

# FUTURE—The Changing Context

## *Learning Spaces Collaboratory Webinar*

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OCTOBER 16, 2017



*Moderator*  
Jeanne L. Narum – LSC

### *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

# FACILITATORS

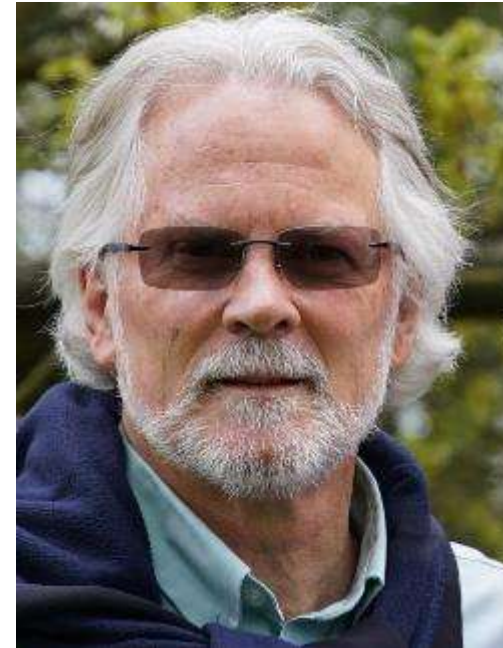
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Meredith Bostwick-Lorenzo Eiroa,  
Associate Director – Skidmore, Owings  
and Merrill LLP



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



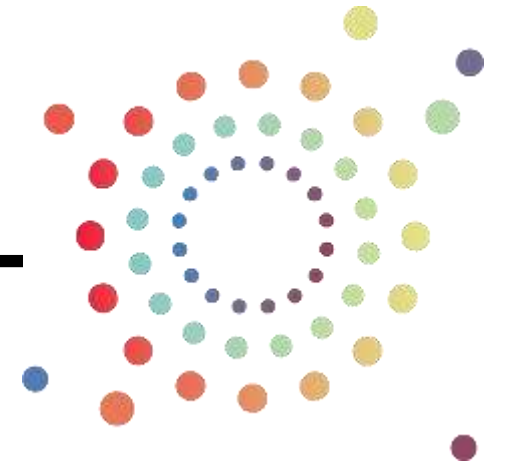
Phillip D. Long, Chief  
Innovation Officer, Project  
2021, Associate Vice Provost  
for Learning Sciences – The  
University of Texas at Austin



Parke Rhoads, Principal –  
Vantage Technology  
Consulting Group

# LSC ROUNDTABLES

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- I. Grounded in Research on Social Creativity
- II. Catalyzing Audacious Questions
- III. Embracing the Future

# PROMPTING QUESTION

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*... from the Roundtables*

*What keeps you up at night  
when thinking about learning spaces?*

# Meredith Bostwick-Lorenzo Eiroa

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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

# James Haliburton

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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.



Lecturer, College of  
Architecture – Texas  
A&M University

# Parke Rhoads

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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.

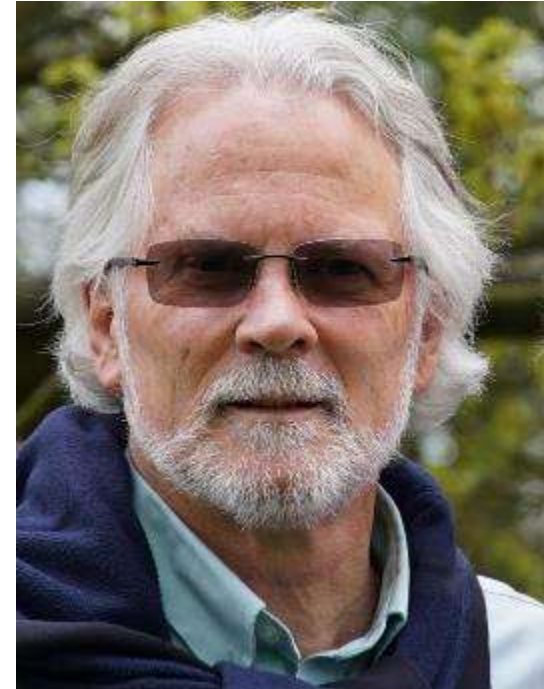


Principal – Vantage  
Technology  
Consulting Group

# Phillip D. Long

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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.*

is

*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

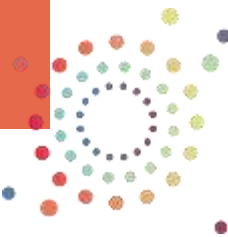
# FUTURE

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*... from the Roundtables*



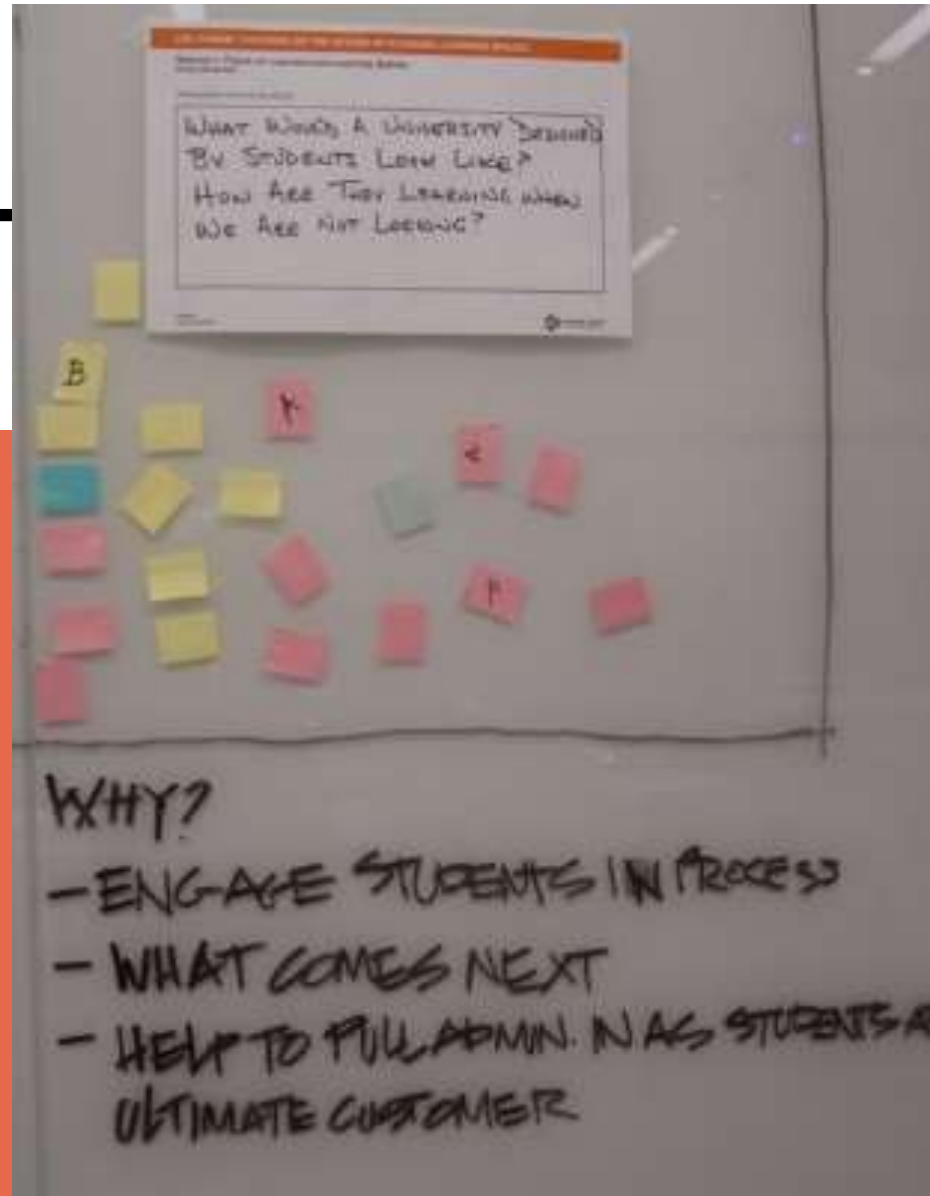
- How can we design for the future? How can we design to encourage innovation and new ways of learning?
- What does an agile, timeless environment for research and learning look like?



# FUTURE

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What do we want  
our learners to  
become?



# FUTURE

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What do we want  
our institutions to  
become?



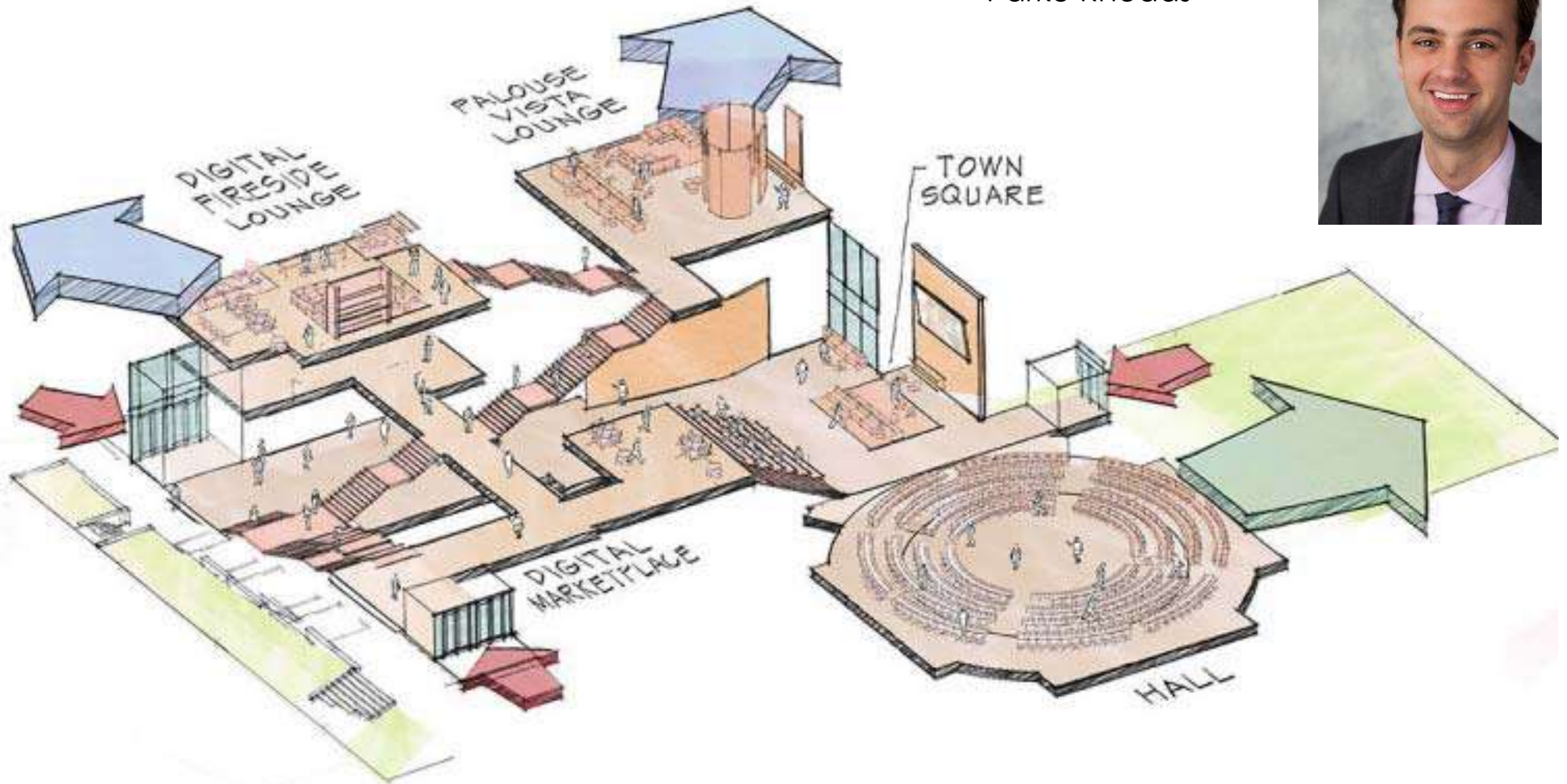
*The point...is to become more adept at inventing imaginary futures...to rethink the assumptions we use to understand the present.*

