

mahlum



Queen Anne Elementary

SDAT 02 :: UNCOVER 25 February 2016





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

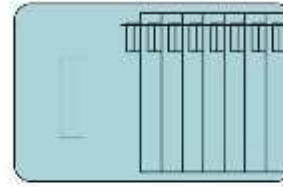
Students and staff have more one on one interaction

Teachers facilitate group conversations

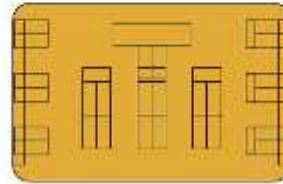
Real world problem inquiry

Distance learning

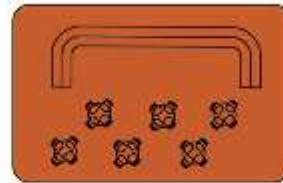
Spatial Models



Forum/Lecture



Workshop/Create



Community/Gather



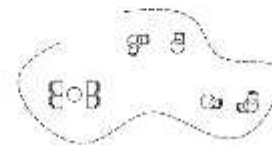
Project/Activity



Large Group



Small Group

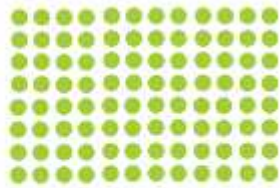


Individual Study

Spatial Models

Forum/Lecture

:: 80-90 students

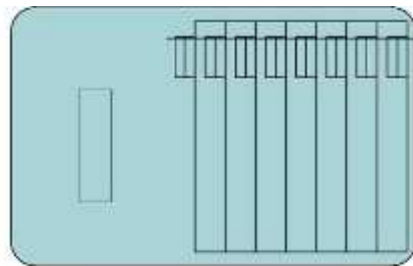


