



Authentic and Emerging

Understanding the Context of Your School Design Project



A4LE ASSOCIATION DAYS



ASSOCIATION FOR
**LEARNING
ENVIRONMENTS**
Enhancing the Educational Experience



Agenda

- Community Engagement Tools
- CMIPCS Project and Process Overview
- Panel Discussion
- Self-Directed Workshop





Learning Objectives

1. Strategically investigate the authentic and emerging contexts of their district, school, project.
2. Articulate and prioritize the authentic and emerging contexts of their district, school, project.
3. Equitably apply the results of their investigation into the authentic and emerging contexts of their district, school, project.
4. Recognize and cyclically apply authentic and emerging best practices in education and educational design to their meaningful understanding of their district, school, project.



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Our Panel



What is a good learning environment?

Definition of a GOOD learning environment:

- A learning environment that takes into account Authentic and Emerging Contexts

*Unique to every situation

True to the
Practical
Situation and
Goals

Open to Change
and Self-Motivated
to Grow

The Holistic
Setting of the
Learning Process

To Begin the Planning Process:

- Six Perspectives of the Learning Environment
- 10 Characteristics of a Good Learning Environment



Six Perspectives of the Learning Environment

Tool #1

Key Questions:

How do we think about/in the Learning Environment?

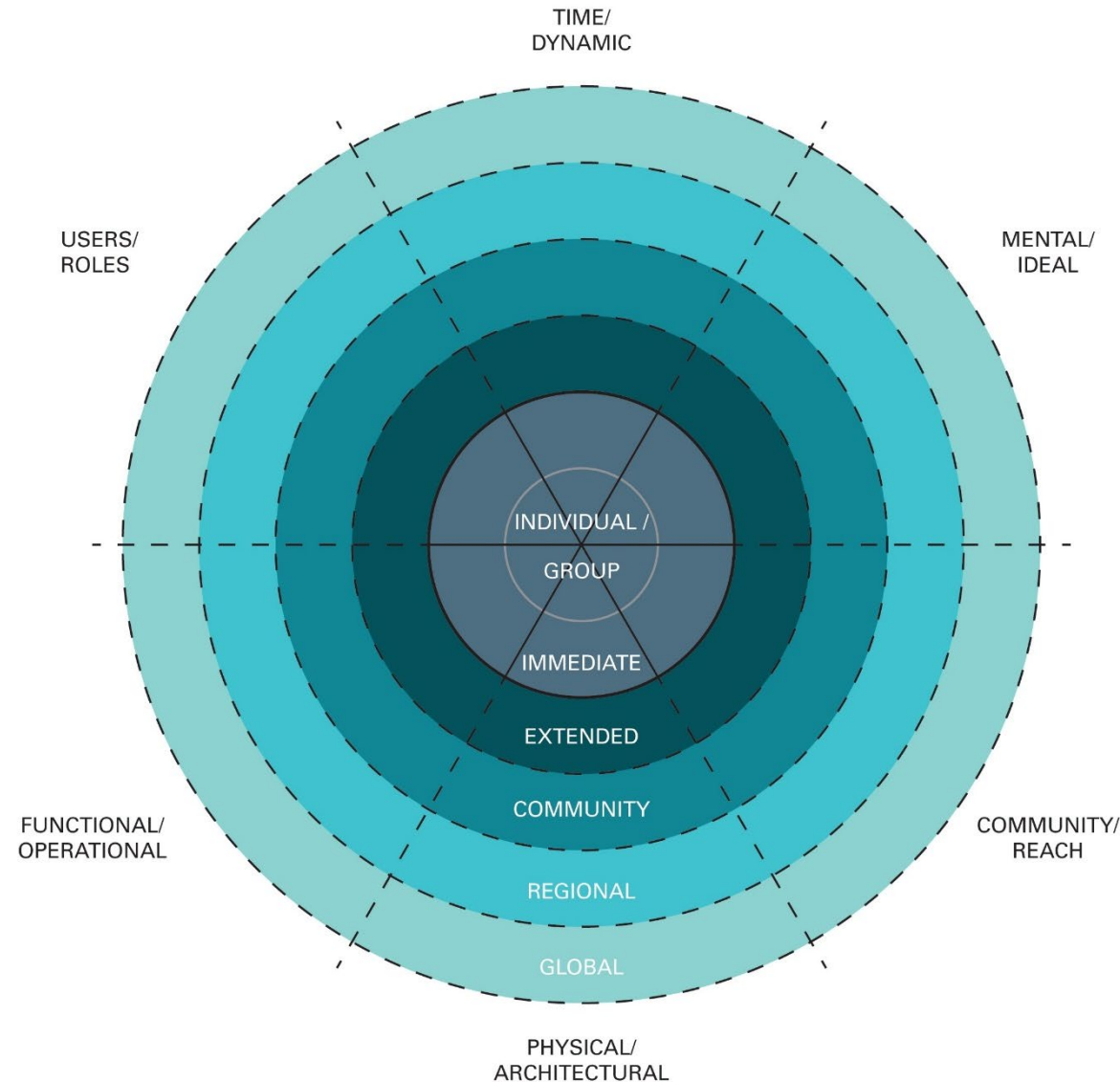
How do we physically interact with/in the Learning Environment?

