strategies (9.2)
- Develop self-assessment and reflection (9.3)

Provide options for Comprehension (3)
- Activate or supply background knowledge (3.1)
- Highlight patterns, critical features, big ideas, and relationships (3.2)
- Guide information processing and visualization (3.3)
- Maximize transfer and generalization (3.4)

Provide options for Executive Functions (6)
- Guide appropriate goal-setting (6.1)
- Support planning and strategy development (6.2)
- Facilitate managing information and resources (6.3)
- Enhance capacity for monitoring progress (6.4)

Goal

Expert learners who are...

| Purposeful & Motivated | Resourceful & Knowledgeable | Strategic & Goal-Directed |

PARADIGM SHIFTS

P.1 Who are the right people to "have on the bus?"

Card P.1 doesn't have any direct correlations to the UDL checkpoints.
- However, it's extremely valuable to design your process just as you would design your learning experiences for your students. This starts by designing the right team for the process.

P.2 What are the experiences we desire vs. what exists today?

7.1 - Optimize individual choice and autonomy
- Involve learners, where and whenever possible, in setting their own personal academic and behavioral goals

8.1 - Heighten salience of goals and objectives
- Engage learners in assessment discussions of what constitutes excellence and generate relevant examples that connect to their cultural background and interests

8.3 - Foster collaboration and community
- Create cooperative learning groups with clear goals, roles, and responsibilities
- Construct communities of learners engaged in common interests or activities

---

P.3 How can we design for the future while recognizing the past?

3.3 - Guide information processing, visualization, and manipulation
- Provide multiple entry points to a lesson and optional pathways through content (e.g., exploring big ideas through dramatic works, arts and literature, film and media)

4.1 - Vary the methods for response and navigation
- Provide alternatives in the requirements for rate, timing, speed, and range of motor action required to interact with instructional materials, physical manipulatives, and technologies
- Provide alternatives for physically interacting with materials by hand, voice, single switch, joystick, keyboard, or adapted keyboard

5.1 - Use multiple media for communication
- Use social media and interactive web tools (e.g., discussion forums, chats, web design, annotation tools, storyboards, comic strips, animation presentations)

5.2 - Use multiple tools for construction and composition
- Use web applications (e.g., wikis, animation, presentation)

5.3 - Build fluencies with graduated levels of support for practice and performance
- Provide differentiated feedback (e.g., feedback that is accessible because it can be customized to individual learners)

6.2 - Support planning and strategy development
- Embed coaches or mentors that model think-alouds of the process

7.1 - Optimize individual choice and autonomy
- Involve learners, where and whenever possible, in setting their own personal academic and behavioral goals

7.2 - Optimize relevance, value, and authenticity
- Design activities so that learning outcomes are authentic, communicate to real audiences, and reflect a purpose that is clear to the participants

7.3 - Minimize threats and distractions
- Vary the social demands required for learning or performance.

8.1 - Heighten salience of goals and objectives
- Engage learners in assessment discussions of what constitutes excellence and generate relevant examples that connect to their cultural background and interests

8.2 - Vary demands and resources to optimize challenge
- Emphasize process, effort, improvement in meeting standards as alternatives to external evaluation and competition

8.3 - Foster collaboration and community
- Create cooperative learning groups with clear goals, roles, and responsibilities
- Construct communities of learners engaged in common interests or activities

8.4 - Increase mastery-oriented feedback
- Provide feedback that encourages perseverance, focuses on development of efficacy and self-awareness, and encourages the use of specific supports and strategies in the face of challenge
- Provide feedback that emphasizes effort, improvement, and achieving a standard rather than on relative performance

9.3 - Develop self-assessment and reflection
- Use activities that include a means by which learners get feedback and have access to alternative scaffolds (e.g., charts, templates, feedback displays) that support understanding progress in a manner that is understandable and timely

P.4 What if we practice "extreme hospitality" for students on campus?

5.1 - Use multiple media for communication

6.2 - Support planning and strategy development

7.1 - Optimize individual choice and autonomy

7.2 - Optimize relevance, value, and authenticity

8.3 - Foster collaboration and community

9.1 - Promote expectations and beliefs that optimize motivation

9.2 - Facilitate personal coping skills and strategies

P.5 How can we create expert learners without losing content expertise?

2.5 - Illustrate through multiple media
- Make explicit links between information provided in texts and any accompanying representation of that information in illustrations, equations, charts, or diagrams

3.3 - Guide information processing, visualization, and manipulation
- Provide interactive models that guide exploration and new understandings
- Provide multiple entry points to a lesson and optional pathways through content

4.1 - Vary the methods for response and navigation
- Provide alternatives in the requirements for rate, timing, speed, and range of motor action required to interact with instructional materials, physical manipulatives, and technologies
- Provide alternatives for physically responding or indicating selections

5.1 - Use multiple media for communication
- Use physical manipulatives
- Use social media and interactive web tools
- Compose in multiple media such as text, speech, drawing, illustration, comics, storyboards, design, film, music, visual art, sculpture, or video

5.3 - Build fluencies with graduated levels of support for practice and performance
- Provide differentiated feedback

6.1 - Guide appropriate goal setting
- Provide models or examples of the process and product of goal setting

6.2 - Support planning and strategy development
- Provide guides for breaking long-term goals into reachable short-term objectives

7.1 - Optimize individual choice and autonomy
- Involve learners, where and whenever possible, in setting their own personal academic and behavioral goals

7.2 - Optimize relevance, value, and authenticity
- Design activities so that learning outcomes are authentic, communicate to real audiences, and reflect a purpose that is clear to the participants
- Provide tasks that allow for active participation, exploration and experimentation
- Invite personal response, evaluation and self-reflection to content and activities
- Include activities that foster the use of imagination to solve novel and relevant problems, or make sense of complex ideas in creative ways

8.1 - Heighten salience of goals and objectives
- Encourage division of long-term goals into short-term objectives
- Engage learners in assessment discussions of what constitutes excellence and generate relevant examples that connect to their cultural background and interests

9.1 - Promote expectations and beliefs that optimize motivation
- Elevating the frequency of self-reflection and self-reinforcements
- Provide coaches, mentors, or agents that model the process of setting personally appropriate goals that consider both strengths and weaknesses

---

P.6 How can more integration of arts with STEM better support student engagement and mastery?

1.1 – Offer ways of customizing the display of information

2.3 - Support decoding of text, mathematical notation, and symbols

2.5 - Illustrate through multiple media

3.3 - Guide information processing, visualization, and manipulation

5.2 - Use multiple tools for construction and composition

7.1 - Optimize individual choice and autonomy

7.2 - Optimize relevance, value, and authenticity

8.2 - Vary demands and resources to optimize challenge

8.3 - Foster collaboration and community

P.7 What are the true needs for faculty workspace?

8.3 - Foster collaboration and community
- Create cooperative learning groups with clear goals, roles, and responsibilities
- Encourage and support opportunities for peer interactions and supports (e.g., peer-tutors)
- Construct communities of learners engaged in common interests or activities
- Create expectations for group work (e.g., rubrics, norms, etc.)

