Agenda

Spectrums
Functional Programming
Foundational Questions
Virtual Tours
Next Steps
Spectrums
Understanding Different Perspectives
Functional Programming Exercise
The Power to Collaborate

“People converse and collaborate almost naturally when there is flexibility and comfort”
Qualities of Collaborative Environments

**Spacious**: easy to move to and through

**Flexible** for fits of inspiration

**Transparent**: everyone can see each other

**Comfortable**: Spaces people want to be in, and gravitate towards

**Mixed**: balance programmed and un-programmed spaces in close proximity

**Connected**: learn from each other
Principles of Collaborative Learning

Group discussions
Interactive activities
Students learn by doing
Students and staff have more one on one interaction
Teachers facilitate group conversations
Real world problem inquiry
Distance learning
Spatial Models

Forum/Lecture

Workshop/Create

Community/Gather

Project/Activity

Large Group

Small Group

Individual Study
 Spatial Models

Forum/Lecture
:: 80-90 students
:: 1600 square feet
:: Team teaching/guest lecture
:: Tiered, fixed seating
:: Large format presentation
Spatial Models

Workshop/Create

:: 28-35 students
:: 1400-1600 square feet
:: Student stations/tables
:: Group technology/flexible power
:: Mobile workstations
:: Shared supplies/materials
Spatial Models

Community/Gather
:: 28-90 students
:: 1600 square feet
:: Some Fixed Tiers
:: Large Format Presentation
:: Mobile workstations
:: Shared supplies/materials
Spatial Models

Project/Activity
:: 15-20 students
:: 600-800 square feet
:: Group Technology
:: Demonstration area
:: Teaching Wall
:: Acoustically Open
Functional Program

Large Group
:: 12-20 students
:: 200-300 square feet
:: Think Tank
:: Group Workstation/Technology
:: Teaching Wall/Interactive
:: Acoustically Separated
Spatial Models

**Small Group**
:: 4-6 students
:: 120-150 square feet
:: Think Tank
:: Group Workstation/Technology
:: Teaching Wall/Interactive
:: Acoustically Separated
Spatial Models

**Individual Study**

:: 1 student

:: Anywhere or With Others

:: Breakout Space
As an Educator:

How can the built environment support your academic program?

What would happen if we begin by programming space around learning activities instead of around desks?
Functional Programming Exercise
Functional Programming Exercise
Functional Programming Exercise
Foundational Questions
1-2-4-All

What does it mean to be an adaptable learning environment?
1-2-4-All

What makes a school healthy, both physically and emotionally?
Next Steps
Integrated Design Workshop
Adjacencies
Goals
## Schedule

<table>
<thead>
<tr>
<th>SDAT 01 :: Learn</th>
<th>11 February</th>
<th>4:30-6:30pm</th>
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<tbody>
<tr>
<td>Focus group meetings</td>
<td>22 February</td>
<td>all day</td>
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<tr>
<td>SDAT 02 :: Uncover</td>
<td>25 February</td>
<td>4:30-6:30pm</td>
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<td>On-site Observation/Student Activity</td>
<td>TDB</td>
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<tr>
<td>SDAT 03 :: Integrated Design Wksp</td>
<td>03 March</td>
<td>12:00-4:00pm</td>
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<td>SDAT 04 :: Discover</td>
<td>24 March</td>
<td>4:30-6:30pm</td>
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<td>SDAT 05 :: Conceptualize</td>
<td>07 April</td>
<td>4:30-6:30pm</td>
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<td>SDAT 06 :: Finalize</td>
<td>TBD</td>
<td></td>
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<tr>
<td>Community meeting</td>
<td>TBD</td>
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