Who are the individuals in the Learning Environment?
How do they interact?

Where is the Learning Environment located from all perspectives?

What are the meta-processes and goals of the Learning Environment?

When is the Learning Environment from all perspectives and how does it change?



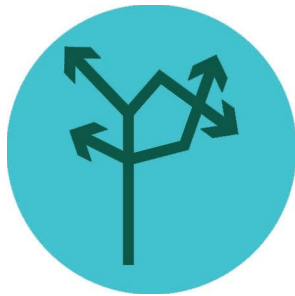


Ten Characteristics of a Good Learning Environment

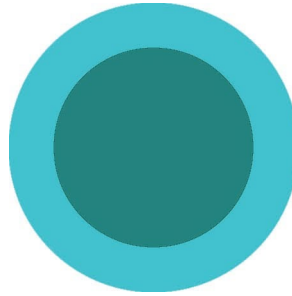
Resource #1



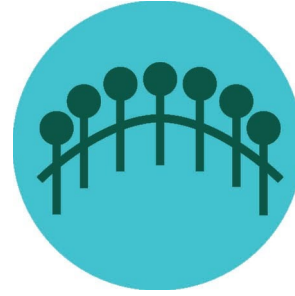
Activity



Adaptability



Atmosphere



Community



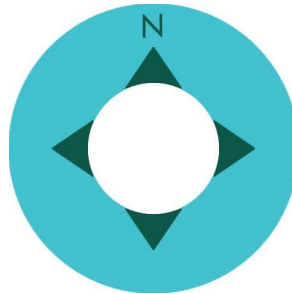
Collaboration



Emerging Contexts



Nature



Orientation

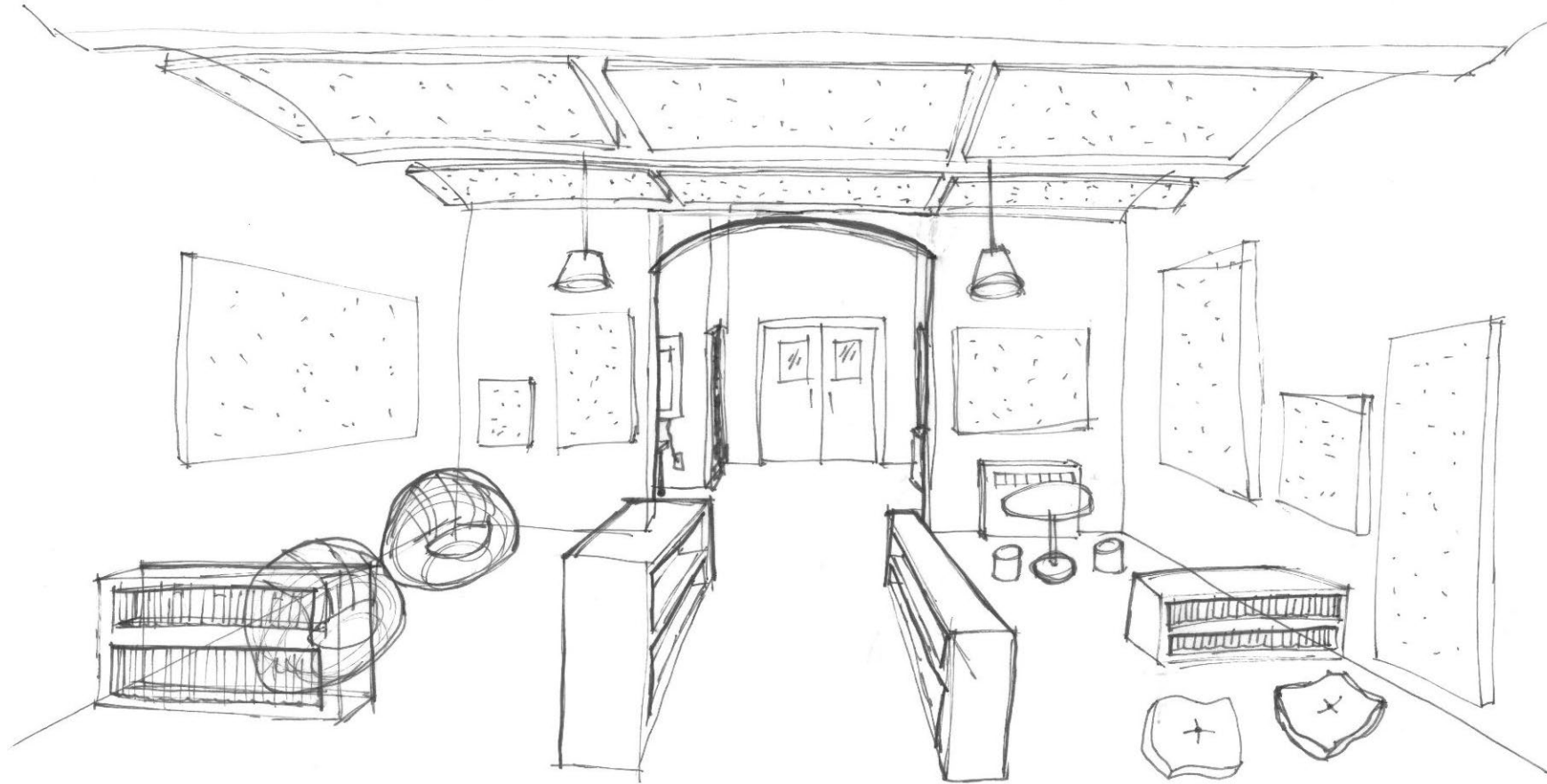


Pedagogy



Universal Accessibility

Creative Minds International PCS



~6000sf

3 different learning space types

targeted safety and security improvements

Scope Summary + Priorities

Visioning Scope					
Zone	Area	Scope	Priority	Opportunities	Constraints
General Scope	Classrooms	Model Classroom Layout		Unoccupied Classrooms as a Prototype; Consistency of Atmosphere Throughout the School	Balancing with Spending on Occupied Side
	Classrooms	Ideal Lighting and Implementation Plan		Unoccupied Classrooms as a Prototype; Consistency of Atmosphere Throughout the School	Balancing with Spending on Occupied Side
	Corridors	Nooks, Breakout, and Storage Space and FF+E Planning		Programming and FF+E Efforts: Effective Use of Leftover Spaces; More Collaboration Space	Egress Requirements; Noise Concerns
	Corridors	Display Options		Celebration of School Culture and Awards; Enlivening of Hallway Spaces	Need for Flexibility; Cost
	Corridors	Acoustic Treatments		Improving Learning through Sound Control	Large Coverage Area Needed; Existing Infrastructure