9.1 - Promote expectations and beliefs that optimize motivation
- Provide coaches, mentors, or agents that model the process of setting personally appropriate goals that consider both strengths and weaknesses
- Support activities that encourage self-reflection and identification of personal goals

---

P.8 How can all learning spaces help build workforce readiness competencies?

3.1 - Activate or supply background knowledge
- Make explicit cross-curricular connections

5.1 - Use multiple media for communication
- Use social media and interactive web tools (e.g., discussion forums, chats, web design, annotation tools, storyboards, comic strips, animation presentations)
- Solve problems using a variety of strategies

5.3 - Build fluencies with graduated levels of support for practice and performance
- Provide multiple examples of novel solutions to authentic problems

6.2 - Support planning and strategy development
- Provide checklists and project planning templates for understanding the problem, setting up prioritization, sequences, and schedules of steps

7.2 - Optimize relevance, value, and authenticity
- Design activities so that learning outcomes are authentic, communicate to real audiences, and reflect a purpose that is clear to the participants
- Provide tasks that allow for active participation, exploration and experimentation
- Invite personal response, evaluation and self-reflection to content and activities
- Include activities that foster the use of imagination to solve novel and relevant problems, or make sense of complex ideas in creative ways

7.3 - Minimize threats and distractions
- Vary the level of novelty or risk
- Vary the social demands required for learning or performance, the perceived level of support and protection and the requirements for public display and evaluation involving all participants in whole class discussions

8.3 - Foster collaboration and community
- Create cooperative learning groups with clear goals, roles, and responsibilities
- Encourage and support opportunities for peer interactions and supports (e.g., peer-tutors)
- Construct communities of learners engaged in common interests or activities

P.9 What if we create a "maker ethos" throughout our entire campus?

7.2 - Optimize relevance, value, and authenticity
- Vary activities and sources of information so that they can be
- Design activities so that learning outcomes are authentic, communicate to real audiences, and reflect a purpose that is clear to the participants
- Provide tasks that allow for active participation, exploration and experimentation
- Invite personal response, evaluation and self-reflection to content and activities
- Include activities that foster the use of imagination to solve novel and relevant problems, or make sense of complex ideas in creative ways

8.3 - Foster collaboration and community
- Construct communities of learners engaged in common interests or activities

9.2 - Facilitate personal coping skills and strategies
- Provide differentiated models, scaffolds and feedback for:
- Appropriately handling subject specific phobias and judgments of "natural" aptitude (e.g., "how can I improve on the areas I am struggling in?" rather than "I am not good at math"). Use real life situations or simulations to demonstrate coping skills

P.10 What if the registrar could support creativity, innovation, and better learning experiences?

8.3 - Foster collaboration and community
- Encourage and support opportunities for peer interactions and supports (e.g., peer tutors)
- Construct communities of learners engaged in common interests or activities

P.11 How can promotion of "+1 Thinking" make UDL more approachable to stakeholders?

Postsecondary faculty are often overwhelmed with time commitments and responsibilities.
- The prospect of adopting UDL, i.e. trying to take on one more initiative, is often daunting and met with resistance. The notion of "+1 Thinking" is borrowed from Tom Tobin, author of *Reach Everyone, Teach Everyone*. His book is an excellent resource for higher education professionals engaged in ways to better meet student variability.

P.12 What status quo practices should be challenged?

Often there are customs (customary practices) that become very entrenched despite the obsolescence. This idea is here to challenge you to think about and acknowledge any such custom(s) that are impeding more effective application of UDL principles.

5.1 - Use multiple media for communication

5.2 - Use multiple tools for construction and composition

7.1 - Optimize individual choice and autonomy

8.3 - Foster collaboration and community

P.13 "Stop digging"– what initiatives are underway that should be revisited?

Many of us often find ourselves set on a goal with absolute determination to complete that goal. However, we can often find ourselves in a situation where our efforts to accomplish this goal are meeting diminishing returns. The idea to "stop digging" is about reassessing your current practices and consider some fresh approaches.

5.1 - Use multiple media for communication

5.2 - Use multiple tools for construction and composition

7.1 - Optimize individual choice and autonomy

8.3 - Foster collaboration and community

deck of spaces™

INTEGRATED CAMPUS EXPERIENCES

C.1 How could the "5 Es" of user experience help new students learn to navigate campus?

1.1 – Offer ways of customizing the display of information:
- Display information in flexible formats

1.2 - Offer alternatives for auditory information
- Use text equivalents in the form of captions or automated speech-to-text (voice recognition) for spoken language
- Provide visual diagrams, charts, notations of music or sound
- Provide written transcripts for videos or auditory clips
- Provide American Sign Language (ASL) for spoken English
- Use visual analogues to represent emphasis and prosody (e.g., emoticons, symbols, or images)
- Provide visual or tactile (e.g., vibrations) equivalents for sound effects or alerts
- Provide visual and/or emotional description for musical interpretation

1.3 - Offer alternatives for visual information
- Provide descriptions (text or spoken) for all images, graphics, video, or animations
- Use touch equivalents (tactile graphics or objects of reference) for key visuals that represent concepts
- Provide physical objects and spatial models to convey perspective or interaction
- Provide auditory cues for key concepts and transitions in visual information
- Follow accessibility standards (NIMAS, DAISY, etc.) when creating digital text
- Allow for a competent aide, partner, or "intervener" to read text aloud

7.1 - Optimize individual choice and autonomy
- Provide learners with as much discretion and autonomy as possible

---

C.2 Do students have trouble finding support services on campus?

1.1 – Offer ways of customizing the display of information:
- Display information in flexible formats

1.2 - Offer alternatives for auditory information
- Use text equivalents in the form of captions or automated speech-to-text (voice recognition) for spoken language
- Provide visual diagrams, charts, notations of music or sound
- Provide written transcripts for videos or auditory clips
- Provide American Sign Language (ASL) for spoken English
- Use visual analogues to represent emphasis and prosody (e.g., emoticons, symbols, or images)
- Provide visual or tactile (e.g., vibrations) equivalents for sound effects or alerts
- Provide visual and/or emotional description for musical interpretation

1.3 - Offer alternatives for visual information
- Provide descriptions (text or spoken) for all images, graphics, video, or animations
- Use touch equivalents (tactile graphics or objects of reference) for key visuals that represent concepts
- Provide physical objects and spatial models to convey perspective or interaction
- Provide auditory cues for key concepts and transitions in visual information
- Follow accessibility standards (NIMAS, DAISY, etc.) when creating digital text
- Allow for a competent aide, partner, or "intervener" to read text aloud

C.3 How could greater permeability across campus enhance critical connections?