*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



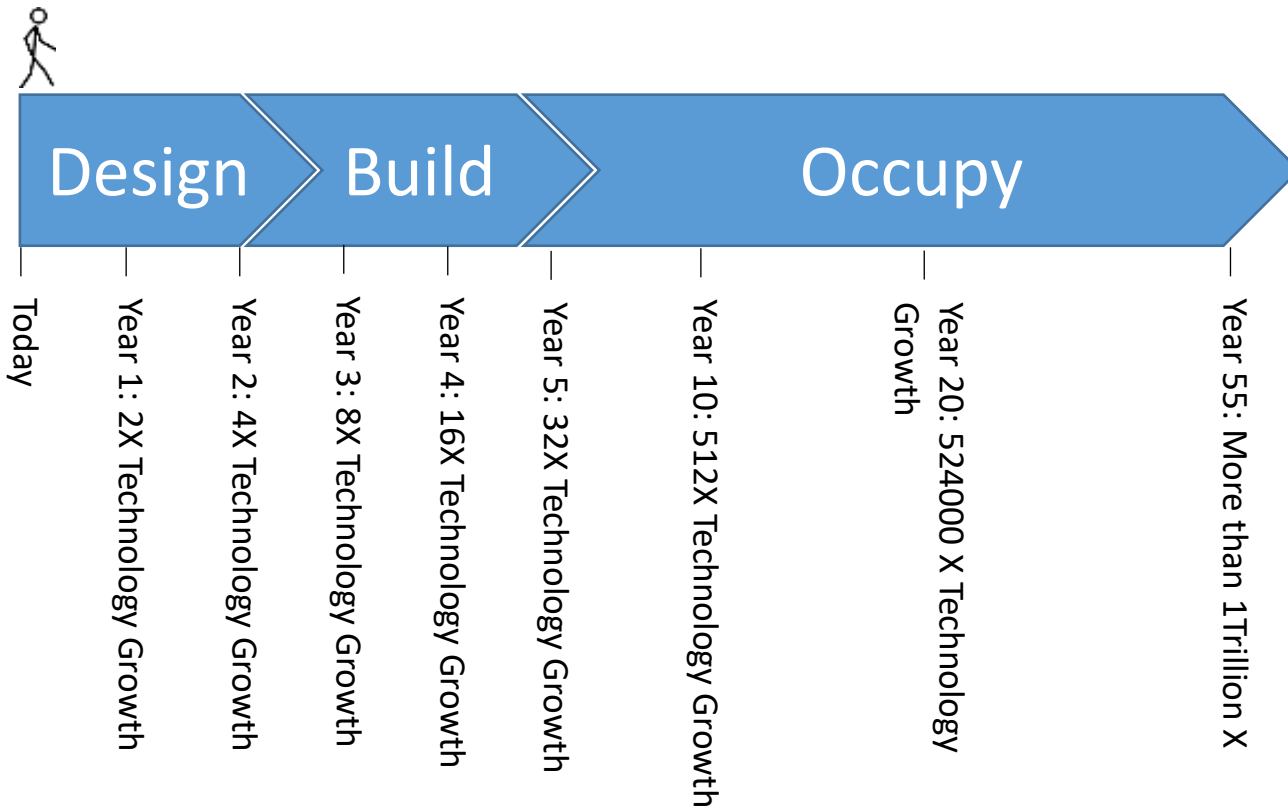
Parke Rhoads



# PACE OF INNOVATION

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Traditional Learning Space Planning Process:

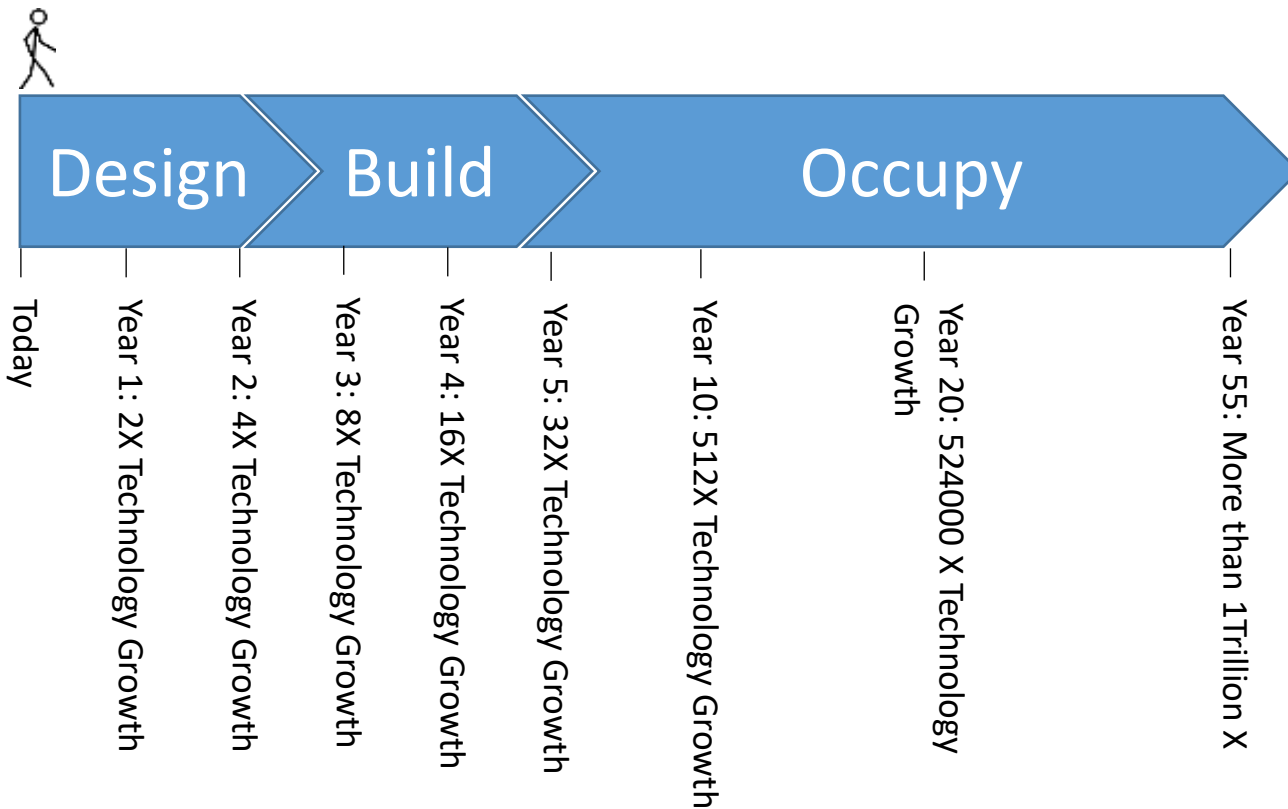


Technology Growth Source: Kurtzweil, R. Singularity.com, 2017

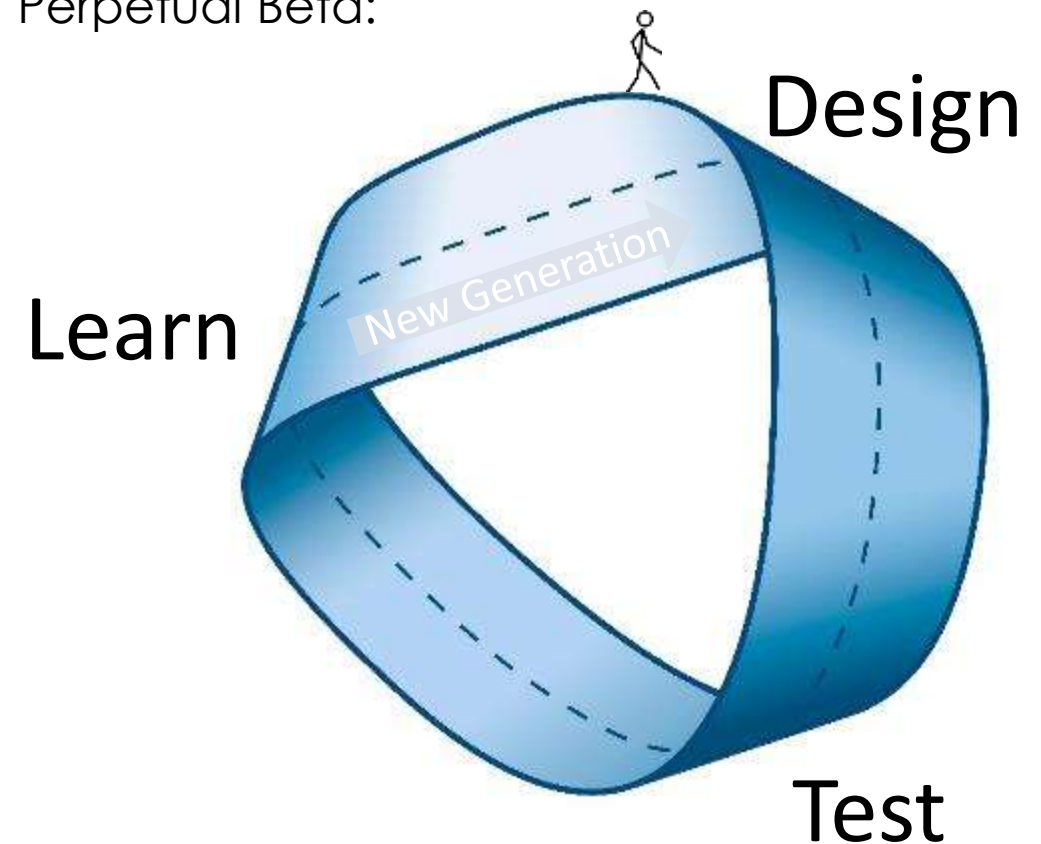
# PACE OF INNOVATION

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Traditional Learning Space Planning Process:



Perpetual Beta:



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

# KEY TRENDS

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- Changing:
  - Information
  - Collaboration
  - Communication
  - Learning & Teaching
- Guiding:
  - Mission
  - Innovation



JHU Brody Learning Commons "Viz Wall"

# SPACES THAT LEARN

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Duke University:  
The LINK

# SPACES TO MAKE LEARNING



DARTMOUTH COLLEGE LIBRARY

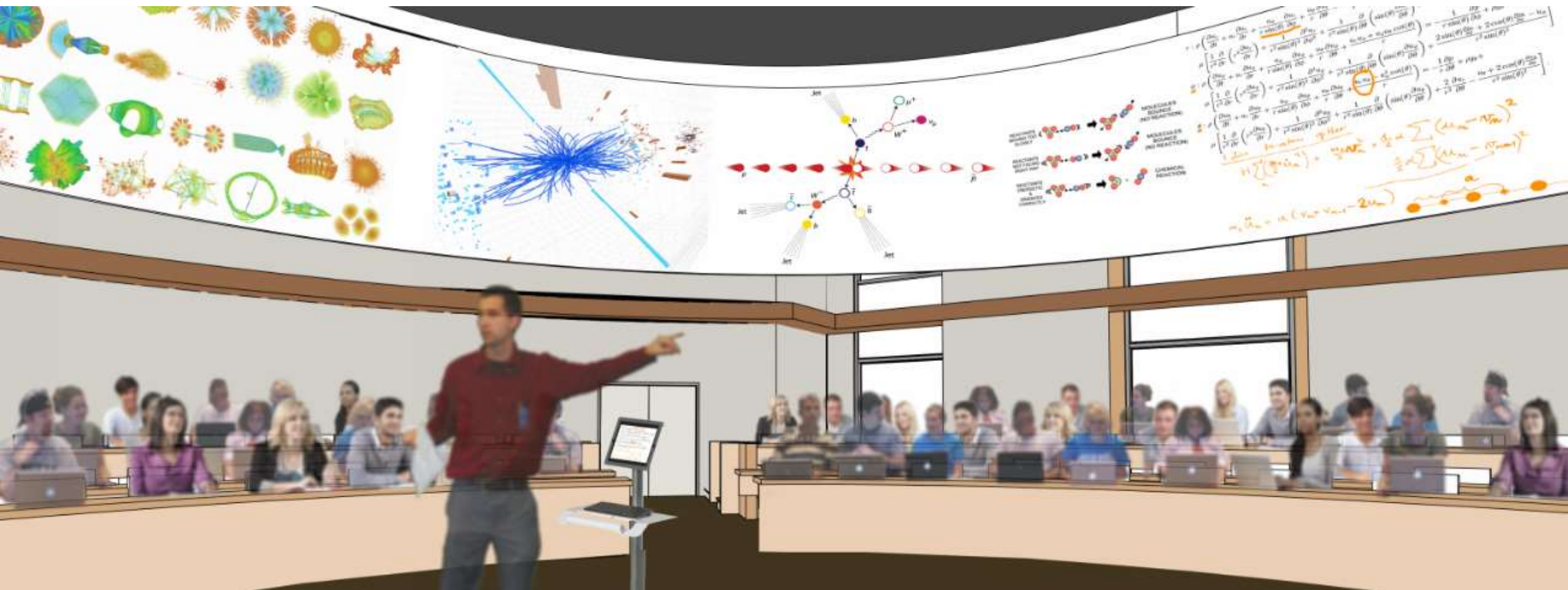
**Jones**  
MEDIA  
CENTER

# PROTOTYPE & TEACHING

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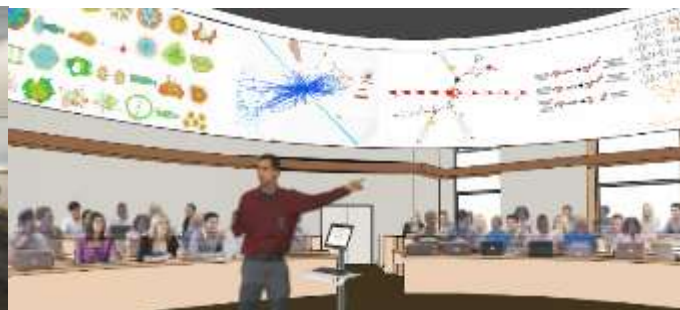
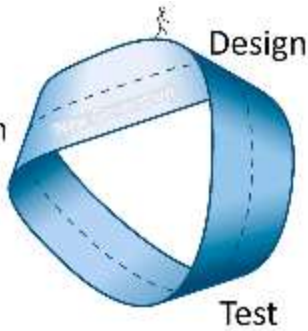


# BACK TO CLASS





Learn





James Haliburton

# 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](http://www.arch.tamu.edu)

IT'S TIME FOR



TEXAS A&M  
UNIVERSITY

# TEXAS ARCHITECTURE CENTER

**JACOB INGLETT & KRISTA THOMAS**



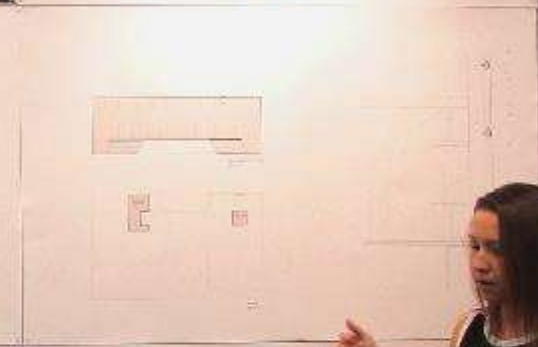
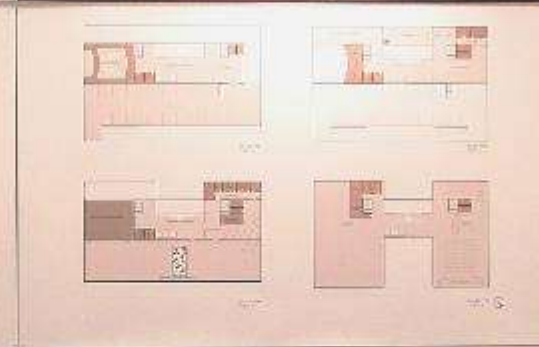
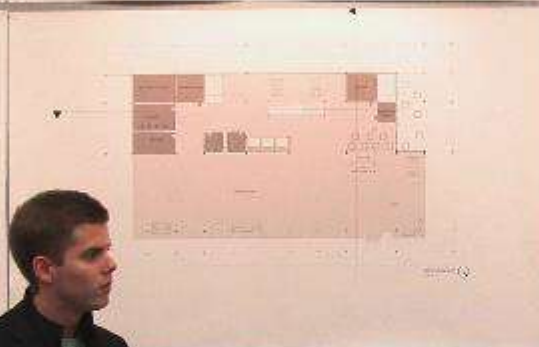
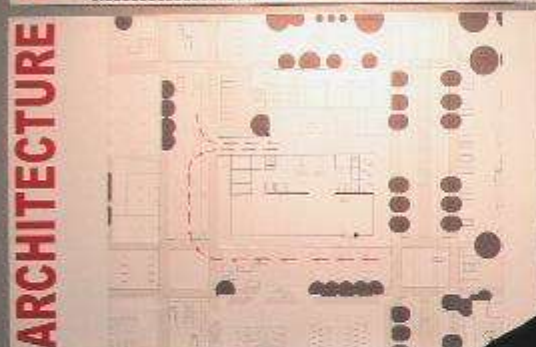




THE TEXAS ARCHITECTURE CENTER IS A 100,000-SQ-FT BUILDING THAT WILL SERVE AS A HOME FOR THE TEXAS ARCHITECTURE CENTER'S ARCHITECTURAL COLLECTION, ARCHITECTURAL RESEARCH, AND ARCHITECTURAL EDUCATION. THE BUILDING IS DESIGNED BY JACOB INGLETT & KRISTA THOMAS, A FIRM THAT HAS WORKED ON SEVERAL OTHER ARCHITECTURAL PROJECTS IN THE DALLAS AREA.



**SUMMER SOL STILE**



**WINTER SOL STILE**



**A. ACCESSIBILITY**

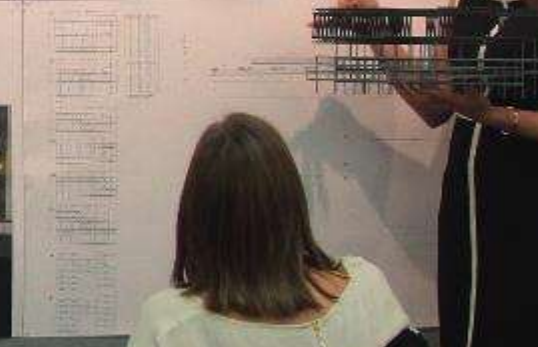
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**B. THE BUILDING**

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**C. THE BUILDING**

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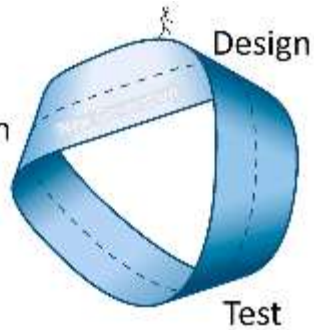








