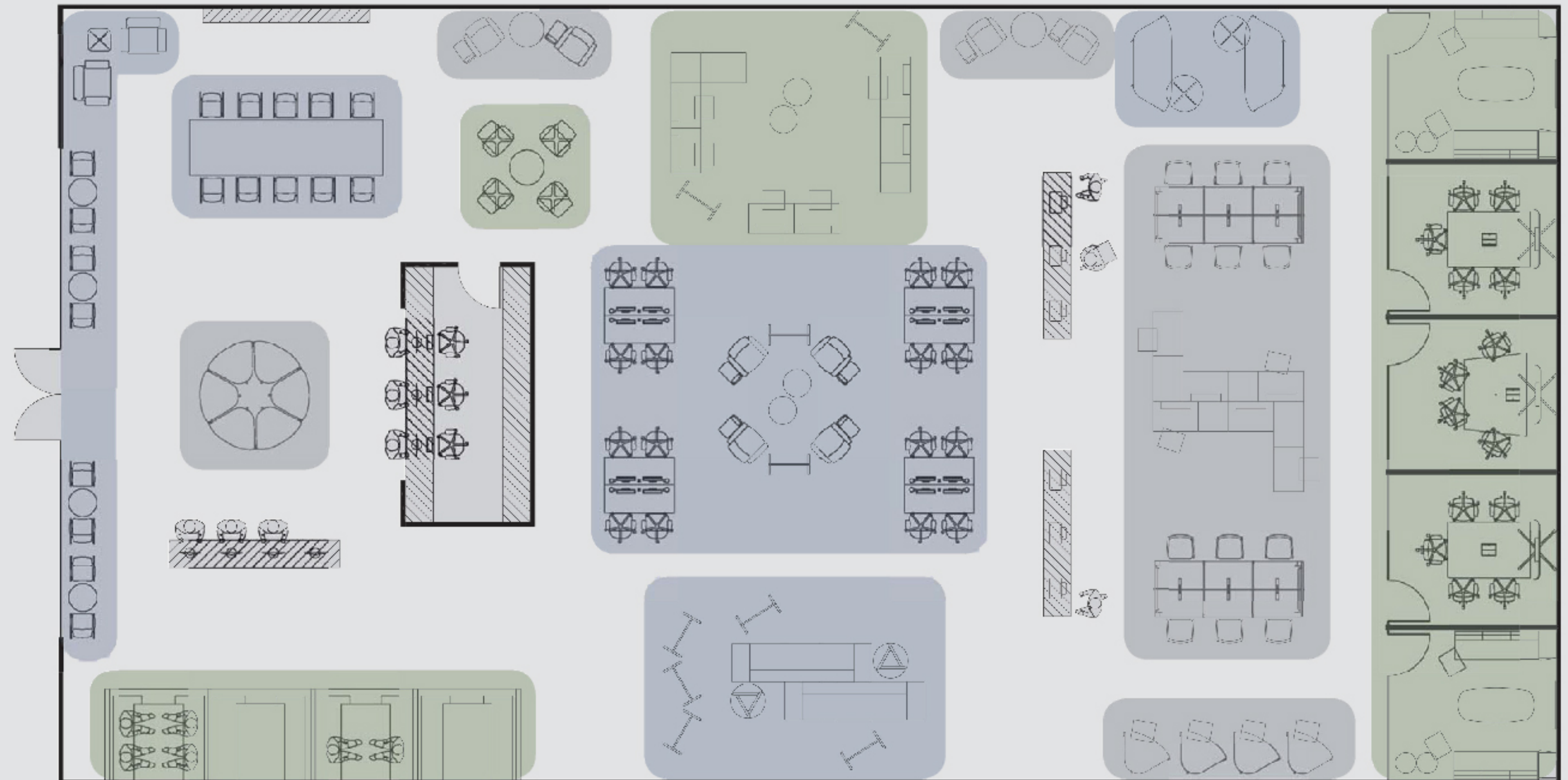


GOALS FOR PLANNING

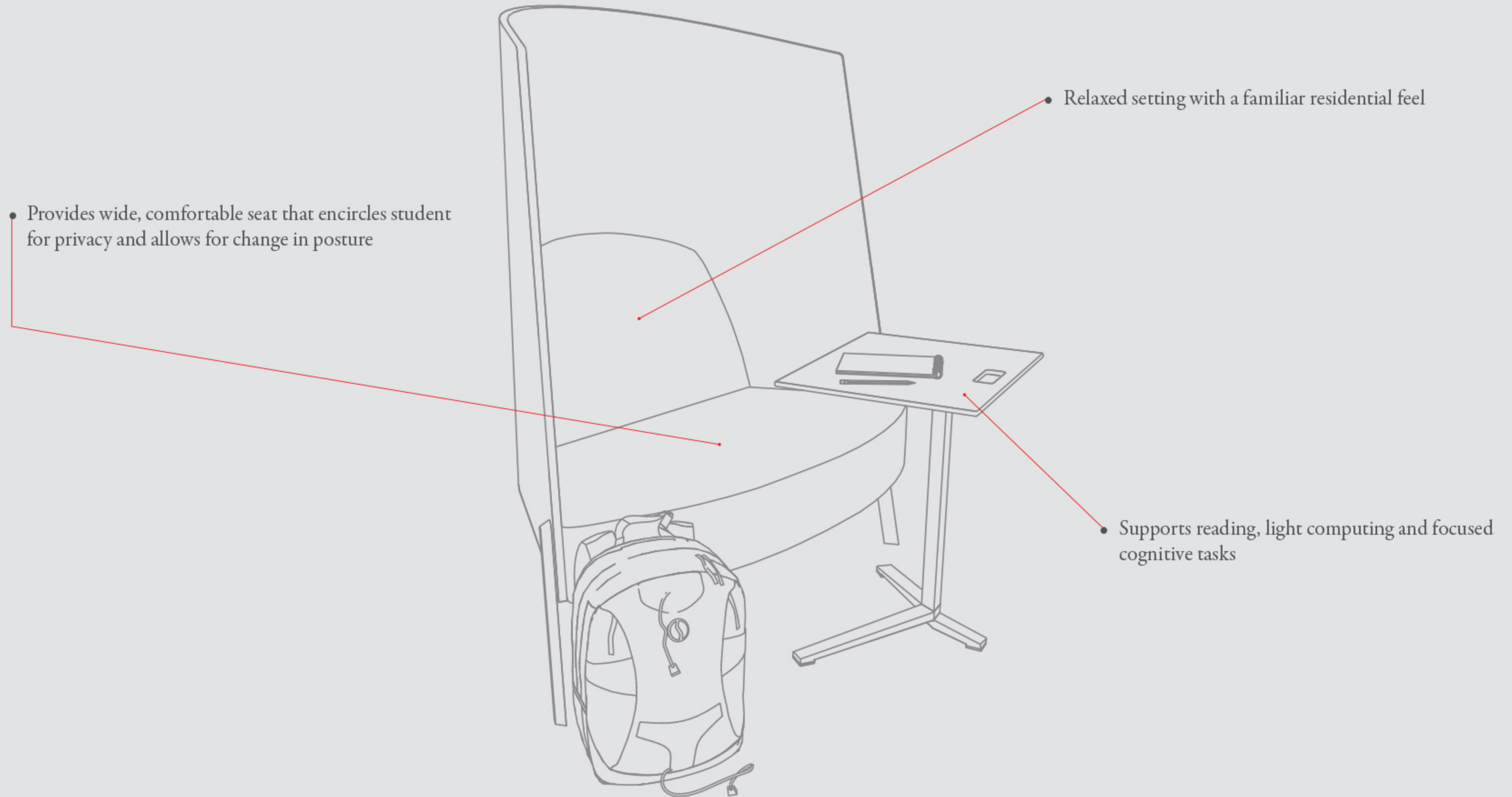
- **INDIVIDUAL - Single Student Area**
 - reading, writing, reviewing notes, pondering, listening
- **DUO - Study Partner Area**
 - discussing, comparing, drilling (i.e. test questions, flashcards)