3.3 - Guide information processing, visualization, and manipulation
- Remove unnecessary distractions unless they are essential to the goal

7.3 - Minimize threats and distractions
- Create an accepting and supportive campus climate
- Vary the social demands required for learning or performance, the perceived level of support and protection and the requirements for public display and evaluation involving all participants on campus

8.3 - Foster collaboration and community
- Create cooperative learning groups with clear goals, roles, and responsibilities
- Provide prompts that guide learners in when and how to ask peers and/or teachers for help
- Encourage and support opportunities for peer interactions and supports (e.g., peer-tutors)
- Construct communities of learners engaged in common interests or activities

C.4 Can "learning on display" help engage reluctant learners?

1.1 – Offer ways of customizing the display of information

1.2 - Offer alternatives for auditory information

1.3 - Offer alternatives for visual information

2.4 - Promote understanding across languages
- Make all key information in the dominant language (e.g., English) also available in first languages (e.g., Spanish) for learners with limited English proficiency and in ASL for learners who are deaf

2.5 - Illustrate through multiple media

5.1 - Use multiple media for communication

7.2 - Optimize relevance, value, and authenticity
- Design activities so that learning outcomes are authentic, communicate to real audiences, and reflect a purpose that is clear to the participants
- Provide tasks that allow for active participation, exploration and experimentation

C.5 What if student support hubs were the "cool place to hang out?"

7.1 - Optimize individual choice and autonomy
- Provide learners with as much discretion and autonomy as possible

7.3 - Minimize threats and distractions
- Vary the social demands required for learning or performance, the perceived level of support and protection and the requirements for public display and evaluation involving all participants

8.3 - Foster collaboration and community
- Encourage and support opportunities for peer interactions and supports (e.g., peer-tutors)
- Construct communities of learners engaged in common interests or activities

9.1 - Promote expectations and beliefs that optimize motivation
- Support activities that encourage self-reflection and identification of personal goals

C.6 "One-stop shops"; are we making access to services as easy as possible for students?

6.4 - Enhance capacity for monitoring progress
- Ask questions to guide self-monitoring and reflection
- Show representations of progress (e.g., before and after photos, graphs and charts showing progress over time, process portfolios)
- Prompt learners to identify the type of feedback or advice that they are seeking
- Provide differentiated models of self-assessment strategies (e.g., roleplaying, video reviews, peer feedback)

7.1 - Optimize individual choice and autonomy
- Provide learners with as much discretion and autonomy as possible

7.3 - Minimize threats and distractions
- Vary the social demands required for learning or performance, the perceived level of support and protection and the requirements for public display and evaluation involving all participants

8.3 - Foster collaboration and community
- Encourage and support opportunities for peer interactions and supports (e.g., peer-tutors)
- Construct communities of learners engaged in common interests or activities

C.7 How can we help create serendipitous "collisions" to boost student engagement?

1.1 – Offer ways of customizing the display of information

1.2 - Offer alternatives for auditory information

1.3 - Offer alternatives for visual information

5.1 - Use multiple media for communication

7.1 - Optimize individual choice and autonomy
- Provide learners with as much discretion and autonomy as possible
- Allow learners to participate in the design of classroom activities and academic tasks

7.3 - Minimize threats and distractions
- Create an accepting and supportive campus climate
- Vary the social demands required for learning or performance, the perceived level of support and protection and the requirements for public display and evaluation

8.3 - Foster collaboration and community
- Create cooperative learning groups with clear goals, roles, and responsibilities
- Provide prompts that guide learners in when and how to ask peers and/or teachers for help
- Construct communities of learners engaged in common interests or activities

9.1 - Promote expectations and beliefs that optimize motivation
- Provide coaches, mentors, or agents that model the process of setting personally appropriate goals that consider both strengths and weaknesses

C.8 How can we optimize delivery of student support via zones of service?

7.1 - Optimize individual choice and autonomy
- Provide learners with as much discretion and autonomy as possible

7.3 - Minimize threats and distractions
- Create an accepting and supportive classroom climate
- Vary the level of sensory stimulation
- Vary the social demands required for learning or performance, the perceived level of support and protection and the requirements for public display and evaluation Involve all participants in whole class discussions

8.3 - Foster collaboration and community
- Encourage and support opportunities for peer interactions and supports (e.g., peer-tutors)
- Construct communities of learners engaged in common interests or activities

C.9 Do our students feel a sense of ownership and belonging on campus?

7.1 - Optimize individual choice and autonomy
- Provide learners with as much discretion and autonomy as possible
- Allow learners to participate in the design of campus activities and academic tasks
- Involve learners, where and whenever possible, in setting their own personal academic and behavioral goals

7.3 - Minimize threats and distractions
- Create an accepting and supportive campus climate
- Vary the social demands required for learning or performance, the perceived level of support and protection and the requirements for public display and evaluation Involve all participants in whole class discussions

8.3 - Foster collaboration and community

9.1 - Promote expectations and beliefs that optimize motivation
- Support activities that encourage selfreflection and identification of personal goals

C.10 What if our learning support centers were located in prime real estate?

7.1 - Optimize individual choice and autonomy
- Allow learners to participate in the design of classroom activities and academic tasks
- Involve learners, where and whenever possible, in setting their own personal academic and behavioral goals

7.3 - Minimize threats and distractions
- Create an accepting and supportive classroom climate
- Vary the social demands required for learning or performance, the perceived level of support and protection and the requirements for public display and evaluation Involve all participants in whole class discussions

8.3 - Foster collaboration and community

9.1 - Promote expectations and beliefs that optimize motivation
- Support activities that encourage selfreflection and identification of personal goals

C.11 How can our library become a vibrant hub to support all learner variability?*

4.1 - Vary the methods for response and navigation

7.2 - Optimize relevance, value, and authenticity
- Vary activities and sources of information
- Design activities so that learning outcomes are authentic, communicate to real audiences, and reflect a purpose that is clear to the participants
- Provide tasks that allow for active participation, exploration and experimentation
- Invite personal response, evaluation and self-reflection to content and activities
- Include activities that foster the use of imagination to solve novel and relevant problems, or make sense of complex ideas in creative ways

7.3 - Minimize threats and distractions
- Create an accepting and supportive classroom climate
- Vary the level of novelty or risk
- Vary the level of sensory stimulation
- Vary the social demands required for learning or performance, the perceived level of support and protection and the requirements for public display and evaluation Involve all participants in whole class discussions

8.2 - Vary demands and resources to optimize challenge
- Differentiate the degree of difficulty or complexity within which core activities can be completed
- Provide alternatives in the permissible tools and scaffolds
- Vary the degrees of freedom for acceptable performance
- Emphasize process, effort, improvement in meeting standards as alternatives to external evaluation and competition

8.3 - Foster collaboration and community
- Encourage and support opportunities for peer interactions and supports (e.g., peer-tutors)

C.12 Do our residential facilities adequately support healthy academic habits?

7.1 - Optimize individual choice and autonomy
- Provide learners with as much discretion and autonomy as possible

7.2 - Optimize relevance, value, and authenticity
- Design activities so that learning outcomes are authentic, communicate to real audiences, and reflect a purpose that is clear to the participants
- Provide tasks that allow for active participation, exploration and experimentation
- Invite personal response, evaluation and self-reflection to content and activities
- Include activities that foster the use of imagination to solve novel and relevant problems, or make sense of complex ideas in creative ways

7.3 - Minimize threats and distractions
- Create an accepting and supportive climate
- Vary the social demands required for learning or performance

8.3 - Foster collaboration and community
- Encourage and support opportunities for peer interactions and supports (e.g., peer-tutors)

C.13 What if we had 3D touch-sensitive maps at primary entrances to campus?

