
- Inspired Design: Supporting Next Generation Learners

- Marie Alcock-Hubley PhD
- @MarieAlcock
- LSALearning.com
- Tomorrow'sEducationNetwork.org (non-profit)





Old-School Nostalgia





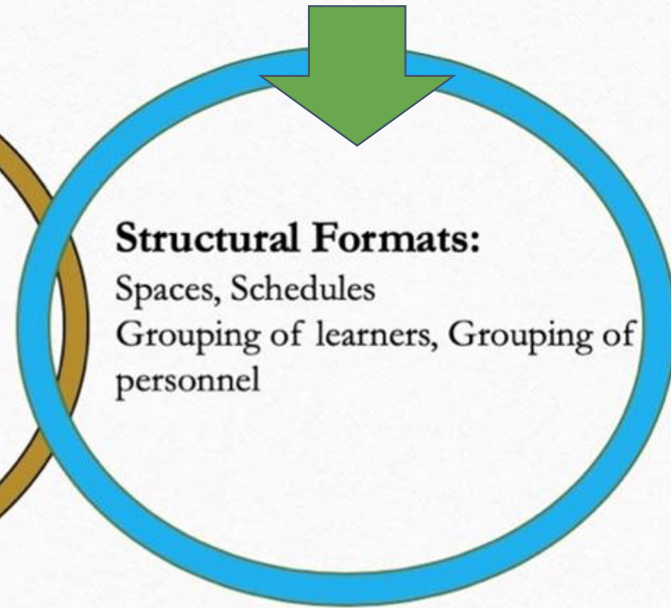
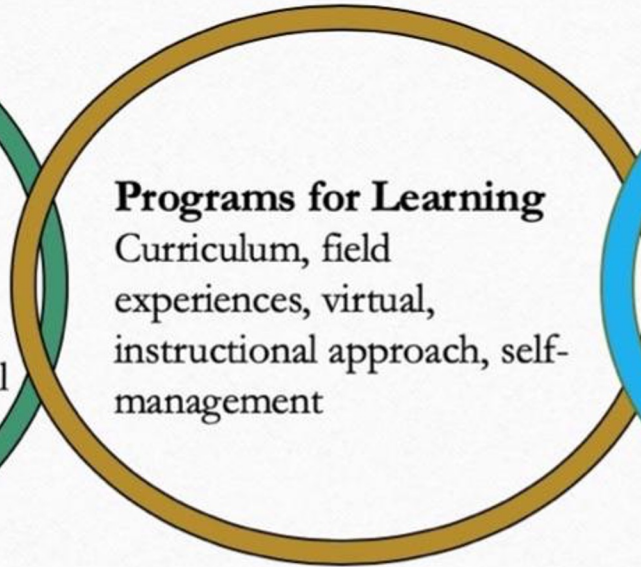
1957



2024

OUR LEARNERS NEED EFFECTIVE LEARNING ENVIRONMENTS





Three Critical Arenas for Informed Decision-Making
How are these interdependent? Simultaneous?

Classical

Contemporary

Pedagogy

Curriculum

Space

Time

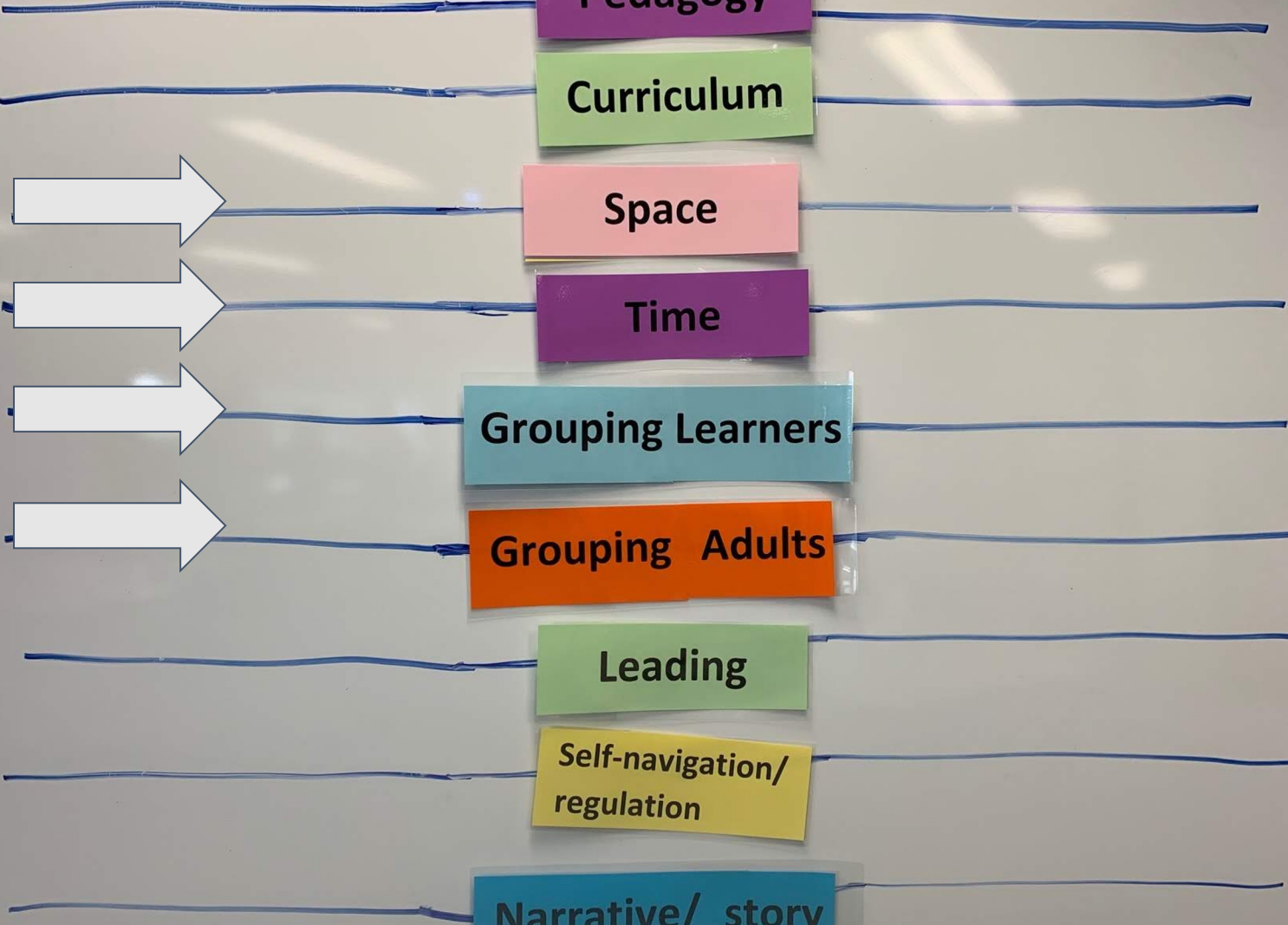
Grouping Learners

Grouping Adults

Leading

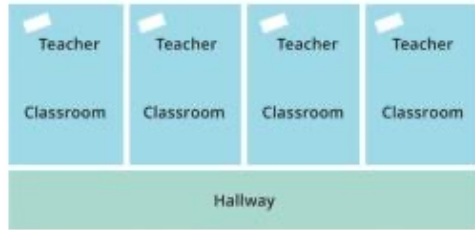
Self-navigation/
regulation

Narrative/ story



Individually Owned Rooms

Optimized for: Individualized teaching practices, traditional structures and timetable, classroom - based community, single teacher classrooms, teacher - directed learning



Teacher Collaboration

Individual Team



Pedagogy

Teacher Directed Student Directed



Curriculum

Isolated Content Integrated Content



Community

Classroom Beyond the Classroom

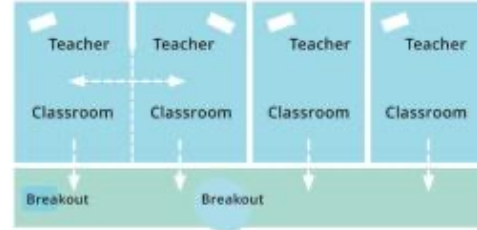


Zone of Comfort Zone of Friction

A diagram showing a horizontal arrow pointing to the right. The left portion is labeled 'Zone of Comfort' and the right portion is labeled 'Zone of Friction'.

