

**WELCOME!**



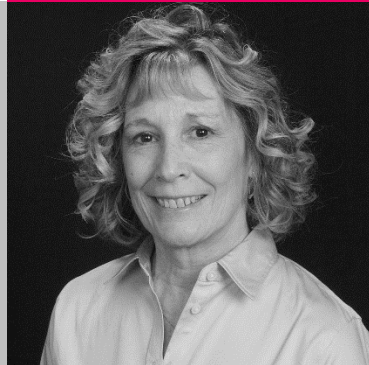
**NEXTGEN LEARNING SPACES**



*a partnership for advancing  
NextGen learning space design*

NEXTGEN LEARNING SPACES

learner-centered research



Dr. Cynthia L. Uline  
National Center for 21c  
Schoolhouse,  
SDSU

lifelong learning opportunities



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Associate  
USD

intentional space design



Kate Mraw, CID Interior  
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Associate  
LPA

educational opportunities



Dr. Helen V. Griffith  
Executive Director  
e3 Civic High School



**DR. CYNTHIA L. ULIN**



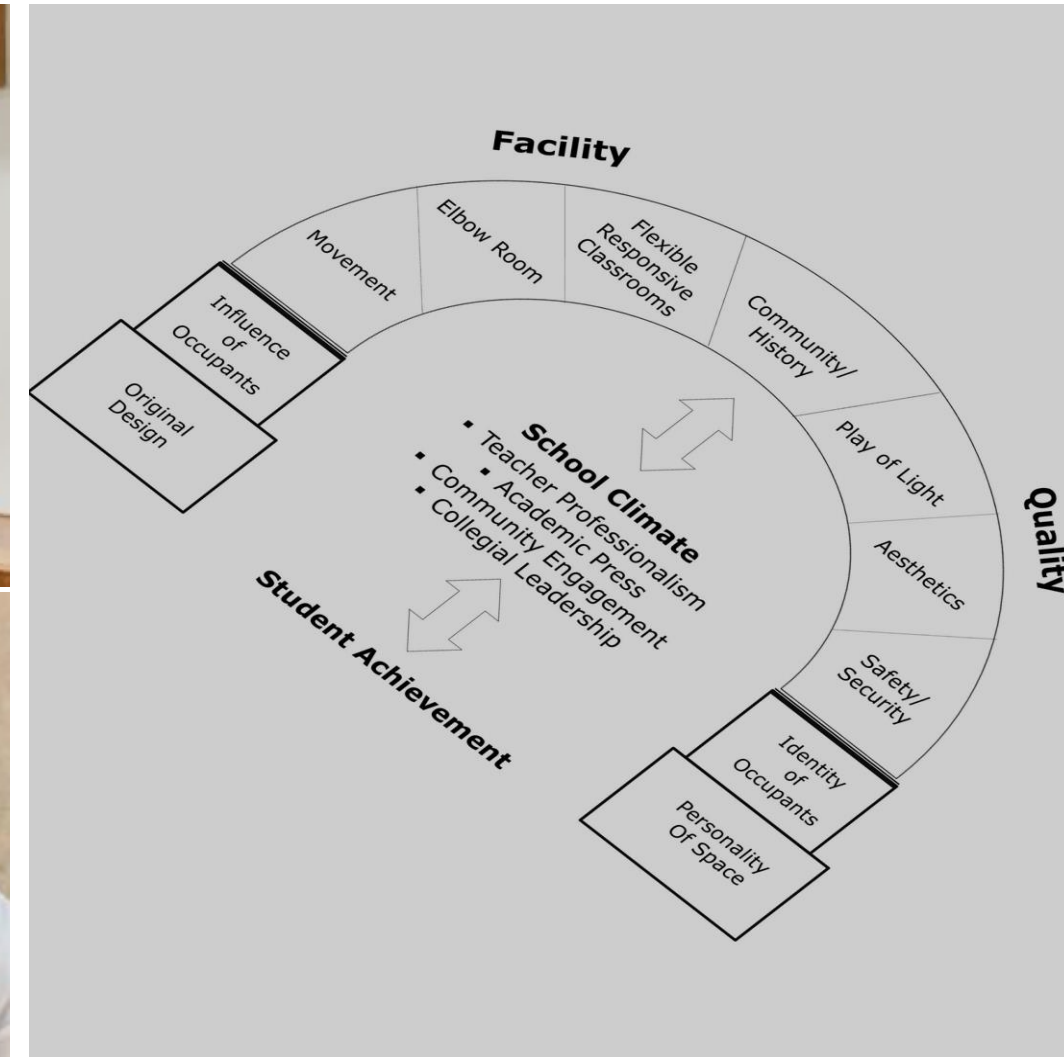
**SAN DIEGO STATE  
UNIVERSITY**

learner-centered research



## the national center for the 21<sup>st</sup> century schoolhouse

encouraging the  
design and  
construction of  
learner-  
centered  
schools through  
communication,  
research and  
training



*National Center*  
*For the 21<sup>st</sup> Century Schoolhouse*  
*At San Diego State University*