1.1 – Offer ways of customizing the display of information

1.2 - Offer alternatives for auditory information

2.5 - Illustrate through multiple media

3.3 - Guide information processing, visualization, and manipulation

4.1 - Vary the methods for response and navigation

4.2 - Optimize access to tools and assistive technologies

5.1 - Use multiple media for communication

6.3 - Facilitate managing information and resources

deck of spaces™

FACULTY AND STAFF EXPERIENCES

F.1 How could we create a stronger culture of integrated professional learning?

3.1 - Activate or supply background knowledge
- Make explicit cross-curricular connections

8.3 - Foster collaboration and community
- Create cooperative learning groups with clear goals, roles, and responsibilities
- Encourage and support opportunities for peer interactions and supports (e.g., peer-tutors)
- Construct communities of learners engaged in common interests or activities

---

F.2 How could we better support faculty mentorship and apprenticeship?

6.2 - Support planning and strategy development

8.3 - Foster collaboration and community
- Create cooperative learning groups with clear goals, roles, and responsibilities
- Encourage and support opportunities for peer interactions and supports
- Construct communities of learners engaged in common interests or activities

9.1 - Promote expectations and beliefs that optimize motivation
- Provide coaches, mentors, or agents that model the process of setting personally appropriate goals that consider both strengths and weaknesses

F.3 What if we offer professional learning via multiple means?

1.1 – Offer ways of customizing the display of information

1.2 - Offer alternatives for auditory information

1.3 - Offer alternatives for visual information

2.4 - Promote understanding across languages

3.1 - Activate or supply background knowledge
- Anchor instruction by linking to and activating relevant prior knowledge
- Pre-teach critical prerequisite concepts through demonstration or models
- Bridge concepts with relevant analogies and metaphors
- Make explicit cross-curricular connections

3.2 - Highlight patterns, critical features, big ideas, and relationships
- Highlight or emphasize key elements in text, graphics, diagrams, formulas
- Use outlines, graphic organizers, unit organizer routines, concept organizer routines, and concept mastery routines to emphasize key ideas and relationships
- Use multiple examples and non-examples to emphasize critical features
- Use cues and prompts to draw attention to critical features
- Highlight previously learned skills that can be used to solve unfamiliar problems

3.3 - Guide information processing, visualization, and manipulation
- Provide multiple entry points to a lesson and optional pathways through content
- Remove unnecessary distractions unless they are essential to the instructional goal

3.4 - Maximize transfer and generalization
- Incorporate explicit opportunities for review and practice
- Provide templates, graphic organizers, concept maps to support notetaking
- Provide scaffolds that connect new information to prior knowledge
- Embed new ideas in familiar ideas and contexts
- Provide explicit, supported opportunities to generalize learning to new situations
- Offer opportunities over time to revisit key ideas and linkages between ideas

5.1 - Use multiple media for communication
- Compose in multiple media
- Use physical manipulatives
- Use social media and interactive web tools

5.2 - Use multiple tools for construction and composition
- Use web applications (e.g., wikis, animation, presentation)

6.2 - Support planning and strategy development
- Embed coaches or mentors that model think-aloud of the process
- Provide guides for breaking long-term goals into reachable short-term objectives

6.4 - Enhance capacity for monitoring progress
- Ask questions to guide self-monitoring and reflection
- Provide differentiated models of self assessment strategies

7.1 - Optimize individual choice and autonomy
- Provide learners with as much discretion and autonomy as possible

7.2 - Optimize relevance, value, and authenticity
- Design activities so that learning outcomes are authentic, communicate to real audiences, and reflect a purpose that is clear to the participants
- Provide tasks that allow for active participation, exploration and experimentation
- Invite personal response, evaluation and self-reflection to content and activities
- Include activities that foster the use of imagination to solve novel and relevant problems, or make sense of complex ideas in creative ways

7.3 - Minimize threats and distractions
- Vary the social demands required for learning or performance

8.2 - Vary demands and resources to optimize challenge
- Emphasize process, effort, improvement in meeting standards

8.3 - Foster collaboration and community
- Create cooperative learning groups with clear goals, roles, and responsibilities
- Encourage and support opportunities for peer interactions and supports
- Construct communities of learners engaged in common interests or activities

9.1 - Promote expectations and beliefs that optimize motivation
- Provide coaches, mentors, or agents that model the process of setting personally appropriate goals that consider both strengths and weaknesses
- Support activities that encourage self-reflection and identification of goals

9.3 - Develop self-assessment and reflection
- Use activities that include a means by which learners get feedback and have access to alternative scaffolds

F.4 How can we support faculty in creating multiple means of access and engagement?

1.1 – Offer ways of customizing the display of information

1.2 - Offer alternatives for auditory information

1.3 - Offer alternatives for visual information

3.3 - Guide information processing, visualization, and manipulation
- Provide options for organizational methods and approaches
- Provide multiple entry points to a lesson and optional pathways through content

5.1 - Use multiple media for communication
- Use social media and interactive web tools (e.g., discussion forums, chats, web design, annotation tools, storyboards, comic strips, animation presentations)
- Compose in multiple media such as text, speech, drawing, illustration, comics, storyboards, design, film, music, visual art, sculpture, or video

5.2 - Use multiple tools for construction and composition
- Use web applications (e.g., wikis, animation, presentation)

8.2 - Vary demands and resources to optimize challenge
- Provide alternatives in the permissible tools and scaffolds
- Vary the degrees of freedom for acceptable performance
- Emphasize process, effort, improvement in meeting standards as alternatives to external evaluation and competition

Checkpoint 8.3 - Foster collaboration and community
- Encourage and support opportunities for peer interactions and supports (e.g., peer-tutors)
- Construct communities of learners engaged in common interests or activities

F.5 How could a production studio help faculty with digital course content?

1.1 – Offer ways of customizing the display of information

1.2 - Offer alternatives for auditory information

1.3 - Offer alternatives for visual information

3.3 - Guide information processing, visualization, and manipulation
- Provide options for organizational methods and approaches
- Provide multiple entry points to a lesson and optional pathways through content

4.2 - Optimize access to tools and assistive technologies

5.1 - Use multiple media for communication
- Compose in multiple media
- Use physical manipulatives
- Use social media and interactive web tools
- Compose in multiple media such as text, speech, drawing, illustration, comics, storyboards, design, film, music, visual art, sculpture, or video

8.2 - Vary demands and resources to optimize challenge
- Provide alternatives in the permissible tools and scaffolds
- Vary the degrees of freedom for acceptable performance
- Emphasize process, effort, improvement in meeting standards as alternatives to external evaluation and competition

8.3 - Foster collaboration and community
- Construct communities of learners engaged in common interests or activities

F.6 Are we leveraging interdisciplinary neighborhoods?