- **SMALL GROUP - Project Team/Study Group Area**
 - discussing, planning, brainstorming, rehearsing, meeting
- LARGE GROUP - Classroom/Lecture Hall Area**
 - listening, observing, presenting, discussing

- Program buildings to support both social and learning activities
- Design flexible spaces
- Provide reconfigurable furniture
- Offer a choice of interaction or focus
- Address introversion/extroversion
- Support active, project-based learning
- Incorporate appropriate technology to support teaching/learning
- Allow for an abundance of natural light



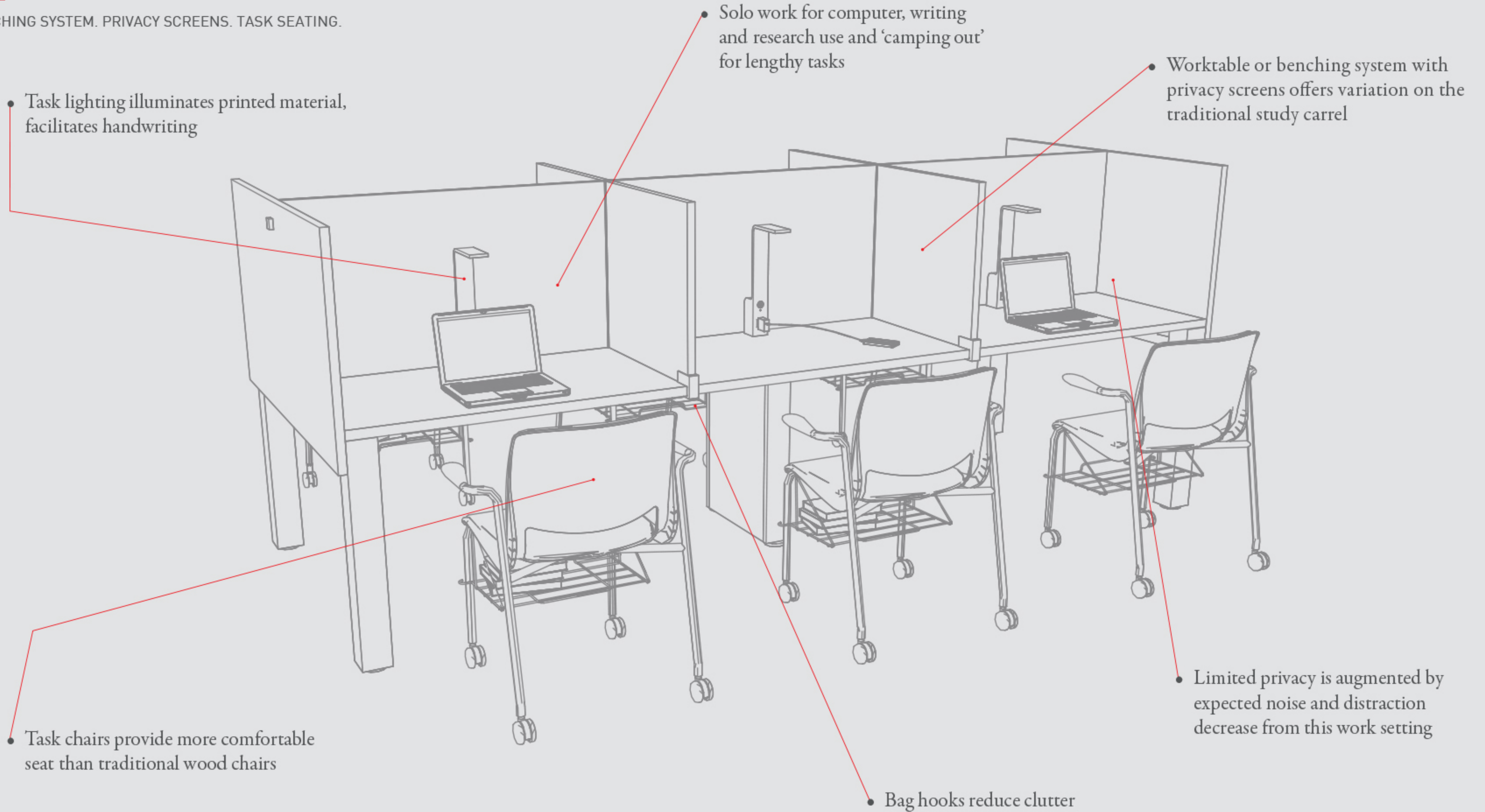
01

HIGH-BACK LOUNGE CHAIR. PULL-UP TABLE.

