a partnership for advancing

NextGen learning space design
lifelong learning opportunities
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learner-centered research
the national center for the 21st century schoolhouse

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

communication
research
training

nextgen learning spaces

high quality facilities
learning outcomes

learner-centered research
21c learning and teaching

understanding HOW we learn

Critical thinking

creativity

Technology + Innovative Industry Demands

Career inspired

Community thinker

College-prepared

coding

cooperation

collaboration

Content creator

Complex society

nextgen learning

learner-centered research
DR. JULIE ZOEL LIN CR A MER
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

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

lifelong learning opportunities

“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.”
the tenets of space design

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

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

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

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

intentional design process

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

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

e3 Civic High School Teacher
cohorts allow for cross disciplinary opportunities, collaborative grouping of students, & interactive team teaching
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
transparency of spaces, learning on display, the community use of the Park & the concept of welcome center
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-centered research
learner + teacher centered research

explore
experience
understand the way in which intentionally designed elements support pedagogy
In what ways do occupants leverage various design features on behalf of 21c teaching and learning

To what extent are specific design features related to the occupants’ individual and collective identities as learners and urban citizens

How do various design elements foster a constructive relationship between school occupants and the community?

How did the process of educational commissioning contribute to or hinder the pedagogy-environment fit?
participatory research

the research process

1. educational commissioning
2. reflective tour
3. teacher workshop 1
4. teacher workshop 2
5. student experience mapping
6. focus groups

- educate - engage - empower - learner-centered research
initial research findings

Student and Teacher Ownership of Space and Learning

Data analysis + the initial research findings

Meeting on two consecutive Wednesdays, teachers engaged in discussions about
the impact of the current environment on students, teachers, and staff, and their
hopes for the future.

Learner-centered research

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

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

“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
beyond educational commissioning

revealing stakeholder agency

“ 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
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