:: 1600 square feet

:: 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

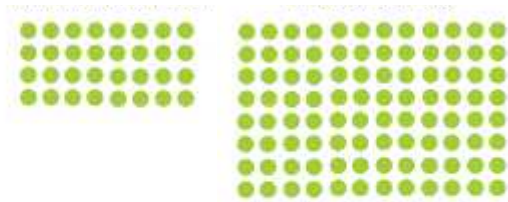
:: Shared supplies/materials



Spatial Models

Community/Gather

:: 28-90 students



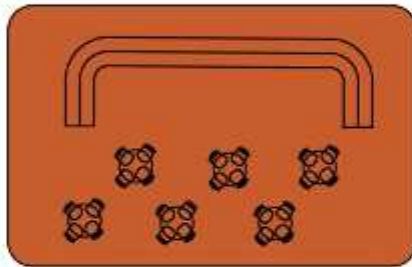
:: 1600 square feet

:: 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



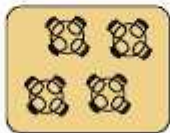
:: 200-300 square feet

:: 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

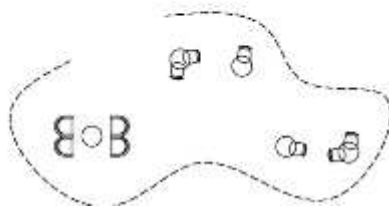
Individual Study

:: 1 student



:: Anywhere or With Others

:: Breakout Space





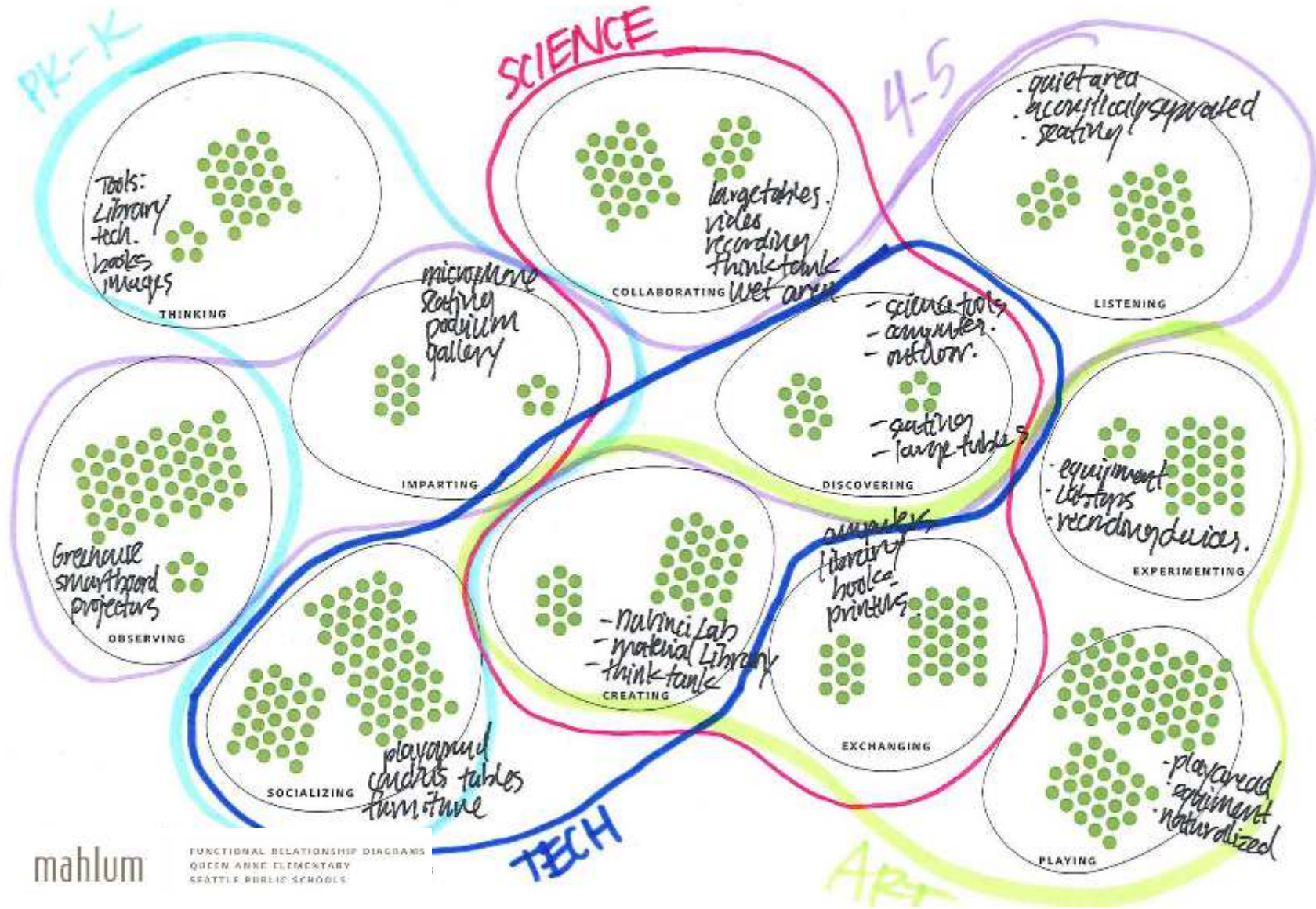
Learning Everywhere

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?

