This guide was developed to provide a crosswalk among the UDL Learning Spaces Idea Kit and the UDL Guidelines, including some suggested considerations within the design of learning environments. As developed by CAST (2018), the UDL Guidelines provide a foundation for considering the variability within learning environments. We hope you enjoy this crosswalk and the UDL Learning Spaces Idea Kit. We encourage you to explore more at: www.LearningDesigned.org.

You can also view and learn more about the UDL Guidelines at www.udlguidelines.cast.org.

We hope you will share your new ideas and AhHa! moments while using the kit. We’d love to crowd source new ideas from UDL practitioners into V2.0. Please share your thoughts and ideas on our message board: www.padlet.com/GouldEvans_UDL/LearningSpaces

As the kit evolves, so will the ideas and crosswalk associated with the kit. Stay tuned for more!

The UDL Learning Spaces Idea Kit was developed as a collaboration between Gould Evans and the UDL-IRN with a focus on distribution at LearningDesigned.org.

If you have questions, please email David Reid (david.reid@gouldevans.com) or James Basham (james.basham@udl-irn.org).

Special thanks to Sue Hardin, Bryan Dean, Meg Werner, Steve Nordmark, and our colleagues at CAST.

References
The Universal Design for Learning Guidelines

Provide multiple means of Engagement

Affective Networks
The “WHY” of Learning

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 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 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)

Provide multiple means of Representation

Recognition Networks
The “WHAT” of Learning

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 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)

Provide multiple means of Action & Expression

Strategic Networks
The “HOW” of Learning

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

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)

Expert learners who are...

Purposeful & Motivated
Resourceful & Knowledgeable
Strategic & Goal-Directed
STUDENT EXPERIENCE CARDS
allow students to “make space”

think about furniture as a "maker kit"—a kit-of-parts;

promote a flexible learning environment that allows personalization of space;

help students understand how to design an effective space

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Card S.1 allow students to “make space”

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 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

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

offer structured choices

give students choices of where they work, how they approach the problem/project, and with whom they work-alone or together;

be mindful of the optimal number of choices offered: 2-4 choices is suggested by research to be the sweet spot (1)

Card S.2 offer structured choices

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
- Compose in multiple media such as text, speech, drawing, illustration, design, film, music, dance/movement, visual art, sculpture or video
- Use physical manipulatives (e.g., blocks, 3D models, base-ten blocks)
- 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 story webs, outlining tools, or concept mapping tools
- Provide Computer-Aided-Design (CAD), music notation (writing) software, or mathematical notation software
- Provide virtual or concrete mathematics manipulatives (e.g., base-10 blocks, algebra blocks)
- Use web applications (e.g., wikis, animation, presentation)

5.3: Build fluencies with graduated levels of support for practice and performance
- Provide differentiated models to emulate (i.e. models that demonstrate the same outcomes but use differing approaches, strategies, skills, etc.)
- Provide multiple examples of novel solutions to authentic problems

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

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

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
create a diverse palette of places
provide varied places to support varied preferences of student learning;
think of your learning spaces as “open address”—sit anywhere, learn anywhere;
support a diverse range of learning activities and processes

Card S.3 create a diverse palette of places

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
   - Provide alternatives for physically interacting with materials by hand, voice, single switch, joystick, keyboard, or adapted keyboard

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 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
   - Support activities that encourage self-reflection and identification of personal goals

learning prototype studio (innovation lab)

Card S.4 learning prototype studio (innovation lab)
The Learning Prototype Studio is 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.
embrace fidgeting and movement

Small fidgeting movements stimulate neurons in the brain that keep us attentive; (6)

Allow students to move around and fidget when they learn;

Provide options for students to both stand or sit while they work.

Card S.5 embrace fidgeting and movement

7.3: Minimize threats and distractions
Vary the level of sensory stimulation

leverage the floor as a great learning space

Provide low-style furniture so students can easily shift from floor to accessible task surfaces;

When working on the floor, it’s helpful to have low work surfaces for laptops, devices, tools, etc.—avoids things getting stepped on.