	Aesthetics	Unified Paint Scheme Throughout		Consistency of Atmosphere Throughout the School; Improved Wayfinding and Identity	Minimal
	Aesthetics	Consistent Flooring Scheme Throughout - Historic, Resiliency, Durability, Sound Absorbancy		Consistency of Atmosphere Throughout the School; Improved Wayfinding and Identity; Noise Control	Cost
	Aesthetics	Identity and Wayfinding Schemes - Hallways and Stairs		Improved Wayfinding and Identity	
	Aesthetics	Storage Analysis and Solutions - Space and FF+E Planning		Programming and FF+E Efforts: Increased Use of Space	
	Aesthetics	Expanded Use of Outdoor Spaces - FF+E planning		Programming and FF+E Efforts: Outdoor Learning	
	Programmatic Needs	Media Center/Library		Programming and FF+E Efforts: Potential Use of Quality and Resources as a Prototype; Consistency of Atmosphere Throughout the School	
Basement Scope	Unoccupied	Developing a Model for the Rest of the School			
First Floor Scope	Main Hall	Paint Scheme			
	Main Hall	Fans			
	Main Hall	Space Configuration - Food Service, Events, Storage		Programming and FF+E Efforts: More Flexible Circulation	
	Gym	Flooring Scheme		Consistency of Atmosphere Throughout School	
	Gym	Space Configuration - Mobiles Partitions		Programming and FF+E Efforts: More Flexible Circulation and Break Spaces	
Second Floor Scope	Staff Lounge	Programming		Programming and FF+E Efforts: Consolidate and Break Spaces	
	Vertical Circulation	Egress, Configuration, Closed-off Stairs		More Flexible Circulation	
Third Floor Scope	Staff Lounge	Programming		Programming and FF+E Efforts: Consolidate and Break Spaces	
	Vertical Circulation	Egress, Configuration, Closed-off Stairs		More Flexible Circulation	

