Kelley Tanner Innovation
Award Submission

EduSPACE | SPACE | PATH
A Suite of Innovative Apps for School Transformation

KELLEY TANNER
INNOVATION AWARD

Kelley Tanner Innovation Award Submission

Title of Innovation: A Suite of Innovative Apps
EduSPACE | SPACE | PATH

Date Submitted: August 16, 2023
Applicant Name: Prakash Nair
President & CEO
Education Design International
Prakash@EducationDesign.com
+1 917.406.3120

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Cover Letter

August 16, 2023

Kelley Tanner Innovation Award Committee
ATTN: Donna Robinson, CMM
Chief Operations Officer
Association for Learning Environments
11445 E Via Linda, Suite 2 440
Scottsdale, AZ 85259

Re: EDI's Submission for the Kelley Tanner Innovation Award

Dear Members of the Kelley Tanner Innovation Award Committee,

With utmost respect for Kelley Tanner's enduring commitment to innovation in the realm of educational environments, we are excited to submit our suite of applications – EduSPACE, SPACE, and PATH – for consideration for the esteemed Kelley Tanner Innovation Award.

CONCEPT (Inspiration): At the core of our innovation lies the pressing need to enhance educational spaces, maximizing their alignment with modern pedagogical demands and the diverse needs of the community. Our suite of APPS was born out of a vision where educational spaces are not just physical entities but dynamic platforms that enrich the holistic learning experience.

VALUE (Development): Our applications specifically address the challenges faced by institutions to adjust their infrastructural resources with evolving teaching methodologies and limited budgets. They provide tools to optimize space utilization, thus aligning with the mission of schools. Economically, our apps have been designed with scalability in mind, ensuring they remain affordable, especially for underserved communities, thereby promoting equity and opportunity.

DELIVERY (Implementation): We have embraced an all-encompassing approach in sharing our innovation. Conducting workshops, online webinars, and offering a free trial version, we have made our suite accessible to a broad spectrum of educational communities. This dissemination strategy stems from our unwavering commitment, echoing Kelley's service-oriented values, ensuring our innovation reaches those who stand to benefit most.

IMPACT (Evaluation): Though they were only recently introduced, our suite of apps has already started to gain traction, reflecting its success and immediate impact. We measure this impact not just in numbers but through feedback from educators and students who now witness a transformed learning environment. The testimonials vouch for enhanced student engagement, better space optimization, and improved administrative efficiency. With such resounding success in its initial phase, we believe that our apps have a vast potential to be the beacon of change in the educational sector globally.
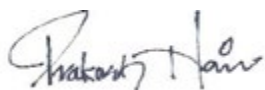
In sum, our suite embodies the spirit of Kelley Tanner's values:

- **Students & Community**: Our tools are crafted to enhance the learning experience, thereby directly benefiting students and the larger educational community.
- **Equity & Opportunity**: By addressing cost challenges and ensuring accessibility, we champion the cause of inclusivity in education.
- **Service, Selflessness & Integrity of Leadership**: Our team, driven by a passion for service, has worked selflessly, often collaborating with institutions pro bono to implement our suite.
- **A Vision of What's Possible**: Like Kelley, we too believe in the power of possibility, which is evident in our suite's innovative approach to educational space optimization.
- **Research and Fact-based Decisions**: Our applications are the outcome of rigorous research and user feedback, ensuring they resonate with the actual needs of the school communities we work with.

Kelley Tanner's legacy is a testament to the fact that when innovation aligns with passion, purpose, and service, it can transform lives. Inspired by her journey, we humbly submit our suite of apps for the Kelley Tanner Innovation Award, hopeful that, in some measure, we can continue her mission of enhancing learning environments for all.

Thank you for considering our application. We remain at your disposal for any further information or clarification.

Sincerely,

Prakash Nair, AIA
Founding President & CEO

KELLEY TANNER
INNOVATION AWARD

PART ONE

Narrative

EduSPACE | SPACE | PATH
A Suite of Innovative Apps for School Transformation

PART ONE - NARRATIVE
A Description of the Innovation

Introducing Our Innovation – **A Suite of Unique APPS for School Transformation**
At the intersection of innovation, technology, and pedagogical excellence, the three applications (APPS) we present here collectively herald a new age in education, offering schools the tools they require to align space with mission, method with environment, and promise with delivery.

Recognizing the need for a transformative approach, we introduce a suite of innovative applications: EduSPACE, SPACE, and PATH. Each designed with precision, research, and a deep understanding of modern pedagogical needs. Together, they promise to reshape the way we perceive, utilize, and optimize educational spaces.

Our innovative APPS share their DNA with a tool we invented in 2008 called Educational Facilities Effectiveness Instrument that large and small school districts all around the world have been using for well over a decade. We estimate that **more than $2 billion worth of schools have already been evaluated using our system**. Here are just some of the larger school systems that have used our Evaluation Instrument.

Washington DC Public Schools – Over 229 public school facilities

Puerto Rico Department of Education – 849 public school facilities

UNESCO Schools in the Republic of Jordan – 100 renovated government projects

Over the past two years, we have distilled the essence of the EFEI system in creating the three unique new APPS that we intend to make freely available to schools and school systems everywhere. These three **fully customizable** APPS are available for both the iOS and Android Platforms. They are:

SPACE APP: Records the effectiveness of learning environments to support each school's educational vision and mission. Use this APP before and after construction to accurately measure and quantify the educational value of capital expenditures.

eduSPACE APP: The ONLY APP in the world that dynamically and continuously measures the quality of teaching and learning spaces at a school. Use this APP to continue getting the best teaching and learning value from school buildings weeks, months, and years after a new or renovated school has been commissioned.

PATH APP: Lets teachers create and measure the effectiveness of lesson plans that maximize the learning potential of innovative learning spaces.

Background
Why the Time is Ripe for these New APPS

The Educational Landscape: A Brief Overview
In today's rapidly evolving educational landscape, the nexus between learning environments and pedagogy has never been more pronounced. Classrooms are no longer confined spaces where knowledge is simply transferred; they have transformed into dynamic ecosystems where learning experiences are crafted, refined, and delivered. As the line between pedagogy and space blurs, it's paramount for educational institutions to have a clear vision of how these environments can be optimized to serve their core mission: enhancing student outcomes.

Why Space Matters in Education
Space, both physical and virtual, plays an indispensable role in moulding each student's educational experience. It's not merely about walls, desks, or digital platforms; it's about creating an ambiance where every student feels valued, empowered, and inspired. The right environment can:

- Foster creativity and innovation.
- Facilitate collaboration and communication.
- Enhance focus and cognitive processing.
- Cultivate a sense of belonging and community.
- Ensure social, emotional, and physical health and well-being.