learner-centered research

# learner centered schools

communication

research

training



high quality  
facilities

learning  
outcomes

learner-centered research



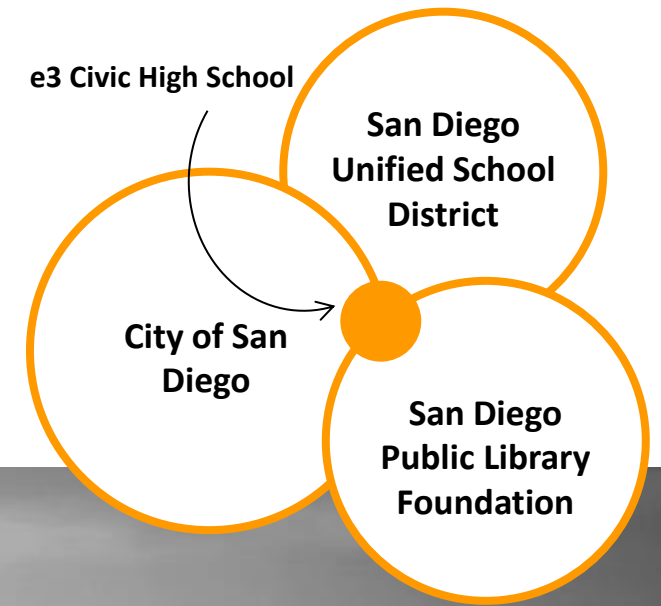
## 21c learning and teaching

nextgen  
learning





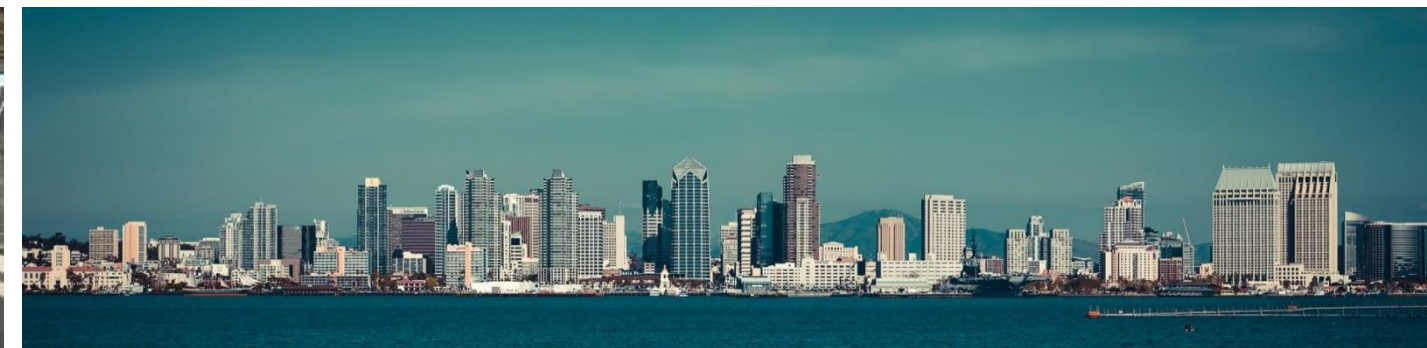
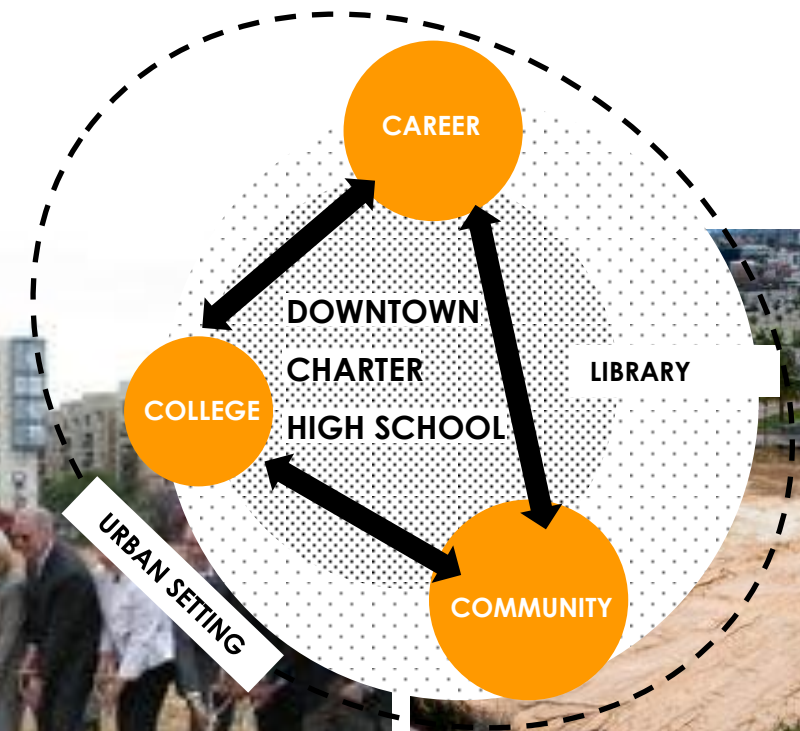
**DR. JULIE ZOELLIN CRAMER**





serving the need of the student

need for high  
quality option  
for HS students  
in downtown  
urban  
environment



lifelong learning opportunities



## community & stakeholder engagement

creating the  
urban  
experience as  
both an asset &  
a context for  
student  
learning



STAKEHOLDER INTERVIEWS

CO-LOCATION & CO-MISSION  
RESEARCH

URBAN ENVIRONMENT

*research process*

lifelong learning opportunities



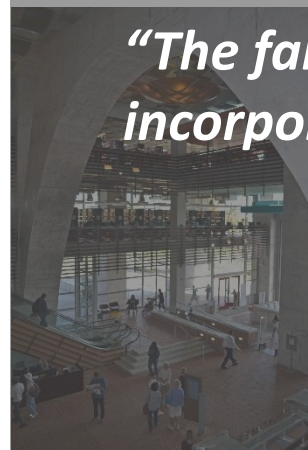
## lifelong learning opportunities

**GOAL:** The development of a high quality, high performing charter high school serving the students of Downtown and San Diego Area