3.1 - Activate or supply background knowledge
- Make explicit cross-curricular connections

8.3 - Foster collaboration and community
- Encourage and support opportunities for peer interactions and supports
- Construct communities of learners engaged in common interests or activities

9.2 - Facilitate personal coping skills and strategies
- Provide differentiated models, scaffolds and feedback

F.7 How can student/faculty co-working commons build rapport?

3.1 - Activate or supply background knowledge
- Use student check-ins as a means to check alignment of instruction with students' relevant prior knowledge

5.1 - Use multiple media for communication
- Utilize student check-ins as an alternative 1:1 mode of student-centered communication

6.1 - Guide appropriate goal setting
- Post goals, objectives, and schedules in an obvious place

6.3 - Facilitate managing information and resources

8.4 - Increase mastery-oriented feedback
- Provide feedback that encourages perseverance, focuses on development of efficacy and self-awareness, and encourages the use of specific supports and strategies in the face of challenge
- Provide feedback that emphasizes effort, improvement, and achieving a standard rather than on relative performance
- Provide feedback that is substantive and informative rather than comparative or competitive

F.8 Would prototype learning spaces support quicker instructional development?

Prototype learning spaces are a testing bed to apply any of the UDL guidelines and test efficacy of various strategies without making firm commitments of space and investment within any other learning environments.

3.1 - Activate or supply background knowledge

3.3 - Guide information processing, visualization, and manipulation

4.2 - Optimize access to tools and assistive technologies

5.1 - Use multiple media for communication

6.1 - Guide appropriate goal setting

6.2 - Support planning and strategy development

6.3 - Facilitate managing information and resources

7.1 - Optimize individual choice and autonomy

7.2 - Optimize relevance, value, and authenticity

7.3 - Minimize threats and distractions

8.2 - Vary demands and resources to optimize challenge

8.3 - Foster collaboration and community

8.4 - Increase mastery-oriented feedback

9.2 - Facilitate personal coping skills and strategies

9.3 - Develop self-assessment and reflection

F.9 What if our faculty had their own "scrum space?"

3.1 - Activate or supply background knowledge

3.3 - Guide information processing, visualization, and manipulation

4.2 - Optimize access to tools and assistive technologies

5.1 - Use multiple media for communication

6.1 - Guide appropriate goal setting

6.2 - Support planning and strategy development

6.3 - Facilitate managing information and resources

7.1 - Optimize individual choice and autonomy

7.2 - Optimize relevance, value, and authenticity

7.3 - Minimize threats and distractions

8.2 - Vary demands and resources to optimize challenge

8.3 - Foster collaboration and community

8.4 - Increase mastery-oriented feedback

9.2 - Facilitate personal coping skills and strategies

9.3 - Develop self-assessment and reflection

F.10 What if faculty had access to flexible, bookable spaces for specific assignments and class events?

4.1 - Vary the methods for response and navigation

6.3 - Facilitate managing information and resources

6.4 - Enhance capacity for monitoring progress

7.1 - Optimize individual choice and autonomy

7.2 - Optimize relevance, value, and authenticity

7.3 - Minimize threats and distractions

8.3 - Foster collaboration and community

9.1 - Promote expectations and beliefs that optimize motivation

9.2 - Facilitate personal coping skills and strategies

F.11 How can we optimize faculty workspace and support professional relationships among faculty and students?

7.3 - Minimize threats and distractions
- Create an accepting and supportive classroom climate
- Vary the social demands required for learning or performance, the perceived level of support and protection and the requirements for public display and evaluation Involve all participants in whole class discussions

8.3 - Foster collaboration and community
- Create cooperative learning groups with clear goals, roles, and responsibilities
- Encourage and support opportunities for peer interactions and supports (e.g., peer-tutors)

9.1 - Promote expectations and beliefs that optimize motivation
- Support activities that encourage self-reflection and identification of personal goals

F.12 How can "front porches" to faculty offices elevate gestures of hospitality?

1.1 – Offer ways of customizing the display of information

1.2 - Offer alternatives for auditory information

1.3 - Offer alternatives for visual information

5.1 - Use multiple media for communication
- Use social media and interactive web tools

7.3 - Minimize threats and distractions
- Create an accepting and supportive campus climate
- Vary the social demands required for learning or performance, the perceived level of support and protection and the requirements for public display and evaluation

8.3 - Foster collaboration and community
- Create cooperative learning groups with clear goals, roles, and responsibilities
- Provide prompts that guide learners in when and how to ask peers and/or teachers for help
- Encourage and support opportunities for peer interactions and supports
- Construct communities of learners engaged in common interests or activities

9.1 - Promote expectations and beliefs that optimize motivation
- Provide coaches, mentors, or agents that model the process of setting personally appropriate goals that consider both strengths and weaknesses

F.13 Are we meeting appropriate levels of faculty office privacy?

7.1 - Optimize individual choice and autonomy
- Provide learners with as much discretion and autonomy as possible

7.3 - Minimize threats and distractions
- Create an accepting and supportive workspace climate
- Vary the level of sensory stimulation

8.3 - Foster collaboration and community

9.1 - Promote expectations and beliefs that optimize motivation

F.14 How can we reconsider our approach to research by creating authentic learning experiences?

3.1 - Activate or supply background knowledge
- Make explicit cross-curricular connections

7.1 - Optimize individual choice and autonomy
- Provide learners with as much discretion and autonomy as possible
- Allow learners to participate in the design of academic tasks
- Involve learners, where and whenever possible, in setting their own personal academic and behavioral goals

7.2 - Optimize relevance, value, and authenticity
- Design activities so that learning outcomes are authentic, communicate to real audiences, and reflect a purpose that is clear to the participants
- Provide tasks that allow for active participation, exploration and experimentation
- Invite personal response, evaluation and self-reflection to content and activities
- Include activities that foster the use of imagination to solve novel and relevant problems, or make sense of complex ideas in creative ways

7.3 - Minimize threats and distractions
- Create an accepting and supportive classroom climate
- Vary the social demands required for learning or performance, the perceived level of support and protection and the requirements for public display and evaluation

8.3 - Foster collaboration and community
- Encourage and support opportunities for peer interactions and supports
- Construct communities of learners engaged in common interests or activities

8.4 - Increase mastery-oriented feedback
- Provide feedback that encourages perseverance, focuses on development of efficacy and self-awareness, and encourages the use of specific supports and strategies in the face of challenge
- Provide feedback that is frequent, timely, and specific
- Provide feedback that models how to incorporate evaluation, including identifying patterns of errors and wrong answers, into positive strategies for future success

9.1 - Promote expectations and beliefs that optimize motivation
- Provide coaches, mentors, or agents that model the process of setting personally appropriate goals that take into account both strengths and weaknesses
- Support activities that encourage selfreflection and identification of personal goals

9.3 - Develop self-assessment and reflection
- Use activities that include a means by which learners get feedback and have access to alternative scaffolds

---

F.15 How can we attract and grow faculty leaders by designing for leadership?