The Need for a Revolution
While educational institutions across the globe have been proactive in revamping their curricula to meet the demands of a rapidly changing world, there's an evident gap in assessing and optimizing the spaces where this learning takes place. The traditional methods of evaluation, often based on outdated metrics, fail to capture the essence of modern educational paradigms. This gap poses a challenge but also presents an opportunity - an opportunity to redefine, reimagine, and reinvent. It is an opportunity that we have embraced with the invention and deployment of our three new APPS.

KELLEY TANNER
INNOVATION AWARD

PART TWO
Value Alignment

PART TWO - VALUE ALIGNMENT
WITH THE KELLEY TANNER AWARDS CRITERIA

This section provides a written response to the eight questions under the four categories of Concept, Value, Delivery, and Impact that form the essence of the selection criteria.

I -- CONCEPT (Inspiration)

Question 1a. What need inspired your innovation?

The United States has over $2 trillion worth of net worth tied up in its school facilities. This number increases exponentially when we look at school buildings around the world. Our team at EDI realized that a substantial portion of this investment is now at risk for the simple reason that there is no definitive data on the educational effectiveness of our nation's school buildings. T**he urgent need to learn more about the educational readiness of schools in the U.S. and around the world was the inspiration for our innovation.** But we wanted to do more than just have tools that assessed. We wanted a suite of APPS that assessed and then guided schools through the process of both educational and spatial transformation. And that is what we are presenting here for consideration by the Kelley Tanner Innovation Award jury.

Learn more about the three APPS in the following pages.

EduSPACE
Dynamic Learning Maps

WHAT IS IT? EduSPACE is the ONLY APP in the world that **dynamically and continuously** measures the quality of teaching and learning spaces at a school.

HOW DOES IT WORK? Floor plans of new and renovated schools are uploaded via a desktop portal which then show up on the user's mobile APP. Pins mark each space. Short (three-to-five-minute) "audits" are conducted by students and teachers themselves of selected areas that record the actual use and occupancy of each individual space at different times of each day.

WHAT DO SCHOOLS GET? Accurate and reliable data that show:

1. How different spaces in the school are actually used at different time of the day – as opposed to their anticipated use
2. The modalities of learning most prevalent in different areas and in the school at large
3. Areas that are properly utilized vs. those that are under or over-utilized
4. The extent to which newly designed spaces (renovations, additions or new buildings) yield corresponding educational benefits
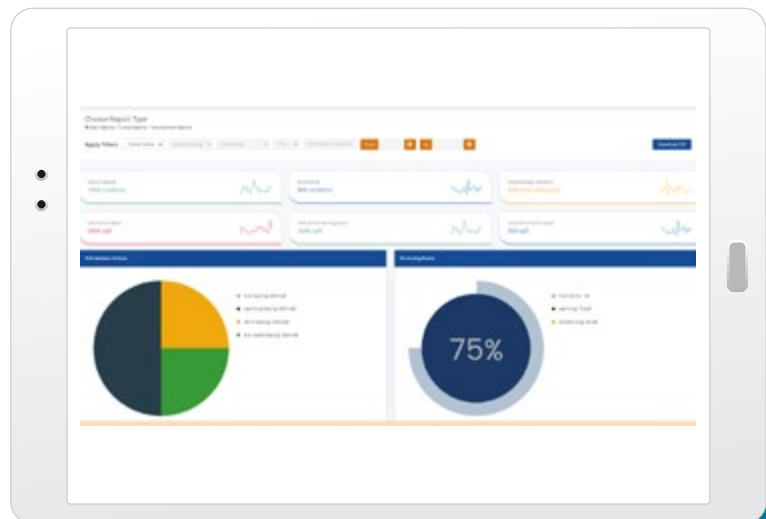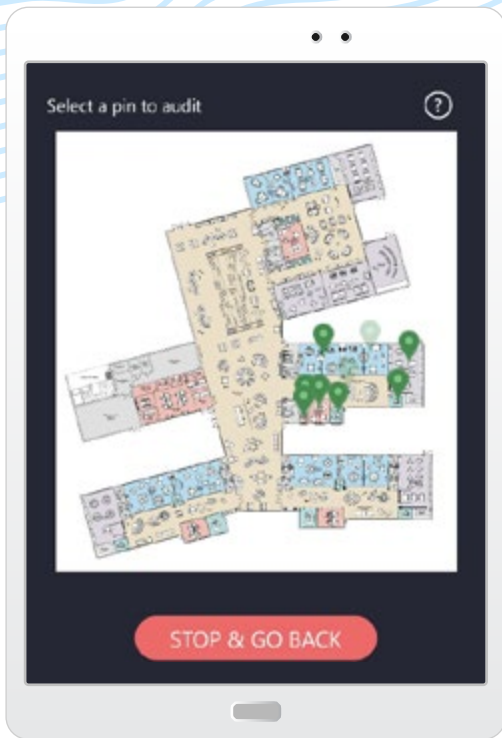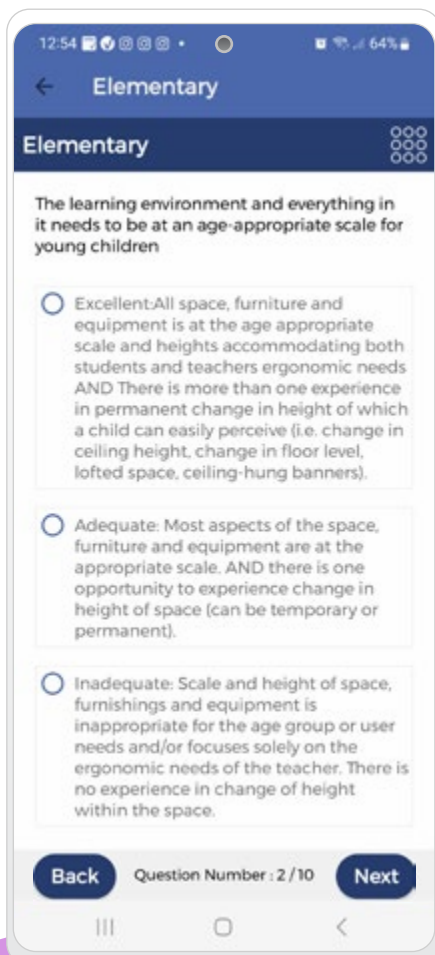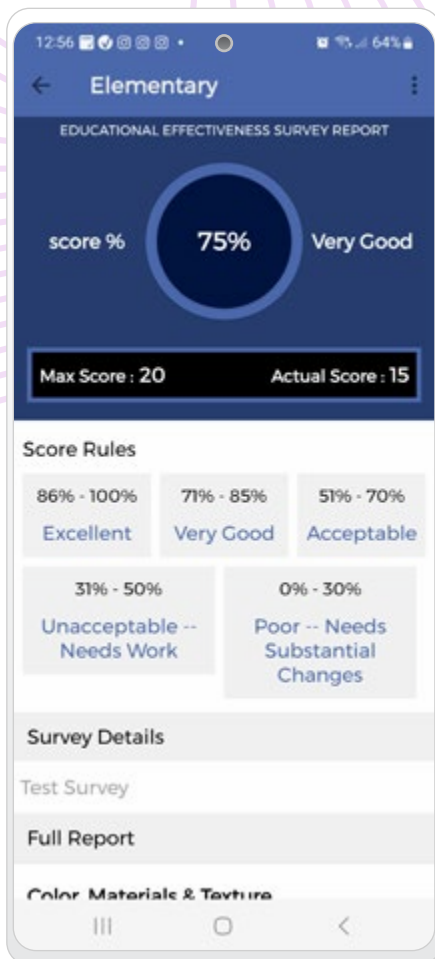
SPACE
Efficacy of Learning Spaces

