FUTURE—The Changing Context
Learning Spaces Collaboratory Webinar

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Facilitators
Meredith Bostwick-Lorenzo Eiroa – Skidmore, Owings and Merrill LLP
James Haliburton – Texas A&M University
Phillip D. Long – The University of Texas at Austin
Parke Rhoads – Vantage Technology Consulting Group

Moderator
Jeanne L. Narum – LSC
FACILITATORS

Meredith Bostwick-Lorenzo Eiroa, Associate Director – Skidmore, Owings and Merrill LLP

James Haliburton, Lecturer, College of Architecture – Texas A&M University

Phillip D. Long, Chief Innovation Officer, Project 2021, Associate Vice Provost for Learning Sciences – The University of Texas at Austin

Parke Rhoads, Principal – Vantage Technology Consulting Group
I. Grounded in Research on Social Creativity

II. Catalyzing Audacious Questions

III. Embracing the Future
What keeps you up at night when thinking about learning spaces?
Meredith Bostwick-Lorenzo Eiroa

One of the focusing on the future lessons learned from your story of the New School was focusing on what your students should become.

Associate Director – Skidmore, Owings and Merrill LLP
A persisting question woven through Roundtable discussions was about the need to change how planning is practiced, particularly in thinking as attention to a specific project is an opportunity to transform the institutional culture for the future.
One of the puzzles facing those responsible for focusing on the future of learning spaces is how to capitalize on the potential of technology to enhance the experience of learning.
Phillip D. Long

In your most recent positions, you’ve had a somewhat ambiguous responsibility toward shaping more innovative institutions. In the context of this webinar, what have you learned and what advice can you give the broader community.

Chief Innovation Officer, Project 2021, Associate Vice Provost for Learning Sciences – The University of Texas at Austin
The power of the unaided individual mind highly overrated. Much human creativity is social, arising from activities that take place in a social context in which interaction with other people and the artifacts that embody collective knowledge are essential contributors.

Social creativity is not a luxury but a necessity to address the problems faced by societies in the 21 century.

- Gerhard Fischer. University of Colorado Boulder
FUTURE

... from the Roundtables

- How can we design for the future? How can we design to encourage innovation and new ways of learning?

- What does an agile, timeless environment for research and learning look like?
FUTURE

What do we want our learners to become?

The George Washington University LSC Forum
FUTURE

What do we want our institutions to become?

Oregon State University LSC Roundtable
The point...is to become more adept at inventing imaginary futures...to rethink the assumptions we use to understand the present.

By increasing our capacity to improvise..., live with permanent ambiguity and novelty, [we are freed] to go beyond the predictable, ...

...to embrace complexity.

—Riel Miller. UNESCO
Pace of Innovation

Traditional Learning Space Planning Process:

Design | Build | Occupy

Technology Growth Source: Kurzweil, R. Singularity.com, 2017
Traditional Learning Space Planning Process:

- **Design**
- **Build**
- **Occupy**

**Technology Growth**
- Year 1: 2X Technology Growth
- Year 2: 4X Technology Growth
- Year 3: 8X Technology Growth
- Year 4: 16X Technology Growth
- Year 5: 32X Technology Growth
- Year 10: 512X Technology Growth
- Year 20: 524000 X Technology Growth
- Year 55: More than 1Trillion X

Perpetual Beta:

- **Design**
- **Learn**
- **Test**

Technology Growth Source: Kurtzweil, R. Singularity.com, 2017
KEY TRENDS

• Changing:
  • Information
  • Collaboration
  • Communication
  • Learning & Teaching

• Guiding:
  • Mission
  • Innovation
SPACES THAT LEARN

Duke University:
The LINK
SPACES TO MAKE LEARNING
PROTOTYPE & TEACHING
BACK TO CLASS
It’s time to unleash your creative potential

The Texas A&M University College of Architecture is a haven for experimentation, discovering one’s strengths and unleashing the hidden capabilities of the human mind. Here, students embark on a journey of self-discovery. They learn how to unlock their creative potential, become lifelong learners, thought leaders and knowledge creators. Because creativity and the production of knowledge are the currencies of the future…

… It’s time for the College of Architecture  www.arch.tamu.edu
Meredith Bostwick-Lorenzo Eiroa
How do we crack open our physical space to empower and promote learner curiosity, and facilitate cross-disciplinary exchanges?