7.1 - Optimize individual choice and autonomy
- Provide learners with as much discretion and autonomy as possible
- Involve learners, where and whenever possible, in setting their own personal academic and behavioral goals

7.3 - Minimize threats and distractions
- Create an accepting and supportive campus climate
- Vary the social demands required for learning or performance, the perceived level of support and protection and the requirements for public display and evaluation

8.3 - Foster collaboration and community
- Create cooperative learning groups with clear goals, roles, and responsibilities
- Provide prompts that guide learners in when and how to ask peers and/or teachers for help
- Encourage and support opportunities for peer interactions and supports
- Construct communities of learners engaged in common interests or activities

F.16 How can we better support faculty wellness of mind and body?

7.1 - Optimize individual choice and autonomy
- Provide faculty with as much discretion and autonomy as possible

7.3 - Minimize threats and distractions
- Create an accepting and supportive campus climate
- Vary the level of novelty or risk
- Vary the level of sensory stimulation
- Vary the social demands required for learning or performance, the perceived level of support and protection and the requirements for public display and evaluation

9.1 - Promote expectations and beliefs that optimize motivation

deck of spaces™

FORMAL LEARNING EXPERIENCES

L.1 How can fixed-layout adaptive learning spaces support student and faculty variabilities?

1.1 – Offer ways of customizing the display of information

5.1 - Use multiple media for communication
- Compose in multiple media such as text, speech, drawing, illustration, comics, storyboards, design, film, music, visual art, sculpture, or video

5.2 - Use multiple tools for construction and composition
- Provide Computer-Aided-Design (CAD), music notation (writing) software, or mathematical notation software

7.1 - Optimize individual choice and autonomy
- Provide learners with as much discretion and autonomy as possible

7.2 - Optimize relevance, value, and authenticity
- Vary activities and sources of information

7.3 - Minimize threats and distractions
- Create an accepting and supportive classroom climate
- Vary the level of novelty or risk
- Vary the level of sensory stimulation
- Vary the social demands required for learning or performance, the perceived level of support and protection and the requirements for public display and evaluation Involve all participants in whole class discussions

8.3 - Foster collaboration and community
- Encourage and support opportunities for peer interactions and supports (e.g., peer tutors)

L.2 What if we empower faculty and students with movable furniture that works as a "kit-of-parts?"

1.1 – Offer ways of customizing the display of information

3.3 - Guide information processing, visualization, and manipulation
- Provide options for organizational methods and approaches
- Provide interactive models that guide exploration and new understandings
- Remove unnecessary distractions unless they are essential to the instructional goal

5.1 - Use multiple media for communication

5.2 - Use multiple tools for construction and composition

7.1 - Optimize individual choice and autonomy

7.2 - Optimize relevance, value, and authenticity

7.3 - Minimize threats and distractions

8.3 - Foster collaboration and community
- Encourage and support opportunities for peer interactions and supports
- Construct communities of learners engaged in common interests or activities

9.1 - Promote expectations and beliefs that optimize motivation
- Support activities that encourage self-reflection and identification of personal goals

L.3 How can flexible furniture be used to achieve high seat counts while supporting multiple learning modalities?

7.1 - Optimize individual choice and autonomy

7.2 - Optimize relevance, value, and authenticity

7.3 - Minimize threats and distractions

8.3 - Foster collaboration and community

9.1 - Promote expectations and beliefs that optimize motivation

9.2 - Facilitate personal coping skills and strategies

9.3 - Develop self-assessment and reflection

L.4 How can we think about "classroom learning" extending beyond four walls?

1.1 – Offer ways of customizing the display of information

1.2 - Offer alternatives for auditory information

1.3 - Offer alternatives for visual information

2.5 - Illustrate through multiple media

4.1 - Vary the methods for response and navigation

5.1 - Use multiple media for communication

5.2 - Use multiple tools for construction and composition

6.2 - Support planning and strategy development

6.3 - Facilitate managing information and resources

6.4 - Enhance capacity for monitoring progress

7.1 - Optimize individual choice and autonomy

7.2 - Optimize relevance, value, and authenticity

7.3 - Minimize threats and distractions

8.3 - Foster collaboration and community

8.4 - Increase mastery-oriented feedback

9.1 - Promote expectations and beliefs that optimize motivation

9.2 - Facilitate personal coping skills and strategies

9.3 - Develop self-assessment and reflection

L.5 How could omni-directional classrooms flatten hierarchies and connect students with one another?

1.1 – Offer ways of customizing the display of information

4.1 - Vary the methods for response and navigation

5.1 - Use multiple media for communication

5.3 - Build fluencies with graduated levels of support for practice and performance

6.1 - Guide appropriate goal setting

6.2 - Support planning and strategy development

6.4 - Enhance capacity for monitoring progress

7.1 - Optimize individual choice and autonomy

7.3 - Minimize threats and distractions

8.3 - Foster collaboration and community

L.6 How can a "palette of postures and places" better support student variabilities?

1.2 - Offer alternatives for auditory information
- Provide alternatives for auditory responding or indicating selections
- Provide access to alternative auditory processing methods.

4.1 - Vary the methods for response and navigation

7.1 - Optimize individual choice and autonomy
- Provide learners with as much discretion and autonomy as possible

7.3 - Minimize threats and distractions
- Create an accepting and supportive classroom climate
- Vary the level of sensory stimulation
- Vary the social demands required for learning or performance, the perceived level of support and protection and the requirements for public display and evaluation Involve all participants in whole class discussions

9.2 - Facilitate personal coping skills and strategies
- Developing internal controls and coping skills

L.7 How can we better enable students to consume content in multiple mediums?

1.1 – Offer ways of customizing the display of information

1.2 - Offer alternatives for auditory information

1.3 - Offer alternatives for visual information

3.3 - Guide information processing, visualization, and manipulation
- Provide options for organizational methods and approaches
- Provide interactive models that guide exploration and new understandings
- Provide multiple entry points to a lesson and optional pathways through content

4.1 - Vary the methods for response and navigation
- Provide alternatives in the requirements for rate, timing, speed, and range of motor action required to interact with instructional materials, physical manipulatives, and technologies
- Provide alternatives for physically responding or indicating selections

5.1 - Use multiple media for communication
- Compose in multiple media such as text, speech, drawing, illustration, design, film, music, dance/movement, visual art, sculpture or video
- Use physical manipulatives
- Solve problems using a variety of strategies

5.2 - Use multiple tools for construction and composition
- Use story webs, outlining tools, or concept mapping tools
- Provide Computer-Aided-Design (CAD), music notation (writing) software, or mathematical notation software

7.2 - Optimize relevance, value, and authenticity
- Design activities so that learning outcomes are authentic, communicate to real audiences, and reflect a purpose that is clear to the participants
- Provide tasks that allow for active participation, exploration and experimentation
- Include activities that foster the use of imagination to solve novel and relevant problems, or make sense of complex ideas in creative ways