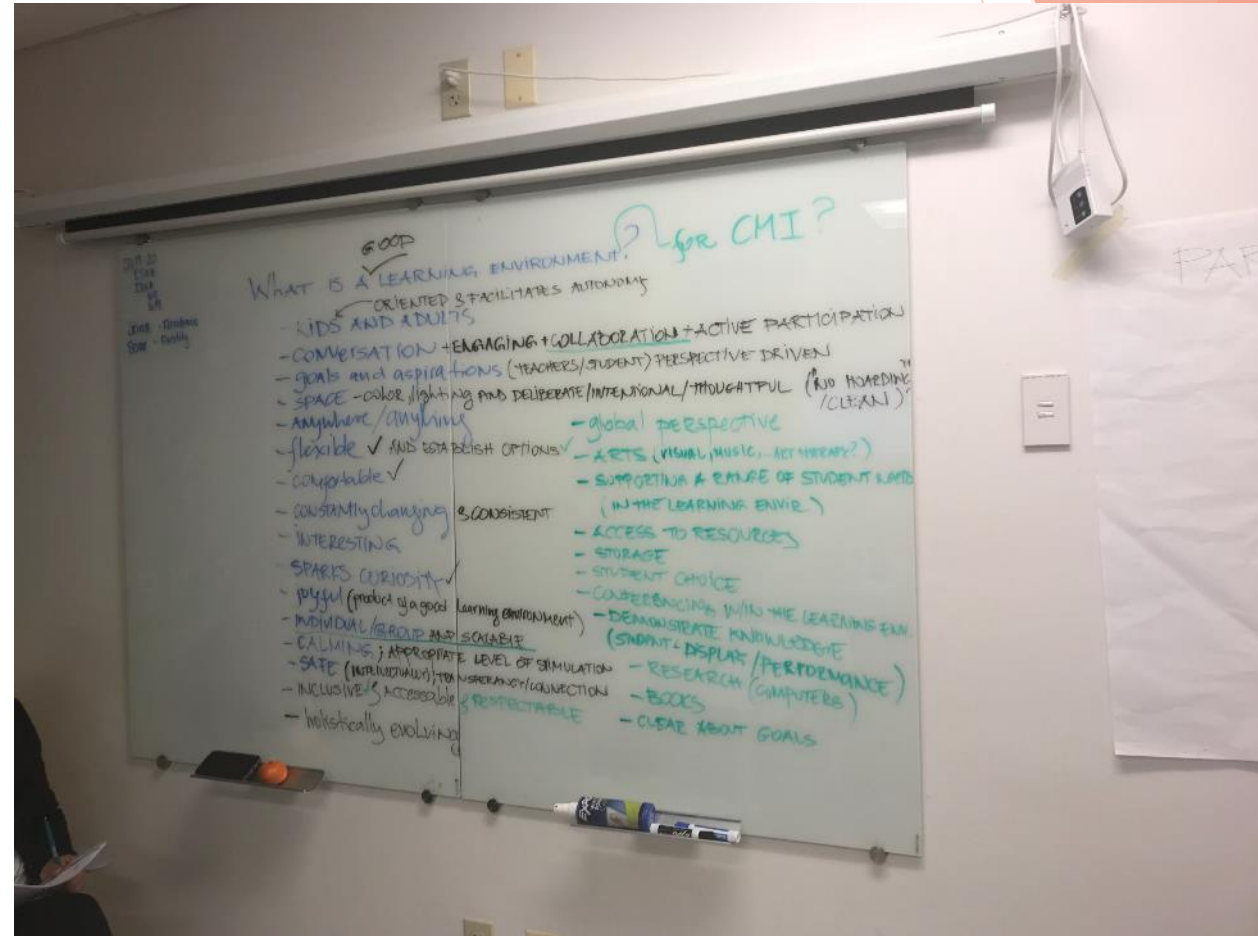
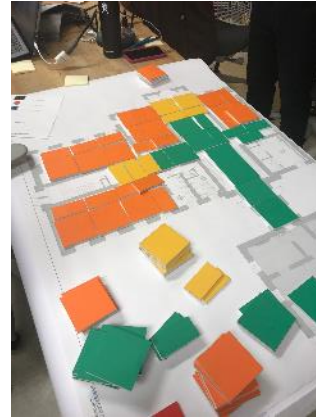
Implementation Scope					
Zone	Area	Scope	Priority	Opportunities	Constraints
General Scope	Classrooms	Acoustics		Significantly Improved Learning Environments through Sound Control	Large Number of Classrooms; Limited Area; Cost
	Classrooms	Window Treatments		Improved Lighting Control; Some Improvement in Sound Control	Large Number of Classrooms; Cost
	Corridors	Transom Glazing above Classroom Doors		Improved Lighting in Hallways	Historic and Life Safety Concerns
	Corridors	Light through End of the Hall Partitions		Improved Lighting in Hallways	Historic and Life Safety Concerns
	Corridors	Sightline Glazing and Visibility in Classroom Doors		Improved Safety and Security; Consistency of Atmosphere Throughout the School	Historic Concerns
	Corridors	Corridor Lighting		Improved Lighting in Hallways; Improved Lighting Control	Cost
	Corridors	Acoustics in Open Stair		Improved Sound Control on All Floors	Limited Area; Cost
	Unoccupied	Full Finish Renovation Throughout - Floor Materials, Wall Paint and Repair, Acoustic Treatments		Consistency of Atmosphere Throughout the School; Prototype Materials for the Future of the Rest of the School	Balancing with Spending on Occupied Side
	Unoccupied	Classroom Lighting		Prototype Classroom Lighting for the Future of the Rest of the School	Balancing with Spending on Occupied Side
	Unoccupied	Common Area Options - Transitional Student Use, Staff Collaboration Use, Office/Workspace Use		Activation of a Shared Space; Filling a Programmatic Need	Needs Undecided; Need for Flexibility; Limitations of Egress and Accessibility; Balancing with Spending on the Occupied Side
Basement Scope	Unoccupied	Programming Throughout		Best Use of Spaces; Prototype Programming Process for the Future of the Rest of the School	Needs Undecided
	Unoccupied	Programming of 4th "Classroom" Space		Best Use of Spaces; Prototype Programming Process for the Future of the Rest of the School	Needs Undecided; Limitations of Size, Access, and Adjacencies
	Unoccupied	Bathrooms and Water Fountain		Prototype Fixtures for the Future of the Rest of the School	Balancing with Spending on Occupied Side; Life Safety Concerns