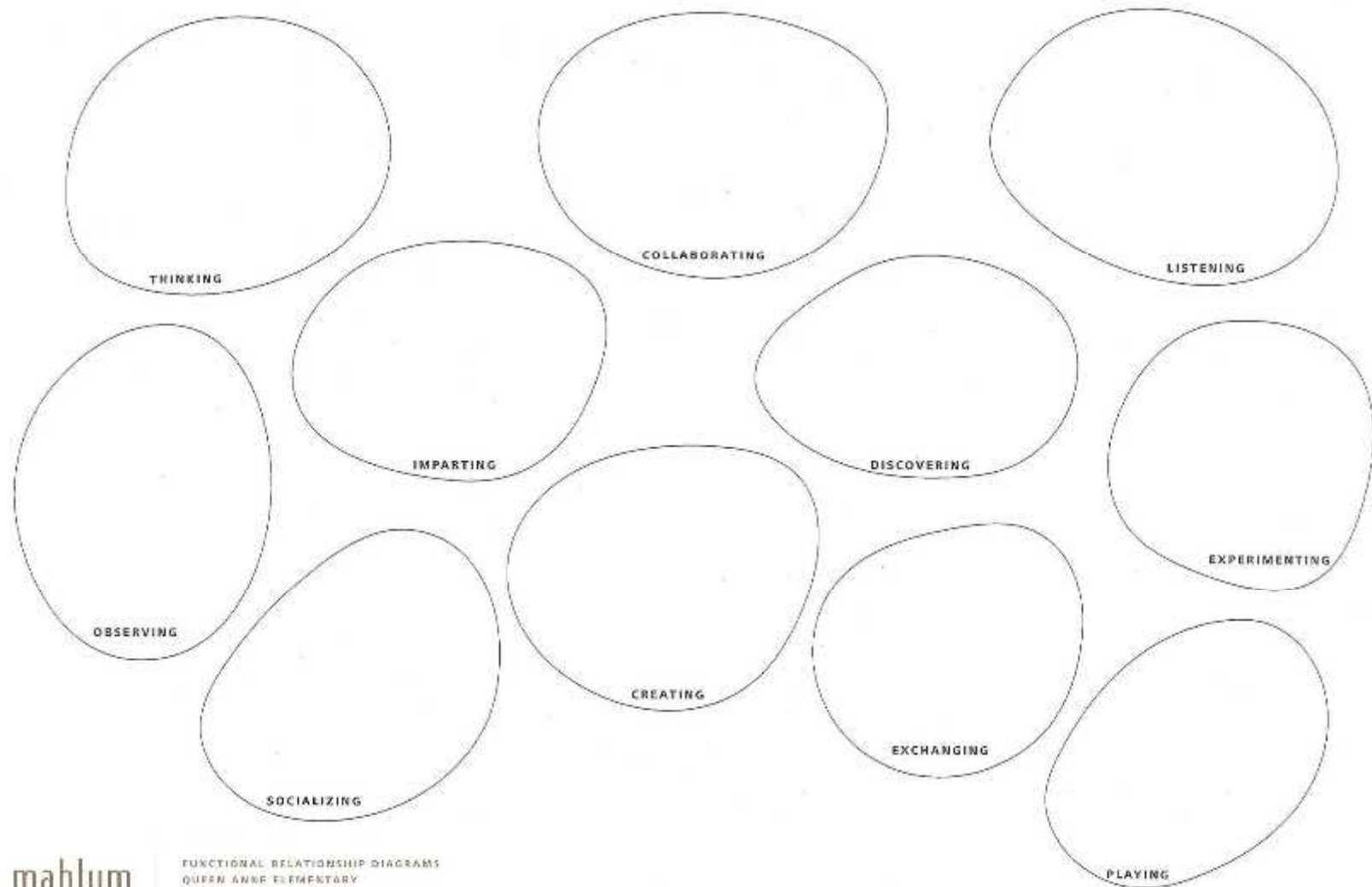
Functional Programming Exercise



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FUNCTIONAL RELATIONSHIP DIAGRAMS
QUEEN ANNE ELEMENTARY
SEATTLE PUBLIC SCHOOLS