Learn

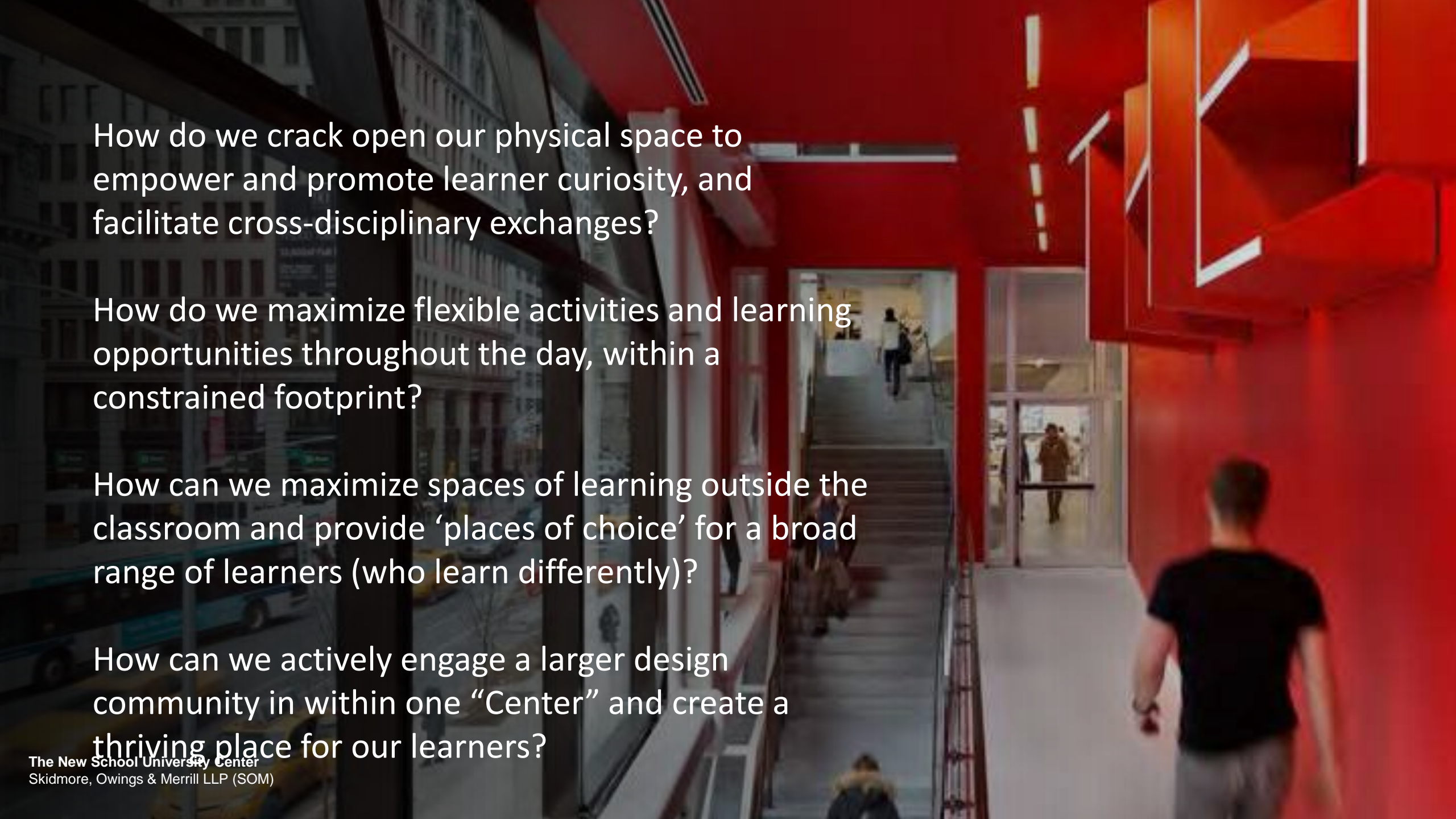




Meredith Bostwick-Lorenzo Eiroa

THE UNIVERSITY CENTER AT THE NEW SCHOOL  
**Pushing the Envelope  
For the Future of Learning**





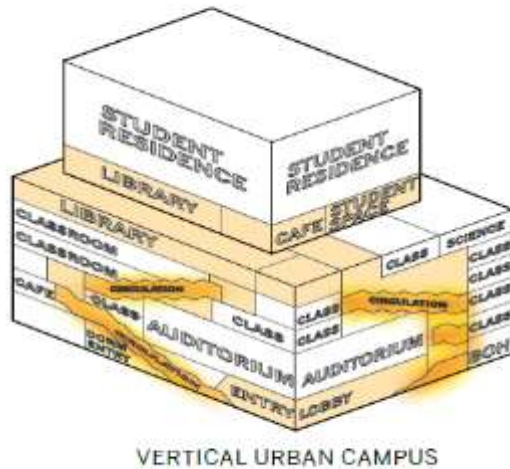
How do we crack open our physical space to empower and promote learner curiosity, and facilitate cross-disciplinary exchanges?

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

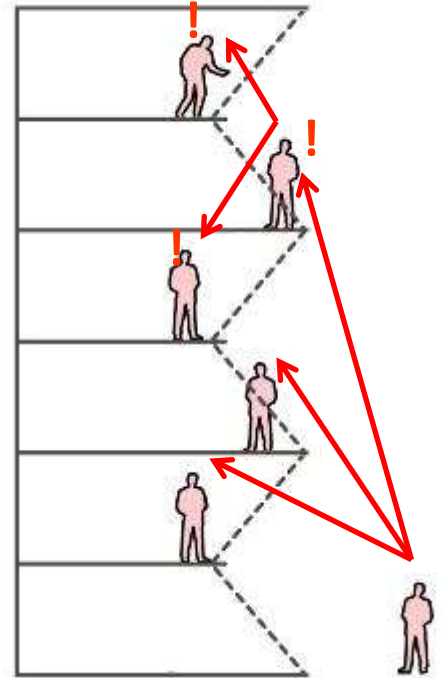
How can we maximize spaces of learning outside the classroom and provide ‘places of choice’ for a broad range of learners (who learn differently)?

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

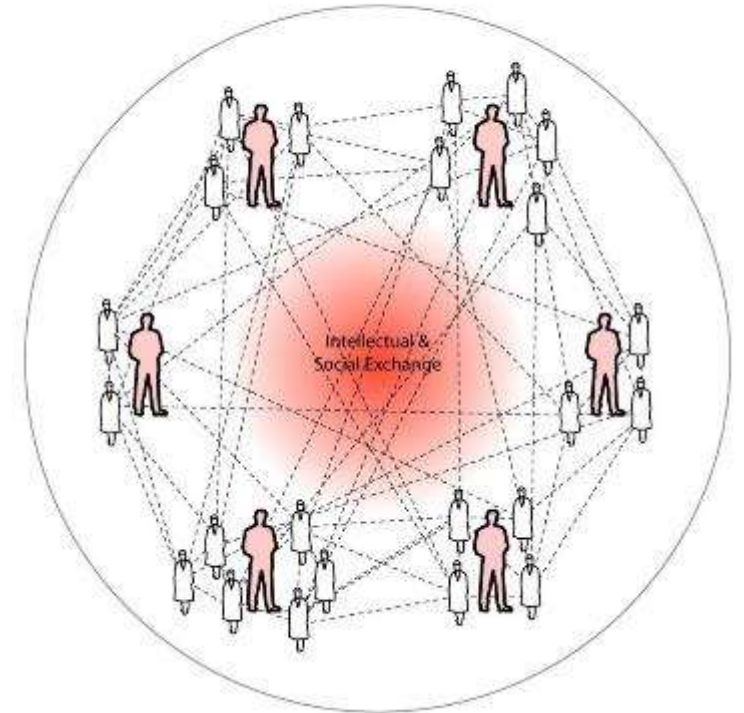
# Activating Cross-Disciplinary Exchange