	Unoccupied	Acoustics Throughout		Prototype Acoustic Treatments for the Future of the Rest of the School	Balancing with Spending on Occupied Side; Limitations of Existing MEP
	Unoccupied	Cooling Throughout		Prototype HVAC Solutions/Performance for the Future of the Rest of the School	Balancing with Spending on Occupied Side; Limitations of Existing MEP
	Unoccupied	Display Areas		Prototype Options for the Future of the Rest of the School	Balancing with Spending on Occupied Side
	Unoccupied	Lighting Throughout		Prototype Hall Lighting for the Future of the Rest of the School	Balancing with Spending on Occupied Side
	Unoccupied	Access Control - Egress and Between AFRH and CMI Spaces		Maintenance of Accessible Pathways through the Sherman Building	Unknown Level of Separation Needed; Life Safety Concerns
	Unoccupied	New Staff Bathroom		Comfort of Staff; Inclusion and Accessibility for Students	Limitations of Space Available and Life Safety Concerns
	Lobby	New Flooring to Tie into Unoccupied Side		Consistency of Atmosphere Throughout the School; Improved Wayfinding and Identity; Noise Control	Cost
First Floor Scope	Lobby	Paint Scheme to Tie into Unoccupied Side		Consistency of Atmosphere Throughout the School; Improved Wayfinding and Identity; Noise Control	Minimal
	Lobby	Logo/Identity to Tie into Unoccupied Side		Consistency of Atmosphere Throughout the School; Improved Wayfinding and Identity	Cost
	Lobby	Receptionist Layout		Improved Flow and Safety at Main Entrance; Optimized Desk Size and Configuration for Staff	Limitation of Space Available; Cost; Expanded Scope
	Lobby	Community Gathering Spaces		Improved Community Relations and Events	Limitation of Space Available; Cost; Expanded Scope
	Main Hall	Main Door at North Entry		Improved Safety and Security	Historic and Life Safety Concerns
	Main Hall	Acoustic Treatments at Wall and Ceiling		Improved Acoustic Performance; Improved Flexibility of Space Use	Cost; Life Safety Concerns
	Main Hall	Window Treatments		Improved Lighting Control; Improved Acoustic Performance	Cost; Life Safety Concerns
	Gym	Acoustic treatments at Wall and Ceiling		Improved Acoustic Performance; Improved Flexibility of Space Use	Cost; Life Safety Concerns
	Gym	Window Treatments - Protection		Improved Safety and Security; Improved Lighting Control; Improved Acoustic Performance; Need for Window Seats?	Cost; Life Safety Concerns

