

# A Collaborative Framework for Aligning Space and Pedagogy

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A SUSTAINABLE PATHWAY FOR MANAGING CHANGE.



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# Agenda

1. Introductions
2. Activity- Understanding the change process
3. Understanding Change as a framework and a process
4. Framework for implementing an effective change process
5. Q&A and take-away thoughts

# Course Objectives

1. A shifting paradigm - understand the changes that are happening in what and how we teach and how this is seeing the advent of new spaces and places within our school buildings.
2. Understand how innovative learning environments facilitate a future focused pedagogy.
3. Understand that changing teaching and space design landscape evokes a change process that must be implemented effectively in order to ensure a successful outcome for educators and learners.
4. Learn the framework for change that allows for an effective adoption of changing teaching practices and new spaces.

# Introductions & Activity

Introductions: Name, Role, what did you want to be when you grew up?

Activity: Turn to the person sitting next to you. Discuss:

A time where you had to change and were reluctant

Was the change easy? Successful?

What helped you through navigating the change (if anything)?

## FUNDAMENTAL CHANGE IS UPON US

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A fundamental change in paradigm models requires two conditions.

**The first condition is that the old model is palpably failing; the second condition requires that an alternative better model is available.**

THOMAS KUHN (1962)

*'The Structure of Scientific Revolutions'*

[https://www.lri.fr/~mbl/Stanford/CS477/papers/Kuhn\\_-SSR-2ndEd.pdf](https://www.lri.fr/~mbl/Stanford/CS477/papers/Kuhn_-SSR-2ndEd.pdf)

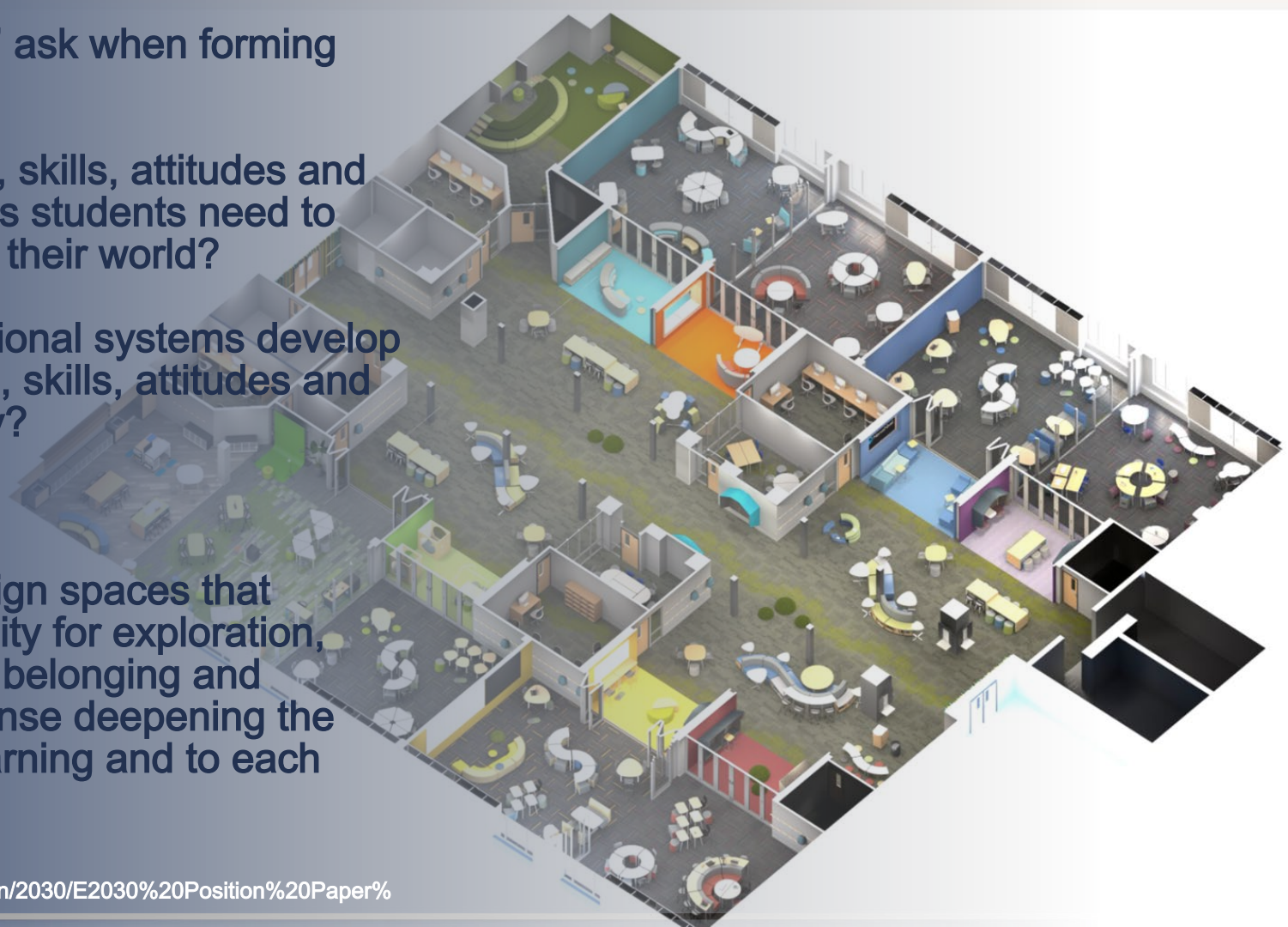
What we 'should' ask when forming new norms...