Shared in a Pair

Optimized for: Pairings within grade, department & or interdisciplinary, shared unit/lesson design, co - delivery, flexible/ dynamic groupings, more varied learning modalities, shared assessment, easier for project - based, more options for breakout



Teacher Collaboration

Individual Team



Pedagogy

Teacher Directed Student Directed



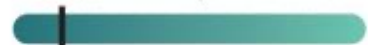
Curriculum

Isolated Content Integrated Content



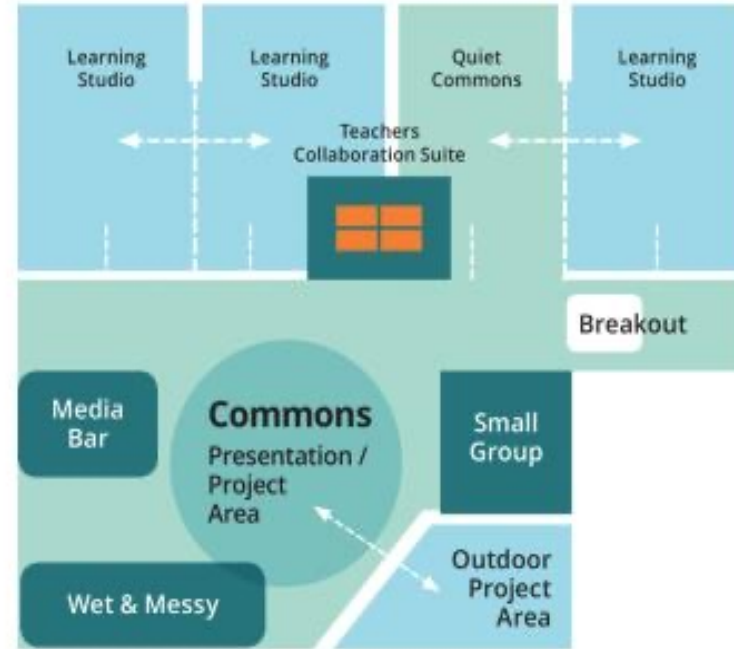
Community

Classroom Beyond the Classroom



Learning Community

Optimized for: Curriculum organized around interdisciplinary themes, distributed democratic leadership, shared student responsibility, co-facilitated, cohort scheduling, highest levels of "community" and self directed learning.



Teacher Collaboration

Individual Team



Pedagogy

Teacher Directed Student Directed



Curriculum

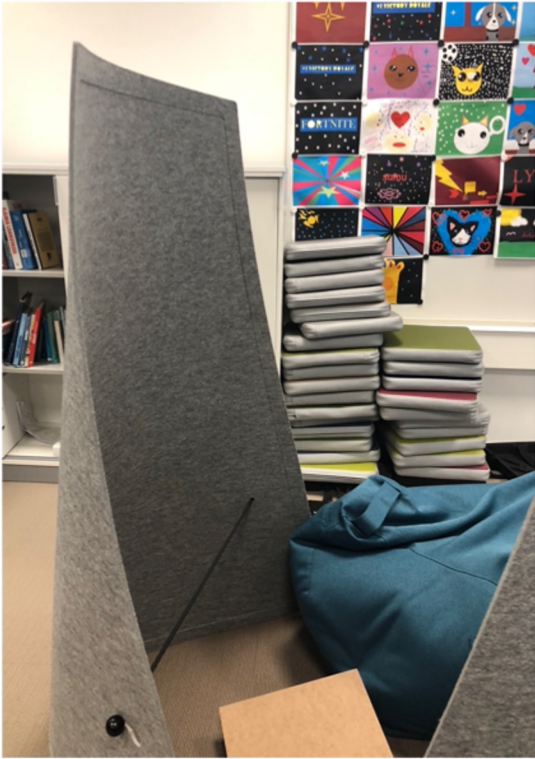
Isolated Content Integrated Content



Community

Classroom Beyond the Classroom





4th Grade Learning Studio

Building the Structural Nest





Part 1

Physical Spaces

THE SHALLOW END OF THE POOL

- ALL OF THIS SHOULD BE FAMILIAR
- SHOUT OUTS TO THOSE DOING GREAT WORK TODAY
- ACKNOWLEDGE WHERE WE ARE WITH OUR COMMUNITIES
- ENRICHING THE EXPERIENCE OF OUR YOUNG LEARNERS – YES!
- INNOVATIVE – YES!



■ **Four Structures:**
SPACES
PHYSICAL &
VIRTUAL



Physical Spaces

- Expansive view of school redesign and repurposing existing spaces.
- Furniture as sculpting spaces
- Outdoor spaces
- Off-campus spaces
- Learning spaces at home

Virtual Spaces

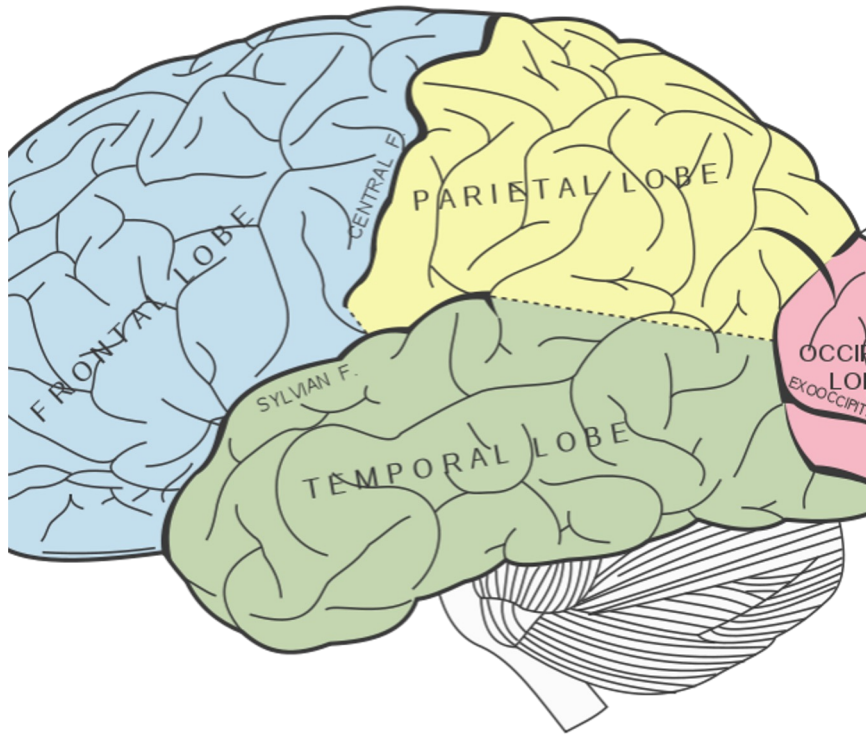
- Strategic use of virtual
- PD on innovative use of virtual

BRAIN BASED INSPIRATION

- LESS VISUAL STIMULATION
- HEALTHY LIGHT AND SOUND
- HEALTHY MOVEMENT
- HEALTHY AIR FLOW
- IDENTITY OF THE LEARNING SPACE IS FOR THE LEARNER
- ADULT STORAGE AND WORK SPACE
- ON STAGE AND OFF STAGE



Brain Science Break



Safety of Learner	Instructional Design
<i>What safety for learner ideas am I committed to?</i>	<i>What instructional design ideas am I committed to?</i>
<ul style="list-style-type: none"> • Physical • Emotional • Different types of thinking 	<ul style="list-style-type: none"> • Direct instruction/Mini-lessons • Collaboration • Inquiry • Making/Design

Organization of Things	Use of Structure
<i>What organizational ideas am I committed to?</i>	<i>What use of structures am I committed to?</i>
<ul style="list-style-type: none"> • Commons spaces • Intentionality of access • Labeling • Individual materials 	<ul style="list-style-type: none"> • Text/visuals • Color • Furniture • Lighting







Modern learning environments foster a sense of purpose and a sense of belonging.