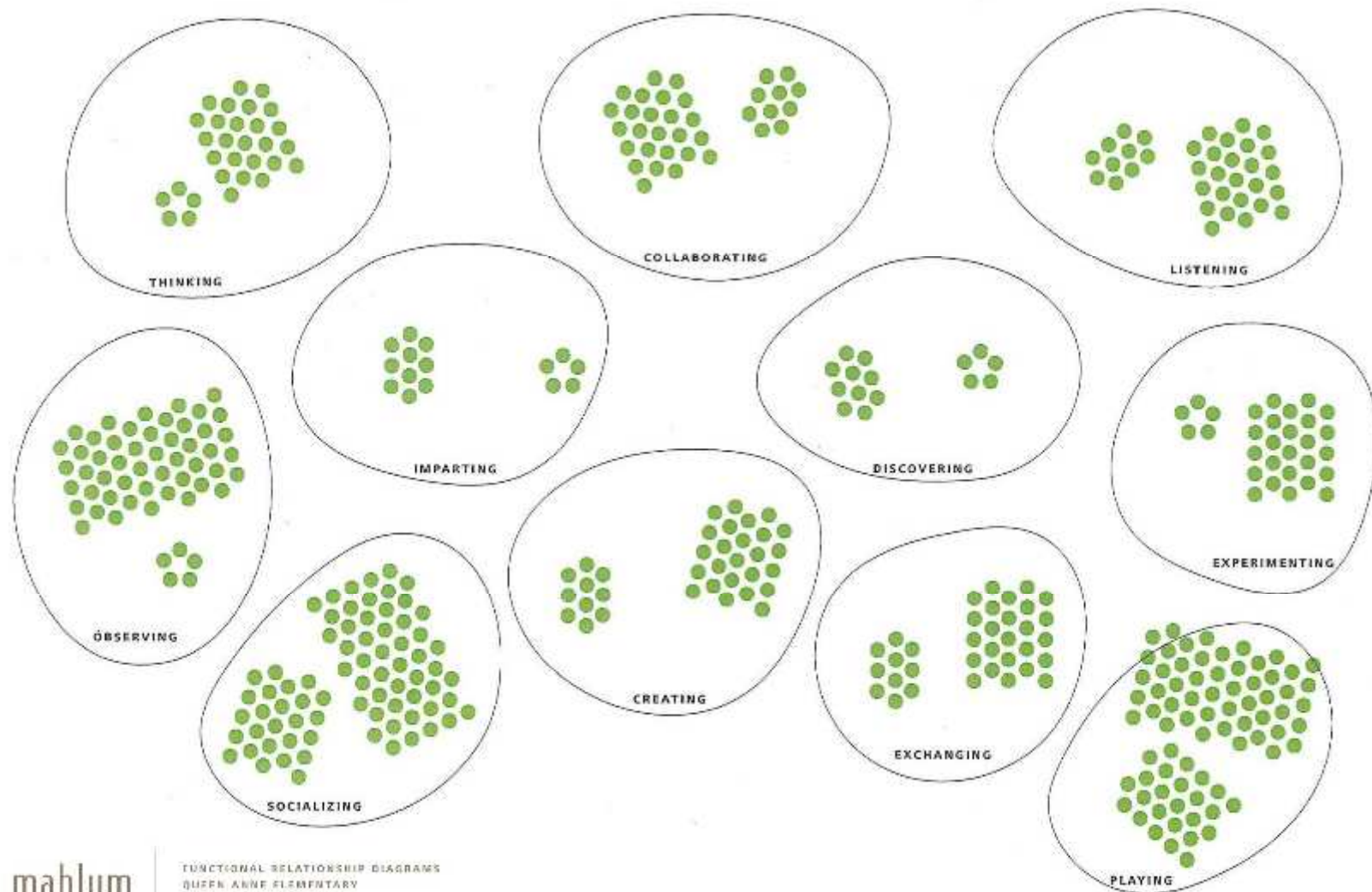
Functional Programming Exercise



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FUNCTIONAL RELATIONSHIP DIAGRAMS