WHAT IS IT? SPACE is a **fully customizable** APP that records the effectiveness of learning environments to support each school's educational vision and mission.

HOW DOES IT WORK? Following a walk-through of the school and the creation of a photographic essay of all the learning spaces, designated school representatives "assess" how well the building serves stated educational goals. Existing buildings are benchmarked before any renovations are done, the design is assessed for quality for both new and existing buildings and follow-up assessments are done when the spaces are in use.

WHAT DO SCHOOLS GET?

1. Customized templates they create themselves using research-based criteria focused on environmental conditions that improve student health, well-being and achievement
2. Different scores for different age levels – Early Childhood, Elementary, Middle School and High School that accurately record the extent to which learning spaces support teaching and learning
3. The ability to prioritize spending decisions in a way that will yield the greatest educational value for the money spent

PATH
Connecting Pedagogy & Space

WHAT IS IT? PATH (short for Pathfinder) is a **fully customizable** APP that lets teachers create and measure the effectiveness of lesson plans that maximize the learning potential of innovative learning spaces.

HOW DOES IT WORK? This APP measures how closely an actual lesson mirrors the prescribed conditions for its success. Teachers create a set of pedagogical criteria on a desktop portal which then show up in their APP next to the lesson being assessed. The criteria used to deliver any particular lesson are designed to take full advantage of collaborative, flexible and innovative learning spaces available at the school.

WHAT DO SCHOOLS GET?
1. Customized lesson plans describing the skills and competencies that students will practice within each lesson
2. The efficacy of each lesson or multidisciplinary curriculum unit can be measured on the app in under one minute
3. Encourages teachers to take full advantage of innovative learning spaces
4. The ability to get instant feedback after each lesson makes the APP a highly effective formative assessment tool that teachers will be able to use to improve their own practice
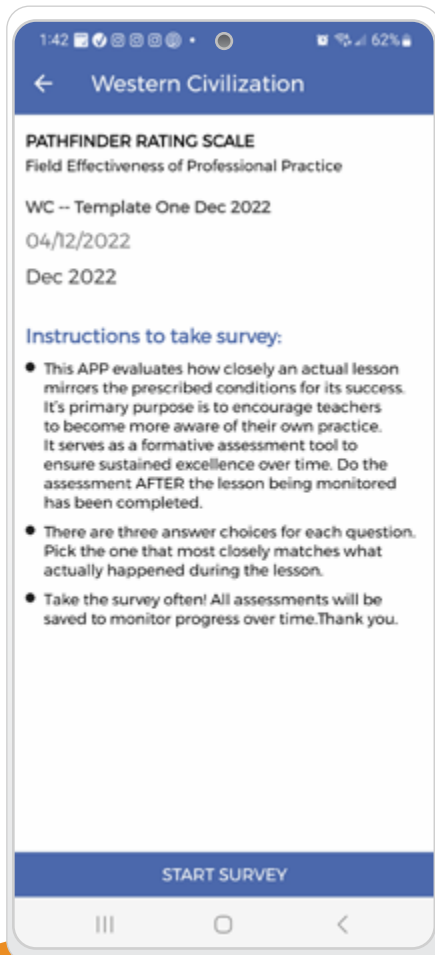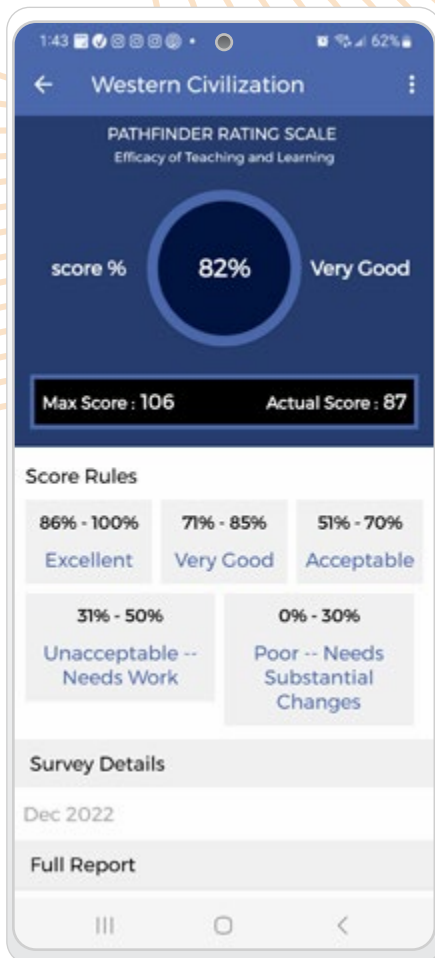
1b. How does it help students?

All three APPS help students because they provide school administrators, educators, and architects with the essential tools they need to create student-centered learning spaces that have academic, social/emotional and health and well-being benefits. We are particularly proud of the eduSPACE APP which was specifically designed for students to take charge of their own educational journey. The APP lets students do periodic "audits" of learning space use and, by extension, understand how their own learning is impacted by the environment. They become natural advocates for space reconfigurations and provide teachers and school leadership with valuable input that creates a more democratic organization than the traditional hierarchical model that most schools are stuck in.

1c.   How does it help the community?

The SPACE APP has the flexibility to include areas for community participation. In the model we created for the Commonwealth of Puerto Rico, we listed a series of community-centric features that were adopted by the government. Over 100 schools were subsequently created that included these features. This was only possible because the assessment instrument we used showed how existing schools were so bereft of community assets. This was a root cause of community apathy and lack of funding that allowed the schools to fall into disrepair. Our process brought the community back strongly and it led to the schools becoming centers of community.

