

# Course Syllabus

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- **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.
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## Course Description:

Today's education design professionals are often faced with an ever-changing landscape of emerging and shifting pedagogies, practices and policies that inform their educational choices. The pace and divergence of many of these approaches have created challenges in designing supportive, sustainable, and flexible spaces that can respond to both the rapidly changing technologies and methods of instructional practice. As a result, the idea of developing spaces to enhance and support a broad range of learning opportunities has become significant. Without attention to and inclusion of all role players within educational environments, proper utilization of learning spaces (whether macro or microenvironments) in accordance with intended design may be overlooked. Failure to "educationally" commission learning environments is often a direct result of a failure to intentionally involve educationalists throughout the life of the design and implementation of new solutions.

During this course participants will gain insight and knowledge of critical nomenclature, a broad introduction to a selection of contemporary pedagogical approaches and learning theories, process implications of authentic educational commissioning, and practically demonstrate design intent in accordance with a chosen instructional practice in working with peers, and teams of educationalists.

By understanding how learning spaces directly contribute to or take away from the learning experiences of students and teachers, participants will come to recognize that without a reasonable knowledge base of the most prevalent pedagogical schools of thought and their underlying theory, design professionals will be less equipped to provide truly supportive and aligned spaces. This course will recognize, understand, appreciate, and value the diversity of learners and educationists' needs.

Through a blended learning design process this course will aim to advance course participants' learning experiences that values a holistic, collaborative design process encompassing both learning and environment design.

## Course Learning Outcomes:

### Knowledge Outcomes and Indicators

***Outcome 1: The benefits and challenges of merging and sequencing both the learning design and learning environment design processes.***

***Participants will:***

- Gain an understanding of why there is a need to sequence the learning design process with comprehensive facility design process (used to educate a client of the need).
- Determine and discuss the risks of failing to properly sequence and include educationalists in the overall design process.
- Make written recommendations for process steps and inclusion of instructional staff and learning design throughout the learning environment design process.

***Indicators***

- Demonstrate understanding of key touchpoints and milestones of the learning design process in regards to how people learn through participation in discussions, and completion of the Building Excellence questionnaire,
- Complete an observation in a classroom or school building. Present a tabulated reflection on the benefits and challenges of merging and sequencing the learning design and learning environment design processes in respect of the key touchpoints and milestones,
- Create a specific learning design process schedule for one of several optional scenarios.

***Outcome 2: Significant contemporary learning approaches and space design principles, and their primary connections / considerations when preparing learning environment designs.***

***Participants will:***

- Understand and identify key vocabulary and the theories behind major pedagogical approaches prevalent in today's instructional practice which include among others:
  - Project-based learning
  - Performance - based learning
  - Collaborative Learning
  - Inquiry - based Learning
  - Expeditionary Learning
  - Blended/ Hybrid/ Asynchronous Learning
  - Personalized Learning
  - Differentiated Pedagogy
  - Deep Learning
  - Co-teaching
- Understand key learning design principles:
  - Authentic inquiry

- Respectful collaboration
- Inclusivity
- Rigor
- Ownership
- Relationship
- Care
- Creativity
- Critical thinking
- Learning communities
- Understand the elements of learning that generate deep thinking
- Key Learning Design Principles: authentic inquiry, respectful collaboration, inclusiveness, rigor, and ownership.
  - *Makerspaces of the mind* (this is not a "type" of learning like those listed above), rather the process of learning that is imbedded within all of them.
- Identify and demonstrate knowledge of key space design principles:
  - Integrated technology
  - Learner mobility
  - Multi-modal learning
  - Adaptability
  - Dynamic ergonomics.
- Raise critical questions to ask and have clarified with educationalists prior to significant emphasis on learning environment design.

### ***Indicators***

- Select a specific modern pedagogy as the basis of design,
- Develop a core set of beliefs and instructional practice that will serve as the touchstones for the remainder of the design program.

***Outcomes 3: Personal belief, value, and commitment that promote the intimate connection between clear learning design and its corresponding supportive learning environment design.***

### ***Participants will:***

- Reflect on their understanding of how learning spaces contribute to or take away from the learning experiences of students and teachers,
- Use the knowledge base of the most prevalent pedagogical schools of thought and their underlying theory, to illustrate support of and alignment to learning spaces,
- Recognize, understand, appreciate, and value the diversity of learners' and educators' needs.

***Indicators***

- Demonstrate understanding of how learning spaces contribute to or take away from the learning experiences of students and teachers, that take into account the diversity of learners' and educators' needs.

***Outcomes 4: A holistic, collaborative design process encompassing both learning and environment design.******Participants will:***

- Recognize the importance of understanding the instructional practices that inform the learning environment design.
- Understand the importance of inclusion of educationalists throughout all phases of the design process.
- Understand and encourage professional development training and coaching in order to maximize the learning environment through effective educational commissioning.

***Indicators***

- Complete a written executive summary of the benefits and challenges of merging and sequencing the learning design and learning environment design processes,
- Present a holistic design encompassing both learning and environment design based on optional scenario selected.

**Required Texts:**

- Sheninger, Eric C., & Murray, Thomas C., *Learning Transformed: 8 Keys to Designing Tomorrow's Schools, Today*. ASCD, Alexandria, Virginia.
- Thornburg, D. (2014). *From the Campfire to the Holodeck: Creating Engaging and Powerful 21st Century Learning Environments*, Josey-Bass, San Francisco.

**Important:**

See weekly planner for *Additional Readings*, *Participant Activities*, and *Requirements of Assessment Deliverables*

Enjoy the course.