7.3 - Minimize threats and distractions
- Vary the level of sensory stimulation
- Vary the social demands required for learning or performance, the perceived level of support and protection and the requirements for public display and evaluation Involve all participants in whole class discussions

8.1 - Heighten salience of goals and objectives
- Display the goal in multiple ways
- Demonstrate the use of hand-held or computer-based scheduling tools

8.2 - Vary demands and resources to optimize challenge
- Differentiate the degree of difficulty or complexity within which core activities can be completed
- Provide alternatives in the permissible tools and scaffolds
- Vary the degrees of freedom for acceptable performance
- Emphasize process, effort, improvement in meeting standards as alternatives to external evaluation and competition

8.3 - Foster collaboration and community
- Encourage and support opportunities for peer interactions and supports
- Create expectations for group work

9.2 - Facilitate personal coping skills and strategies
- Provide differentiated models, scaffolds and feedback

9.3 - Develop self-assessment and reflection
- Offer devices, aids, or charts to assist individuals in learning to collect, chart and display data from their own behavior for the purpose of monitoring changes in those behaviors

L.8 How can learning spaces better foster teamwork and development of "enterprise skills?"?

7.3 - Minimize threats and distractions
- Vary the social demands required for learning or performance, the perceived level of support and protection and the requirements for public display and evaluation Involve all participants in whole class discussions

8.3 - Foster collaboration and community
- Encourage and support opportunities for peer interactions and supports (e.g., peer-tutors)
- Construct communities of learners engaged in common interests or activities
- Create expectations for group work (e.g., rubrics, norms, etc.)

L.9 How can we better support all learners through a robust mixture of physical and online experiences?

1.1 – Offer ways of customizing the display of information

1.2 - Offer alternatives for auditory information

1.3 - Offer alternatives for visual information

2.4 - Promote understanding across languages
- Define domain-specific vocabulary (e.g., "map key" in social studies) using both domain-specific and common terms
- Embed visual, non-linguistic supports for vocabulary clarification (pictures, videos, etc.)

3.1 - Activate or supply background knowledge
- Anchor instruction by linking to and activating relevant prior knowledge (e.g., using visual imagery, concept anchoring, or concept mastery routines)
- Pre-teach critical prerequisite concepts through demonstration or models
- Bridge concepts with relevant analogies and metaphors
- Make explicit cross-curricular connections (e.g., teaching literacy strategies in the social studies classroom)

3.3 - Guide information processing, visualization, and manipulation
- Provide multiple entry points to a lesson and optional pathways through content
- Remove unnecessary distractions unless they are essential to the instructional goal

5.1 - Use multiple media for communication
- Compose in multiple media such as text, speech, drawing, illustration, design, film, music, dance/movement, visual art, sculpture or video
- Use physical manipulatives
- Use social media and interactive web tools (e.g., discussion forums, chats, web design, annotation tools, storyboards, comic strips, animation presentations)
- Compose in multiple media such as text, speech, drawing, illustration, comics, storyboards, design, film, music, visual art, sculpture, or video
- Solve problems using a variety of strategies

5.2 - Use multiple tools for construction and composition
- Use web applications (e.g., wikis, animation, presentation)

6.2 - Support planning and strategy development
- Embed coaches or mentors that model think-alouds of the process
- Provide guides for breaking long-term goals into reachable short-term objectives

6.4 - Enhance capacity for monitoring progress
- Ask questions to guide self-monitoring and reflection
- Provide differentiated models of self-assessment strategies

7.1 - Optimize individual choice and autonomy
- Provide learners with as much discretion and autonomy as possible
- Allow learners to participate in the design of classroom activities and academic tasks
- Involve learners, where and whenever possible, in setting their own personal academic and behavioral goals

7.2 - Optimize relevance, value, and authenticity
- Design activities so that learning outcomes are authentic, communicate to real audiences, and reflect a purpose that is clear to the participants
- Provide tasks that allow for active participation, exploration and experimentation

7.3 - Minimize threats and distractions
- Vary the social demands required for learning or performance, the perceived level of support and protection and the requirements for public display and evaluation

8.2 - Vary demands and resources to optimize challenge
- Emphasize process, effort, improvement in meeting standards as alternatives to external evaluation and competition

8.3 - Foster collaboration and community
- Create cooperative learning groups with clear goals, roles, and responsibilities
- Encourage and support opportunities for peer interactions and supports
- Construct communities of learners engaged in common interests or activities
- Create expectations for group work

9.1 - Promote expectations and beliefs that optimize motivation
- Provide coaches, mentors, or agents that model the process of setting personally appropriate goals that consider both strengths and weaknesses
- Support activities that encourage self-reflection and identification of personal goals

9.3 - Develop self-assessment and reflection
- Use activities that include a means by which learners get feedback and have access to alternative scaffolds (e.g., charts, templates, feedback displays) that support understanding progress in a manner that is understandable and timely

L.10 How can flex-capacity learning spaces support a broader range of instructional delivery options?

5.1 - Use multiple media for communication

7.3 - Minimize threats and distractions
- Vary the social demands required for learning or performance, the perceived level of support and protection and the requirements for public display and evaluation

8.2 - Vary demands and resources to optimize challenge
- Vary the degrees of freedom for acceptable performance

8.3 - Foster collaboration and community
- Encourage and support opportunities for peer interactions and supports (e.g., peer-tutors)
- Construct communities of learners engaged in common interests or activities

L.11 Are we supporting curiosity in learners by supporting entrepreneurial thinking and on-campus start-ups?

8.3 - Foster collaboration and community
- Create cooperative learning groups with clear goals, roles, and responsibilities
- Encourage and support opportunities for peer interactions and supports (e.g., peer-tutors)

9.2 - Facilitate personal coping skills and strategies
- Provide differentiated models, scaffolds and feedback

9.3 - Develop self-assessment and reflection
- Use activities that include a means by which learners get feedback and have access to alternative scaffolds (e.g., charts, templates, feedback displays) that support understanding progress in a manner that is understandable and timely

---

L.12 Are we creating comfortable spaces for sound-sensitive learners?

1.2 - Offer alternatives for auditory information

4.1 - Vary the methods for response and navigation
- Provide alternatives for auditorily responding or indicating selections
- Provide access to alternative auditory processing methods

7.1 - Optimize individual choice and autonomy
- Provide learners with as much discretion and autonomy as possible:

7.2 - Optimize relevance, value, and authenticity
- Invite personal response, evaluation, and self-reflection
- Include activities that foster the use of imagination to solve novel and relevant problems, or make sense of complex ideas in creative ways

9.2 - Facilitate personal coping skills and strategies
- Developing internal controls and coping skills

L.13 Do we offer appropriate access to tools and resources to build confident, self-regulated learners?