Community Engagement - Teachers, Students, and Families



IMAGE NAME	GREEN DOTS - TEACHERES	RED DOTS - TEACHERS	GREEN DOTS - PARENTS	RED DOTS - PARENTS
MIXED SEATING	26	0	26	0
COLLABORATION SPACES - ENCLOSED	7	0	2	2
COLLABORATION SPACES - OPEN	11	0	12	2
COLLABORATION SPACES - SMALL	15	1	8	6
COLLABORATION SPACES - MEDIUM	3	0	4	3
COLLABORATION SPACES - LARGE	4	0	6	1
WAYFINDING	17	0	15	0
DIGITAL DISPLAY	5	0	6	2
ANALOG DISPLAY	2	7	2	1
IDENTITY + BRANDING	15	0	12	0
LOCAL + BUILDING HISTORY DISPLAY	4	2	10	2
BRIGHT + FLEXIBLE	19	0	28	0
ACOUSTICS AND SOUND	12	2	10	2
TRANSPARENCY	2	3	4	2
NATURAL LIGHTING	20	0	26	1
NOOKS	19	0	17	2
INTEGRATED PLAY	7	0	5	2
INTEGRATED TECHNOLOGY	10	1	8	2
CREATIVE SPACES - MAKING + FIXING	19	0	31	0
CREATIVE SPACES - MAKING	17	0	19	1
CREATIVE SPACES - MUSIC	8	1	23	1
INFORMATION DISPLAY	2	2	5	4
STATIONARY TECHNOLOGY	0	9	7	1
MOBILE TECHNOLOGY	15	0	14	7
CASUAL GATHERING AREAS	11	1	13	2
DIGITAL MEDIA	5	4	13	1
LIBRARY + FLEXIBLE READING AREAS	25	0	30	0
MOBILE STORAGE	3	1	6	2
MOBILE PARTITIONS	10	2	1	8
COMMUNITY GATHERING AREAS	6	1	9	0
Total	319	37	372	57