Card S.6 leverage the floor as a great learning space

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

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
- Encourage and support opportunities for peer interactions and supports
- Create expectations for group work

Additional notes:
- By incorporating low-style furniture, you can formalize the floor as legitimate workspace—and more successfully invite the teachers to engage (a low stool to sit on). Many such furniture solutions stimulate the imagination and more readily invite students to reconfigure their setting.
Card S.7 design your negative space

4.1: Vary the methods for response and navigation
   - Sometimes these methods should be physical and require space

7.3: Minimize threats and distractions
   - Vary the level of sensory stimulation

Additional notes:
   - Sometimes less is more when it comes to designing a learning environment

8.3: Foster collaboration and community
   - Consider the space that would be needed for supporting collaboration
   - Negative space is not unused

Card S.8 support varied processes; create zones

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 (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
   - Compose in multiple media such as text, speech, drawing, illustration, design, film, music, dance/movement, visual art, sculpture or video
   - Use physical manipulatives (e.g., blocks, 3D models, base-ten blocks)
   - 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 story webs, outlining tools, or concept mapping tools
   - Provide Computer-Aided-Design (CAD), music notation (writing) software, or mathematical notation software
   - Provide virtual or concrete mathematics manipulatives (e.g., base-10 blocks, algebra blocks)
   - Use web applications (e.g., wikis, animation, presentation)

5.3: Build fluencies with graduated levels of support for practice and performance
   - Provide differentiated models to emulate (i.e. models that demonstrate the same outcomes but use differing approaches, strategies, skills, etc.)
   - Provide multiple examples of novel solutions to authentic problems

6.4: Enhance capacity for monitoring progress
   - Provide differentiated models of self-assessment strategies (e.g., role-playing, video reviews, peer feedback)
Card S.8 (Continued) support varied processes; create zones

7.2: Optimize relevance, value, and authenticity
- Vary activities and sources of information
- Provide tasks that allow for active participation, exploration and experimentation
- Invite personal response, evaluation and self-reflection to content and activities

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

8.1: 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

Additional Notes:
- Studies indicate that confidence to learn challenging tasks increases when learners sense there is more than one pathway to competence.
- Choice of processes improves engagement and motivation.
- Develop/promote skills in cognitive flexibility... if one approach isn’t working, consider alternative processes. This process helps foster creativity while developing grit and perseverance.

Card S.9 space for management of tools and resources

4.2: Optimize access to tools and technologies

8.2: Vary demands and resources to optimize challenge
- Provide alternatives in the permissible tools and scaffolds
- Emphasize process, effort, improvement in meeting standards as alternatives to external evaluation and competition

Additional notes:
- Allowing students to have “free” access to resources & places to work is fundamental to developing self-regulated learners.
- At STEAM Studio, they don’t believe it’s necessary to provide 1:1 ratio of supplies – resources can be scarce in the real world, and school is a great place to learn the adaptive skills needed to navigate this condition.
- Clear organizational system for supplies – students do best when they can access what they need, when they need it (like in the real world). Thus, understanding where things go is important for them to access tools and put things away when completed.

space for management of tools & resources

diverse collection of tools and resources to support different processes;

ensure tools are accessible for all learners and that they know how to use them;

tools and resources need a clear "home"—easy for students to develop ownership of their tools and goals;

keep resources visible using transparent bins to discourage hoarding
mobile digital studio
provide tools to support a “storytelling lab”;
low fidelity (quick and easy) content creation and editing;
allow no “black holes” (unusable space) when fixed technology isn’t being used

Card S.10 mobile digital studio
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 (e.g., exploring big ideas through dramatic works, arts and literature, film and media)
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
   • Encourage and support opportunities for peer interactions and supports
   • Create expectations for group work

content consumed and delivered in multiple mediums
choice of medium offers new avenues of engagement and supports multiple ways to learn content and express understanding

