

LearningSCAPES 2021 Call For Speakers

Disruptive Optimism: Education, Planning, and Design in Fifty Years

For decades educators, policymakers, planners, and design professionals across the globe have been nibbling around the edges of positive change. However, recent disruptive forces surrounding the global pandemic, social injustice, and economic stresses have made the need for holistic and radical change more visible. The 2021 Global Conference will explore the disruptive forces at play around the world, the positive opportunity they represent, and the actions necessary to create an optimistic and more effective future. We are looking for speakers who see the opportunity at this moment to inspire us, to challenge our thinking, and to help us increase the pace of change.

With that as the goal, the Association for Learning Environments is issuing a call for two types of session speakers this year: Concrete and Conceptual. Concrete session proposals should focus on now. What can we learn from research, processes, educational practices, and projects that exist today? How can they positively impact the near-term future? Conceptual session proposals should be theoretical and based in the year 2070. What can education be? Where is education happening? These proposals should respond to one of two prompts: Education & Policy, or Place. For this second type of session, A4LE is hoping to tap into the creativity and imaginations of its membership to crowdsource visions of learning and place in the year 2070 and to spark inspired conversations about how to get there. More detailed instructions for both types of sessions are available in the proposal applications links.

We are interested in sessions that are varied in length and delivery, engaging attendees by enhancing their overall experience. A4LE members represent a diverse community. Providing a learning experience through multiple modes of learning and engagements allowing all attendees a memorable journey will also be represented in the 2021 LearningScapes portfolio of presentations.

Due to the uncertainty surrounding the global pandemic, this year's conference will likely have opportunities for remote attendance. Please indicate in the proposal forms whether or not you are willing to delivery your session remotely. If your session is selected and occurs remotely, please consider ways to engage the audience as active participants in the session.

Each speaker, including all co-speakers, agree to the terms below when submitting a presentation.

I will participate in this program and understand my submission indicates my commitment to participate, my permission for A4LE and its agents to use my name and to reproduce and distribute all or selected portions of my presentation in printed, audio-video or electronic format. I hereby waive all rights of payment for this license.

I further agree to register and pay for the conference and to notify any co-presenters of this same obligation.

I understand that A4LE will provide a projector, screen, microphone, speakers, and one flip chart (upon request only) for the room. I further understand that I am required to supply a laptop or device with applicable adapters to run my presentation.

Additional equipment needs must be submitted and will be at my expense. The Association for Learning Environments will make every effort to accommodate special requests; however, we do not guarantee it. I also understand there is a charge for a room change, additional equipment and that if I change the room from the original set up the charge will be at my personal expense.

Proposals Due: March 15, 2021

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Two kinds of Sessions: Concrete & Conceptual

CONCRETE Proposal Instructions

We are looking for session speakers from across the A4LE globe that can link disruptive forces to positive innovations in educational policy, curriculum, teacher practices, planning processes, and/or design. An example session focusing on education might link the global pandemic to a thoughtful and intentional broadening of course offerings through remote learning and how that works from a staffing, operational, and technological perspective. A sample session focusing on design might link an increase in cultural awareness and social justice to planning processes and design strategies that increase a sense of belonging for all. We will prioritize sessions that include policy-makers, educators, academic researchers, students and/or end-users as primary speakers. We will also prioritize sessions that address issues shared in multiple countries and continents. If architectural projects are part of the presentation, we will prioritize sessions that use a multitude of project case studies, rather than a single project, to demonstrate how the disruptive force impacted the intersection of learning and place.

In the application, we are asking that proposals identify which of the A4LE core competencies best align with the proposal but are not requesting that one or more of the core competencies necessarily be the focus of the session.

CONCEPTUAL Proposal Instructions

The Association for Learning Environments is interested in exploring the future of learning and place by inviting proposals that explore completely theoretical concepts for educational models and learning places. Each proposal should focus on one of these themes. Our hope is that these proposals are vivid and optimistic visions of the future, specifically the year 2070, and that they are delivered with a compelling narrative. We want to offer as much creative license as possible... describe an entire educational model or a small piece. Design an entire new “school” or just a small part...but break boundaries. Shatter norms. Be inspired. Our only limitation is the format. Each of these sessions will be one hour and must be prepared in such a way to allow for a facilitated discussion of the concept with the audience for at least 15 minutes, but preferably a half hour. We'll leave the presentation technique up to the speakers, but are asking speakers to be clear about the basis of their concept. Under each prompt below are sample guiding questions that may inform a concept. They are not meant to be a list of topics to choose from, but rather as examples to start the creative process of developing an idea.