QUEEN ANNE ELEMENTARY
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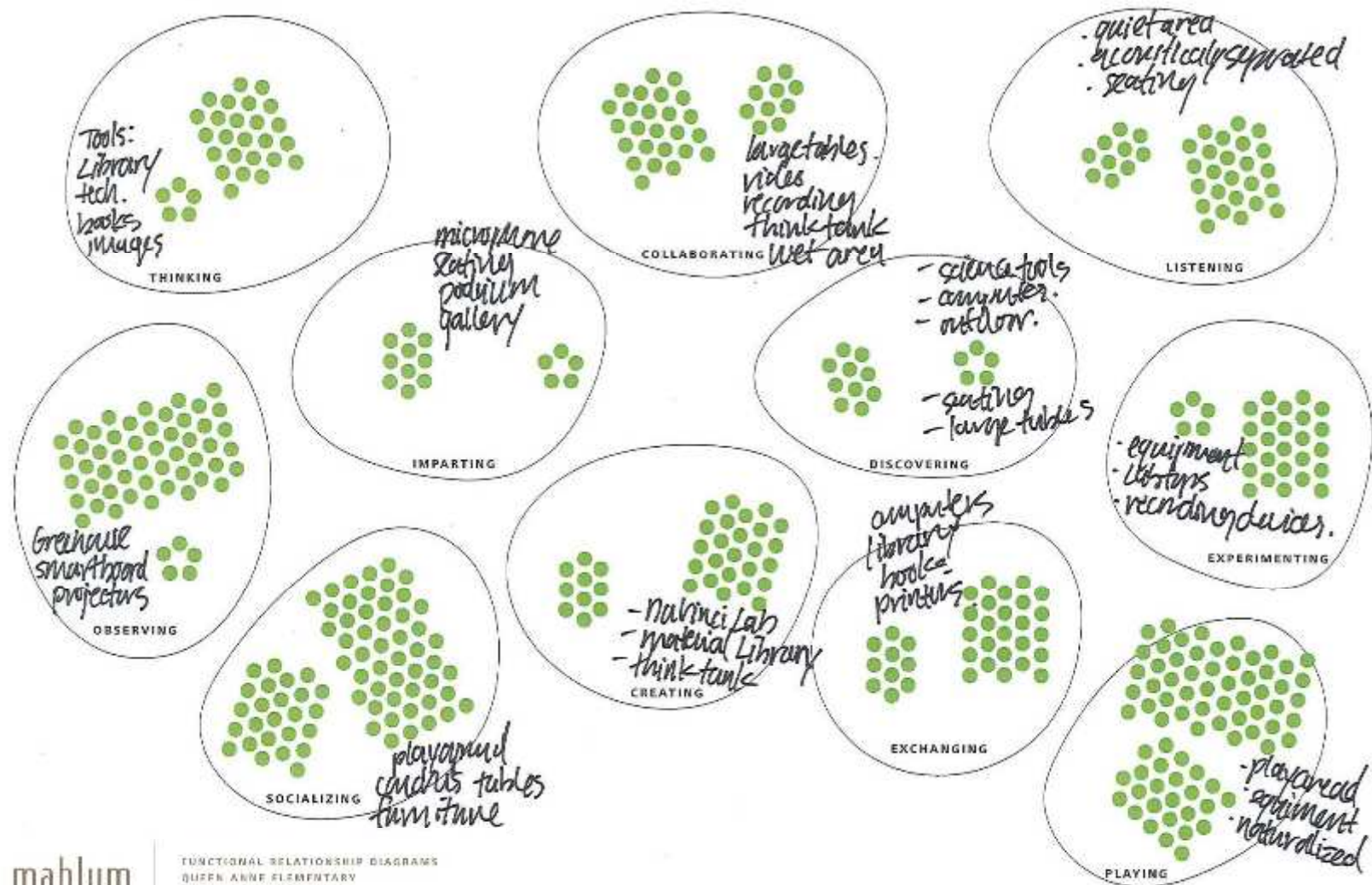
Functional Programming Exercise