What knowledge, skills, attitudes and values will today's students need to thrive and shape their world?

How can instructional systems develop these knowledge, skills, attitudes and values effectively?

and,

How can we design spaces that provide opportunity for exploration, ignite a sense of belonging and engage every sense deepening the connection to learning and to each other.



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**ALREADY 23 YEARS INTO THE 21ST CENTURY** as we look forward to the demands of school and learning design in the 22nd century and beyond, our practices, spaces and places must be:

**active, participatory, social, experiential, networked and connected. They must be able to facilitate flexible and varied learning styles and seek the agility in design to encourage and support an evolutionary mindset toward teaching and learning.**



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Since the start of the 21st century, the move toward progressive teaching and learning practice has gained momentum globally.

The research is now reaching **mass consensus**.

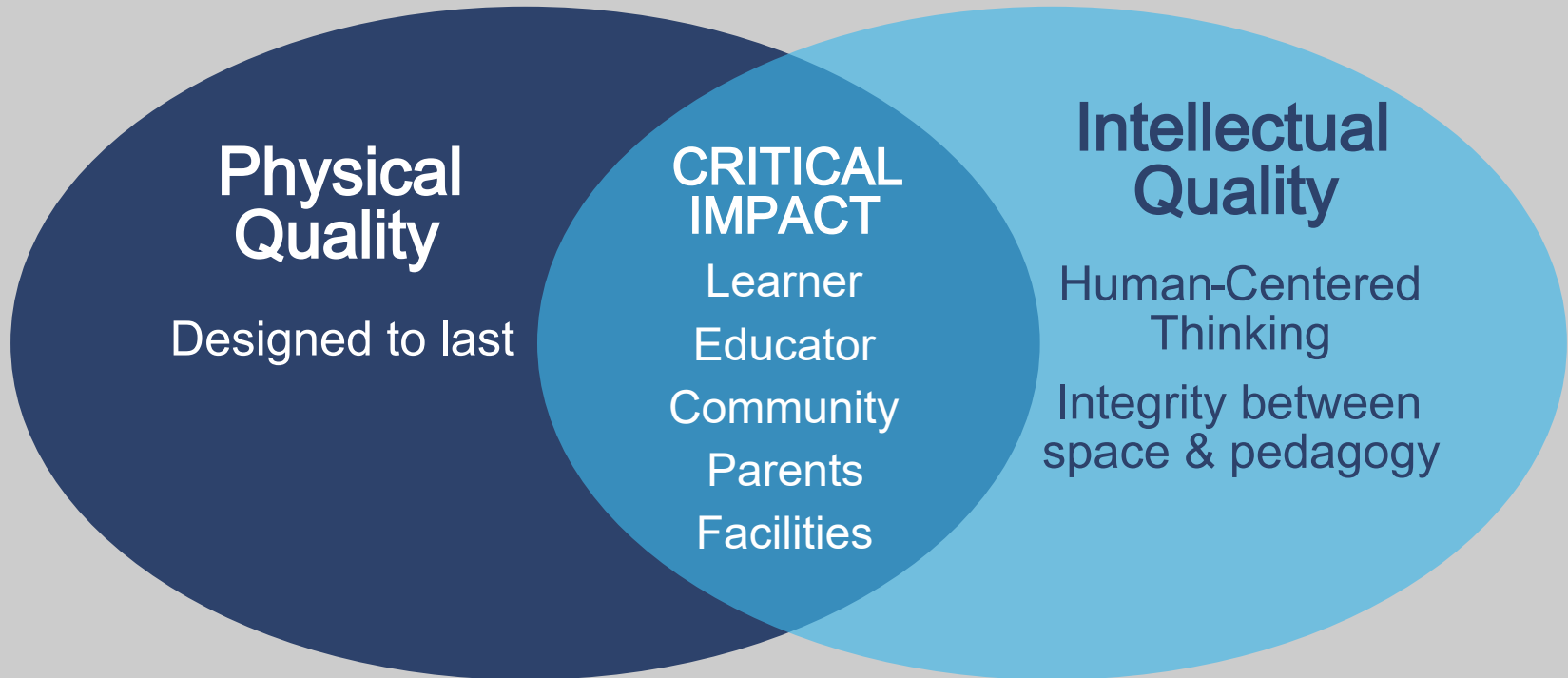
What we teach and learn, how we teach and learn and where we teach and learn can have a positive impact on both teacher mindset, teacher practice, learner engagement, and wellness.