At the Campus Level

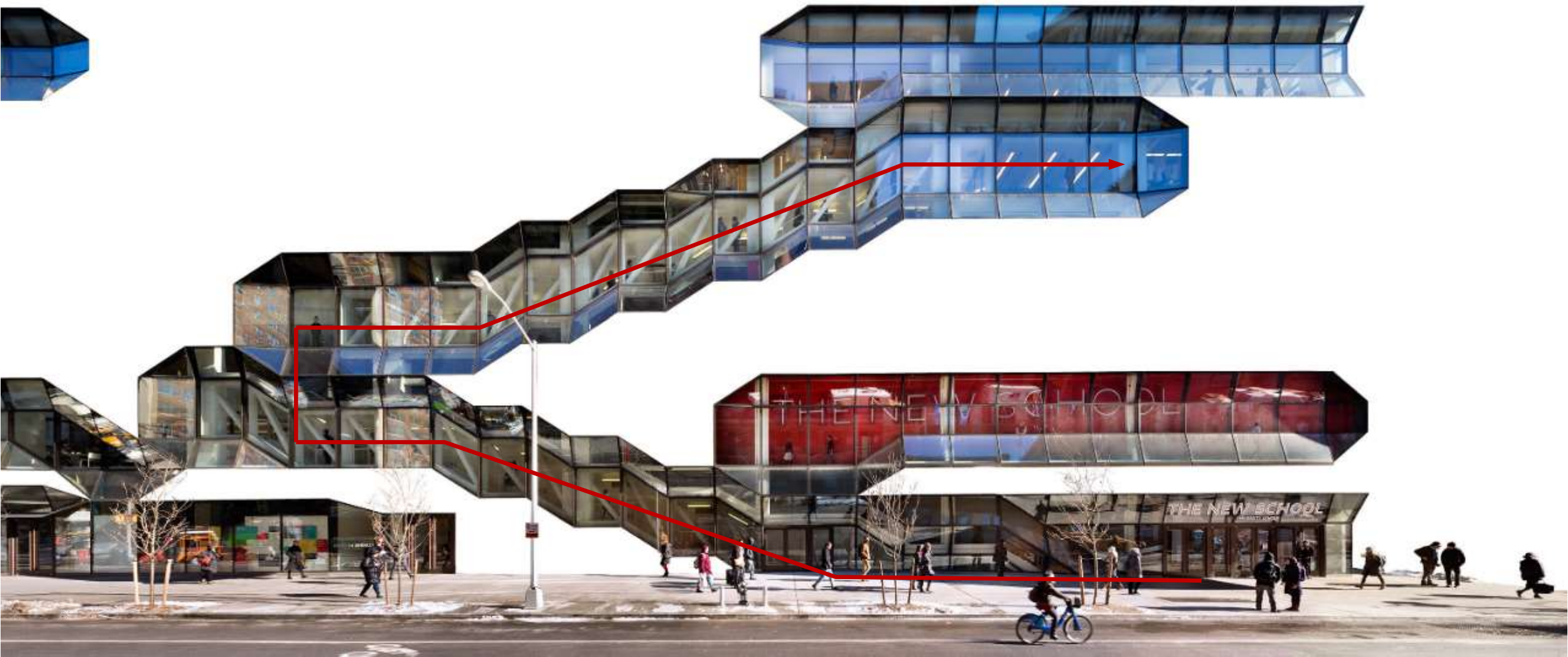


At the Building Level



At the Program Level

## Creating Visible Paths & Intersections



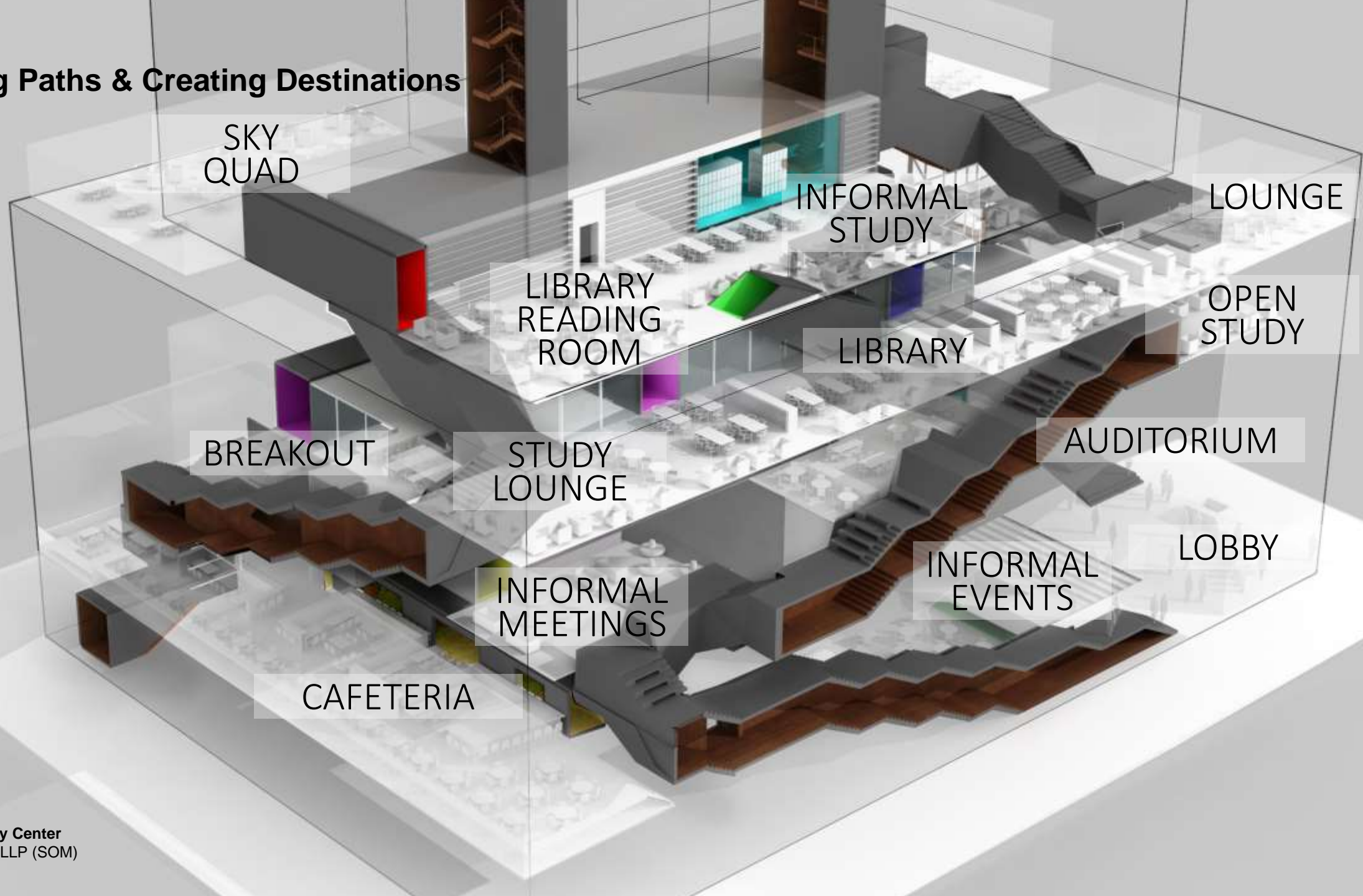
**The New School University Center**  
Skidmore, Owings & Merrill LLP (SOM)

## An Inside Out Diagonal Campus

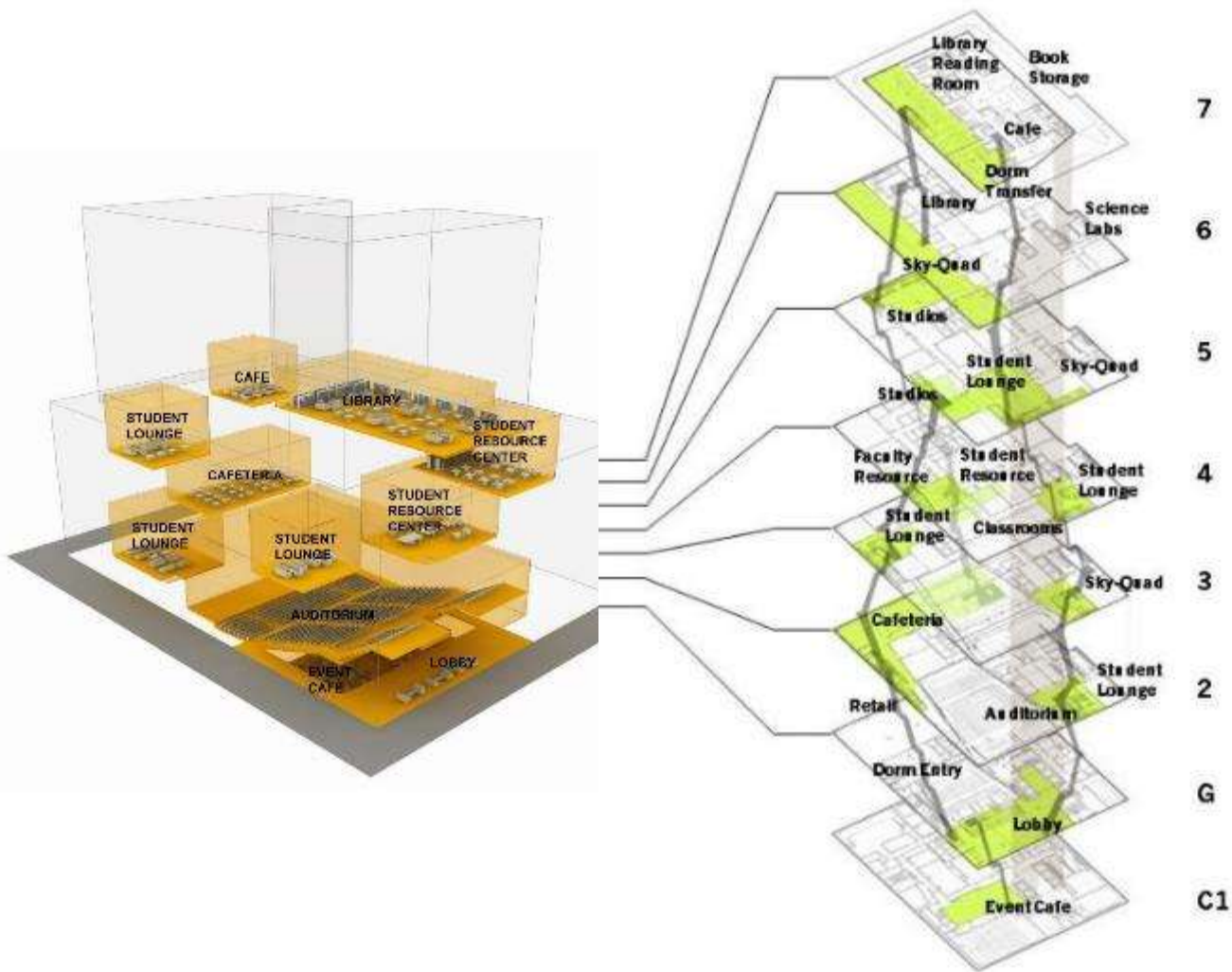


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Skidmore, Owings & Merrill LLP (SOM)

## Unravelling Paths & Creating Destinations



## Connecting A Multi-Use Program



**The New School University Center**  
Skidmore, Owings & Merrill LLP (SOM)



**Team Based Learning**



**Maker Space & Project-Based Studio**



**Performance & Events**



**Quiet Small Group Study & Skype**

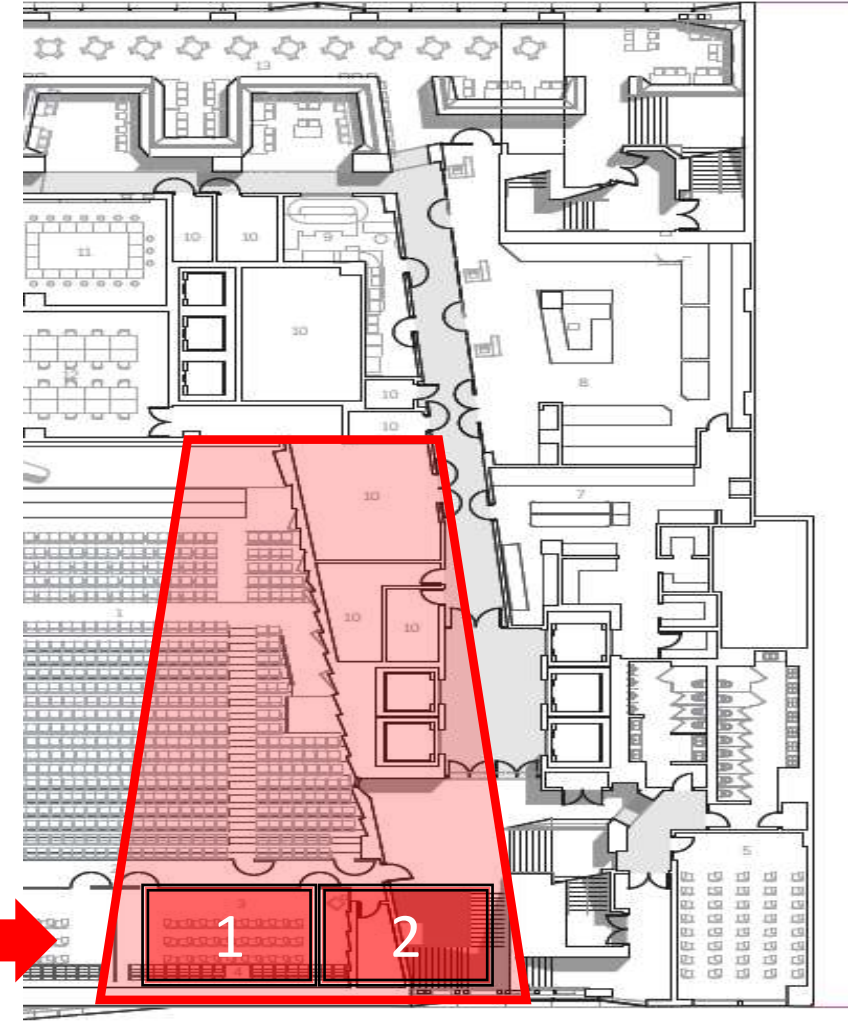
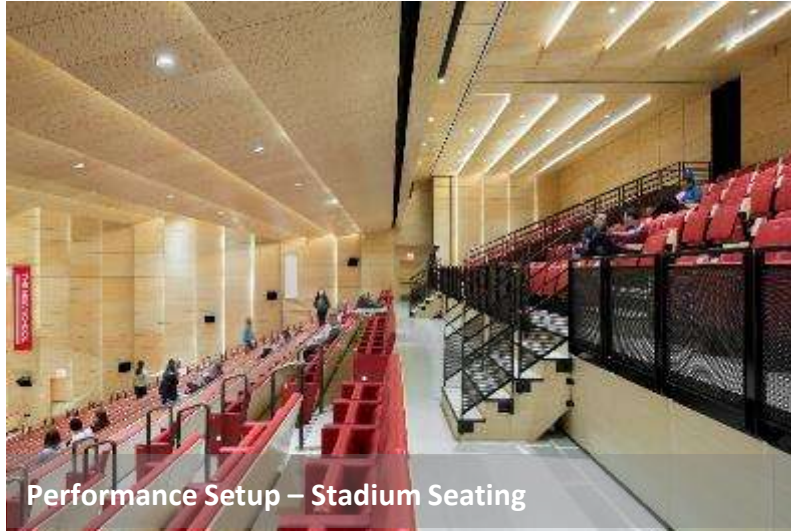