Card S.11 content consumed and delivered 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 (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
5.1: Use multiple media for communication
   • Provide alternatives for physically interacting with materials by hand, voice, single switch, joystick, keyboard, or adapted keyboard
   • Provide virtual or concrete mathematics manipulatives (e.g., base-10 blocks, algebra blocks)
   • Use web applications (e.g., wikis, animation, presentation)
5.3: Build fluencies with graduated levels of support for practice and performance
   • Provide differentiated models to emulate (i.e., models that demonstrate the same outcomes but use differing approaches, strategies, skills, etc.)
   • Provide multiple examples of novel solutions to authentic problems
7.1: Optimize individual choice and autonomy
   • Provide learners with as much discretion and autonomy as possible
   • Provide Computer-Aided-Design (CAD), music notation (writing) software, or mathematical notation software
Card S.11 (Continued) content consumed and delivered in multiple mediums

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 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.

Card S.12 variety of work settings

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.

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
  - Provide tasks that allow for active participation, exploration and experimentation.

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.

choice of medium offers new avenues of engagement and supports multiple ways to learn content and express understanding.

variety of work settings

children learn in groups, but not as groups—allow them to shift among collaborative and individual work;
support different scales of collaboration, large and small;
support informal, messy, and impromptu work, both in groups and alone.
cockpits and enclaves

spaces to "get away";
provide support for students who are easily distracted;
quiet spaces or tools that support quiet work;
provide support for students who have sensitivities relating to proximity with other students

Card S.13 cockpits and enclaves

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

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

huddle space

small collaboration spaces for 2-4 people;
quick, impromptu collaboration

Card S.14 huddle space

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

8.3: Foster collaboration and community
    - Encourage and support opportunities for peer interactions and supports
    - Create expectations for group work
Card S.15 team space

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

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

Card S.16 interactive walls

1.1: Offer ways of customizing the display of 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

3.4: Maximize transfer and generalization
   - Provide checklists, organizers, sticky notes, electronic reminders

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
   - Provide alternatives in the permissible tools and scaffolds

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

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
**Card S.17 engage with any surface**

1. Offer ways of customizing the display of information

1.3: Offer alternatives for visual information

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

8.1: Heighten salience of goals and objectives
   - Display the goal in multiple ways

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
   - Encourage and support opportunities for peer interactions and supports
   - Create expectations for group work

**Card S.18 quiet “pockets”**

1: Provide options for perception

1.2: Offer alternatives for auditory information

4: Provide options for physical action

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: Provide options for recruiting interest

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

7.3: Minimize threats and distractions
   - Create an accepting and supportive classroom climate
   - Vary the level of sensory stimulation—Variation in the presence of background noise or visual stimulation, noise buffers, number of features, or items presented at a time
   - Vary the social demands required for learning or performance

9: Provide options for self-regulation

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

**quiet “pockets”**

support variability with auditory processing;

apply specialty sound-absorbing materials;

provide spaces for temporary “escape”
daylight and connections to the outdoors

Mental and physical restoration are facilitated by connections to the natural environment;

Connections to natural settings aid in concentration;

Connections to daylight have proven benefits to improve mental wellbeing and test performance.

Card S.19 daylight and connections to the outdoors

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

tie learning to broader systems

Sustainability and UDL literacy help students connect learning content to the world around them, offering opportunities for improved relevancy;

Education in environmental literacy is essential in the future mitigation of negative global issues—environmentally, economically, and socially.