How do we maximize flexible activities and learning opportunities throughout the day, within a constrained footprint?

How can we maximize spaces of learning outside the classroom and provide ‘places of choice’ for a broad range of learners (who learn differently)?

How can we actively engage a larger design community in within one “Center” and create a thriving place for our learners?
Activating Cross-Disciplinary Exchange

At the Campus Level

At the Building Level

At the Program Level

The New School University Center
Skidmore, Owings & Merrill LLP (SOM)
Creating Visible Paths & Intersections

The New School University Center
Skidmore, Owings & Merrill LLP (SOM)
An Inside Out Diagonal Campus

The New School University Center
Skidmore, Owings & Merrill LLP (SOM)
Connecting A Multi-Use Program

The New School University Center
Skidmore, Owings & Merrill LLP (SOM)
Highly Flexible Learning Real Estate

Performance Setup – Stadium Seating

Flex to Seminar Rooms
Learning Beyond the Classroom

The New School University Center
Skidmore, Owings & Merrill LLP (SOM)
Socializing Learners & Faculty Alike

“What enlivens the design is not its bling but its emphasis on the spectacle of social interaction.”

Nicolai Ouroussoff The New York Times
Communicating History & Legacy

The New School University Center
Skidmore, Owings & Merrill LLP (SOM)
The Shift from teaching to learning (Barr & Tagg, 1995)

Instructional paradigm to the learning paradigm. Begin with what we want students to be able to do at the end and design to get there.

http://critical.tamucc.edu/~blalock/readings/tch2learn.htm

Phil Long
Finding a Common Language

Relative focus on the issues of technology and AV in learning spaces

A common language for the process of the design/build activity is needed, as well
Building a Culture of Active Inquiry

Built on passion in spaces that inspire it. Where recreation becomes an act of re-creation & remix through engaged learning (JSB)
Nouns of Learning Spaces

Work surfaces -- Smartboards, whiteboards, tack boards, flip charts, blackboards; Display outputs -- Flat panels, projectors, AR/VR; Mobile devices -- Tablet PCs, smartphones, laptops, wearables/sensors; Audio channels -- Microphone, speakers, audio process arrays; Artifacts -- Inspirational objects, displays, posters; Furnishings -- Tables, chairs, couches, partitions; Capture / Re-use systems -- Lecture capture, LMS, personal podcasts, web; Architectural elements -- Finishes, carpeting, room geometry, lighting configuration
VERBS of Learning Spaces

Connecting socially -- Peer-to-peer, faculty-to-student Discussing / Arguing -- Dyads, small group, "in the round" Commenting -- Anchored discussion, annotation from multiple sources; Demonstrating Presenting / Demonstrating Searching -- ad hoc, across resources Capturing -- Faculty, student, group work (long-term, e-folios) Thinking/conceiving Debating/negotiating space
If buildings are ‘built pedagogy’, and inquiry & discovery are fundamental components of learning, how are these elements represented in the way we plan and make available spaces for learning on our campuses?
Can design literacy transform the human experience?

How do we think about the invisible student? Do we?

How do expectations of students’ becoming influence how we think about their experiences in our spaces?
What would a learning space look like if it were designed by students?
PROCESS ... from the Roundtables

- Is the planning process too linear?
- How can we design for the future? How can we design to encourage innovation and new ways of learning, of doing?
How disruptive can we be in the planning process?

University of Colorado Boulder - LSC Roundtable
PARTICIPANTS

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Upcoming LSC Webinars

• November 13, 2017: PROCESS—Engaging Stakeholders

• December 4, 2017: USER—21st Century Learners

• January 22, 2018: MAKING THE CASE—21st Century Learning Spaces for 21st Century Learning Communities

http://www.pkallsc.org/