Play spaces are learning spaces

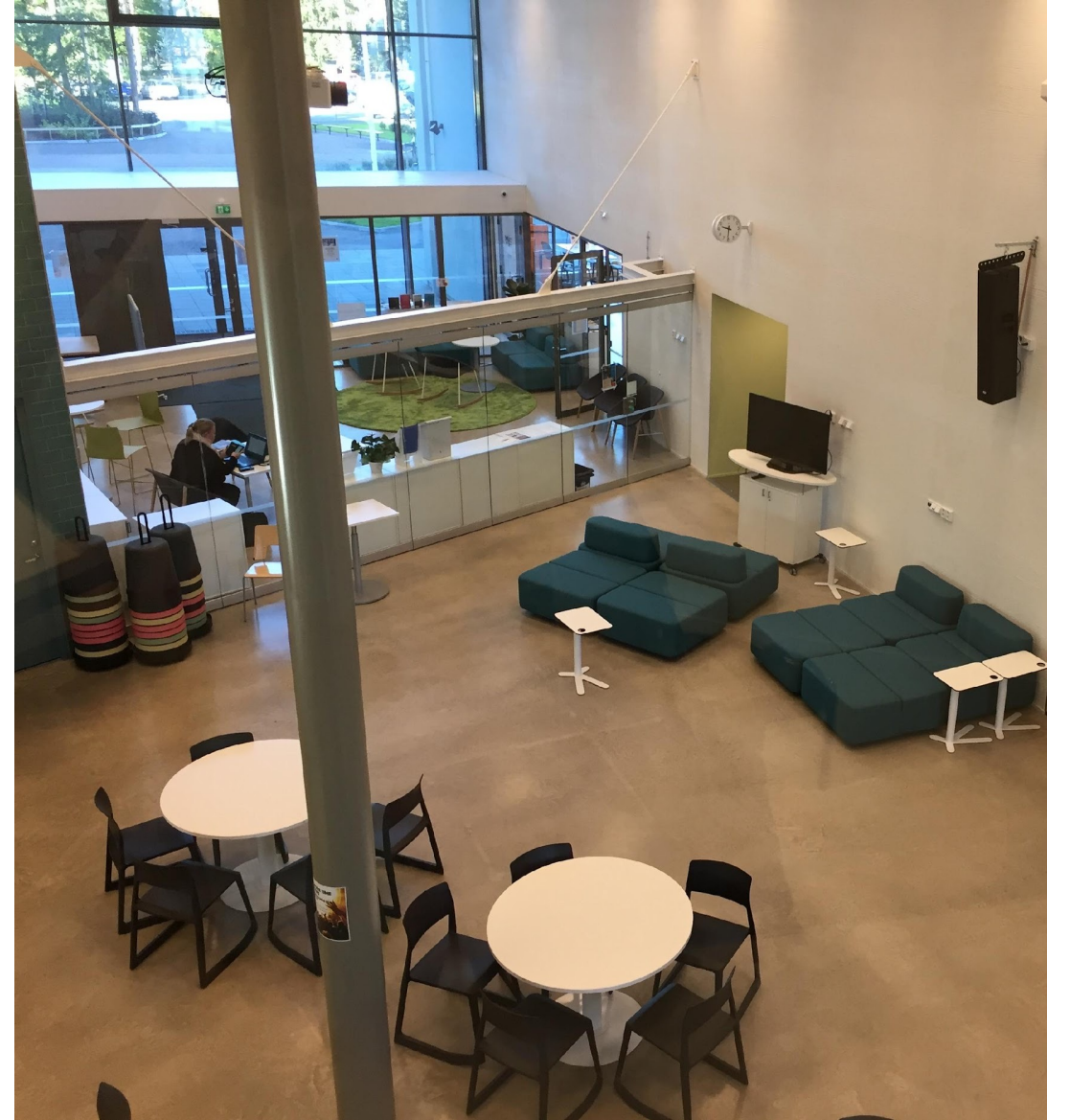


Elevated spaces stimulate learning.





IMAGINATIVE SETTINGS SPARK THE IMAGINATION



-
- new vision for an elementary school at NEOM Litman Architecture



Modern furniture sculpts learning environments.



H.H. Jacobs



Buddinge School

2019, GLADSAXE, DENMARK









Small Group Rooms

Small Group Rooms



- Student friendly furniture in easy spaces invite calm.
- Note the tree-house effect.



SPACES FOR DESIGNED INTERACTION



SOUND PROOF SPACES



OUTDOOR SPACES

The METI School of Rudrapur, Bangladesh





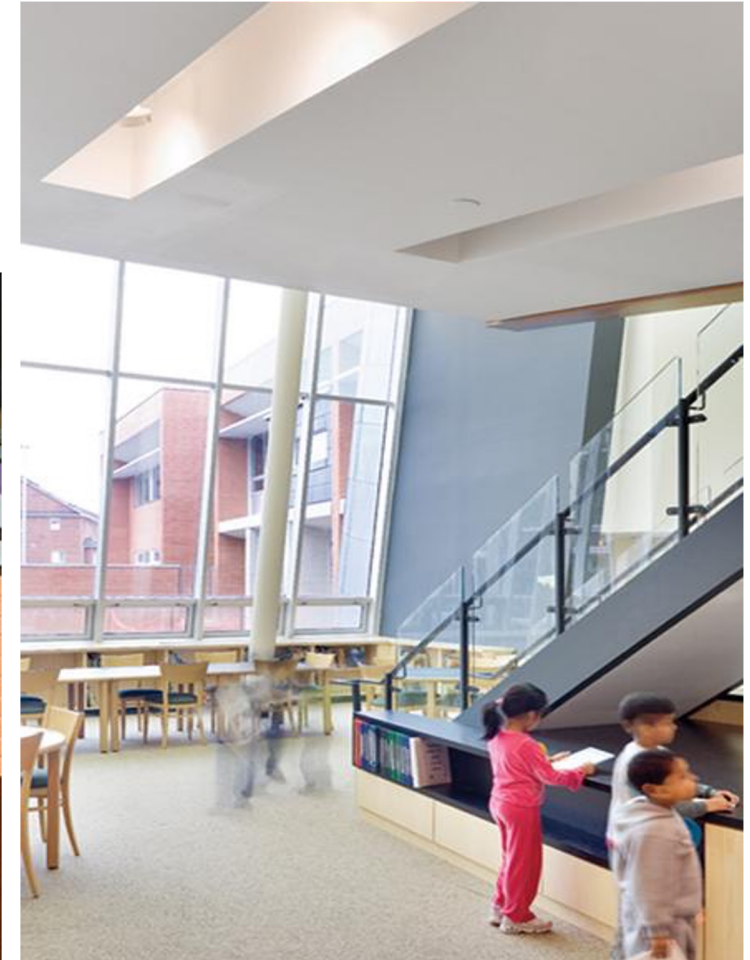
Calhoun School New York City, USA



- **Yuyu-no-mori Nursery School**
Yokohama, Japan



Thomas L. Wells Middle School Scarborough, Ontario, Canada

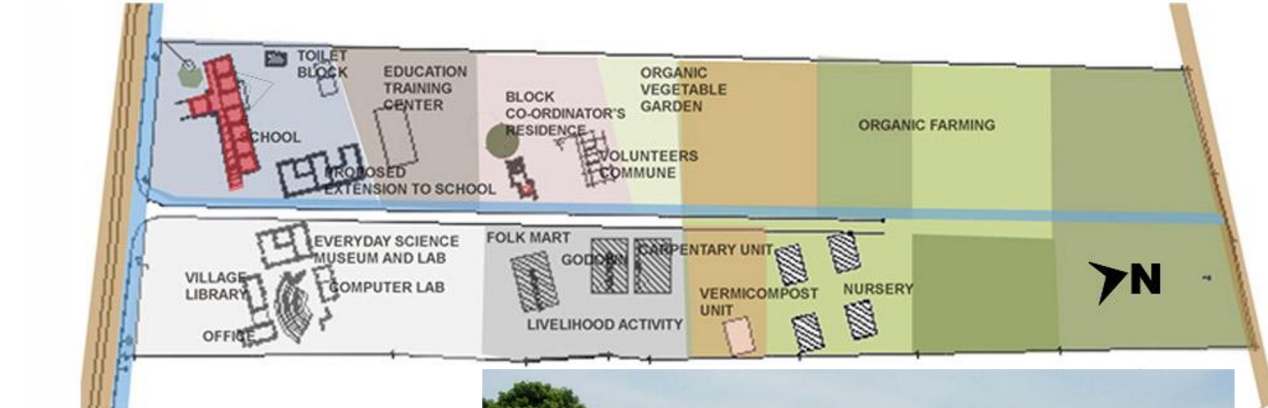


- Galilee Catholic Learning Community
Aldinga SA, Australia





Eureka School Walodai Village, India





There is interplay between spaces and inviting furniture choices both child friendly and classical.