Card S.20 tie learning to broader systems

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

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

Additional notes:
A primary aspect of this idea is to promote the value and relevancy of collaboration across disciplines—to understand how networks and systems are increasingly interacting in today’s complex world.
Card S.21 every square foot used for learning

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
  - Create expectations for group work

Card S.22 playgrounds as rich, outdoor learning spaces

1.2: Offer alternatives for auditory information
  - Provide visual or tactile (e.g., vibrations) equivalents for sound effects or alerts

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
  - Provide alternatives for physically interacting with materials by hand, voice, single switch, joystick, keyboard, or adapted keyboard

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
  - Provide tasks that allow for active participation, exploration and experimentation

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

8.1: Heighten salience of goals and objectives
  - Display the goal in multiple ways

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

playgrounds as rich, outdoor learning spaces

builder kits and interactive structures allow outdoor space to support curriculum enhancement and learning opportunities

every square foot used for learning

leverage public space as learning space;
clear sight lines from classrooms to breakout learning spaces
presentation/pitch space

a place to share original ideas with authentic audiences, including business partners from the community;

a place to formally practice “the pitch”;

flexibility to support smaller and larger groups

Card S.23 presentation/pitch space

6.2: Support planning and strategy development
   - Embed prompts to “show and explain your work” (e.g., portfolio review, art critiques)

6.4: Enhance capacity for monitoring progress
   - Provide differentiated models of self-assessment strategies (e.g., role-playing, 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

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
   - Create expectations for group work

create learning neighborhoods

create ways for classes in close proximity to engage more freely with one another;

create shared space—neighborhood space;

support communities of practice within departments and/or grade levels by proximity and “porosity” between spaces

Card S.24 create learning neighborhoods

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, design, film, music, dance/movement, 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

8.3: Foster collaboration and community
   - Encourage and support opportunities for peer interactions and supports
   - Create expectations for group work
big work space, spaciousness for projects

big projects, supporting authentic real-world challenges, often demand more space than the classroom can afford;
capture/re-appropriate space in the school for large-scale, long-term projects;
bump up metrics for SF/student—most standardized planning metrics are outdated and don’t work for project based learning

Card S.25 big work space, spaciousness for projects

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 physical manipulatives (e.g., blocks, 3D models, base-ten blocks)
- Solve problems using a variety of 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
- 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

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
- Encourage and support opportunities for peer interactions and supports
- Create expectations for group work

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

Additional notes:
- Authentic tasks can be effective to stimulate student engagement. What’s authentic for one student may be inauthentic for another.
- Many such ideas as this move to the school-wide scale—beyond the scale of the classroom or even the learning neighborhood.

exhibit original work to the public

engage students in authentic projects that will be shared with authentic audiences;
capitalize on the fact that students are more motivated when their work is shared with a broader audience

Card S.26 exhibit original work to the public

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

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

Additional notes:
- According to research by Cathy Davidson in her book “Now you see it”, students worked much harder on papers when they knew they would be published and read by more people than just their teacher.
- According to Larry Rosenstock, founder of High Tech High, the incentive of public exhibition night causes kids to work much harder than they would work for just a grade.
“grown-up environments”

Children's behaviors and mindsets change when they experience "grown-up environments"; use this increased tendency for accountability to your advantage in developing self-regulated learners.

Card S.27 "grown up environments"

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 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

assembly areas as learning spaces

Leverage underutilized spaces such as dining commons and assembly spaces for breakout learning.

Card S.28 assembly areas as learning spaces

7.1: Optimize Individual Choice and Autonomy

8.3: Foster collaboration and community
  • Encourage and support opportunities for peer interactions and supports
  • Create expectations for group work
comfortable spaces for sound sensitive learners

inability to hear the teacher is a leading cause of low academic performance affecting all students; absorptive spaces and surfaces help address variability in auditory processing

Card S.29 comfortable spaces for sound sensitive learners

1: Provide options for perception
   1.2: Offer alternative for auditory information

4: Provide options for physical action

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: Provide options for recruiting interest

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

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—variation in the presence of background noise or visual simulation, noise buffers, number of features, or items presented at a time
   - Vary the social demands required for learning or performance

9: Provide options for self-regulation

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

Card S.30 student check-in zone

a place where educator and student(s) can come together to set goals, plan, reflect, give/receive feedback, and monitor progress;

a place to conference when a student gets stuck

3: Provide options for comprehension
   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: Provide options for expression and communication
   5.1: Use multiple media for communication
      - Utilize student check-ins as an alternative 1:1 mode of student-centered communication