**Active Informal Lounge & Large Group Study**

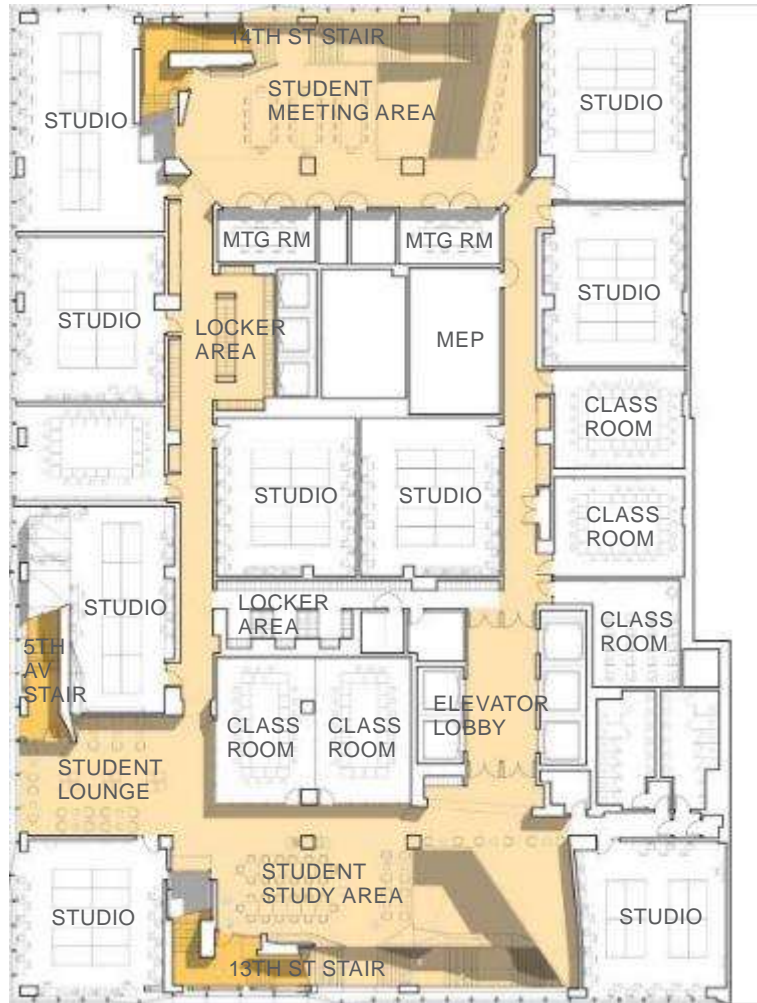


**Distance Learning & Lecture**

# Highly Flexible Learning Real Estate



# Learning Beyond the Classroom



**The New School University Center**  
Skidmore, Owings & Merrill LLP (SOM)



## Flexibility



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



## Connecting Users & Experiences

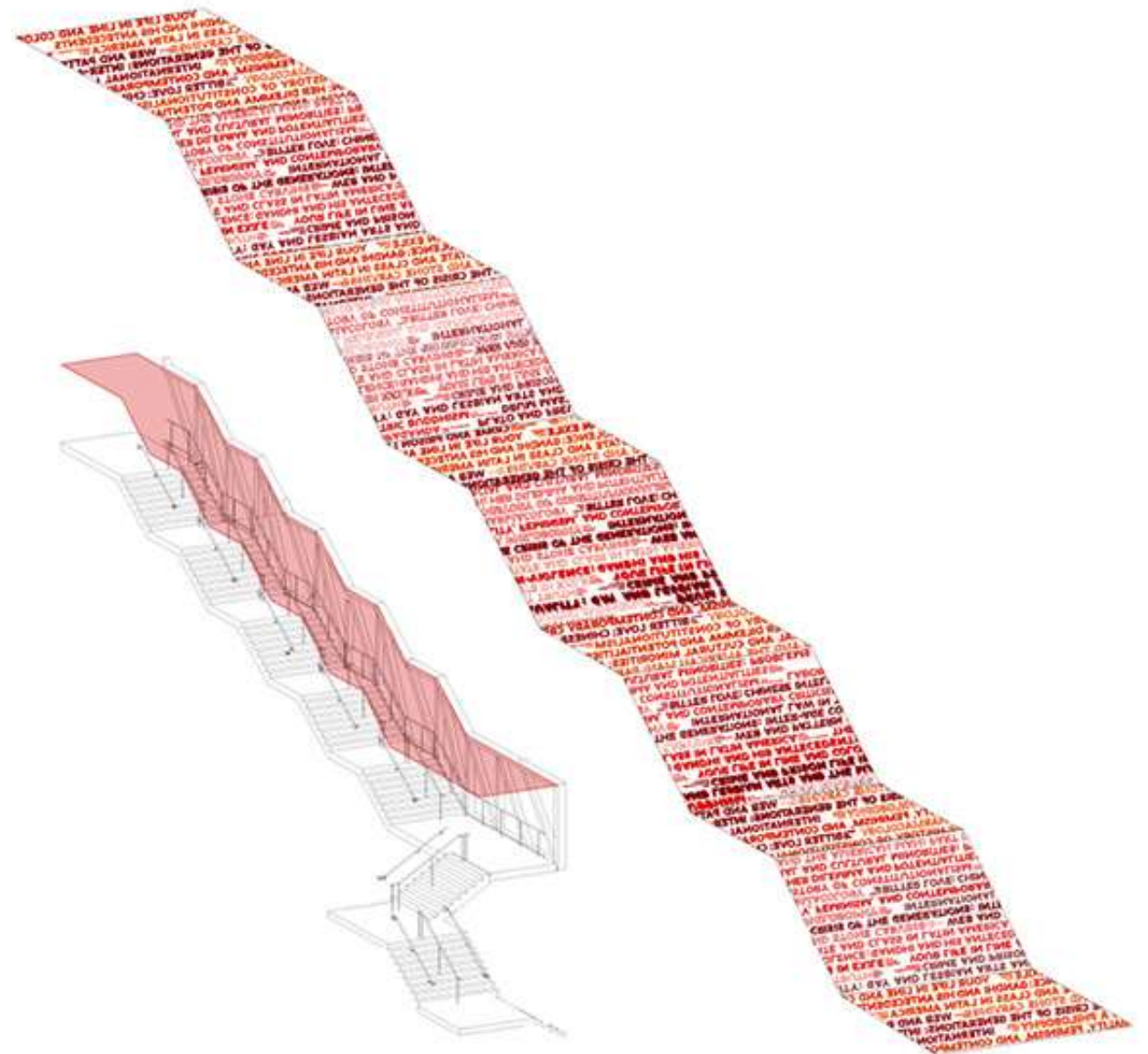


# Communicating History & Legacy



Reudi Baur (Signage & Wayfinding)

The New School University Center  
Skidmore, Owings & Merrill LLP (SOM)



## A New Center for University Life - Student Instagram Photos

*"The New Building of The New School is amazing. The bright colors are refreshing after classes."*



*"Spending a gorgeous day inside working, but I can't complain about this view"*



*"I'm obsessed with this library"*



*"A Mind-Bending Reality"*

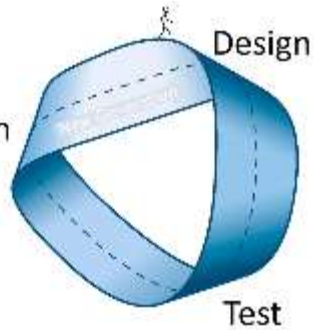


*"So my visit to Parson's was pretty much perfection"*





Learn

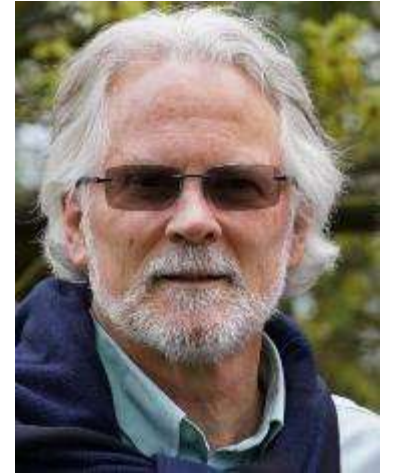


# The Shift from teaching to learning

(Barr & Tagg, 1995)