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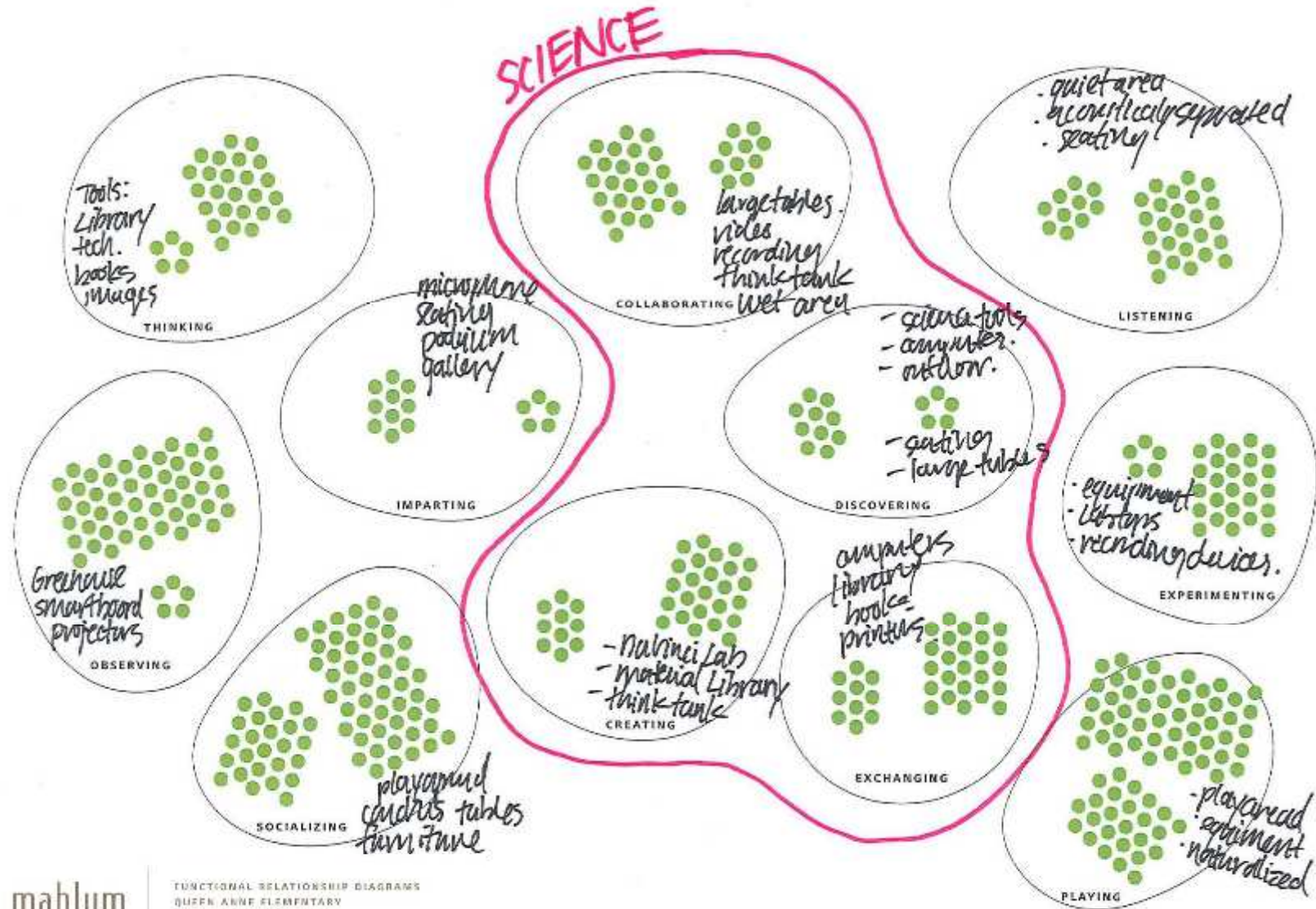
Functional Programming Exercise