6: Provide options for executive functions
   6.1: Guide appropriate goal-setting
      - Provide models or examples of the process and product of goal-setting
      - Provide guides and checklists for scaffolding goal-setting
      - Post goals, objectives, and schedules in an obvious place

6.2: Support planning and strategy development

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
   - 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
   - Use templates that guide self-reflection on quality and completeness
   - Provide differentiated models of self-assessment strategies (e.g., role-playing, video reviews, peer feedback)

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—variation in the presence of background noise or visual simulation, noise buffers, number of features, or items presented at a time
   - Vary the social demands required for learning or performance

9: Provide options for self-regulation

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

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,
EDUCATOR EXPERIENCE CARDS
faculty
“scrum space”
a place for faculty to “roll their sleeves up” and dig into messy problems;
support collaborative professionalism in quality space that does NOT double as the faculty break room;
free educators from “solitary confinement” in their classrooms—promote peer mentoring and collegiality

Card E.1 faculty “scrum space”

8.3: Foster collaboration and community
   - Encourage and support opportunities for peer interactions and support
   - Create expectations for group work
9.2: Facilitate personal coping skills and strategies
   - Provide differentiated models, scaffolds and feedback

shared work offices
shared faculty studios help to boost camaraderie, collaboration, and professional growth among educators (2)

Card E.2 shared work offices

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

Card E.3 integrate design thinking

8.3: Foster collaboration and community
   - Encourage and support opportunities for peer interactions and supports
   - Create expectations for group work
9.1: Promote expectations and beliefs that optimize motivation
   - Support activities that encourage self-reflection and identification of personal goals

integrating design thinking
leverage design thinking as a proven process to develop metacognitive skills and foster self-regulation among learners (3);
support the 5 C’s of learning and take students through the 6 learning orders of Bloom’s Taxonomy (3);
use design thinking as a process to redesign your classroom

Card E.4 teachers doing PBL with teachers

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

teachers doing PBL with teachers
promote project based learning efforts among teachers, as a basis of professional development, to advance instructional delivery methods in creative ways;
utilize design thinking as an integral part of professional development—contextualize it to each teacher’s specific needs
“live p.d.” with educators and students

“live professional development” helps develop the interaction behaviors between teachers and students that’s important for developing self regulated learners (4);

for example, wait time, answering questions with questions, and promoting student autonomy;

coach educators to ensure there is rigor for all learners

Card E.5 “live p.d.” with educators and students

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

support collaboration among teachers & classes

promote professional learning communities—support collaboration of teachers across classrooms and model collaboration with each other;

put learning on display—let passive observation be a professional learning opportunity

Card E.6 support collaboration among teachers and classes

3.1: Activate or supply background knowledge
  - Make explicit cross-curricular connections (e.g., teaching literacy strategies in the social studies classroom)

4.1: Vary the methods for response and navigation
  - Provide alternatives for physically interacting with materials by hand, voice, single switch, joystick, keyboard, or adapted keyboard

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

create a culture of learning among faculty

treat teachers like professionals—provide UDL-based, personalized and differentiated learning opportunities for teachers to meet their specific contextual needs;

create a culture where teachers are nurturing and being nurtured, teaching and learning among themselves and their peers

Card E.7 create a culture of learning among faculty

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

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

make space within space

mobile components can subdivide space in creative ways;

mobile storage units, white boards, and furniture can dual function as teaching aids and definers of small group area;

supports delivery of co-taught classes—multiple activities occurring concurrently;

provides comfortably scaled space when hosting large and small classes

Card E.8 make space within space

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 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
  - 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
Card E.9 equity of space in the classroom