Community Engagement – Design Charrette



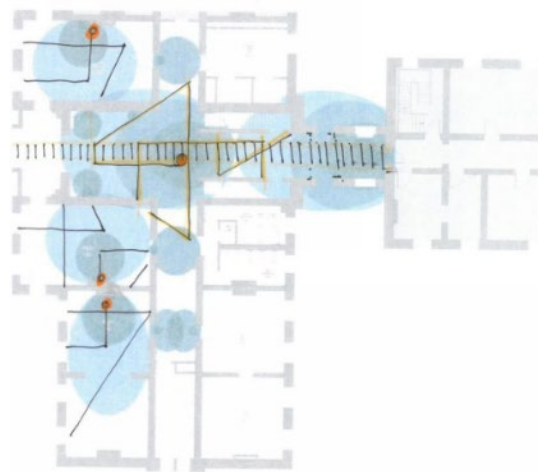
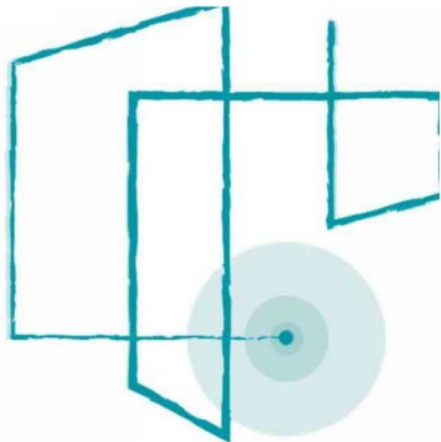
1. REINFORCE ACTIVITY ZONES THROUGH FF+E AND INTERIOR FINISHES



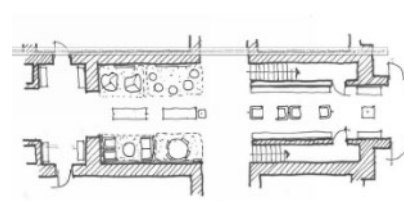
ACTIVITY ZONES

- CREATE/INVESTIGATE
- EXCHANGE
- INTERACT/DEVELOP
- PRESENT
- RESOURCES/STORAGE

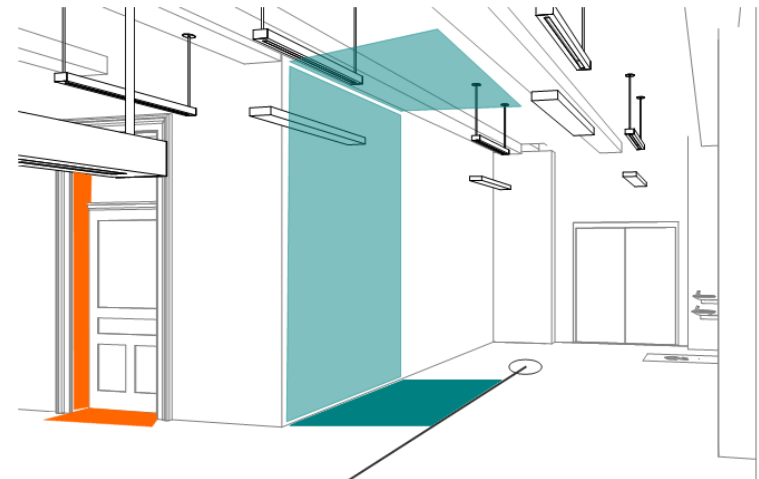
3. USE OF LINE AND PLANE TO DELINEATE AND ACTIVATE FLEXIBLE ENVIRONMENTS



2. DOMESTICATE THE LEARNING ENVIRONMENT



4. USE COLOR TO ADVANCE WAYFINDING AND ORIENTATION - MATERIALS AND COLOR LANGUAGE





Before/After



Before/After



Before/After



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What was most surprising to you
during your school design processes?