<http://www.thirdteacher.com/>

- Technology and its integration in Education is changing the way in which we both teach and learn.
- The adoption of new career and learning pathways reposition our learning outcomes as we embrace the future and integrate these needs as part of our new learning opportunities.
- A deeper understanding of how our environment enables a greater connection to the learning is inspiring a shift in the way we approach educational design.

FUNDAMENTAL CHANGE IS UPON US



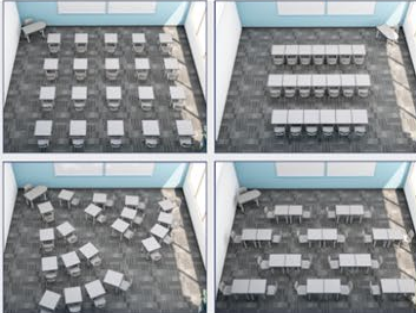
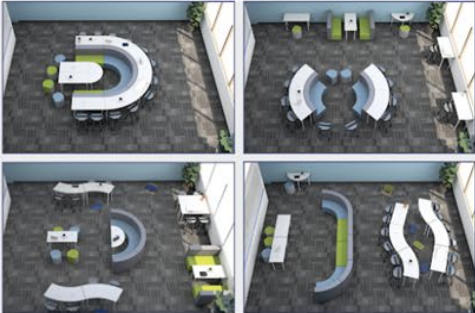


The affordances required in a progressive system are different to those designed in systems of the past.



The Organization for Economic Cooperation and Development (OECD) Has promoted innovative learning environments and innovative learning systems as key components of reforms needed to support learners to thrive beyond the 21st century.



# Designing from Cells & Bells to Learner-Centered

	Traditional Furniture / EQUITABLE, BUT MINIMAL IMPACT	Agile Furniture / LEARNER AGENCY BY DESIGN
Furniture	<p><b>Desks and chairs</b></p> <p>No matter the arrangement, there is NO LEARNER CHOICE. Transactional, commodity products.</p> 	<p><b>Truly agile furniture is designed to facilitate limitless learning spaces.</b></p> <p>Modular, adaptive, active learning spaces that provide a sense of place, community, encouraging exploration and collaboration.</p> 
Spaces	<p><b>Desks and chairs in rows.</b></p> <p>No matter the arrangement, the furniture does not create spaces that facilitate the multiple pedagogical needs and limited community.</p> 	<p><b>Truly agile learning spaces shift to meet any pedagogical need, thus support more learning opportunities.</b></p> <p>They are also designed to be endlessly rearranged quickly to suit any learning activity in 60-seconds or less. Even by the youngest of learners.</p> 
Learner Impact	<p><b>Learners robbed of the learning opportunities space can provide.</b></p> <p>This space does nothing to foster the Transversal Skills Learners must have.</p> <p><b>Learner Equality</b> <i>Everyone gets the same thing.</i></p> 	<p><b>Truly agile learning spaces are designed with the intent of learners as individuals, where each may find a space of their own.</b></p> <p>Children who have the ability to manipulate their space are encouraged to self-evaluate, self-regulate &amp; ultimately self-select, intuitively choosing to configure a space to suit their own needs.</p> <p><i>Each individual gets what they need.</i></p>  <p><b>Learner Equity</b></p>