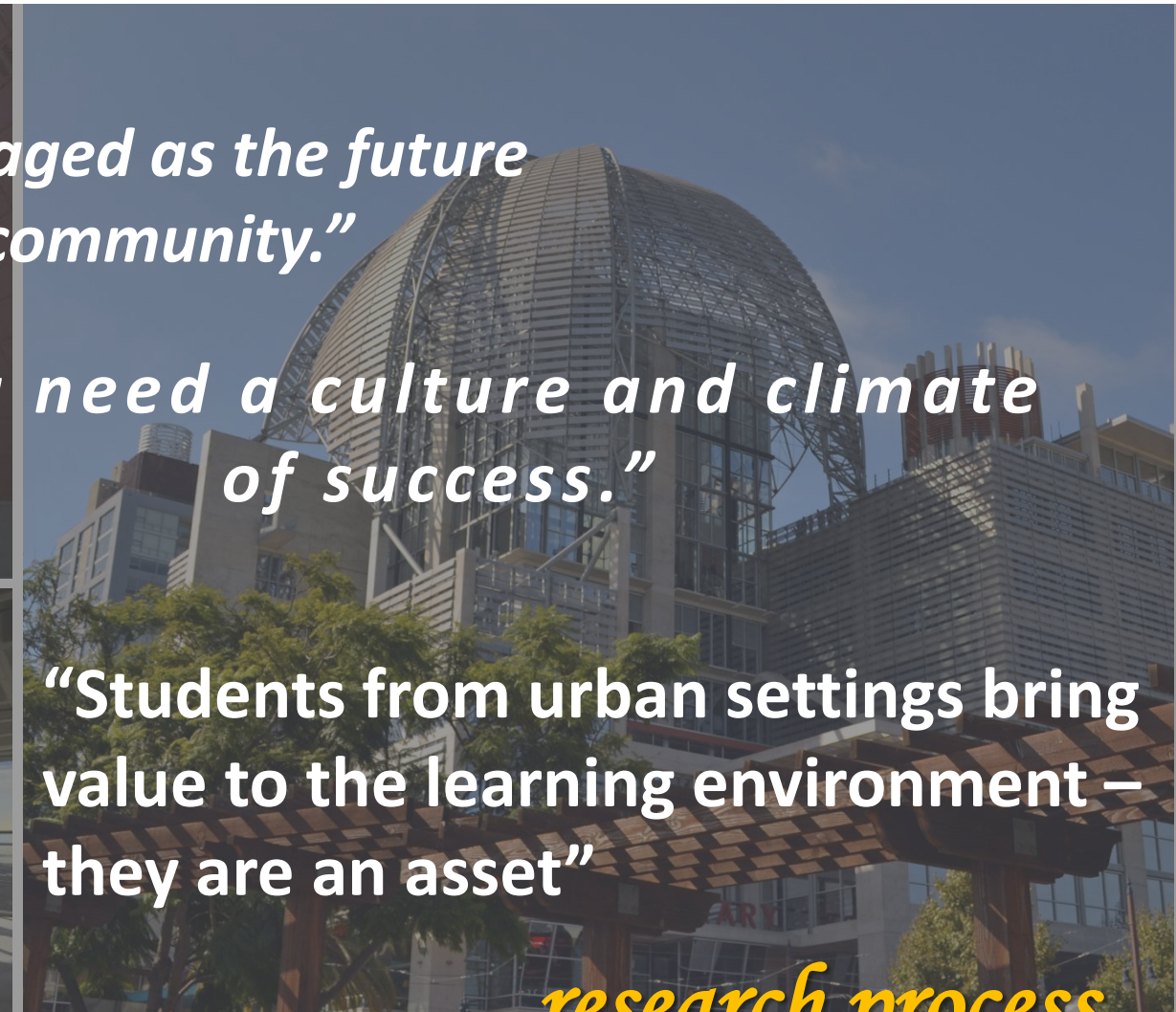


*"The students should be engaged as the future leaders in our business and community."*

*"You need a culture and climate of success."*



*"The fabric of Downtown should be incorporated into the school design."*



**"Students from urban settings bring value to the learning environment – they are an asset"**

*research process*



# the tenets of space design

school is  
designed to  
embrace,  
maximize and  
prepare  
place-based  
learning

## e3 CIVIC HIGH DESIGN... A LEARNING TAPESTRY

### The Frame: Project-Based Learning

#### Academic Core Strands:

- ◆ English Language Arts
- ◆ Mathematics
- ◆ Social & Physical Sciences
- ◆ Fine Arts
- ◆ Second Language

#### Woven throughout the academic core...

#### Infused Strands:

- ◆ Civic & Service Leadership
- ◆ Community Internships & Partnerships
- ◆ Cultural & Social Literacy
- ◆ Web-based & New Media Technology
- ◆ Health & Community Wellness

the downtown community of San Diego as a context for 9-12 grade learning

### What is Project-Based Learning?

*The Experience of an Infused Learning Environment:*

- ◆ Student-centered
- ◆ Real world relevance
- ◆ Engaging
- ◆ Collaborative
- ◆ Critically thoughtful
- ◆ Learning to learn across content and context
- ◆ "Next step" building



lifelong learning opportunities



## intentional design process

process of using  
research to  
influence  
design  
decisions and  
establish an  
alignment of  
next generation  
pedagogy +  
space design



lifelong learning opportunities

developing a  
future ready  
environment  
for today's  
students

## learning space design project



- Core Education Principles
- Educational Approach
- Learning & Teaching Activities
- Driving the Space Design
- Empowering the Use of Space