BEFORE



Academy of Holy Names
Tampa, Florida

Cranston Public Schools | Fielding Nair International



AFTER





Before - Computer Room A

Academy of the Holy Names

Development of the Innovation Lab

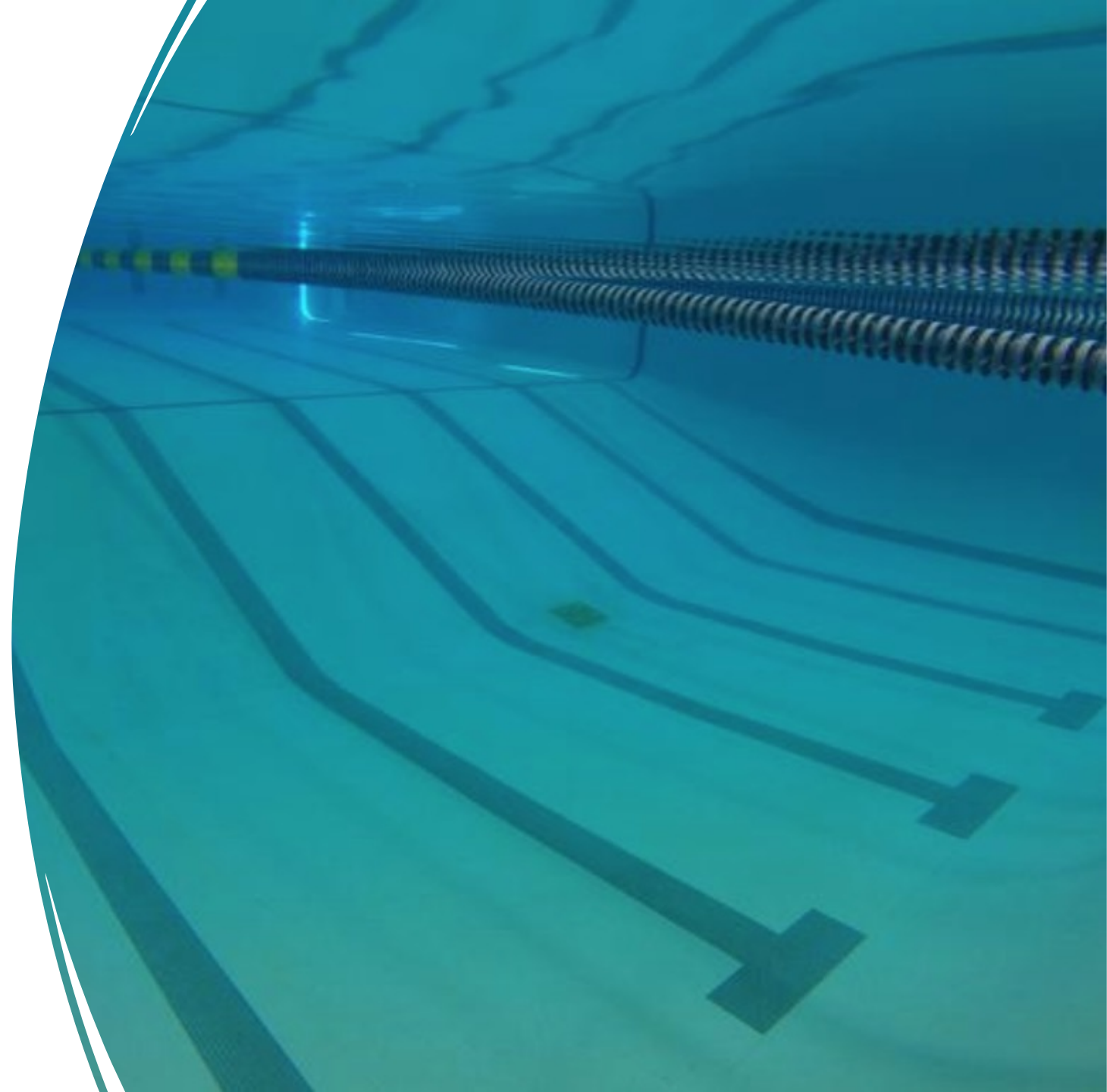


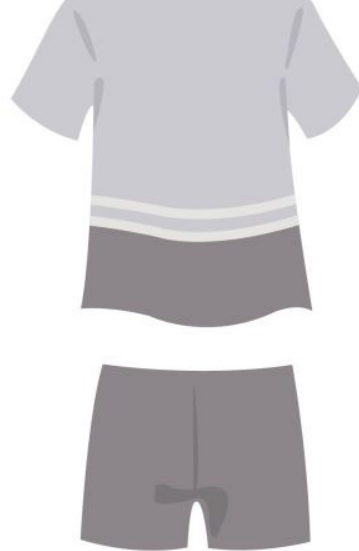
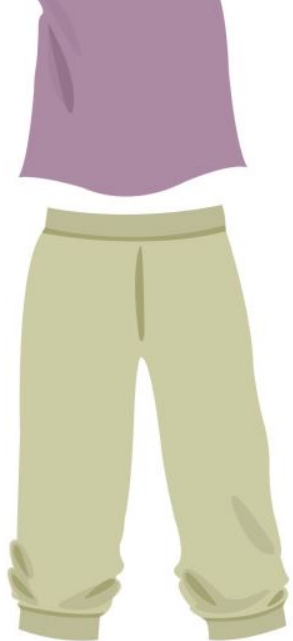


AFTER

THE DEEP END OF THE POOL

- FUTURE OF EDUCATION IN AMERICA
- FUTURE OF THE LEARNING SPACES IN AMERICA – WHAT IS HAPPENING RIGHT NOW AND MOVING INTO THE NEXT TEN YEARS?
- FUTURE OF LEARNING IN THE YOUNG HUMAN
- WHAT IT MEANS FOR US HERE TODAY





Part 2

Grouping of clothing

WHAT IS CHANGING?

- NUMBER OF CHILDREN AND NUMBER OF ADULTS
- GROUPING OF ADULTS (DEPARTMENTS AND IDENTITY)
- GROUPING OF CHILDREN (GROUPING BY AGE)
- STRUCTURE OF LEADERSHIP (NUMBER OF OFFICES)
- WEATHER (OPEN AREAS AND COVERED AREAS)

Haskell Furniture (Katherin Pogano)



Four Structures: **LEARNER GROUPING**



PURPOSE - Identity

- Voluntary/ Teacher determined
- Long term /short term
- Facilitation of group/ Independent
- Numbers in group

BALANCED HEALTHY HUMAN BEINGS



No Shoes

- Impacts on sound in classrooms
- Comfortable environment
- Connection to family like or home
- Cleaner and approachable learning spaces
- Element of respect for learning environment

Purposes for Instructional Grouping

Skill needs

Mixed skills competence

Mixed roles

Readiness / timing

Think tank / decision making

Interests

Social interaction / safety

Civil discourse

Routine / anchor groups

Ad hoc



The Power of One

- Personal pace
- Self-reflection
- Confronting competence
- Thriving competence
- Creative risks
- Stakeholder in task



The Importance of Working Solo

Ultimately each learner is on his or her own journey.

Confidence is developed with each personal step.

Fascination, curiosity and interest is a personal motivator.



Purposeful Pairs

- Shared reflection
- Focused communication
- Honest feedback
- Possible parallel work



Problem Solving Trios and Quartets

- Completing tasks
- Problem solvers
- Group performances
- Role designations
- Sense of affiliation

Flexible Grouping

- Students make choices about location for group work
- Students encouraged to use furniture to support their learning
- Students grouped in a classroom and moved through learning environments as appropriate



Discussion Groups 5 to 8

- Enough members for an array of opinions.
- Enough members to counter one dominant member.
- Formal discussion groupings.
- Informal open-ended groupings.
- Reflection on both process and ideas is critical.



12 is a Quorum

- Direct instruction coupled with interaction.
- Can work as a large group with sub-groups .
- Sensibility of a team.
- Identity is still maintained with 12.

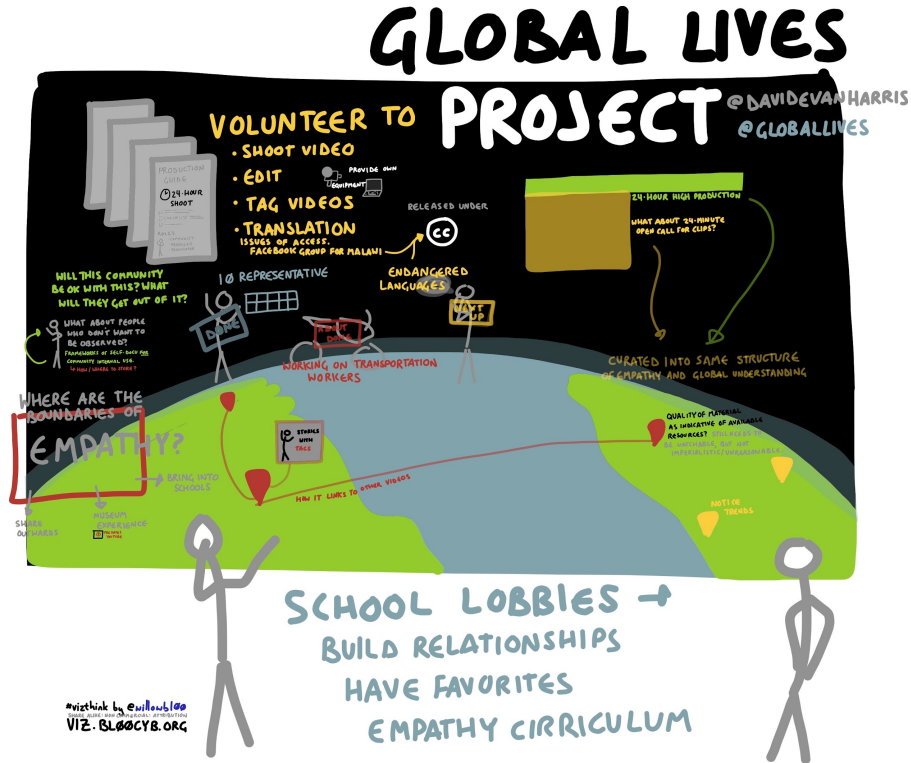




Whole Class

Personal identity is sublimated.
Possibility of community.
Village mentality
Natural leaders.
Shared responsibility.