4.1 - Vary the methods for response and navigation
- Provide alternatives in the requirements for rate, timing, speed, and range of motor action required to interact with instructional materials, physical manipulatives, and technologies
- Provide alternatives for physically responding or indicating selections

6.2 - Support planning and strategy development
- Embed prompts to "stop and think" before acting as well as adequate space
- Embed prompts to "show and explain your work" (e.g., portfolio review, art critiques)

6.3 - Facilitate managing information and resources
- Provide graphic organizers and templates for data collection and organizing information

6.4 - Enhance capacity for monitoring progress
- Show representations of progress
- Provide differentiated models of self-assessment strategies

7.1 - Optimize individual choice and autonomy
- Provide learners with as much discretion and autonomy as possible
- Allow learners to participate in the design of classroom activities and academic tasks

7.2 - Optimize relevance, value, and authenticity
- Vary activities and sources of information
- Design activities so that learning outcomes are authentic, communicate to real audiences, and reflect a purpose that is clear to the participants
- Provide tasks that allow for active participation, exploration and experimentation
- Include activities that foster the use of imagination to solve novel and relevant problems, or make sense of complex ideas in creative ways

7.3 - Minimize threats and distractions
- Create an accepting and supportive classroom climate
- Vary the social demands required for learning or performance, the perceived level of support and protection and the requirements for public display and evaluation Involve all participants in whole class discussions

9.1 - Promote expectations and beliefs that optimize motivation
- Support activities that encourage self-reflection and identification of personal goals

9.2 - Facilitate personal coping skills and strategies
- Provide differentiated models, scaffolds and feedback

9.3 - Develop self-assessment and reflection
- Offer devices, aids, or charts to assist individuals in learning to collect, chart and display data from their own behavior for the purpose of monitoring changes in those behaviors

L.14 Do our buildings keep students on campus longer?

7.3 - Minimize threats and distractions
- Create an accepting and supportive classroom climate
- Vary the social demands required for learning or performance, the perceived level of support and protection and the requirements for public display and evaluation Involve all participants in whole class discussions

8.3 - Foster collaboration and community
- Encourage and support opportunities for peer interactions and supports
- Construct communities of learners engaged in common interests or activities

L.15 Does our campus support students to work any time, anywhere?

7.3 - Minimize threats and distractions
- Vary the social demands required for learning or performance, the perceived level of support and protection and the requirements for public display and evaluation Involve all participants in whole class discussions

8.3 - Foster collaboration and community
- Encourage and support opportunities for peer interactions and supports
- Construct communities of learners engaged in common interests or activities
- Create expectations for group work

L.16 Do students have access to quiet study spaces and "enclaves" to support their different learning needs?

7.1 - Optimize individual choice and autonomy
- Provide learners with as much discretion and autonomy as possible

7.3 - Minimize threats and distractions
- Vary the social demands required for learning or performance, the perceived level of support and protection and the requirements for public display and evaluation Involve all participants in whole class discussions

9.1 - Promote expectations and beliefs that optimize motivation
- Support activities that encourage self-reflection and identification of personal goals

L.17 Do students have access to a range of reservable focused team and individual spaces?

7.1 - Optimize individual choice and autonomy
- Provide learners with as much discretion and autonomy as possible

7.3 - Minimize threats and distractions
- Vary the social demands required for learning or performance, the perceived level of support and protection and the requirements for public display and evaluation Involve all participants in whole class discussions

9.1 - Promote expectations and beliefs that optimize motivation
- Support activities that encourage self-reflection and identification of personal goals

L.18 Do students have access to content creation labs and editing suites?

1.1 – Offer ways of customizing the display of information

1.2 - Offer alternatives for auditory information

1.3 - Offer alternatives for visual information

4.1 - Vary the methods for response and navigation
- Provide alternatives in the requirements for rate, timing, speed, and range of motor action required to interact with instructional materials, physical manipulatives, and technologies

5.1 - Use multiple media for communication

5.2 - Use multiple tools for construction and composition

7.1 - Optimize individual choice and autonomy
- Provide learners with as much discretion and autonomy as possible
- Allow learners to participate in the design of classroom activities and academic tasks
- Involve learners, where and whenever possible, in setting their own personal academic and behavioral goals

7.2 - Optimize relevance, value, and authenticity
- Vary activities and sources of information
- Provide tasks that allow for active participation, exploration and experimentation
- Include activities that foster the use of imagination to solve novel and relevant problems, or make sense of complex ideas in creative ways

7.3 - Minimize threats and distractions
- Vary the social demands required for learning or performance, the perceived level of support and protection and the requirements for public display and evaluation Involve all participants in whole class discussions

8.2 - Vary demands and resources to optimize challenge

8.3 - Foster collaboration and community
- Encourage and support opportunities for peer interactions and supports

9.2 - Facilitate personal coping skills and strategies
- Provide differentiated models, scaffolds and feedback

L.19 Are we creating the incentives for high class attendance?

2.5 - Illustrate through multiple media

4.1 - Vary the methods for response and navigation

5.1 - Use multiple media for communication

5.2 - Use multiple tools for construction and composition

6.2 - Support planning and strategy development

7.1 - Optimize individual choice and autonomy

7.2 - Optimize relevance, value, and authenticity

9.1 - Promote expectations and beliefs that optimize motivation

L.20 Presentation/pitch space: Do students have the forums to share ideas to authentic audiences?

6.2 - Support planning and strategy development

6.4 - Enhance capacity for monitoring progress
- Provide differentiated models of self-assessment strategies (e.g., roleplaying, video reviews, peer feedback)

7.2 - Optimize relevance, value, and authenticity
- Design activities so that learning outcomes are authentic, communicate to real audiences, and reflect a purpose that is clear to the participants
- Provide tasks that allow for active participation, exploration and experimentation
- Invite personal response, evaluation and self-reflection to content and activities
- Include activities that foster the use of imagination to solve novel and relevant problems, or make sense of complex ideas in creative ways

7.3 - Minimize threats and distractions
- Involve all participants in whole class discussions

8.3 - Foster collaboration and community
- Encourage and support opportunities for peer interactions and supports

L.21 How can we better support mental health and well-being through environmental design?

7.1 - Optimize individual choice and autonomy

7.3 - Minimize threats and distractions

8.3 - Foster collaboration and community

9.1 - Promote expectations and beliefs that optimize motivation
- Support activities that encourage self-reflection and identification of personal goals

9.2 - Facilitate personal coping skills and strategies

L.22 How might we better leverage outdoor spaces for learning?

7.1 - Optimize individual choice and autonomy
- Provide learners with as much discretion and autonomy as possible

7.2 - Optimize relevance, value, and authenticity
- Vary activities and sources of information

7.3 - Minimize threats and distractions
- Vary the level of novelty or risk
- Vary the level of sensory stimulation
- Vary the social demands required for learning or performance, the perceived level of support and protection and the requirements for public display and evaluation

8.3 - Foster collaboration and community
- Encourage and support opportunities for peer interactions and supports

9.2 - Facilitate personal coping skills and strategies
- Provide differentiated models, scaffolds and feedback

deck of spaces™

create spaces aligned with
Universal Design for Learning

multistudio Higher Education Edition

Higher Education First Edition
Deck of Spaces

REFERENCE GUIDE

CARD ALIGNMENT AND IDEA GUIDE

multistudio CAST