## LEARNING AS AN EVOLUTION: INNOVATIVE LEARNING ENVIRONMENTS; NEW SPACES AND PLACES

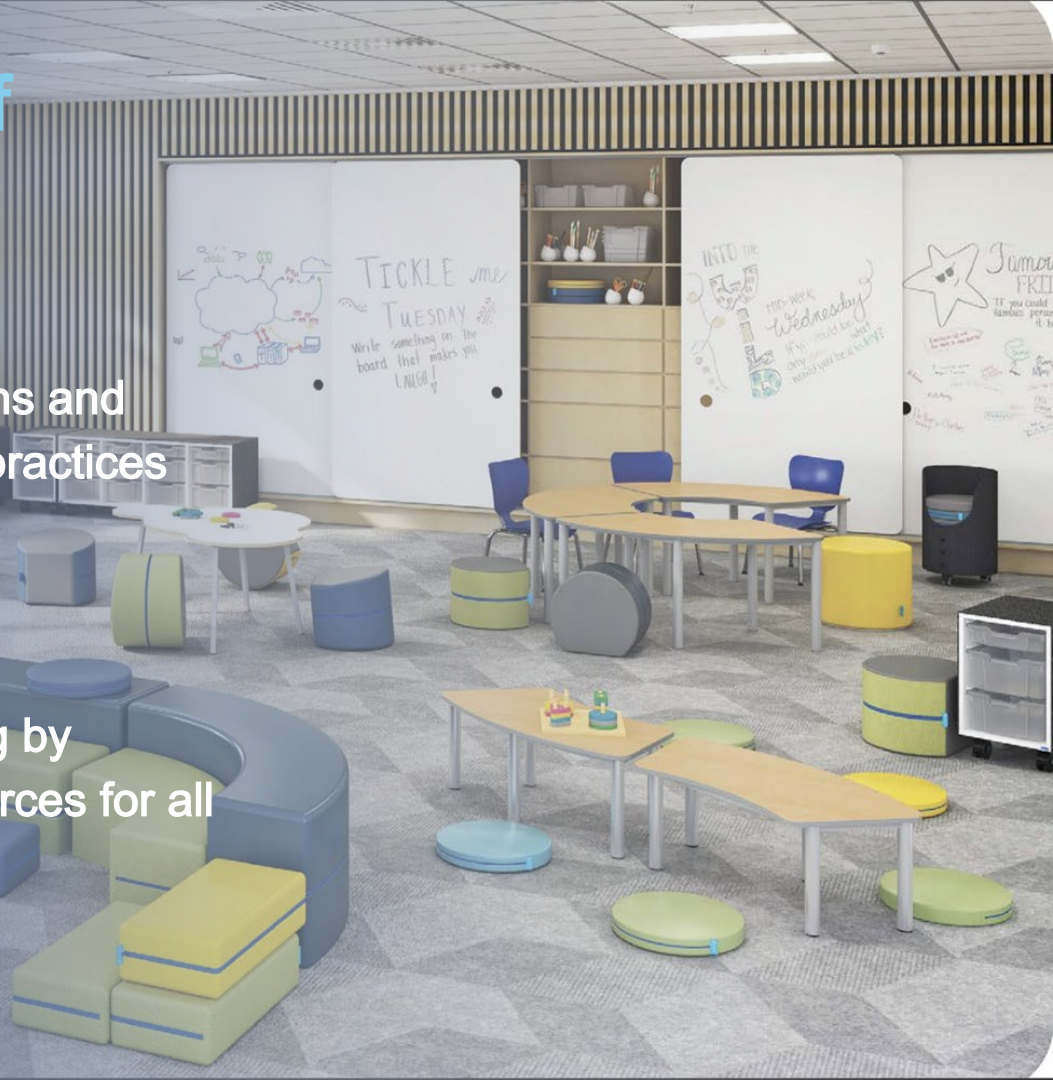
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What we learn is changing the types of activities and types of spaces and places that learning happens. Since the start of the 21st century, we have seen new types of spaces start to enter the educational landscape. These spaces are built on the premise of collaborative, experiential-based learning and invite choice, variability and creativity into the evolving curriculum. These spaces invite new types of learning into the system that is education.