Expanding Community Grouping: Local, Global, Virtual



Part 3

Grouping of Adults

VERTICAL GROUPING

USE OF LARGER SPACES AS “CLASSROOMS”

PARTNERSHIP MODELS FOR LEADERSHIP AND
TEACHING

USE OF COMMUNITY

SMALLER CURRICULUMS



Four Structures: PERSONNEL CONFIGURATION



Multiple Affiliations

Expanding affiliations
Roles and talents

HIERARCHICAL GROUPING



NETWORKING

The background of the slide is a light gray gradient. On the left side, there is a vertical strip containing a white paper boat and a yellow paper boat. The right side of the slide is decorated with several realistic water droplets of various sizes, some appearing to be on the surface and others floating in the air.

IMPACT OF TEACHER SHORTAGE

- VERTICAL GROUPING
- USE OF LARGER SPACES AS “CLASSROOMS”
- PARTNERSHIP MODELS FOR LEADERSHIP AND TEACHING
- USE OF COMMUNITY
- SMALLER CURRICULUMS



Affiliations can be curricular



Grouping by Teaching Talent

- Lecture
- Inquiry
- Small grouping
- Granular skills
- Interdisciplinary skills



Grouping by Pathways and Credentials



Grouping by Interest





Global Teams



Correspond to Student Grouping Patterns

Student Grouping Pattern	Teacher Configuration
Grade level grouping	Classroom teacher or team
Multi-age grouping	Teacher team
Interdisciplinary –single or multi-grade	Interdisciplinary team
Pathway model –high school	Cohort coach
Quest-Based Projects	Match with Advisor



Part 4

Time

Four Structures: **SCHEDULES**








Breaking away from the Tyranny of Time

TIME and SCHEDULE by HABIT

- Long term habits
- Short term inhibitors
- Reimagining existing opportunities
- Flip function following form
- Opening up fresh possibilities
- Future forward planning

<https://unlockingtime.org/school-schedule-resources>

Time	Mon	Tue	Wed
8:30 am			$4 + x$
9:15 am			
10:00 am			
10:45 am			
11:30 am			
12:00 pm			

Options:

1. Traditional standard periods



2. Rotating Standard periods



3. 4x4 block (students take 4 courses a semester)



4. A/B block



5. Rotating block



6. Modified block



7. Parallel block



8. Intensive block



9. Flexible



10. Flex-mod (ten to ninety minutes or longer)



11. Intersession



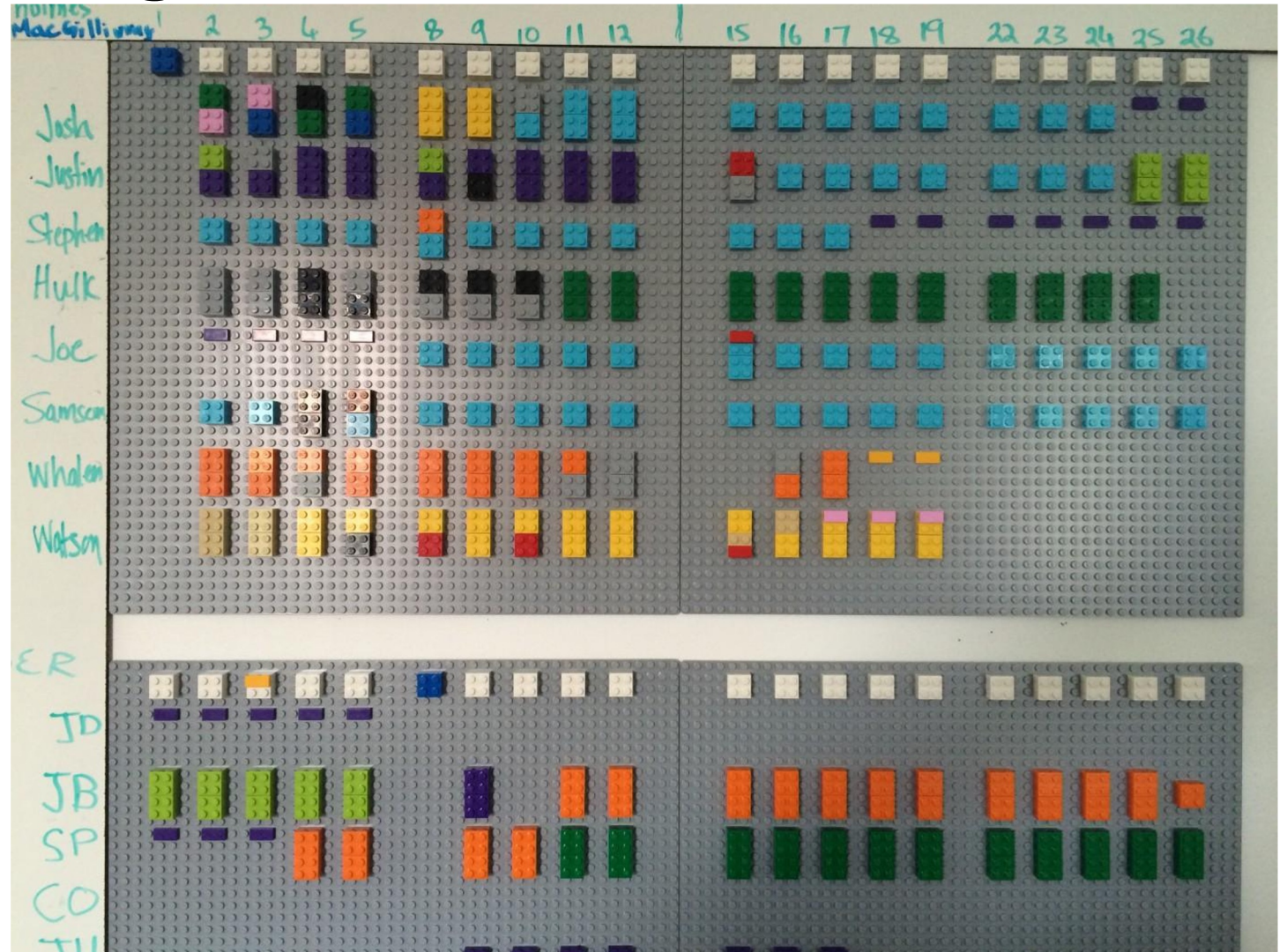
12. Bi-Weekly rotation



Planning a Schedule

The Highschool group in Billings MT wanted to see how compliance to state laws and AP courses would work in a bidding for time model. They used lego bricks to build out their requirements and then placed them in the bidding sample.

They quickly saw that they ended up with MORE time when it was used efficiently by the team.



	Day A	Day B	Day C	Day E	Total Min a Year
Writing / Reading	80 pm	45 PM	60 AM	80 PM	8800
Math	80 am	45 AM	45 AM	80 PM	8800
World Language		80 AM	30 AM		8200
Science	45 am	45 PM	80 PM		8200
Social Studies	45 pm		80 AM		8200
PE / Health					8200
Transdisciplinary				120 AM	3600
Digital Literacy					3600
Home Economics					3600
S.T.R.I.D.E.	80 pm	80 PM	30 PM	45 PM	
Special Ed					4000
Steam					3600
Flex	30 AM	30 AM 30 PM	30 PM	30 AM	4000

August

M	T	W	Th	F
		22	23	24
27	28	29 First Day A	30 B	31 A

September

M	T	W	Th	F
No School	A	5C	A	7B
No School	A	** 12C	A	14 B
A	*18 B	No School	*20 C	A
A	*25 B	C	*27 B	A

October

M	T	W	Th	F
A	*2B	A	*4C	5B
No School	9B	A	11B	A
A	16C	17B	18C	B
A	Eve. Con- ferences B	A	Eve. Con- ferences B	A
A	30B	C		

November

M	T	W	Th	F
			1C	2B
A	Election Day PL Sessions	C	8B	A
Ed Week C	13E	14E	15E	16E
19C	20E	21E	No School	No School
A	27B	A	29B	A

December

M	T	W	Th	F
3A	4B	5A	6C	7B
10A	11C	12B	13A	14B
17A	18B	19A	20C	21B
No School	No School	No School	No School	No School

January

M	T	W	Th	F
	No School	2A	3C	4B
7A	8B	9A	10B	11A
14A	15B	16C	17A	18B
No School	22A	23B	24A	25B
28A	29B	30A	31C	

February

M	T	W	Th	F
				1B
4A	5B	6A	7B	8A
11A	12B	13A	14C	15B
No School	No School	20E	21E	22E
25B	Min Day Evening Conferences C	27B	Min Day Afternoon Conferences C	

March

M	T	W	Th	F
				1B
4A	5B	6C	7B	8A
11A	12B	13C	14B	District PL DAY A
18A	19B	20C	21A	22B
25A	26B	27A	28B	29B

April

M	T	W	Th	F
1A	2B	3A	4B	5A
8A	9B	10C	11A	12B
Spring Recess				
22A	23B	24C	25B	26A
29A	30B			

May

M	T	W	Th	F
		1 A	2 C	3 B
6 A	7 B	8 A	9 B	10 A
13 A	14 B	15 A	16 C	17 B
20 C	21 E	22 E	District Spelling Bee E	24 E
No School	28 B	29 C	30 B	31 C

June

M	T	W	Th	F
3 C	4 E	5 E	6 E	7 E
10 C	11 E Last Day	12	13	14
17	18	19	20	21
24	25	26	27	28



What is the future of learning environments?

