The Advanced Academy, Pre-Design Services

Course Syllabus

Contents

- **General Code of Conduct (Required Reading)**
  - All students are required to read and understand the Code of Conduct above. Click the link above and read through the page. For any questions, please contact your instructor.

Introduction

If you've made it to this module of the A4LE advanced academy, then you are familiar with at least two of the steps for developing environments which truly support learners and that represent the hopes and dreams of their communities. Module 3 will emphasize the importance of understanding, interpreting, and documenting stakeholder needs BEFORE embarking on a design process. While assignments include both individual and small group work, the final project will be a synthesis of all weekly assignments, completed by teams of 4 students.

The pre-design planning phase interprets a community's vision for the future through the lens of education. Learn how to explore and translate stakeholder needs, insights, and ideas into visionary yet actionable tools for the design team to follow as they develop physical designs for educational facilities. Understand how to synthesize this vision with other considerations such as state and local guidelines, budgets, schedules, sites, and existing facilities into both quantitative and qualitative parameters to direct the design of educational facilities.

Learning Outcomes:

Participants will:

- Learn how a community's aspirations (what they WISH TO BE) inform their educational needs (what they SHOULD DO) and explore how these needs can be translated into facilities parameters (what they SHOULD HAVE). Keep in mind that subsequent design phases define what it should LOOK LIKE.
- Understand how physical environments can contribute, both positively and negatively, to learning outcomes, staff effectiveness, teacher satisfaction, operational efficiency, community engagement, and even alumni support.
- Explore how specific environmental elements – such as technology, safety/security, furnishings, color, lighting, equipment, etc. contribute to positive user experiences and support a community's vision.
- Understand how to interpret various educational delivery models, learning activities, and support systems into space needs.

- Recognize the key components of a space program (aka project brief) required to accurately quantify, track, organize, and communicate space needs for a project.
- Learn the purpose of educational specifications, how they are developed, and how they can be used to promote alignment of facilities with educational needs.
- Recognize ways that pre-design planning activities can unite a community.