- Learning Studios
- Collaborative Spaces
- Shared Common Spaces
- Media Centers
- Wellness Centers
- STEAM
- CTE
- E-Sports
- Special Resources

# What are the benefits of Innovative learning environments?

- Exemplify innovative space designs and innovative teaching and learning practices
- Offer greater spatial variation
- Encourage geographic freedom
- Deepen the connection to learning by strengthening the access to resources for all learners individually



## CHANGE AS A PROCESS

Introducing new teaching, new learning and new spaces involves a complete shift in the way we did things before.

This is a **change process**, it takes research, training, and a **systemic motivation** to shift our practices forward and embrace new and innovative ways of teaching.

This level of innovation in a district must be approached in a careful, empowering, and inclusive environment and Educators must be given the tools and training to succeed in the next evolution of education.



Creating a sustainable framework for such change is key to sparking a perpetual innovative mindset in a district.

A clear vision allows us, as designers, the opportunity to create spaces that are not only well-designed but also well-used in practice.



## CHANGE AS A PROCESS

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A framework where the focus is not at the start of the process (the institution) nor at the end-result (the 'employable' graduate), but in the 'space in-between': the learning process and the place for knowledge. **This approach allows us to see learning as a continuum**, a practice where there is no right or wrong but open opportunities to learn and seek understanding.

## Model for Managing Complex Change



Adapted from Knoster, T. (1991) Presentation in TASH Conference. Washington, D.C. Adapted by Knoster from Enterprise Group, Ltd.

# The Framework...

## STAGE 1 Current State

Create an understanding and consensus on current state as a platform for identifying change opportunities.

Who we engage and how?

**Metric Tools:**

Student surveys

Educator Mind Frame surveys

Semi-Formal interviews

## STAGE 2 Mindshift

Introducing design thinking as a practice for problem solving and discovering new solutions to problems and opportunities not yet explored.

**Metric Tools:**

Student surveys

Educator surveys

Observations

## STAGE 3 Curriculum Mapping

Forming new teaching practice norms and new behaviors that facilitate the progression of how we teach and where we teach.

**Metric Tools:**

Student Surveys

Educator Surveys

Observations

Semi-Formal Interviews

## STAGE 4 Design

Matching our spaces to our teaching and learning, equipping and empowering educators to design their space through a new perspective and understanding.

**Metric Tools:**

Not required



## STAGE 5 Space Preparation

Prepare for change in the physical space.

Purging and preparing for new environments and new practices.

### **Metric Tools:**

Observations

Student Surveys

Educator Surveys

## STAGE 6 Post Occupancy Training

Hands-on training to provide educators a greater opportunity for successful adoption and use of new practices and adoption of new spaces.

**Metric Tools:**

Student Survey

Educator Survey

Observations

## STAGE 7 Post Occupancy Observation and Feedback

Provide feedback to leadership and cohort teams on adoption of strategies consistent with vision, goals, and outcomes.

### **Metric Tools:**

Student Survey

Educator Survey

Observations

# STAGE 8 Research, Review and Refine

Review, refine and adapt.

**Metric Tools:**

Student Surveys

Educator Mind Frame Surveys

Observations

Semi-Formal Interviews

Student Photography

Looking at educational design as an opportunity to integrate affordances, in respect to future learning outcomes, leads us down the path of innovation and reduces the danger of falling back to stereotypical solutions and arrangements.





**An experiential  
future -ready  
approach to learning  
involves building a  
connection between  
learning, humans,  
and space.**

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# QUESTIONS?

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# Exit Ticket

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How do you envision using a framework to bridge the gap between design and function/pedagogy?

What resources do you think are necessary to make this change process successful?

**THANK YOU!**