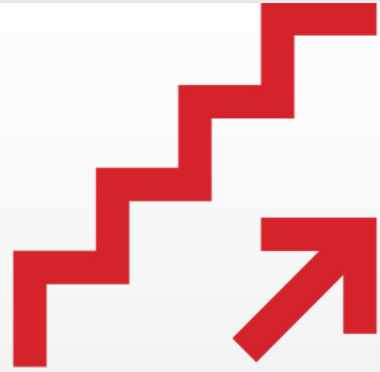


Future of School

Human Learning



**Define
Goal**



**Identify
Necessary
Steps**



**Choose
Learning
Strategies**



**Reach out
for Support**

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Human Learning



Self-Navigation

A large orange circle is positioned on the left side of the slide, partially overlapping the white background. The text 'Self Navigation' is written in white inside this circle.

Self
Navigation

Self Evaluation

Self monitoring

Self directing

Self Motivating



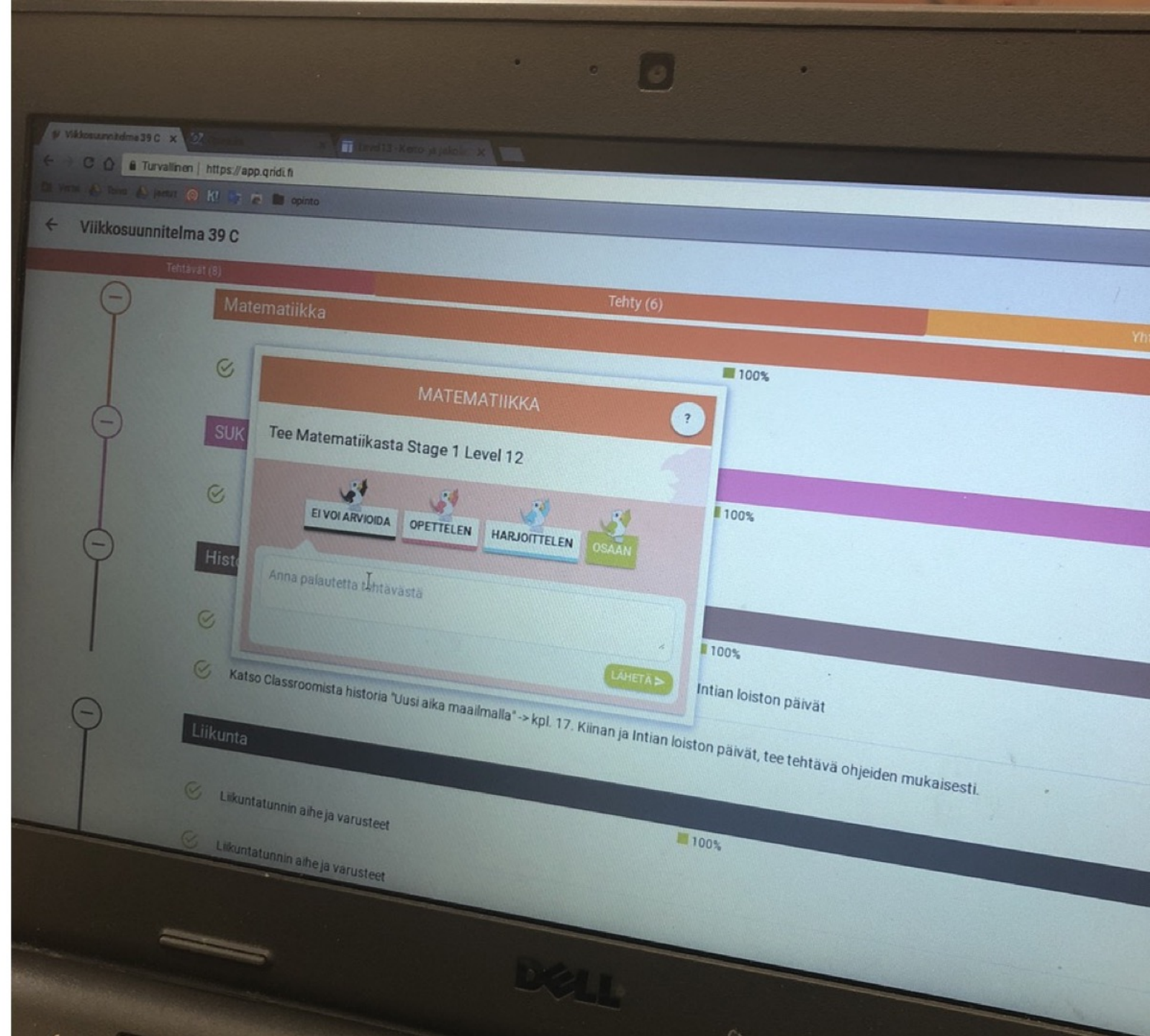
Learning Importance
of Socialization



The How — Formative Assessment

Everything is about “for” learning — building the habits of growing competence and confidence in the learner.

- Setting and managing goals
- Monitoring growth over time
- Demonstrating readiness





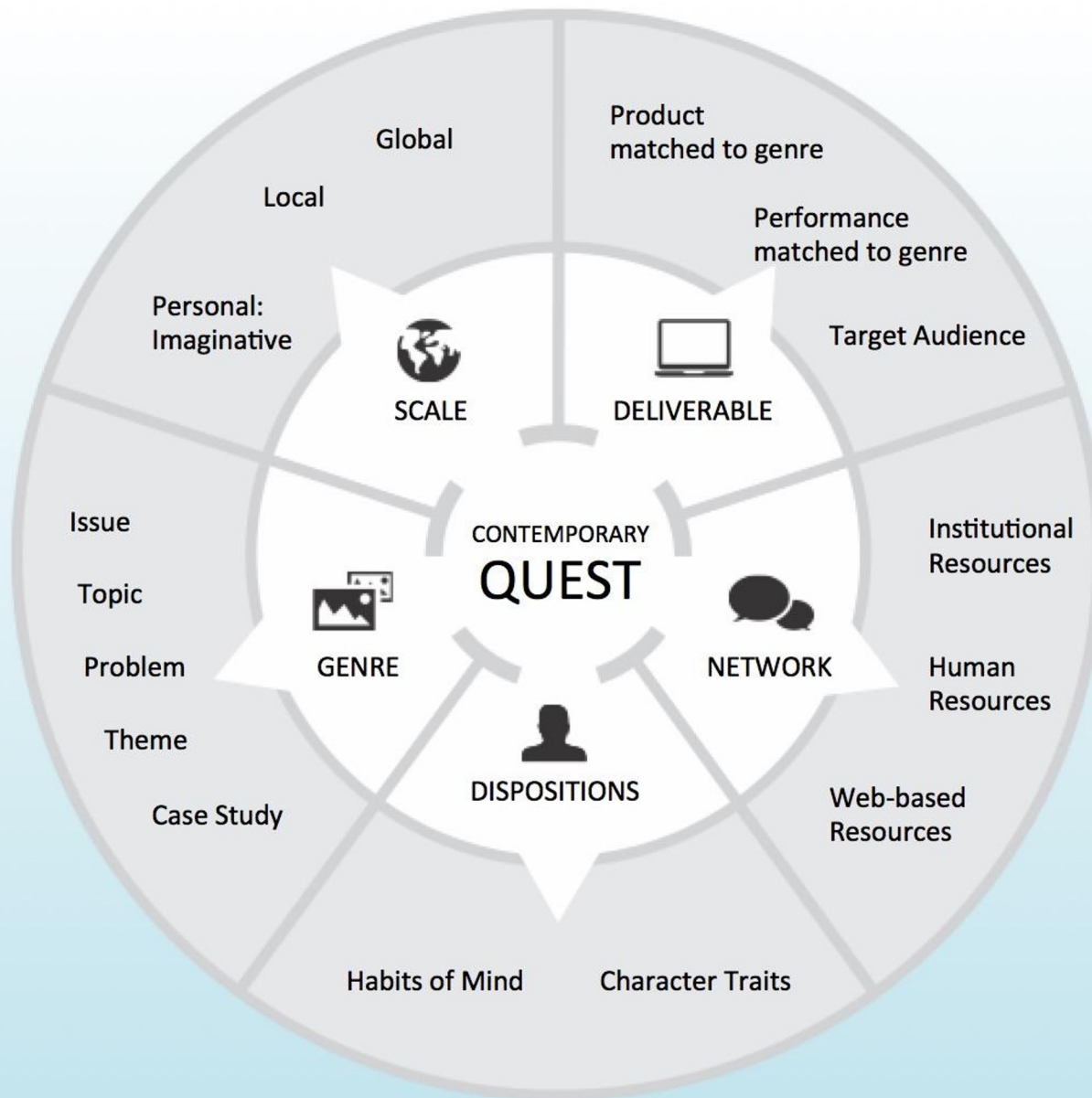
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WHAT IS THE FUTURE OF THE “CLASSROOM”?