What crucial discoveries did you make/did you hope to make during your school design processes?

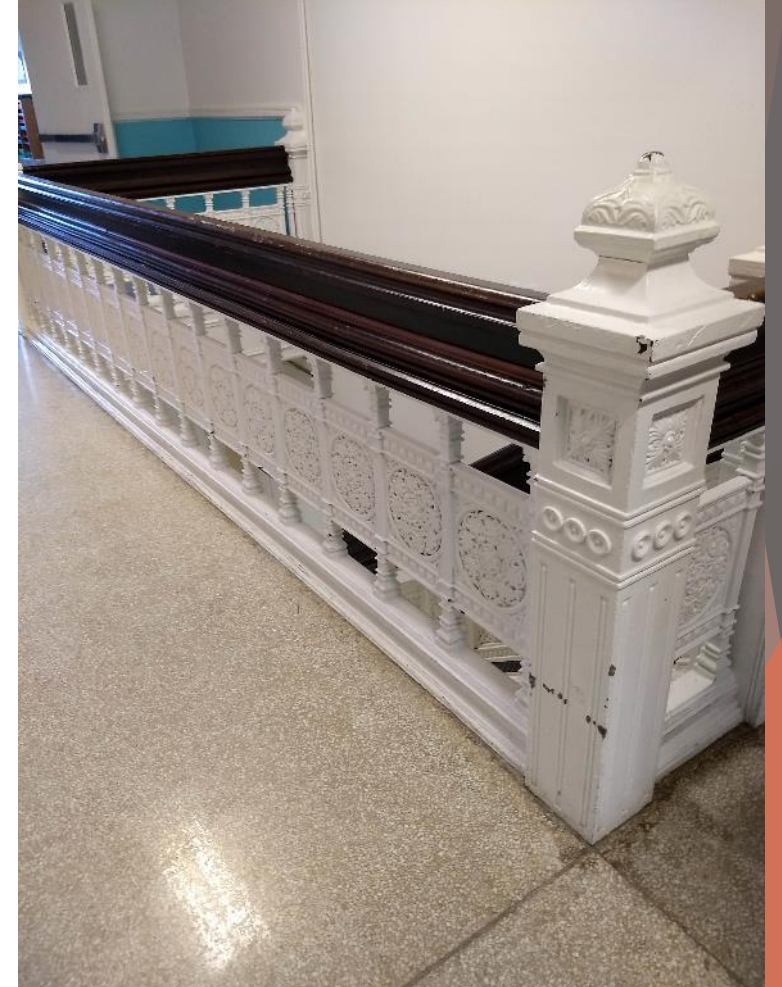


What do you think is most important for other architects, public school districts, communities, and other stakeholders to know and ask to find their authentic truths?



What were the emerging and authentic contexts of the CMI project and how are they effecting operations now? What has been the affect of the COVID-19 pandemic?

Historic Conditions





Before/After





Before/After



COVID-19/Proposed

Self-Guided Workshop

What is your authentic and emerging context?

Survey Monkey Link -

<https://www.surveymonkey.com/r/2W5RDS3>

Self-Guided Workshop Questions

- ▶ When considering the Six Perspectives of the Learning Environment, what perspective seems key to your project/district/community and why?
- ▶ When considering the Ten Characteristics of a Good Learning Environment, what characteristic seems key to your project/district/community and why?
- ▶ What was most surprising to you during your school design processes?
- ▶ What crucial discoveries did you make/did you hope to make during your school design processes?
- ▶ What do you think is most important for other architects, public school districts, communities, and other stakeholders to know and ask to find their authentic truths?
- ▶ What were/are the emerging and authentic contexts of your project/district/community and how are they/might they be effecting operations now? What has been the affect of the COVID-19 pandemic as an emerging context?