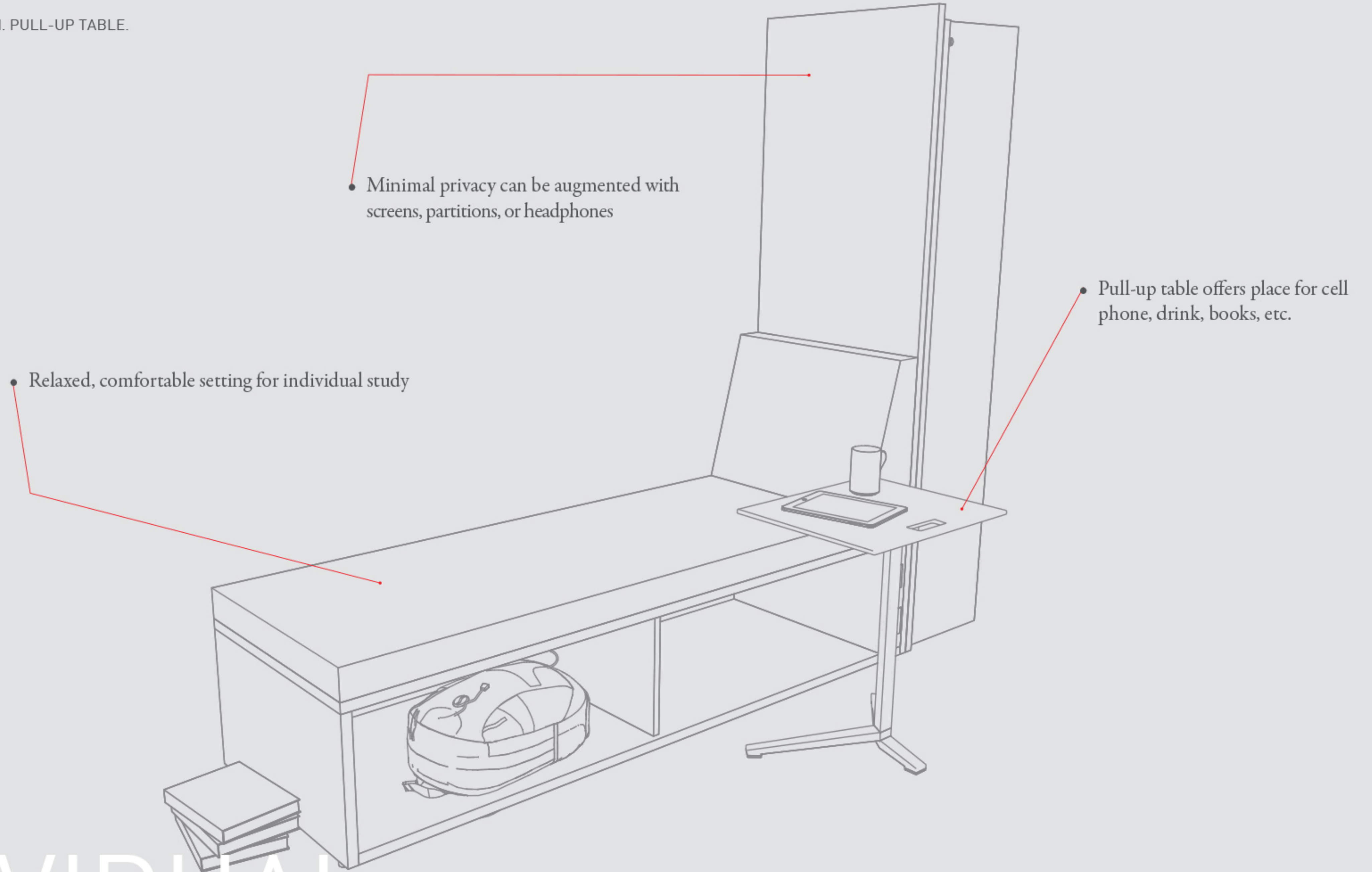


INDIVIDUAL