KATE MRAW



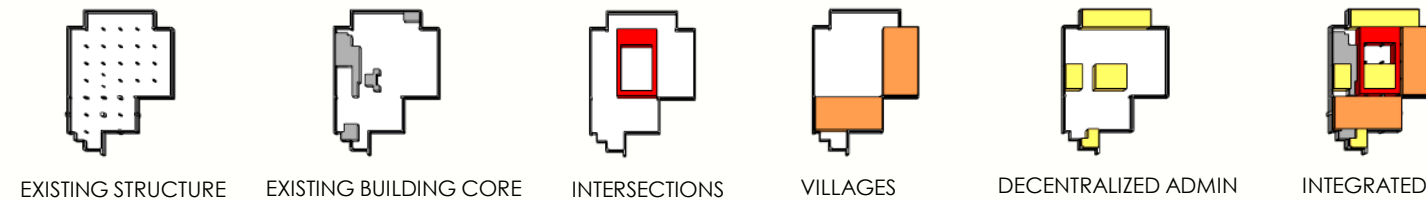
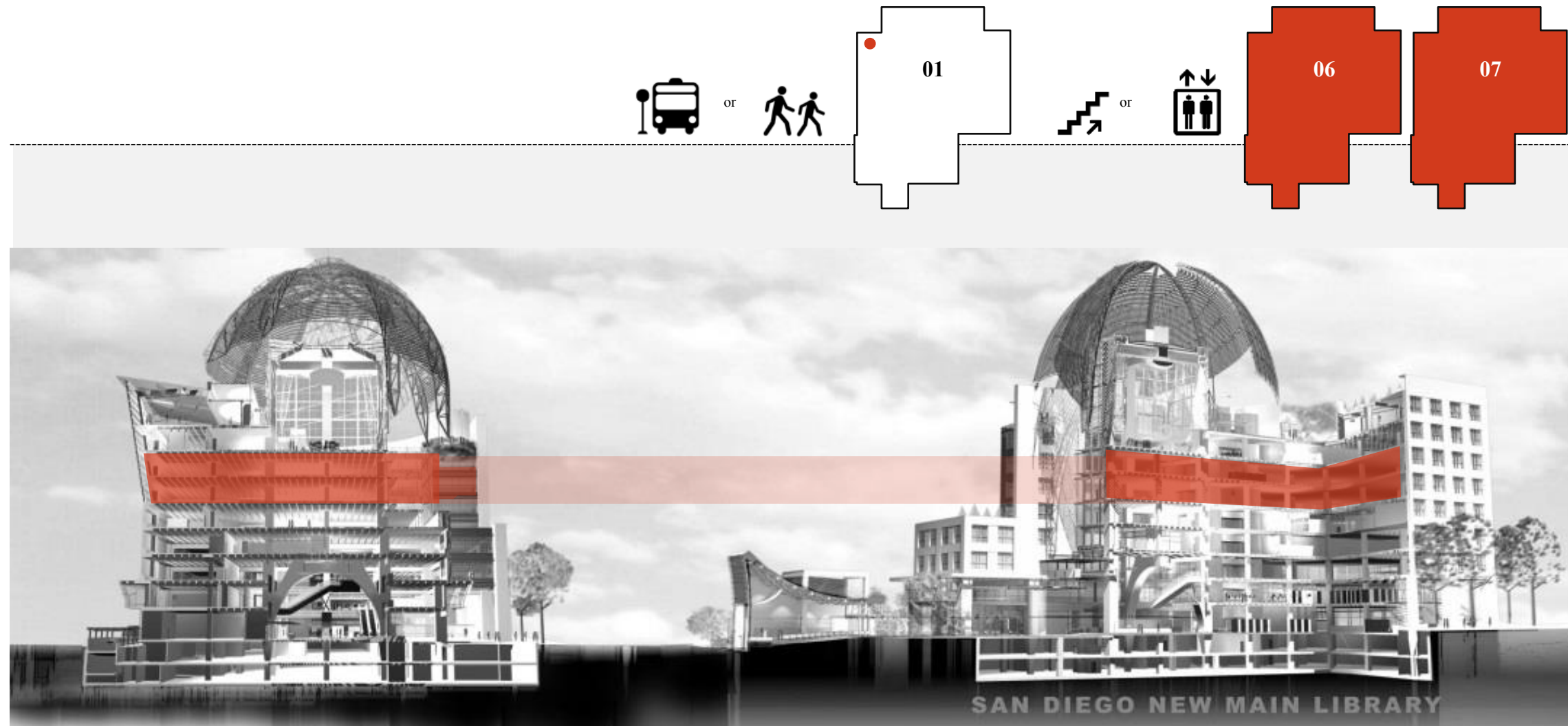
LPA