- CAFÉ MODELS
- DOUBLE WIDTH FOR STORAGE OF PURPOSES
- ON STAGE
- OFF STAGE
- STORAGE





WHAT IS THE FUTURE OF DEPARTMENTS?



Future Configurations



WELLNESS



STEM
(STEMMATEPHSPPH)



COMMUNICATION



COMMUNITY



MEDIA

	Key Terms				
Wellness Block	Heart Mind Body Balance Healthy Spirit	Physical Education	Guidance	Religion / Advisory	Elective
Media Block	Media Literacy Ensemble Expression Joy Critical Thinking Design Creative Process	Art	Music	Library/Media	Elective
STEM Block	Decision making Argument Scientific method Engineering Logic Observation History	Science	Humanities	Mathematics	Elective
Communication Block	Reading Writing Listening Speaking Dialogue Multilingual Leadership Narrative	Classical Literacies	Digital Literacies	World Languages	Elective
Community Block	Action Decision making Problem solving Sustainability Collaboration Service	Civics	Public Service	Social Media	Elective

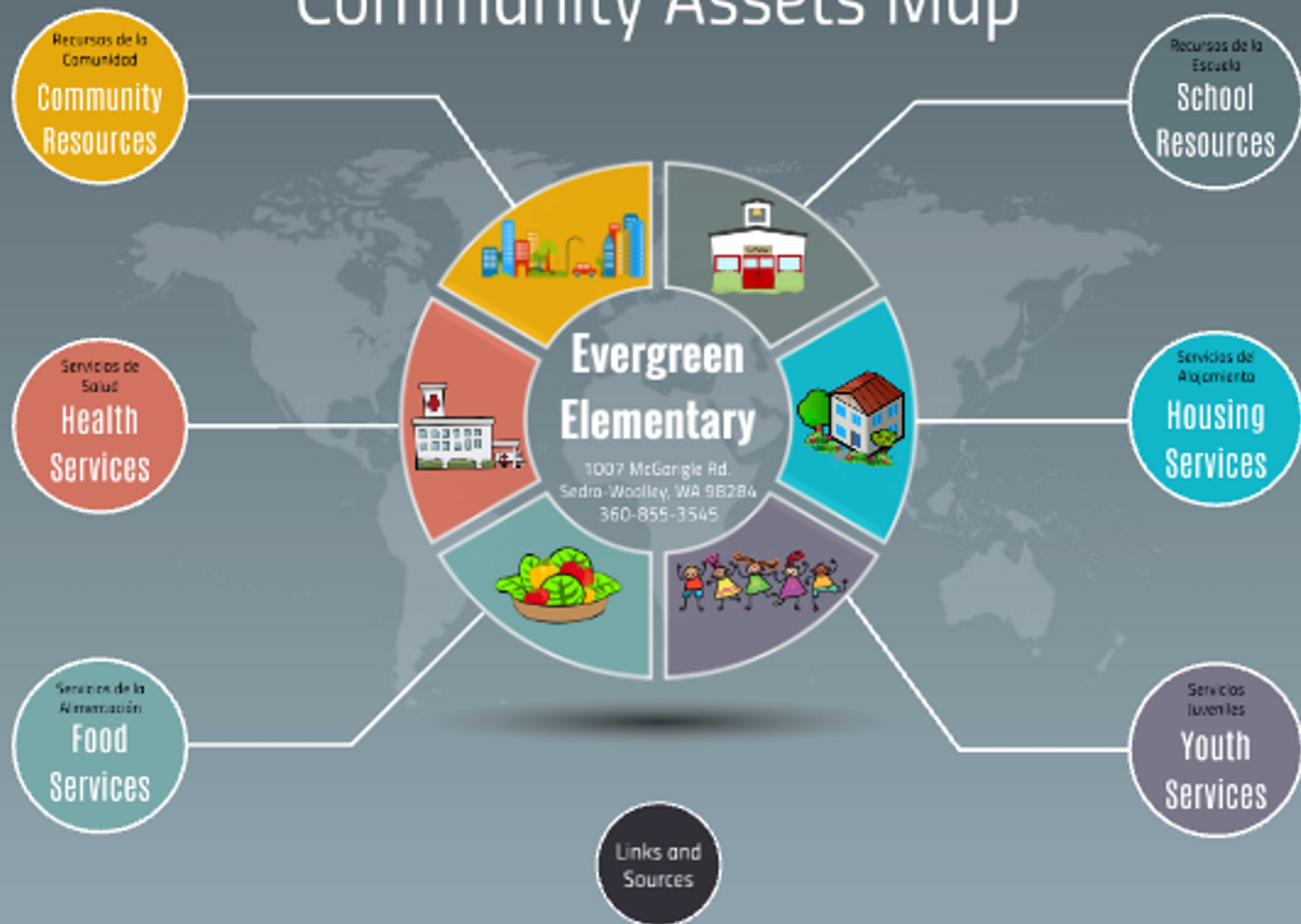


WHAT IS THE FUTURE OF THE INDUSTRY CENTER?

- LOCAL INDUSTRY
- STATE LEVEL FUTURE INDUSTRIES



Community Assets Map



Examples of Community Assets that Might be Included in an Asset Map

Associations:

- Animal care groups
- Anti-crime groups
- Block clubs
- Business organizations
- Charitable groups
- Civic event groups
- Special needs groups
- Education groups
- Elderly groups
- Environmental groups

Physical Space:

- Gardens
- Parks
- Playgrounds
- Parking lots
- Bike paths
- Forest/forest preserves
- Picnic areas
- Campsites
- Fishing spots
- Duck ponds

Institutions:

- Schools
- Universities
- Community colleges
- Hospitals
- Libraries
- Social service agencies
- Nonprofits
- Museums
- Fire departments
- Media

Individuals:

Gifts, skills, capacities,
knowledge and traits of:

- Youth
- Older adults
- Artists
- TANF recipients
- People with disabilities
- Students
- Parents
- Entrepreneurs

Local Economy:

- Business
- Consumer expenditures
- Merchants
- Chamber of commerce
- Business associations
- Banks
- Credit unions
- Foundations
- Institutional purchasing
power

NETWORKING

Off-campus: PLACE-BASED Learning

- Field experiences
- Internships
- Site visits
- Authentic learning opportunities