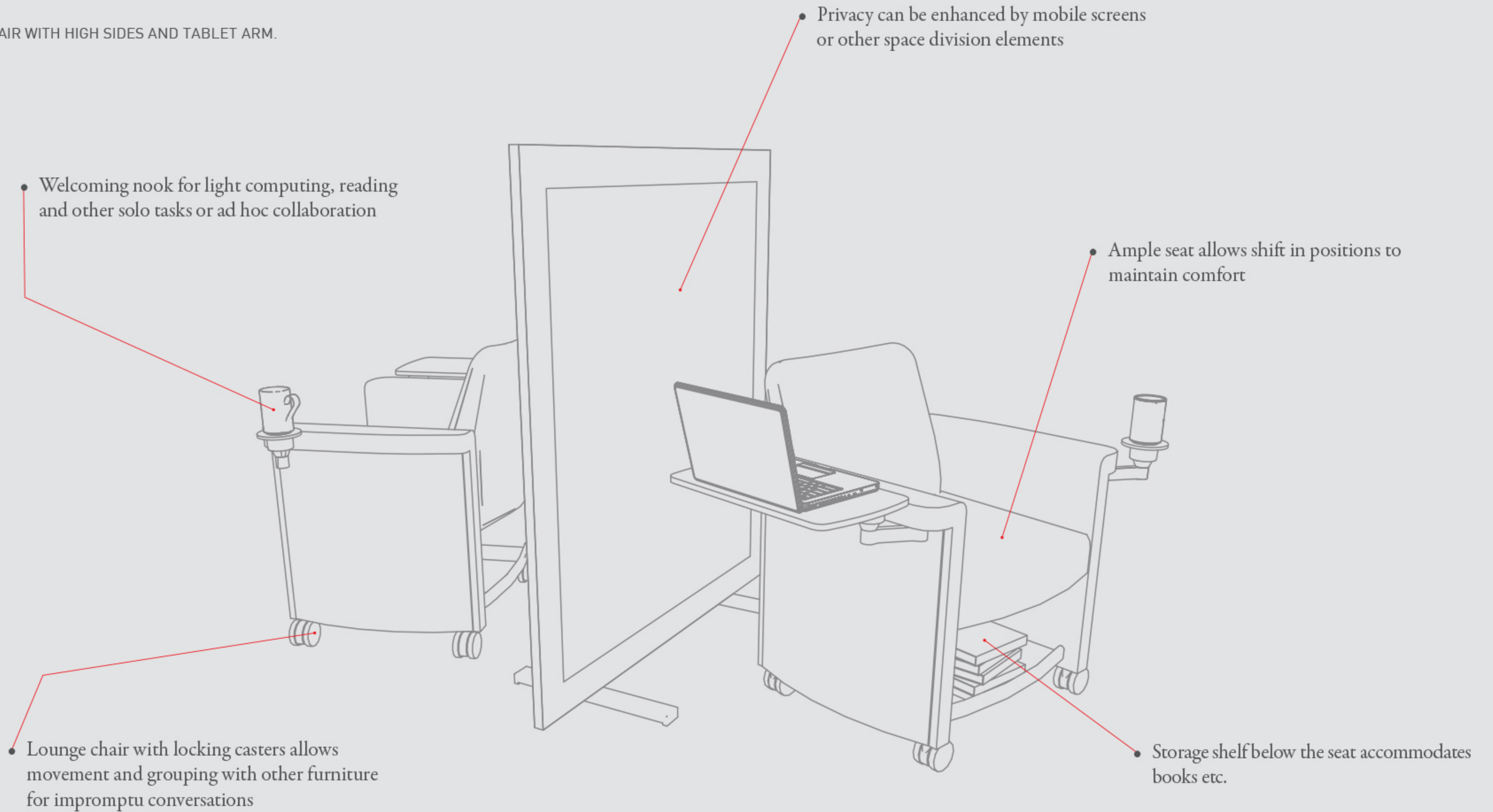
Teknion*higherlearning*