II -- VALUE (Development)

2. What educational environment planning opportunities does your innovation address?

From the perspective of environmental planning, the three APPS help elevate the conversation to one of vision and strategy as opposed to an inventory of spaces. The APPS allow the discussion to flow naturally to elements such as Neuroarchitecture, Biophilic Design, Choice Architecture, the Impact of AI on the design of learning spaces, the best way to integrate indoor-outdoor connections, and the ways in which salutogenic design can positively impact student health and well-being. This is a big move away from the old way of designing schools which focused on a laundry list of spaces and set criteria for designing them set forth in mostly static "educational specifications".

3. What are the cost impacts of implementing the innovation? How can costs be mitigated for underserved communities?

There are significant cost benefits to using the three APPS. The SPACE APP prioritizes student learning and health and directs scarce capital dollars to maximize gains in student achievement and well-being. The eduSPACE APP provides a data-driven model to guide spending decisions so that most of the funds are only spent on elements that directly benefit students. Many wasteful expenses that won't improve student outcomes or well-being can be eliminated.

All three APPS have helped cut costs is by providing a software suite that, in their entirety, allow so called "low hanging fruit" which are spaces that can be modified at low cost to be effectively converted into high-functioning learning and social spaces.

We call these projects, "HIGH IMAPCT & LOW COST". See the examples that follow. Once again, it is the "spatial literacy" that the APPS provide that allows schools to take these bold steps requiring needed changes in curriculum, pedagogy, professional development, and schedule adjustments that go together with these cost-effective strategies.

These low-cost strategies are particularly helpful to underserved communities that need help the most. See a few examples of underserved communities that we have helped over the years using the strategies incorporated into our three APPS. III -- DELIVERY (Implementation)

4. How have you shared and/or communicated your innovation and made it available to those who need it?
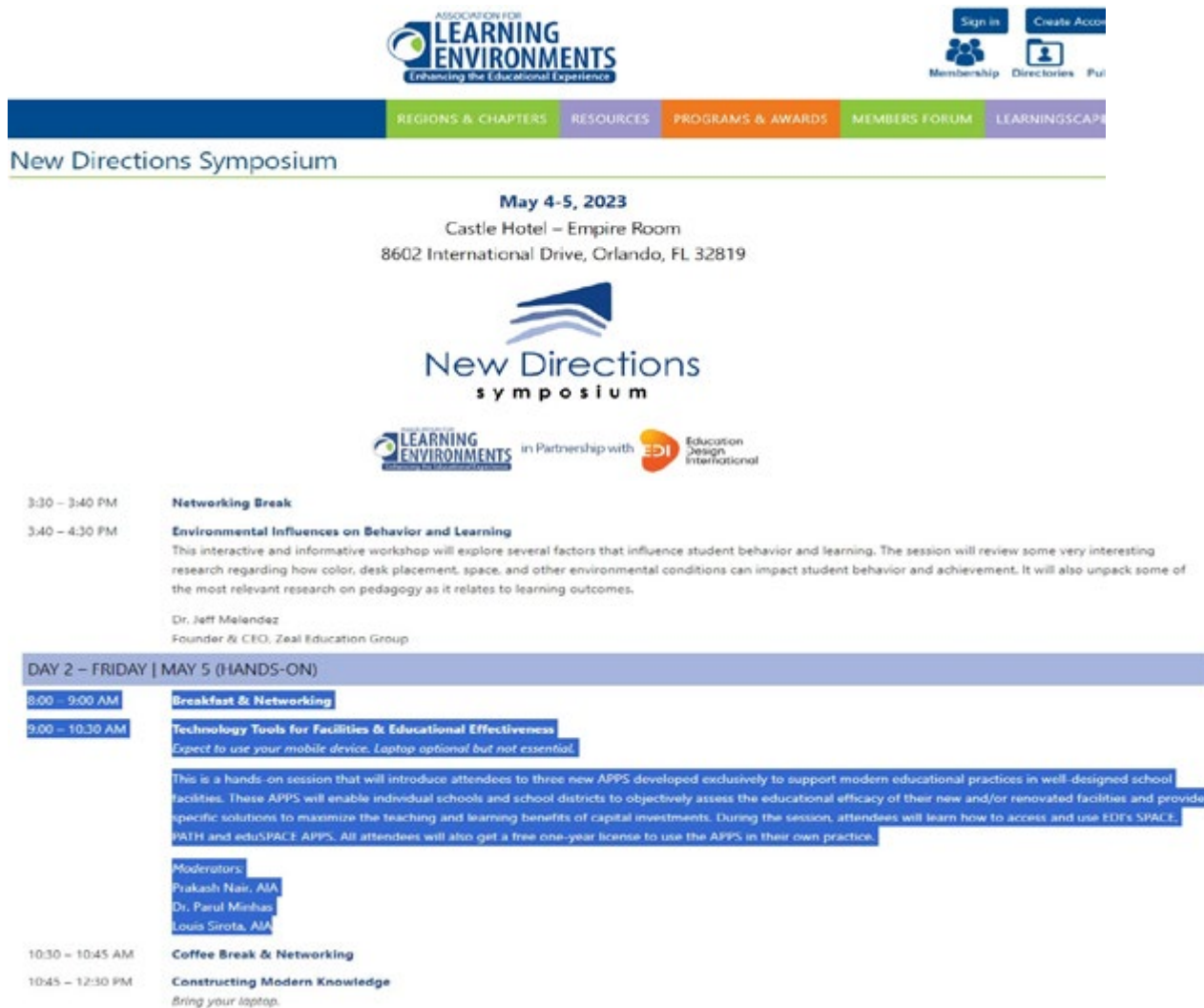We have shared and communicated the vast benefits of our Evaluation Instruments (the three APPS) to the educational and school facilities community in many ways as listed below:

a. The essence of the various criteria included in our APP have been included in our best-selling book, Blueprint for Tomorrow by Prakash Nair published by Harvard Education Press under the section "Educational Effectiveness Survey".
b. We have created a website to promote the APPS – https://edaAPP.com
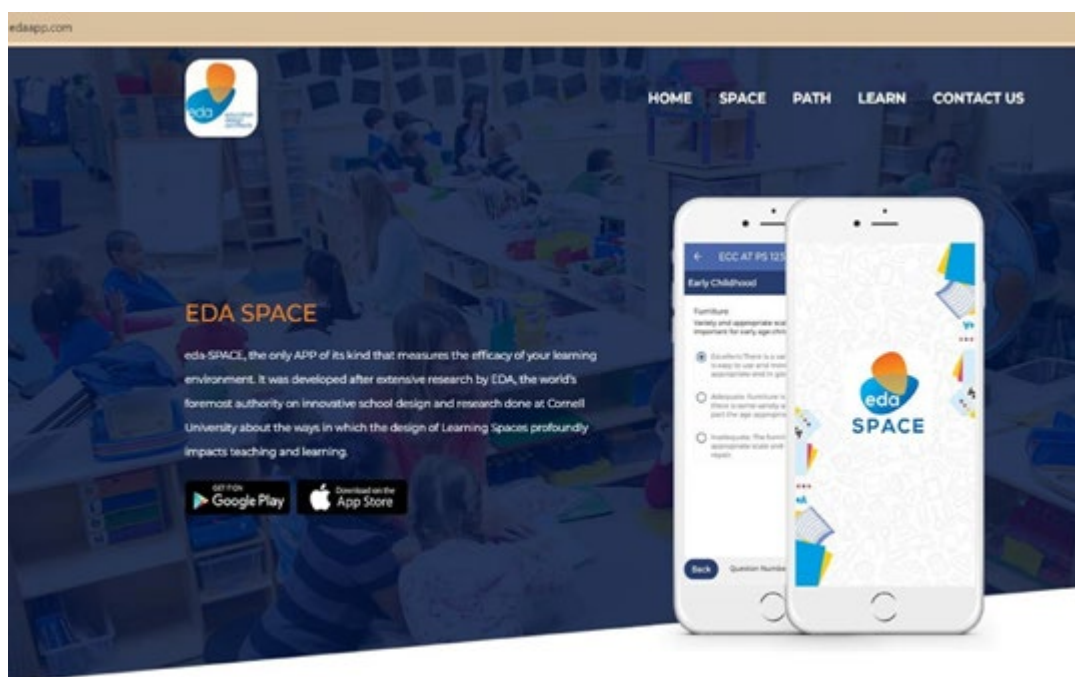
c. We have created one-page marketing brochures describing each of the three APPS (included in this application) and disseminated these brochures widely.

d. We have conducted free online and in-person workshops to explain how the APPS work. The last in-person workshop was conducted at the March 2023 A4LE New Directions Symposium in Orlando, FL.

e. We have also prepared to offer FREE licenses to public school districts that are interested in the APPS to assess and monitor the effectiveness of their school buildings.

f. This Kelley Tanner application is one more way in which we hope to get the word out to both the educational community as well as our school building industry about the availability of these valuable tools to help design, construct and properly use high quality, cost-effective school facilities.[1]

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[1] We are prepared to do a live demo of the three APPS to members of the selection committee of the Kelley Tanner Innovation Award in support of this application.

5. How have you balanced personal and professional goals with implementation of the innovation?

Speaking as the primary inventor of the three APPS that are the subject of the Kelley Tanner Innovation award, this innovation has afforded me (Prakash Nair) a perfect opportunity to balance both my personal and professional goals. At the personal level, I get great satisfaction in being able to use my expertise as a school architect to help students learn in environments that will benefit them physically, emotionally, socially, and mentally while also allowing them to perform better academically. At a professional level, it is hugely satisfying for me and for my entire team to have developed immediately usable tools that have the potential to improve tens of thousands of school buildings in the U.S. and around the globe.

This innovation follows our 23-year tradition of always sharing research-backed best practices with our peers and the world at large. The authors of these new and innovative APPS have written several books and White Papers that they have freely shared with anyone who wanted them.

IV -- IMPACT (Evaluation)

6. Who benefits from your innovation and how do you define and measure that impact?

Every school and school district that is looking to invest in their school buildings can benefit. Even schools with little to no money to spend can get value from these APPS. The benefits can be easily measured. Let us look at each APP and discuss how its value can be quantified:

SPACE APP: This tool will allow a school or school district to first set forth the space design criteria that matter to them the most. These are incorporated into the APP to create a completely customized survey. Leadership of the school can then "score" their existing building using their own criteria. Once a new design is created, the APP can be used to create yet another score. If the provided design does not score highly, then it can be modified immediately. Obviously, this is far less expensive than making changes during construction or after construction is complete. Once the design passes muster, the project can move to construction, after which it can be evaluated once again. This measurement is important because it will provide an "accounting" of the capital expenditure by demonstrating how a low educational effectiveness score was significantly increased as a direct result of the capital investment.

The **eduSPACE APP** then kicks in to measure how effectively the newly renovated or constructed spaces are actually being used in practice. Over time (days, weeks, months, and years), every single space in the building will be "audited" and the results of the space use compared to the designed use. Sometimes minor changes like changing or moving furniture is all that will be needed to better co-relate designed vs. actual space use.

The **PATH APP** is also valuable in that teachers will immediately see how the one-dimensional lesson plans they were able to create in their traditional classrooms are no longer limited in a new space that might include elements like small group rooms, seminar rooms hand-on workspaces, learning commons areas, outdoor terraces, and adjacent teacher work areas. The PATH APP will help them modify their lesson plans to take full advantage of the redesigned spaces.

7. What success has your innovation achieved?

The enormous success of our Educational Facilities Effectiveness Instrument (EFEI) is what prompted us to develop our three new APPS. That means, while the APPS themselves have only recently begun to make inroads with schools around the world, their DNA is tried and tested. As we have mentioned earlier in this submission, over the years, EFEI (the same tool that our three new APPS automate) was used to assess over $2 billion worth of school facilities. Clients included small and large school systems as well as private, parochial, and international schools. Having a clear measure of success and the ability to demonstrate that capital monies are being wisely invested towards improving teaching and learning outcomes are key factors that have resulted in the success of these three APPS.

8. What is the realistic potential for expanding its impact?

Given the long track record of EFEI's success we are confident that the substantial benefits of reliable educational effectiveness assessment is something every single school facilities owner will appreciate. Currently, there is NO suite of APPS available in the market that does what the SPACE, eduSPACE and PATH APPS do.

Beyond that, the FREE license that we offer, the ease of use of the APPS that require very little training and their availability in both the iOS and Android platforms means that the potential for these APPS is unlimited. It is not unreasonable to assume that, over the next three to five years, several hundred schools around the world will be benefiting from the use of these three APPS. Should this application for a Kelley Tanner award be successful, it will further enhance the reputation of the APPS, give them the traction they need at this stage in their development and lead to even wider adoption.

CONCLUSION -- Discovering the Need & Lighting the Spark

Transforming Education by Design. This statement serves as more than just a tagline—it's the compass guiding our venture into the world of education which resulted in the development of our three APPS.

Our initial journey began with crafting innovative learning environments, spaces that transcended traditional confines to promote collaboration, flexibility, and adaptability. However, it soon became evident that although these environments were state-of-the-art in design, they weren't always synchronizing with the dynamic methods of modern pedagogy. Many educators, while embracing novel teaching techniques, found themselves wrestling to fit them within these innovative spaces.