Library

- Safety
- Community Resources
- Human Resources
- Online Databases

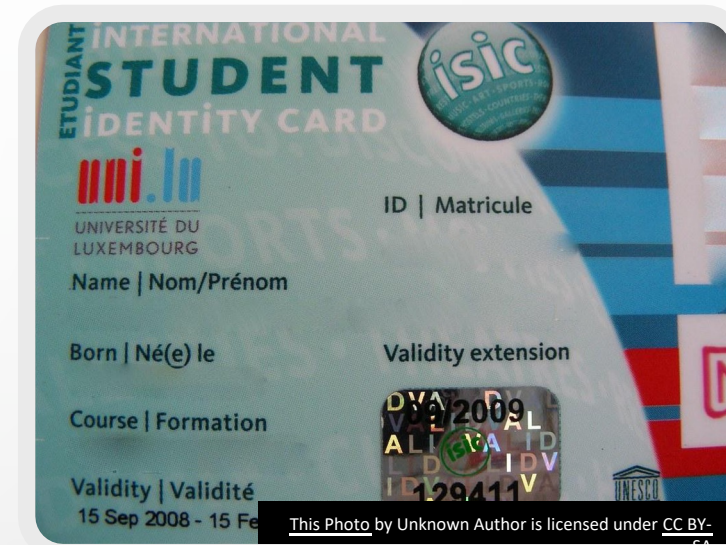




HEALTHY THRIVING COMMUNITIES



Future of Security and Safety

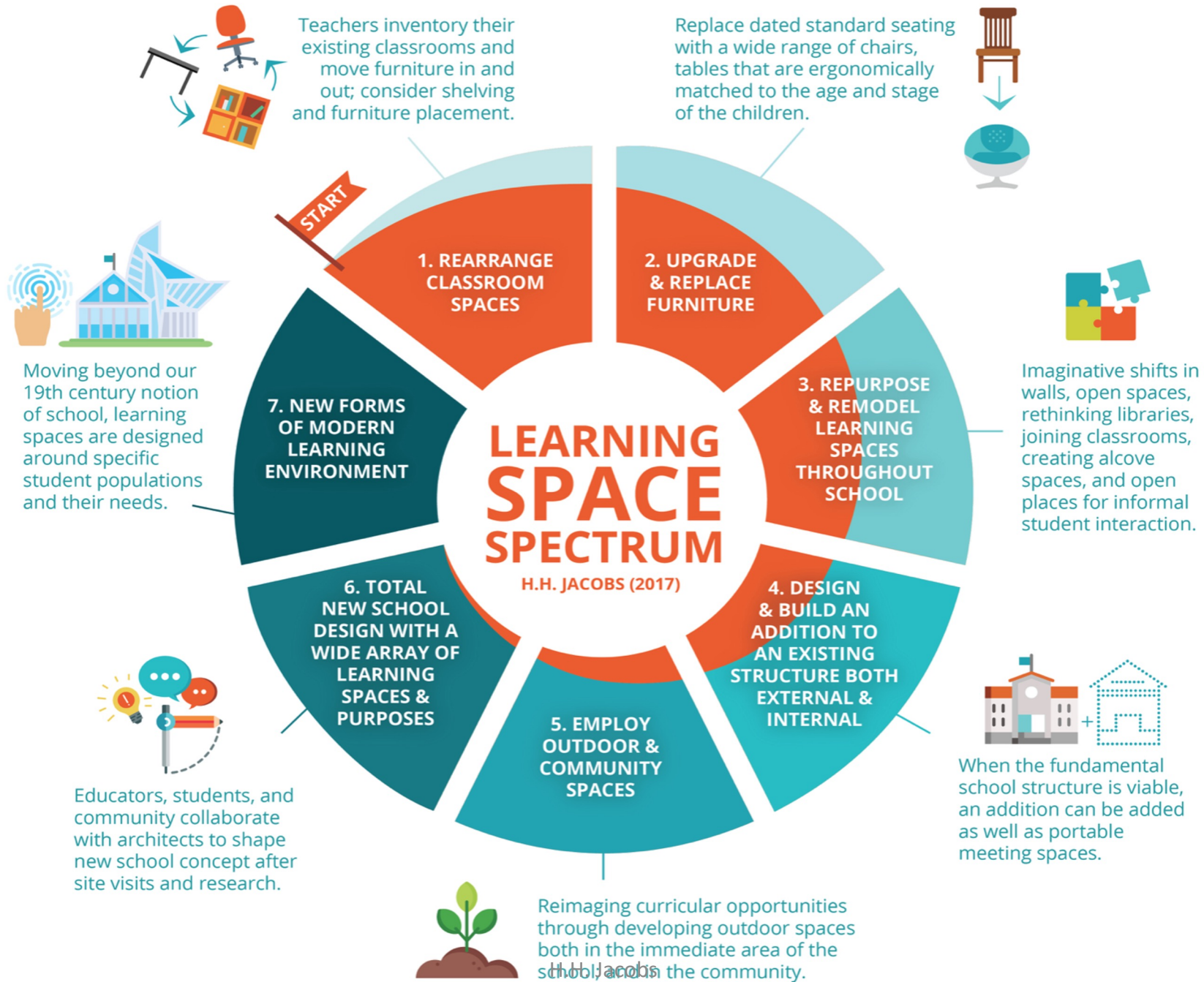


Think: Integration of technology AND Community



Where do we begin?





CONTINUUM FOR PROGRAM STRUCTURES

Research and Development Action Plans



SPACE



TIME



GROUPING



PERSONNEL

	Research Teams (who, when, where)	Research Sources (who, when, how, where)	Share Findings (when, where, how)	Prototype 1	Prototype 2	Prototype 3
SPACE						
TIME						
GROUPING						
PERSONNEL						

PROGRAM STRUCTURE CONTINUUM



SPACE



TIME



GROUPING



PERSONNEL

	ANTIQUATED	CLASSICAL	CONTEMPORARY
SPACE	<ul style="list-style-type: none"> • Self-contained • All rooms the same 	<ul style="list-style-type: none"> • Field experience • Use of existing spaces for effective instructional grouping 	<ul style="list-style-type: none"> • Virtual spaces 24/7 • Field experience • Wide range: learning spaces create new learning experiences
TIME	<ul style="list-style-type: none"> • Standardized, 19th century agrarian, 13-year experience • Daily schedule standardized by habit 	<ul style="list-style-type: none"> • Coordinated timeframes when possible to support learners 	<ul style="list-style-type: none"> • Task determines time • Teachers work with students to bid for time segments over week and month for on-site
GROUPING	<ul style="list-style-type: none"> • Strict grade-level grouping K–12 • Classroom; no instructional grouping 	<ul style="list-style-type: none"> • Some cross-grade cooperative groups • Individualized • Differentiated grouping 	<ul style="list-style-type: none"> • Personalized on-site/virtual • Field experience based on quest • Multi-age based on learning progressions
PERSONNEL	<ul style="list-style-type: none"> • One teacher, self-contained in isolation to match class • Faculty grouped by grade/department in isolation • No interschool connections 	<ul style="list-style-type: none"> • Some vertical and interdisciplinary within and between buildings 	<ul style="list-style-type: none"> • Teacher as multiple affiliations: • Inquiry quest groups • Coaching individuals • Virtual/on-site direct teaching • Seminar/webinar • Global cyber faculty

Learning Targets	I got this	I need this	Feedback
I am good at these			
I need to practice these			
I still need to learn these			
My learning plan:			
Learning Targets	Learning Strategies		

SELF NAVIGATION TOOL

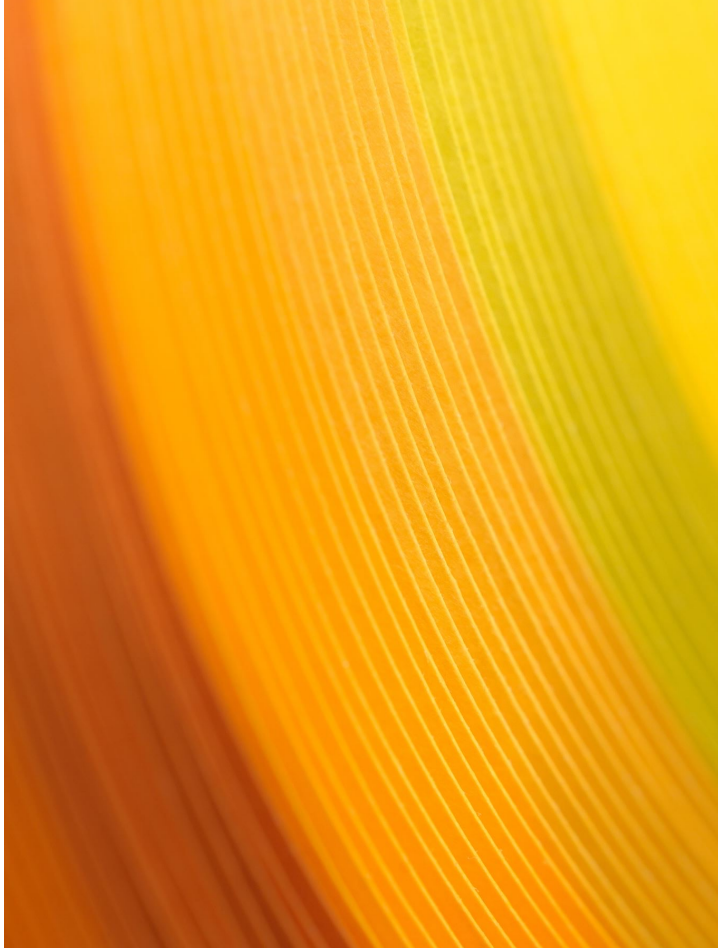


Thank you A4LE!

Questions and
Comments



Thank you!



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LSALearning.com