intentional space design

# learning in an urban context

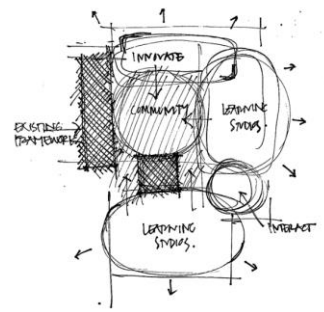
## project information

location	san diego, ca
size	64,000 sf
students	500
grade levels	9-12
date occupied	august 2013
budget	\$8.3m
sustainability	LEED Gold



intentional space design





## blended learning environments

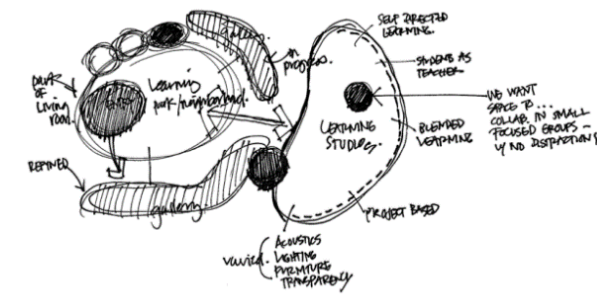
**“Students are able to explore the community around e3 and, through hands-on learning opportunities, they become civic leaders.”**

e3 Civic High School  
Teacher



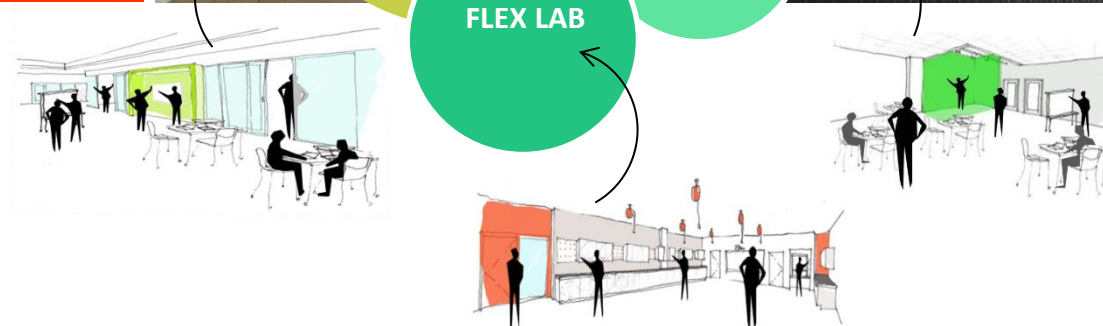
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## collaboration and organization

cohorts allow  
for cross  
disciplinary  
opportunities,  
collaborative  
grouping of  
students, &  
interactive team  
teaching