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Conceptual Proposals: What do Education and Learning Environments look like in 2070?

Education & Policy: What will education look and feel like in the year 2070?

For these sessions, we are asking proposers to think about the future of education from the educators, administrators, and policymakers point-of-view. We know that learning and place are intertwined, but we're looking for a future of education that removes the building, site, and place from consideration for the moment.

- How have curricula, course offerings, and teaching practices evolved to be more culturally relevant to an increasingly diverse student body?
- How has an increased awareness that students develop in a multitude of ways and at different rates impacted how students are grouped?
- How has access to technology and the increased opportunities for remote learning impacted the daily "school" experience?
- How has technology changed course offerings and content-experts in elementary schools? Middle schools? High Schools? Colleges and Universities?
- How have advances in artificial intelligence changed the relationship between students and content, students, teachers as the content expert, and between students and active learning?
- How has increased awareness of the benefit of active learning changed the relationship between standard curriculum, externships, apprenticeships, and daily teaching practices?
- How have advances in artificial intelligence changed the role of the educator?
- How has social/emotional learning practices evolved to include cultural/diversity awareness learning?
- How has a decreased emphasis on standardized testing impacted teaching as a profession?
- How has a decreased emphasis on standardized testing impacted student choices of what and where to learn?
- How have shifts in the labor market changed the expected learning outcomes and skillsets exhibited by successful high school graduates?
- How might the world condition (pandemics, climate change, other) bring countries and continents closer together through education?
- How has an ever-increasing pace of change impacted the relationship between what and how children learn?
- Who is the content expert and how are children accessing them?
- How has education become more personalized at all grade levels? Do we still have grade levels?
- Do we still only educate to ensure students know "stuff"? Do we educate to pass on cultural values? Do we educate to allow individuals to become their best selves?
- How has increased awareness of the link between play and learning impacted pedagogy?

- **How has a shift away from standardized testing altered the training of teachers?**
- **How is education funded and equity achieved at the policy level?**
- **How has a desire to build community – locally, regionally, nationally, and globally – impacted decisions about what, how, and where education occurs at the policy level?**
- **What would an educational model look like that deemphasizes academic learning as the sole outcome of education and instead prioritizes finding and nurturing student’s natural talents and the primary outcome of education?**
- **How does Equity for All impact all of the questions above?**

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Conceptual Proposals

Place: What does the place where education is occurring look and feel like in 2070?

For these sessions, we are asking proposers to develop a design concept based on some educational idea but focused on the place. It is important to be able to communicate the educational point-of-departure for the concept, but we are not asking proposers to fully develop the underlying educational model. In order to select from these proposals, the application form includes a location to upload three conceptual sketches to accompany your narrative abstract.

- How has an increased wealth gap changed the role of school in the daily experience of students and families?
- How has increased awareness of the link between play and learning impacted the design of schools?
- What technologies have made the biggest impact on school facility design and what are those impacts?
- How has an increased understanding of the social, mental, physical, and emotional development of students impacted design?
- How has design responded to improve cultural relevance for underrepresented populations?
- How has climate change impacted design?
- How have advances in artificial intelligence changed the relationship between students and content, students and active learning, and the place where those intersect?
- How have changes to the relationship between the community and their “schools” impacted how they are designed and where they are located?
- What would a learning place look and feel like if it were based on the idea of discovering and then developing student’s natural talents?
- How does Equity for All impact all of the questions above?



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Presentation Information

* 1. Indicate which type of proposal you are submitting.

- Concrete
- Conceptual: Education, Policy, Place in 2070

* 2. What is the title of your session?

* 3. Please provide an abstract of your session; not to exceed 300 words. This will be posted on the website and event app. Please be sure to accurately describe your session- attendees will select which sessions to attend based on title and abstract.

* 4. Please indicate you agree to the AIA Commitment Statement. Your acceptance below indicates that you have read, understand, and agree to abide by the terms listed in the commitment statement. [CLICK HERE TO READ AIA COMMITMENT STATEMENT](#)

- Yes
- No

* 5. A4LE provides educational credits for AIA. To secure LU/HSW credits, 75% of the material must be dedicated to the specific topic. Please select the most appropriate learning units. [CLICK HERE TO READ WHAT QUALIFIES FOR HSW CREDITS.](#)

- Learning Units (LU)
- Learning Units/Health, Safety, Welfare (LU/HSW)

Please indicate how the topic is applicable to Health, Safety, Welfare Design credits.