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
- Create expectations for group work

equity of space in the classroom

shift teacher space from “my space” to “our space”—supports student ownership of learning;

create a flattened hierarchy that supports teacher as “coach” versus teacher as “sage of all knowledge”;

allocate space for teacher based on the size of classroom; with 30 students, allocate 1/30 of classroom for teacher space
PARADIGMS
defeat the stigma of “school”

for many students, “school” brings stigmas and labels that inhibit learning growth;

create “anti-classrooms”: learning spaces that have “different rules and expectations,” that unlock latent creativity and offer new learning approaches;

offer students a “clean slate”—a fresh start by totally shifting “the look and feel of school”

Card P.1 redefine innovation as more than technology

1.1: Offer ways of customizing the display of information
1.2: Offer alternatives for auditory 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
   - Provide alternatives for physically interacting with materials by hand, voice, single switch, joystick, keyboard, or adapted keyboard
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 (e.g., blocks, 3D models, base-ten blocks)
   - 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 story webs, outlining tools, or concept mapping tools
   - Provide Computer-Aided-Design (CAD), music notation (writing) software, or mathematical notation software
   - Provide virtual or concrete mathematics manipulatives (e.g., base-10 blocks, algebra blocks)
7.1: Optimize individual choice and autonomy
   - Allow learners to participate in the design of classroom activities and academic tasks
7.3: Minimize threats and distractions
   - Create an accepting and supportive classroom climate
   - Vary the level of sensory stimulation
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

Card P.2 defeat the stigma of “school”

7.1: Optimize individual choice and autonomy
   - Allow learners to participate in the design of classroom activities and academic tasks
7.3: Minimize threats and distractions
   - Create an accepting and supportive classroom climate
9.1: Promote expectations and beliefs that optimize motivation
   - Support activities that encourage self-reflection and identification of personal goals
Card P.3 create a “maker ethos” throughout the school

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 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
• Create expectations for group work

Card P.4 “library as kitchen” vs. “library as grocery store”

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

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 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

8.2: 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

“library as kitchen” vs. “library as grocery store”

rather than being a place where students come to pick out resources and leave, adapt your library to be a place where students come to access resources and make things—both digital and analog
Card P.5 library as “venture accelerator”

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
   - 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

Card P.6 convert STEM to STEAM

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
   - Compose in multiple media such as text, speech, drawing, illustration, design, film, music, dance/movement, visual art, sculpture or video
   - 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 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
   - 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 level of novelty or risk

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

library as “venture accelerator”

create the vibe of a venture accelerator; promote entrepreneurialism and advancement of individual’s ideas, even if not connected to classwork;

librarian as the “e-harmony” for connecting student ideas with faculty mentors, resources, and fellow student collaborators
**Card P.7 students’ ownership of their space**

- **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

- **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

**Card P.8 engage students in the work of adults**

- **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

- **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
create a safe culture to dream

Card P.9 create a safe culture to dream

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

7.2: Optimize relevance, value, and authenticity
  - 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

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

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
  - Definition of Self Regulation: the ability to set motivating goals, to sustain effort toward meeting those goals, and to monitor the balance between internal resources and external demands.

develop self-regulated learners

Card P.10 develop 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 interacting with materials by hand, voice, single switch, joystick, keyboard, or adapted keyboard

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 (e.g., before and after photos, graphs and charts showing progress over time, process portfolios)
  - Provide differentiated models of self-assessment strategies (e.g., role-playing, video reviews, peer feedback)

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
  - Provide activities and sources of information that are authentic, communicate to real audiences, and reflect a purpose that is clear to the participants

7.3: Minimize threats and distractions
  - Create an accepting and supportive classroom climate

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
  - Vary the social demands required for learning or performance, the perceived level of support and protection and the requirements for public display and evaluation
Card P.11 engage family members with hospitality

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
- Create expectations for group work
- Connections to a broader community

Card P.12 “kill the sacred cow”

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.

“kill the sacred cow”

what sacred customs, traditions, or practices are limiting a better approach to learning?

what outdated resources or approaches need to be eliminated because they are creating barriers?
Card P.13 stop digging

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.