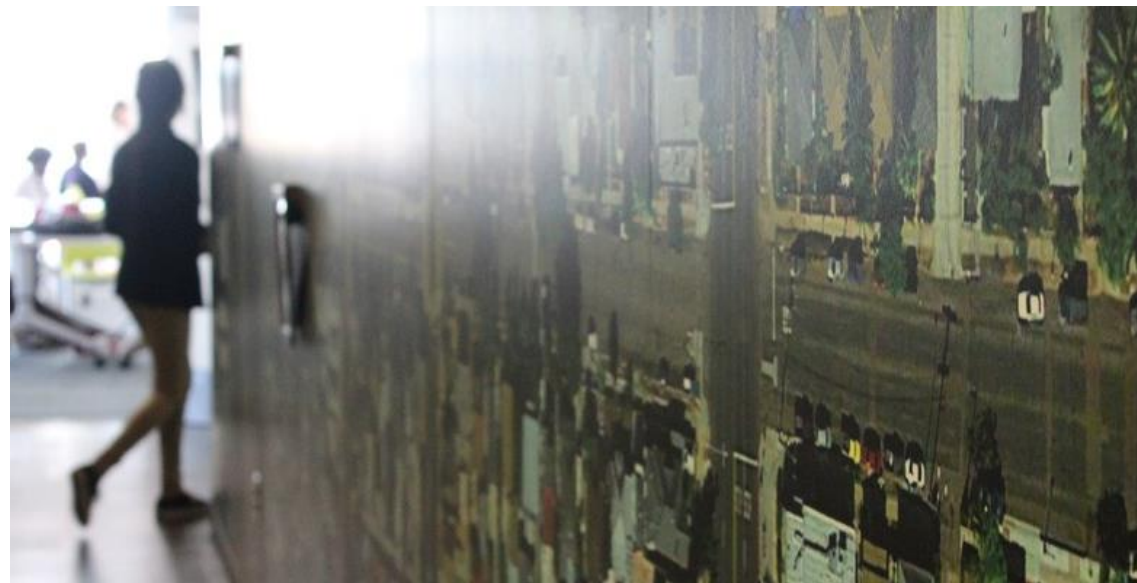


intentional space design



## civic and service leadership

curation of their  
environment -  
community is  
welcome to  
come in & design  
of spaces to  
shows  
exhibitions of  
learning



intentional space design



## community internships & partnerships

transparency of  
spaces, learning  
on display, the  
community use  
of the Park & the  
concept of  
welcome center



intentional space design



## cultural and social literacy

beyond the  
school walls  
with graphics  
connecting  
students to their  
community...  
engage educate  
empower



intentional space design



## web-based & new media technology

need for  
transparency &  
multiple scales  
of space  
anytime/any  
place learning



intentional space design



## health and community wellness

program  
included biotech  
lab, urban  
garden, teaching  
kitchen, rhythm  
studio as well as  
using local  
resources for  
physical  
education



intentional space design



## educational commissioning

intentional  
design  
presentation +  
research study  
pedagogy  
environment fit



intentional space design



**DR. CYNTHIA L. ULINE**





## learner + teacher centered research

explore  
experience  
understand the  
way in which  
intentionally  
designed  
elements support  
pedagogy





## the research questions

### pedagogy environment fit

- 1 In what ways do occupants **leverage various design features** on behalf of 21c teaching and learning
- 2 To what extent are specific design features related to the occupants' **individual and collective identities** as learners and urban citizens
- 3 How do various design elements **foster a constructive relationship** between school occupants and the community?
- 4 How did the process of educational commissioning **contribute to or hinder the pedagogy-environment fit?**

participatory research

the research  
process



— educate —

engage

empower



# data analysis + the initial research findings

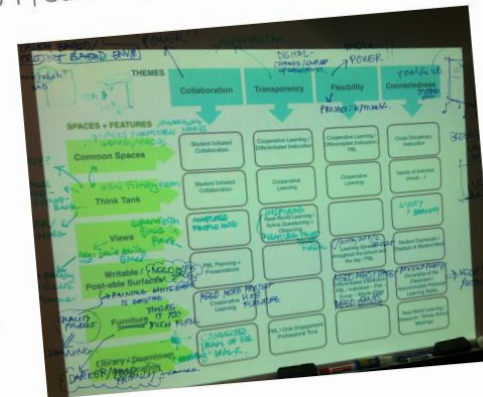
## initial research findings

### Student and Teacher Ownership of Space and Learning



### Teacher Workshops > Workshop 1 | Summary

During the first workshop, responses to the pre-workshop survey were summarized and shared with staff, and then **additional feedback was elicited** from teachers about their hopes moving forward.



emphasis of the conversation was around **design**, with teachers asking for ways to **actively sharing** about ways the space, furniture, and digital resources have been supporting or hindering the educational

### Pre-Workshop Survey > Overview

In their individual reflective tours of the school, teachers were asked to consider ways in which the physical space...