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

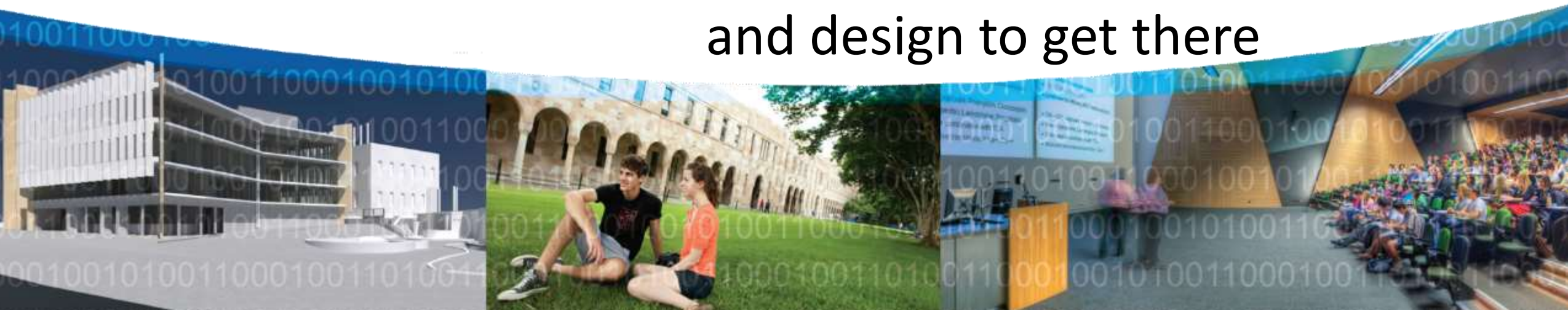
Phil Long



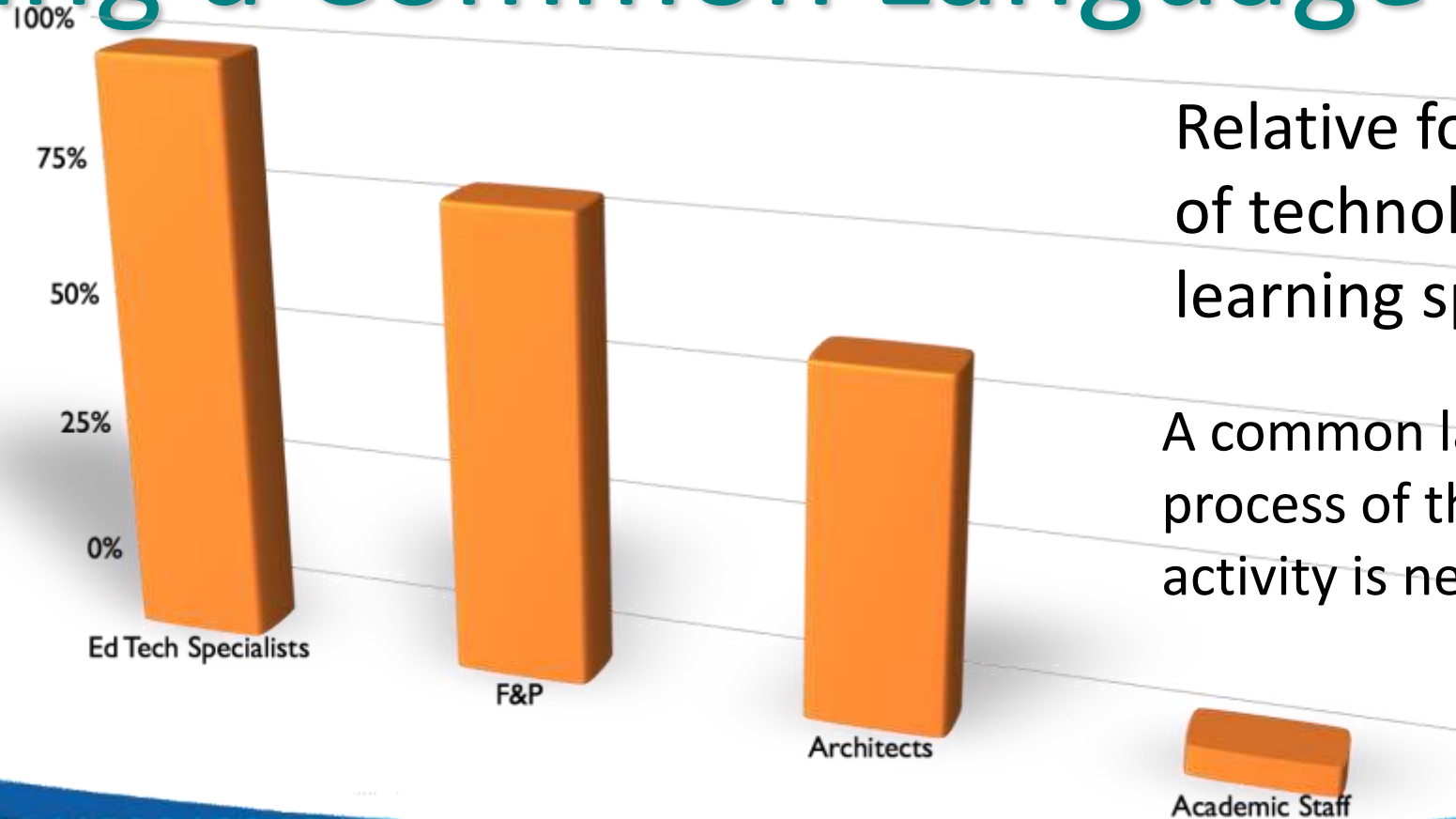
Instructional paradigm to the learning paradigm.

Begin with what we want students to be able to do at the end

and design to get there



# 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



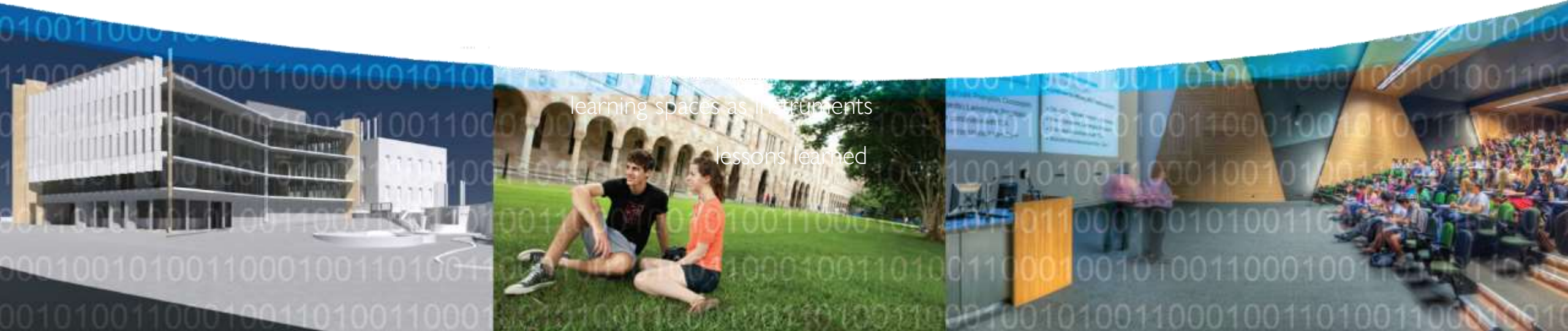
# Building a Culture of Active Inquiry

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

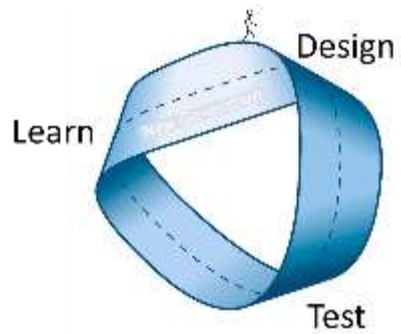
Connecting socially -- Peer-to-peer, faculty-to-student  
Discussing / Arguing -- Dyads, small group, "in the round"  
Commenting -- Anchored discussion, annotation from multiple sources;  
Demonstrating  
Presenting / Demonstrating  
Searching -- ad hoc, across resources  
Capturing -- Faculty, student, group work (long-term, e-folios)  
Thinking/conceiving  
Debating/negotiating space



# Prototyping & Tinkering

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?



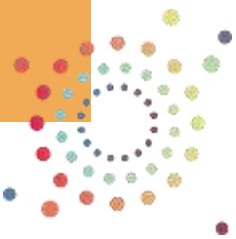


# USERS... *from the Roundtables*

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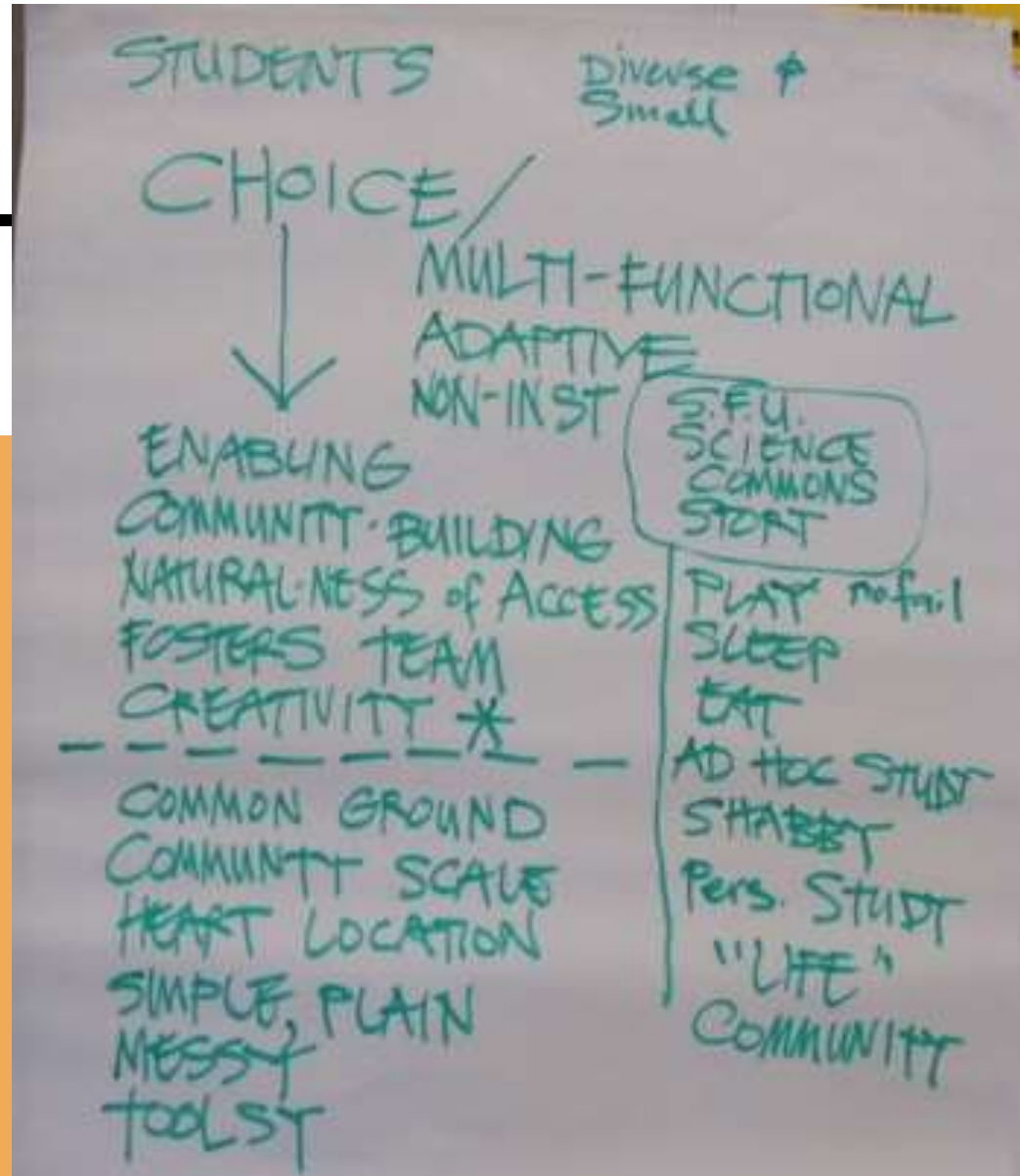


- Can design literacy transform the human experience?
- How do we think about the invisible student? Do we?
- How do expectations of students' *becoming* influence how we think about their experiences in our spaces?



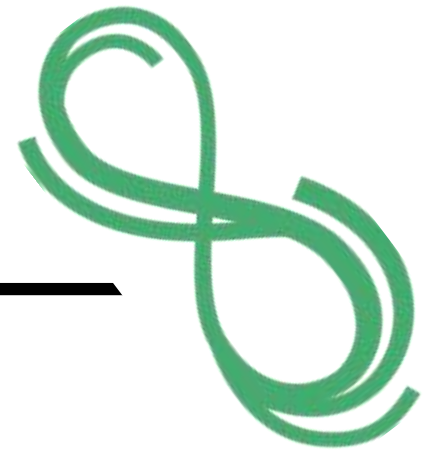
# USERS

What would a learning space look like if it were designed by students?