Our enlightenment came during a pivotal feedback session with educators. An insightful observation surfaced: "While our teaching tools have evolved, our understanding of the learning spaces remains clouded." This sentiment resonated across the spectrum. The students, the primary beneficiaries of educational advances, yearned for spaces that could morph to support their multifaceted learning trajectories. Incorporating them into the assessment process not only amplifies their spatial acumen but also deepens their sense of connection to their learning environments. Similarly, educators sought clarity on leveraging the fullest potential of these newly designed spaces.

This realization catalyzed our mission. It was evident that the essence of education's transformation lay not just in creating pioneering spaces but in bridging the gap between space and pedagogy. Our suite of APPS that are the subject of this Kelley Tanner Innovation Award application have emerged as this bridge, fostering a continuous feedback loop to shed light on the nuances of transitioning to and navigating within these novel environments. They serve a dual purpose—guiding architects in fine-tuning designs based on real-time usage feedback and aiding educators in aligning their methodologies with the spatial opportunities available.

Our ultimate aim? A holistic harmony where innovative spaces and progressive pedagogy amplify each other, shaping the future of education.

KELLEY TANNER
INNOVATION AWARD

PART THREE

Letters of Endorsement

08/15/2023

Letter of Endorsement

A4LE Kelley Tanner Awards

SUBMITTED ON BEHALF OF EDUCATION DESIGN INTERNATIONAL

INNOVATIVE APPS – SPACE, eduSPACE and PATH

Dear A4LE Committee,

In my years with The Association of International Schools in India (TAISI), our unwavering commitment has been to elevate educational standards through collaboration and innovation. Prakash Nair, with his longstanding association with TAISI, has been an emblematic figure in this journey, always striving to merge inventive solutions with educational goals.

When Prakash introduced these transformative apps to the TAISI community, the ripple of excitement was undeniable. They didn't merely stand as technical tools, but as a holistic embodiment of TAISI's principles – fostering a sense of collective involvement from the entire school community. Their potential to engage every stakeholder - educators, administrative staff, students, and parents - in the continuous process of evolving their learning environments, is genuinely exceptional.
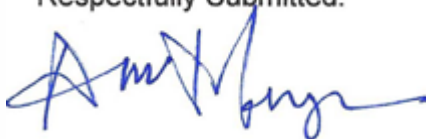
Throughout my tenure, collaborating with various international educational boards and institutions, I've felt the growing necessity for tools that bridge the gap between educational intentions and the physical spaces that house them. These apps, birthed from Prakash's vision, effectively bridge this chasm, providing insights that are as actionable as they are enlightening.

The beauty of these innovations lies in their capacity to foster an environment where the entire school community collaboratively contributes, constantly updating and enhancing spaces in alignment with dynamic educational landscapes and evolving needs.

The momentum this innovation has gathered within the international school community speaks volumes about its potential. It's more than an application; it's a catalytic force, urging us to continually reassess, reimagine, and reshape our educational frameworks.

To Prakash and his committed team, my deepest respect and admiration. Your innovations stand as a beacon, lighting the way for countless institutions globally. As we set our sights on the future, I am wholeheartedly convinced that these apps will redefine the benchmarks of educational excellence in spatial design.

Respectfully Submitted.

Anu Monga
Chairperson, TAISI

11th August '23

Kelley Tanner Innovation Award
Letter of Endorsement for Innovative APPS
Inventor: Education Design International
         Prakash Nair, President & CEO

Dear Selection Committee,

When Prakash first introduced me to EDI's innovative suite of apps, I must confess, I was intrigued. It promised to bridge the ever-evolving gap between pedagogy and space, a concept so crucial, yet so overlooked in our current educational paradigm. As I delved deeper into the functionalities and insights the apps offered, I began to see their true potential – not just as tools, but as transformative instruments that could reshape the very fabric of our learning environments. Then, as we started to use the SPACE APP at our Pathways Worl School Campus in New Dehi, we experienced first-hand the power of these tools not just for their technical excellence but also for their community building potential.

Our association with Prakash Nair is one that stretches back over two decades, right from the embryonic stages of Pathways. His visionary leadership and unparalleled expertise have always been our guiding force, pushing us to reimagine and innovate. And with these apps, he, and his commendable team at Education Design International (EDI) have once again proven that they're not just ahead of the curve but, in fact, defining it.

What's truly laudable about these apps is their inherent understanding of the educational ecosystem. They offer insights that are both revelatory and actionable, allowing us to understand the nuances of space utilization, to assess the effectiveness of our teaching methodologies, and to adapt in real-time. Every report presented served as both an eye-opener and a roadmap, empowering us to make data-driven decisions, especially during pivotal moments like renovations.

It's one thing to create a tool that provides data, but it's quite another to craft a solution that genuinely understands the sanctity of the learning process. EDI's apps epitomize this philosophy, emphasizing that every square inch of a school's physical space should resonate with its educational mission. As we embraced newer environments and faced the inevitable challenges they brought, the apps were our compass, guiding us towards optimal synergy and highlighting areas that needed realignment.

In retrospect, as I think about our journey, it's evident that Prakash and his team at EDI have been instrumental not just in shaping our spaces but in shaping our very ethos. Their commitment to innovation, their unwavering dedication to enhancing the educational journey, and their profound belief in the power of synergy are truly commendable. As we stand at the cusp of a new era in education, with EDI's pioneering solutions lighting the way, the future seems promising and replete with endless possibilities.

Signed,

Prabhat Jain

Prabhat Jain
Chairman & Co-Founder
Pathways World School, New Delhi

August 10, 2023

The Jury
Kelley Tanner Award
The Association for Learning Environments

Re: Letter of Endorsement for Innovative Suite of APPS by EDI

Dear Members of the Kelley Tanner Award Jury,

Having spent a considerable part of my career deeply involved with the Association for Learning Environments (A4LE), I've been privileged to witness firsthand the evolution of educational architecture. Throughout my journey, I've brought cutting-edge educational facility concepts and programs to my peers worldwide and have had the honor of playing a role in the design and construction of numerous school facilities. This experience has given me a profound understanding of the nuances and intricacies that go into creating optimal learning environments.

So, when Prakash introduced me to these revolutionary apps, I was instantly drawn to their potential. This wasn't just another tool; it was a solution – an answer to the long-standing issues faced by educational architectural professionals globally. Our traditional assessment tools, while robust, often leave us grappling with mounds of quantitative data. This data, while rich, often lacks actionable insights unless translated into a language understood by educators, designers, and policymakers.

What Prakash and his adept team at Education Design International (EDI) have concocted is truly unparalleled. They've managed to design a suite of apps that not only simplifies the data but also makes it immediately actionable. It's direct, comprehensible, and most crucially, geared towards immediate implementation.

However, the standout feature, in my opinion, is the inclusion of students in the evaluation process. It's a masterstroke. As we often discuss 'participatory planning' and 'student agency' in the corridors of A4LE and beyond, here's an innovation that genuinely embodies these principles. It doesn't just pay lip service; it actively involves students, giving them a voice and agency in their learning environments.