* 6. Please identify 4 learning objectives of your session. If securing AIA Learning Units/Health Safety and Welfare credits (LU/HSW), at least 3 of the objectives must relate to these specific topic. [CLICK HERE TO READ WHAT QUALIFIES FOR HSW CREDITS.](#)

Learning Objective 1	
Learning Objective 2	
Learning Objective 3	
Learning Objective 4	

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Concrete Proposals

Core Competencies

1. Please select the PRIMARY Competency which the presentation addresses.

- Educational Visioning:** Exhibits an understanding of best and next practices related to educational leadership, programming, teaching, learning, planning and facility design. Establishes credibility with educators, community members and design professionals while conceiving and leading a community-based visioning process. Demonstrates the ability to articulate the impact of learning environments on teaching and learning and uses that ability to facilitate a dialogue that uncovers the unique needs and long-range goals of an educational institution and its stakeholders – translating that into an actionable written/graphic program of requirements for the design practitioner.
- Community Engagement:** Leads the internal and external communities through a discovery process that articulates and communicates a community-based foundational vision, forming the basis of a plan for the design of the learning environment. The vision is achieved through a combination of rigorous research, group facilitation, strategic conversations, qualitative and quantitative surveys and workshops. Demonstrates the skill to resolve stakeholder issues while embedding a community's unique vision into the vision for its schools.
- Educational Facility Pre-Design Planning:** Manages a master planning process that combines educational planning, facilities assessment and utilization, demographic research, capital planning and educational specifications with a community-based vision to establish a plan for learning environments. This includes the ability to translate existing or aspirational instructional models to specific programming and spatial relationships.
- Design of Educational Facilities:** Acts as a resource to the design team in providing ongoing guidance and support to ensure that the emerging and ultimate design aligns with the established community vision, education goals, future programming, written design standards, best/next practices and education policy.
- Educational Facility Implementation, Project Management/Project Delivery:** Has a working understanding of how the following areas impact the facility program: regulations and policies; project delivery methodologies; scheduling; preventative maintenance; life-cycle planning; and systems commissioning.
- Assessment of the School Facility:** The ability to objectively evaluate a learning environment post-occupancy and utilize that data to improve future projects. Implements a plan for educational commissioning that provides guidance on how to use and maximize the learning environment to meet the foundational vision established in the planning phase.
- Ethics/Professionalism:** Provides leadership and stewardship for the responsible investment of public and private funding into school facilities – while being a known advocate for the importance of the learning environment on a child's future. They lead and have a record of leading transparent processes that help communities find common ground in developing solutions to complex and sensitive issues – advocating for long term solutions that address the needs of all children and stakeholders including underserved groups.

2. Please select the SECONDARY Competency which the presentation addresses.

- Educational Visioning:** Exhibits an understanding of best and next practices related to educational leadership, programming, teaching, learning, planning and facility design. Establishes credibility with educators, community members and design professionals while conceiving and leading a community-based visioning process. Demonstrates the ability to articulate the impact of learning environments on teaching and learning and uses that ability to facilitate a dialogue that uncovers the unique needs and long-range goals of an educational institution and its stakeholders – translating that into an actionable written/graphic program of requirements for the design practitioner.
- Community Engagement:** Leads the internal and external communities through a discovery process that articulates and communicates a community-based foundational vision, forming the basis of a plan for the design of the learning environment. The vision is achieved through a combination of rigorous research, group facilitation, strategic conversations, qualitative and quantitative surveys and workshops. Demonstrates the skill to resolve stakeholder issues while embedding a community's unique vision into the vision for its schools.
- Educational Facility Pre-Design Planning:** Manages a master planning process that combines educational planning, facilities assessment and utilization, demographic research, capital planning and educational specifications with a community-based vision to establish a plan for learning environments. This includes the ability to translate existing or aspirational instructional models to specific programming and spatial relationships.
- Design of Educational Facilities:** Acts as a resource to the design team in providing ongoing guidance and support to ensure that the emerging and ultimate design aligns with the established community vision, education goals, future programming, written design standards, best/next practices and education policy.
- Educational Facility Implementation, Project Management/Project Delivery:** Has a working understanding of how the following areas impact the facility program: regulations and policies; project delivery methodologies; scheduling; preventative maintenance; life-cycle planning; and systems commissioning.
- Assessment of the School Facility:** The ability to objectively evaluate a learning environment post-occupancy and utilize that data to improve future projects. Implements a plan for educational commissioning that provides guidance on how to use and maximize the learning environment to meet the foundational vision established in the planning phase.
- Ethics/Professionalism:** Provides leadership and stewardship for the responsible investment of public and private funding into school facilities – while being a known advocate for the importance of the learning environment on a child's future. They lead and have a record of leading transparent processes that help communities find common ground in developing solutions to complex and sensitive issues – advocating for long term solutions that address the needs of all children and stakeholders including underserved groups.

