

HOW CAN SPACE FACILITATE THE PROCESS OF MAKING KNOWLEDGE?



Background. As a capstone to Series I of the LSC Regional Roundtables, an LSC Forum was held at The George Washington University. This was an opportunity for roundtable participants to engage in cross-roundtable conversations with stakeholders in the DC area. The four-hour Forum, as with the Roundtables, pivoted around questions—from start to finish. The Forum began with each table deliberating about the potential of questions to be audacious and relevant. It ended with table groups sharing their question and making the case for its inclusion in a portfolio of 21st century planning questions.



Report

How can space facilitate the process of “making” knowledge, including demystifying failure, nurturing, embracing students as assets and promoting life-long-learning?

Group reporter: Our group saw this as an important question as we began to think about students as assets in the learning process. We understand failure as inherent in the process of generating knowledge and also understand that this is threatening to students who find failure uncomfortable. Students know they are coming to our campuses to learn. That does not make them inherently deficient.

Comment from roundtable colleague:

As an architect, I think we do not do a good job in convincing our clients how the spaces we design make a difference. I think they do, but know that we have not analyzed our work enough to make a persuasive case to clients. We have to recognize how institutions struggle with planning without deep understanding about why spaces make a difference.

Your question about demystifying learning, about nurturing and embracing students makes me wonder how we can build student support services into our spaces, sort of demystifying or destigmatizing the idea of needed help or support or tutoring.

Response from group reporter: We thought about that and began exploring other questions about how our spaces could do this through how they were designed, how students walked into and through the spaces, how they see learning happening—how they see that the experience of learning happens at different stages along their careers as learner. *Something to keep talking about.*

New Core Sciences Facility (Atrium View), Memorial University of Newfoundland
Firm: HOK



During the final session of each of the LSC Roundtables, working groups reported on their discussion, sharing their questions and ideas with colleagues in the room. We are excerpting, from the transcripts, reports to share with the broader LSC community.