Knowing Prakash as I have over the years, this innovation is, in many ways, characteristic of his approach – insightful, ahead of the curve, and always geared towards tangible solutions. In the multitude of meetings and discussions we've had over the decades, I've known him to be someone who perceives the core of issues and addresses them head-on with innovative solutions.

In summary, in my expansive career and through my association with A4LE, I've come across numerous innovations. However, this suite of apps from Prakash and his team at EDI holds a special place. It's more than just an innovation; it's a vision for the future of educational spaces. I look forward to witnessing its continued impact on our global education community.

Sincerely,

Edward E. Kirkbride
Architect

KELLEY TANNER
INNOVATION AWARD

PART FOUR

Supporting Documentation
Evidence of Success

ASSOCIATION FOR
LEARNING
ENVIRONMENTS
Enhancing the Educational Experience

EDI Education
Design
International

This section shows the dramatic results obtained by the thoughtful process that the new APPS encourage our school communities to engage in.
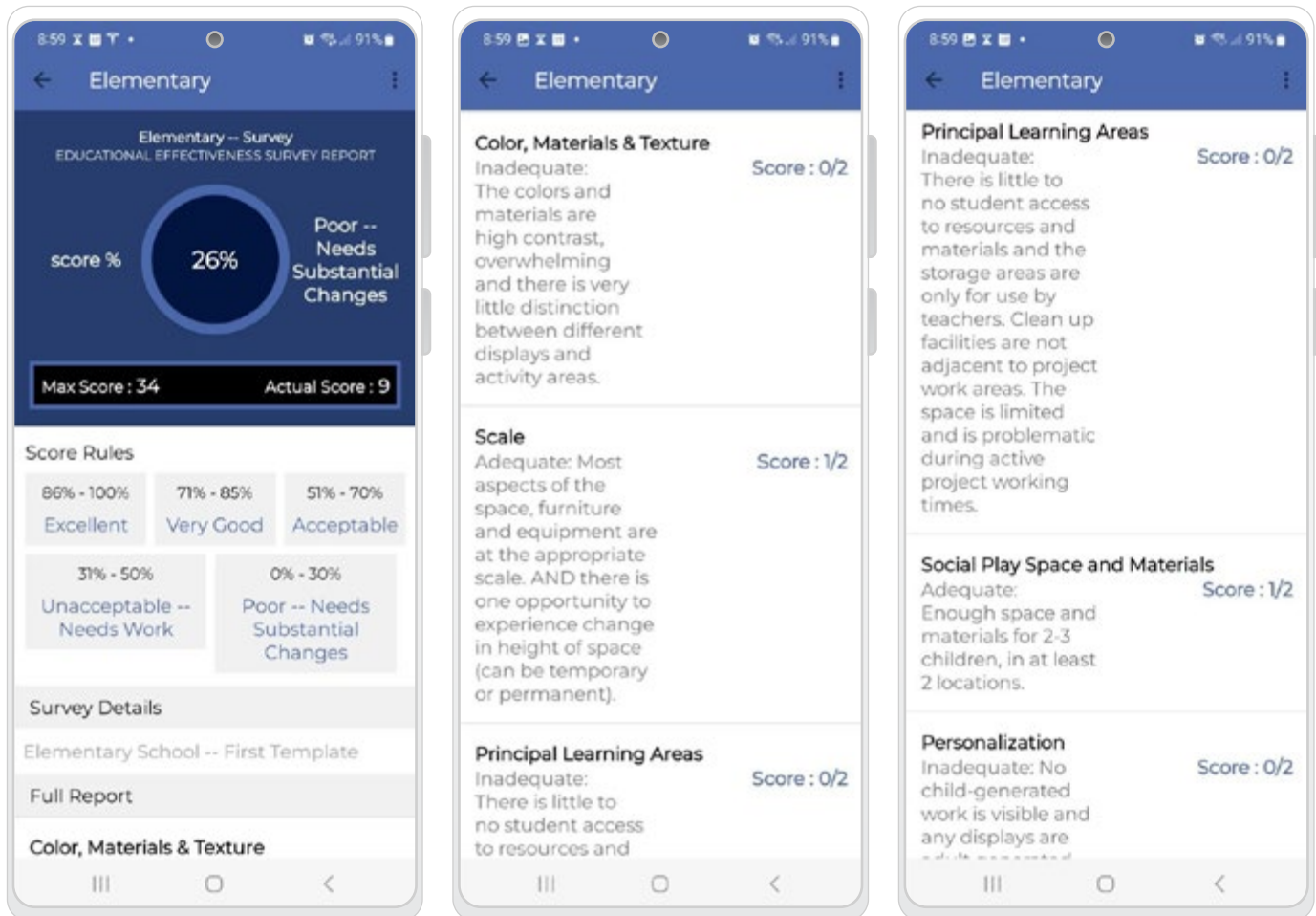
This process starts with a comprehensive "Discovery" process for us to understand the ethos of the school community. This is where criteria that will eventually make it into the SPACE APP are discussed and refined. All key stakeholder groups including students, teachers, parents and administrators participate in APP criteria refinement.

Step two involves members of the school community downloading the SPACE APP on their phones and evaluating their existing campus using the customized APP criteria that they themselves created and endorsed. **The results often come as a shock** because traditional schools tend to score very low – which makes sense since most old school buildings were never designed to meet today's complex teaching and learning needs.

Education Design International

"Pathfinders" are the "low-hanging fruit where the new concepts can be tested quickly with clear benchmarks for success. These low cost/high impact projects can usually be completed over a summer break. A few examples of actual pathfinders identified by low scores in our APPS are noted below. We validated the changes by rescoring the renovated spaces after completion and occupancy.   In the examples where the projects are still in construction, we were able to score the designs to ensure that the problems identified by the original assessments would be resolved by the new design.
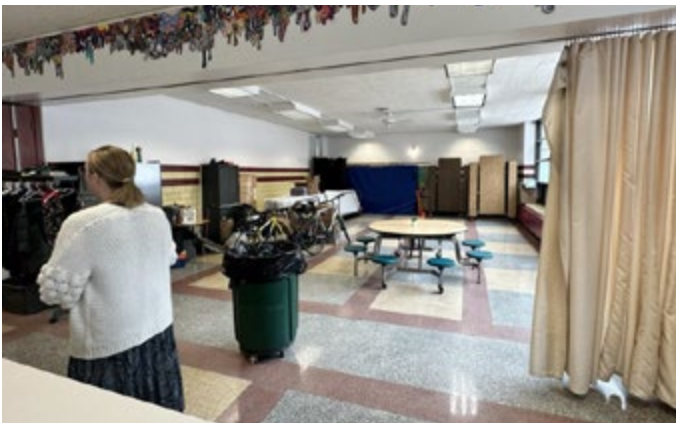
This school in Chicago scored especially low about the availability of social space – an amenity that was very important to students, teachers and parents. We found this low-cost high impact opportunity. A space used for table storage off the cafeteria.