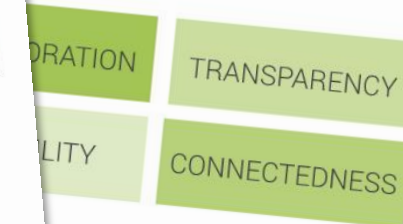
- Creating a positive school culture
- Student ownership of space & learning
- Active social interaction
- Moving beyond traditional instructional approaches
- Technology-enhanced learning

### Teacher Workshops > Overview

Teachers' responses in mind, the research team held **two teacher workshops** at e<sup>3</sup> Civic High to explore how teachers spoke about, and gather additional input about ways in which space is being used to **support and enhance the educational program**.

Meeting on two consecutive Wednesdays, teachers discussed their **impressions of the impact of the current environment on students, teachers, and staff**, and their hopes for the future.

Responses





## next generation learning space

collaborative

flexible

transparent

connected



“...we constantly move our furniture to cultivate pair-work, independent work, group work, and whole class discussions. We try to create spaces where students can personalize the space, taking advantage of the mobile furniture and the open space we have for group discussion.”

-e3 Civic High Teacher

learner-centered research



## A collage of images showing students and teachers engaged in various activities: science experiments, art projects, group discussions, and outdoor activities. The images are arranged in a non-linear, overlapping fashion. One image shows a teacher and a student in a lab coat working with a small object. Another shows students in a classroom setting, one holding a camera. A third image shows a group of students standing in a circle on a wooden floor, possibly in a gym or large hall. Other images show students working on art projects, a student pouring liquid from a red cup, and a student working on a project in a classroom. The overall theme is student engagement and learning.

**“We...still have yet to explore the full potential of our available space...I try to open my mind to what I can do” -e3 Civic High Teacher**

**collaborate**

**experiment**

**venture out**

learner-centered research



## revealing stakeholder agency

beyond  
educational  
commissioning



"I teach on the walls and ask my students to teach on the walls."  
-e3 Civic High Teacher

"The space represents the e3 way of how we live and operate together. We engage students around their passion."  
-e3 Civic High Teacher

learner-centered research





DR. HELEN V. GRIFFITH



## the profile of an e3 student

the e3  
experience: what  
it is like to live +  
learn at  
e3 civic high



educational opportunities



## student and community resources

student-centered  
spaces that  
attract students +  
community  
members

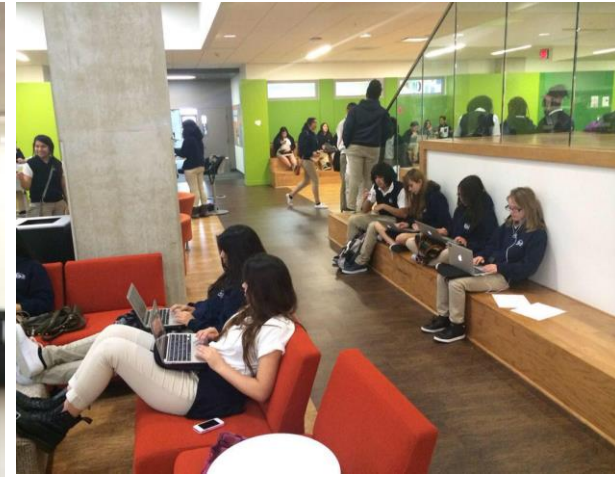


educational opportunities



# space utilization for next gen learning

realizing the  
learning +  
teaching goals



educational opportunities



## continued partnerships

the ongoing  
partnerships +  
the connection  
to the  
downtown  
community



educational opportunities



WHERE WE LEARN MATTERS

*design schools for the next generation of learners*