3. Please describe with specific examples how you will address the core competencies.

4. Please describe how you will address the theme of Disruptive Optimism

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What do Education and Learning Environments look like in 2070?

These questions apply only to the Conceptual Proposals that explore education and place in the year 2070.

1. In 300 words or less, write a narrative description or short story about a student or group of students and how they could benefit from your concept. We are looking for a sense of the concept beyond what is in the abstract.

2. Describe how you intend to engage the audience in a facilitated discussion. What strategies and/or technology will you use to ensure dynamic interaction and active participation.

3. Please send up to three illustrations of your design concepts to [Janell Weihs](#). Please name the file the same as your session abstract and indicate which illustrations it is. For example: 2070 and Beyond(1); 2070 and Beyond (2); 2070 and Beyond (3).



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Speaker Information and Requests

1. Special Requests: The Association for Learning Environments will make every effort to accommodate special requests; however, we do not guarantee it. I understand there is a charge for a room change, additional equipment and that if I change the room from the original set up the charge will be at my personal expense.

Please select your room set up preference.

- Theater Style (seating in rows)
- Workshop Style (round tables)
- Classroom Style (oblong tables)
- Combination of Classroom/ Theater Style
- Informal Discussion in a Soft-Seating Open Area

2. Audio Visual Requests: The Association for Learning Environments will make every effort to accommodate special requests; however, we do not guarantee it. I understand that A4LE will provide a projector, screen, microphone, speakers and one flip chart (upon request only) for the room. I further understand that I am required to supply a laptop or device with applicable adapters to run my presentation.

Please indicate any additional requests here:

* 3. Please provide the following information for the PRIMARY SPEAKER of the session.

First Name:

**Last Name &
Designation(s):**

Title:

Company:

Email Address:

Phone Number:

* 4. Please provide a brief bio of the primary speaker of the session. This should highlight your career or educational experience, awards, etc. (75 words maximum)

5. Please provide information for the second speaker, if applicable. Please remember to fill out all information on co-speakers.

First Name:

**Last Name &
Designation(s):**

Title:

Company:

Email Address:

Phone Number:

6. Please provide a brief bio of the second speaker, if applicable. (75 words maximum)

7. Please provide information for the third speaker, if applicable. Please remember to fill out all information on co-speakers.

First Name:

**Last Name &
Designation(s):**

Title:

Company:

Email Address:

Phone Number:

8. Please provide a brief bio of the third speaker, if applicable. (75 words maximum)

9. If you would like someone in addition to the presenter(s) to be contacted regarding this session, please enter their contact information below.

PLEASE NOTE: All of the presenters will also be notified directly in regards to this session.

Name:

Email Address:

Phone Number:

10. Please list the ALEP(s) who will be speaking.



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Additional Options

1. Would you be willing to conduct your session virtually and/or in a webinar for post-event viewing?

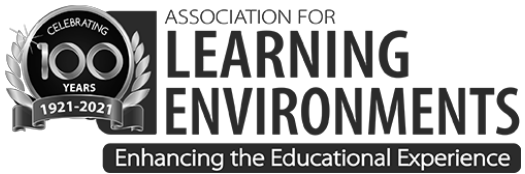
Yes

No

2. Are you willing to write an article about your topic that is based upon your presentation?

Yes

No



LearningSCAPES 2021 Call For Speakers

A4LE Event

The Association for Learning Environments thanks you for submitting your presentation for consideration for the LearningSCAPES 2021.

We appreciate your commitment to bringing quality sessions to our event.

Speakers will be notified via email if the session was accepted on/or about May 15, 2021.

For any questions, please contact [Janell Weihs](#).