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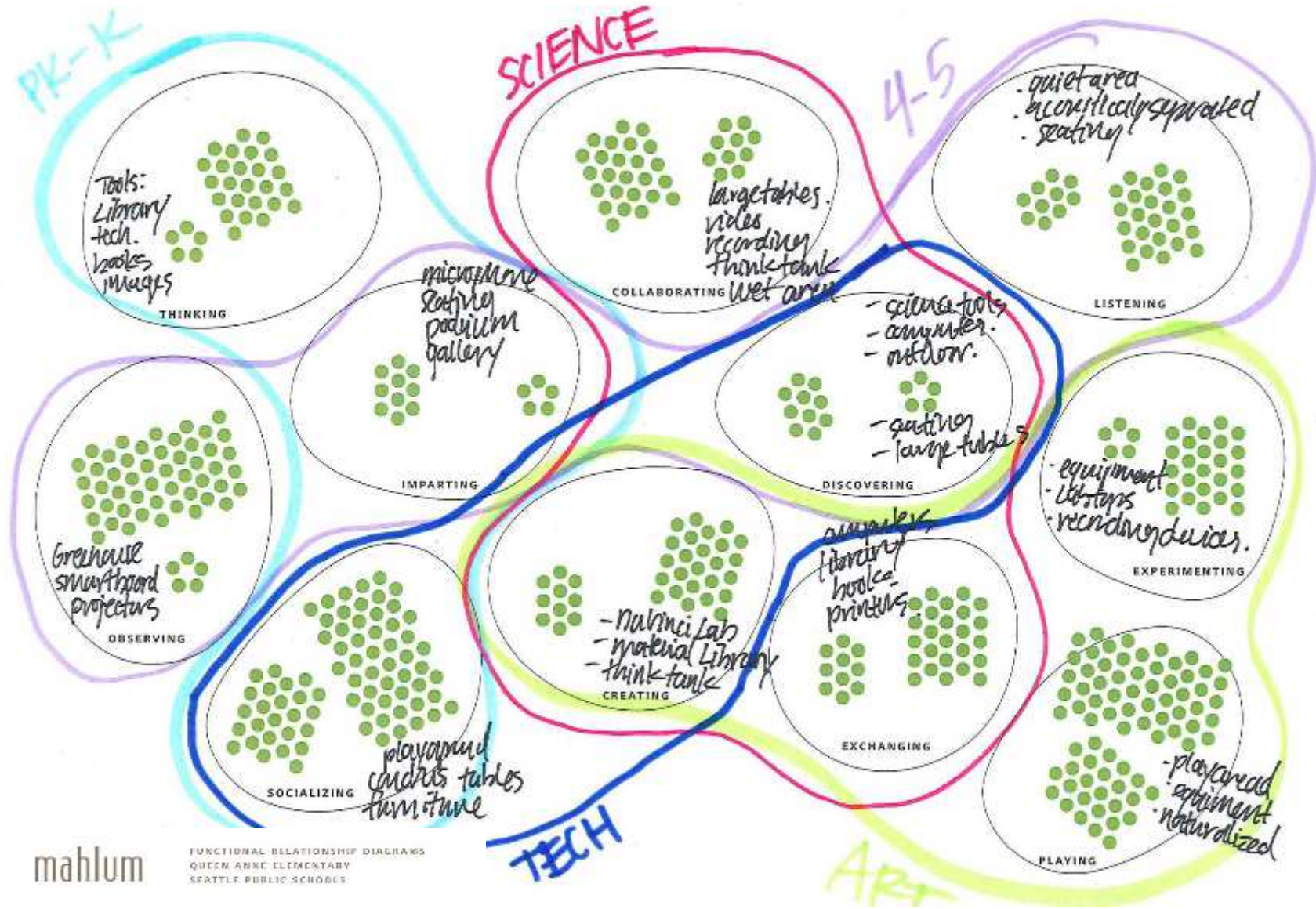
Functional Programming Exercise



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Functional Programming Exercise



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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

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