Our proposed solution with almost no construction will allow the school to make better use of this wasted space. The project is slated to be completed in the summer of 2023.

This school in Lakeland scored low in several areas including lack of daylight and outdoor connections, lack of a learning commons, inadequate technology and poor acoustic quality. We identified this closed-off dysfunctional library off an unused corridor as an ideal pathfinder to address the above deficiencies.

The original spaces scored extremely low at 12% whereas the new design scored 86%. Since these numbers directly corelate to the school's own priorities they were able to move forward with confidence. This project will also be completed in the summer of 2023.
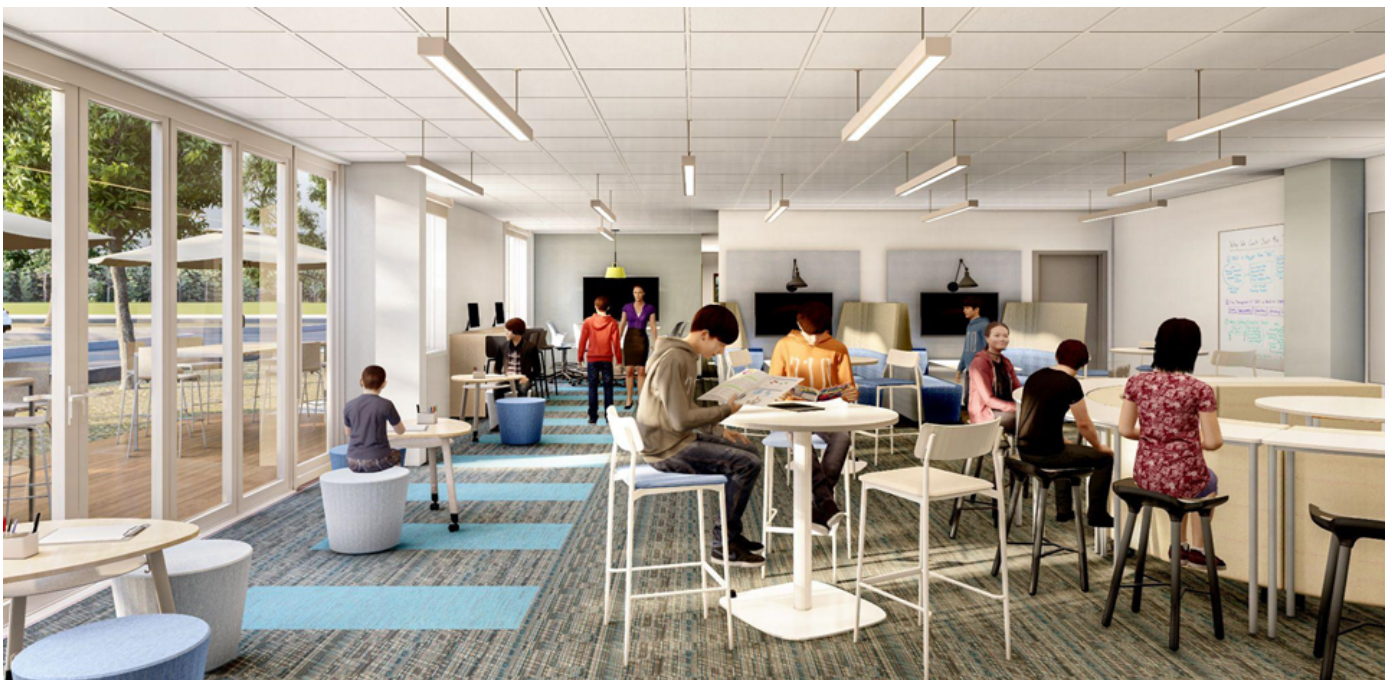
Our proposed solution removed one wall to bring in daylight, we opened up a wall for outdoor connections, installed better furniture and technology and improved lighting and acoustics. By capturing the unused hallway, we also tripled the usable space.

This school in Philadelphia was located in an old church. The traditional layout of their library did not meet the ethos of the school and their modern needs for a multifaceted learning center. Using their own criteria, the SPACE APP scored this space very poorly at 18%. The new design that we created (below) scored 83% and was approved. The project will be initiated in 2024.

This school in an underserved community in Memphis scored very low in a category that the community greatly values –– spaces for student autonomy, collaboration and social/emotional development. It led us to create a social commons (below) that resulted in a substantially higher score of 91%. The project is awaiting funding but more likely to get it because of the way in which the school's vision has been brought to life.

This school was making significant strides in its educational journey, but their traditional classrooms did not permit teacher collaboration and limited student agency. Not surprisingly, the existing spaces scored poorly at 32% when evaluated against their own criteria using our APP. The renovated space shown below scored much higher at 94% and met all their teaching and learning needs.

This school scored extremely poorly against the criteria they themselves established via the SPACE APP. However before embarking on a major capital spending program, they wanted a proof of concept. We identified two of the above-featured computer labs for transformation into an "innovation lab" to trial new curriculum and pedagogies permitted by the renovated space. The low-cost renovation was completed over one summer and the resulting score of 92% gave assurance to the school to scale up the renovation to other parts of the school – see next page.

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This educators at this school, located in an old historic building were frustrated by their learning spaces that militated against their student-centered philosophy. Our APP scored their early years spaces very low at 26%. The renovated spaces scored 92% and became the subject of a highly regarded new book (titled "Flow") by their head of school.

The philosophy of this international school to have most of their program for kindergarten students be hands-on, participatory and active was not supported by the school building with large open spaces that were severely underutilized. We worked with the school to create their own space criteria that we then used to evaluate their existing and newly designed spaces and, not surprisingly, we upped their APP score from 42% all the way to 96%.

During the course of developing criteria to evaluate the educational effectiveness of this High School, we realized that an important priority of students having their own social and learning hub was not met by the existing facility which was one factor in them scoring 38%. We were able to redesign their spaces according to their stated priorities including repurposing this underutilized space and a re-evaluation of the school yielded a score of 78%.

This middle school wanted break-out spaces adjacent to classrooms in a very traditional classroom-and-corridor building. Due to their high occupancy, we could not eliminate classrooms and produced this solution of opening the hallway at strategic locations. This was considered a radical solution when we first proposed it but when the school did their own assessment of their existing space vs. the one we had proposed, they were convinced that the change was essential. The APP scored their existing spaces at 12% whereas that score jumped to 62% with the redesign.