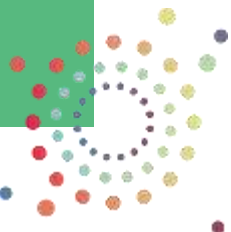


# PROCESS ... *from the Roundtables*

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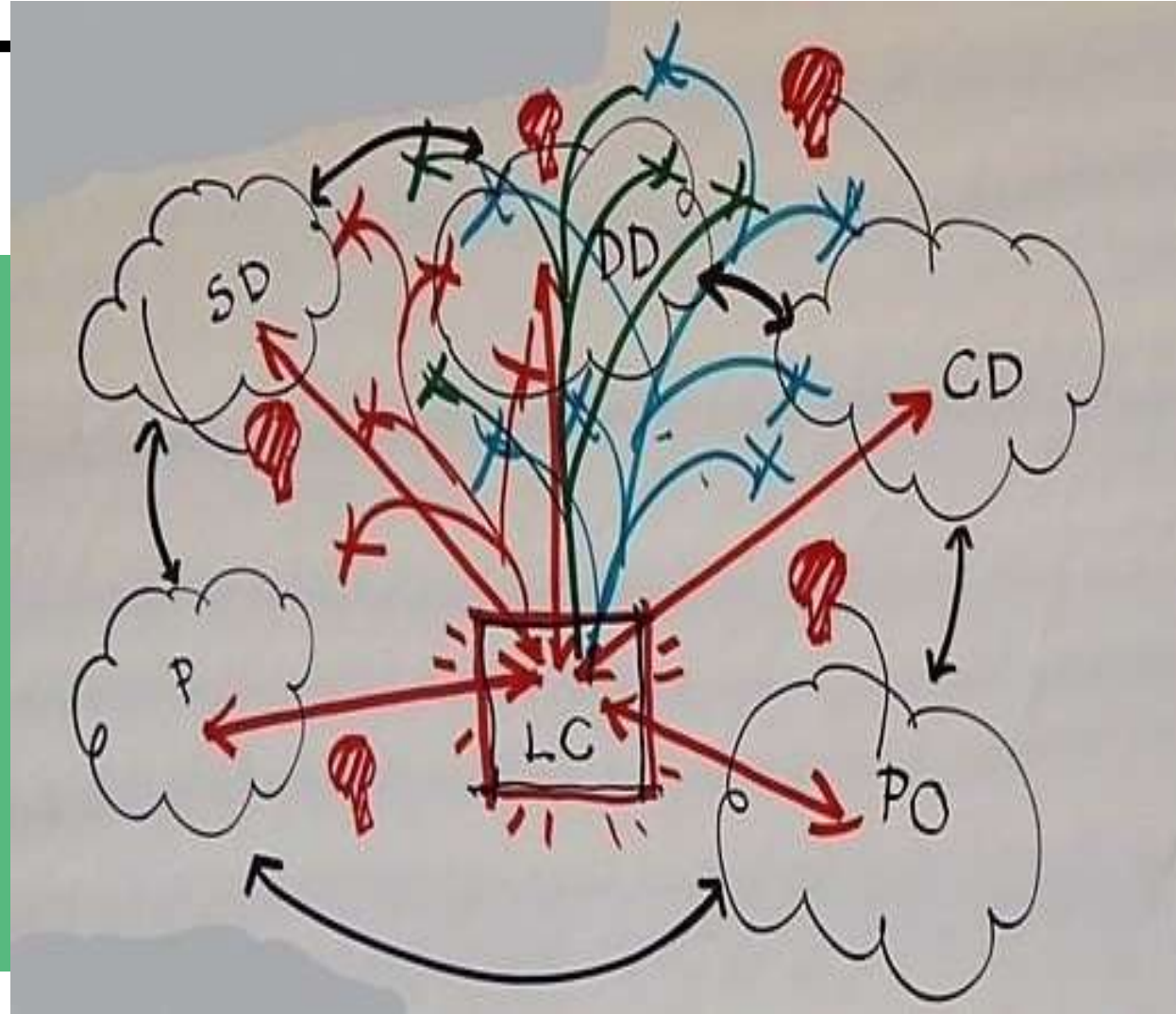


- Is the planning process too linear?
- How can we design for the future? How can we design to encourage innovation and new ways of learning, of doing?



# PROCESS

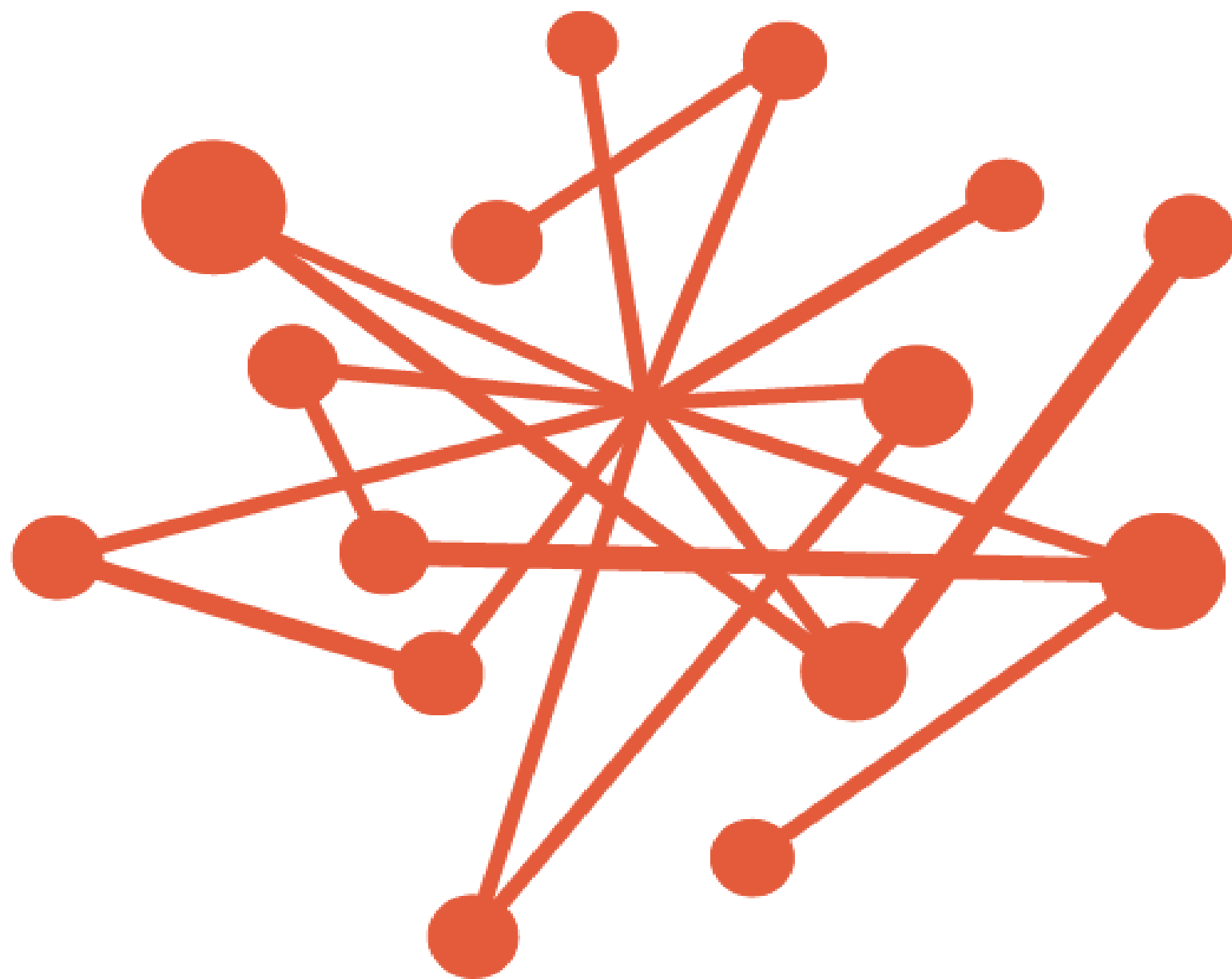
How disruptive  
can we be in  
the planning  
process?



# PARTICIPANTS

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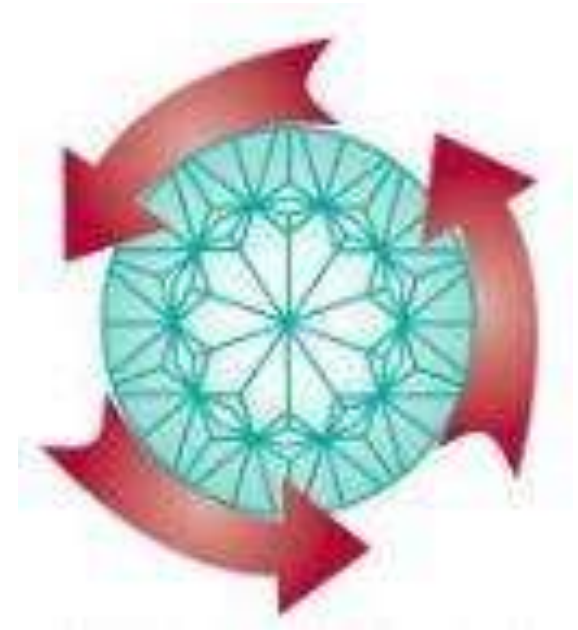
Alexandria University - Egypt ■ Brigham Young University ■ Cal Poly SLO, Robert E. Kennedy Library ■ California State University East Bay ■ Calvert Wright Architecture PC ■ Catawba College ■ Central College ■ Cuyahoga Community College ■ Dartmouth College ■ Dugdale Strategy LLC ■ Harvard University ■ HGA Architects and Engineers ■ Hiram College ■ Lethbridge College ■ Loyola University-Monroe Library ■ OZ Architecture ■ Perkins+Will ■ Reed College ■ Syracuse University ■ The Ohio State University, University Libraries ■ The University of Alabama, University Libraries ■ UCLA Library ■ University of Alberta Libraries ■ University of British Columbia Library ■ University of California, Merced ■ University of Nevada Las Vegas, University Libraries ■ University of North Carolina Chapel Hill ■ University of Richmond ■ University of Rochester River Campus Libraries ■ University of Windsor ■ University of Wyoming



# Upcoming LSC Webinars

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- November 13, 2017: PROCESS—Engaging Stakeholders
- December 4, 2017: USER—21<sup>st</sup> Century Learners
- January 22, 2018: MAKING THE CASE—21<sup>st</sup> Century Learning Spaces for 21<sup>st</sup> Century Learning Communities



<http://www.pkallsc.org/>