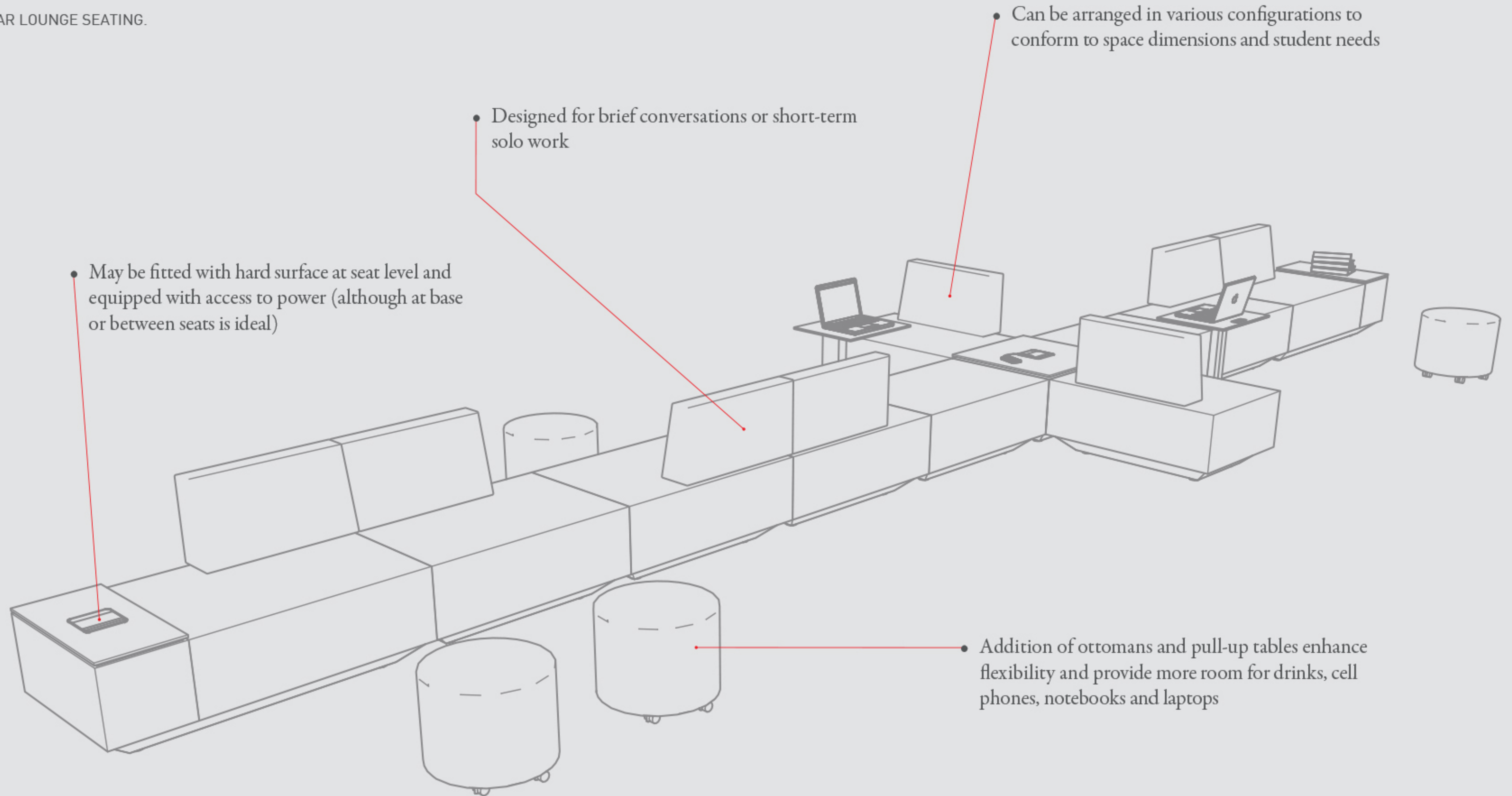
INDIVIDUAL



INDIVIDUAL



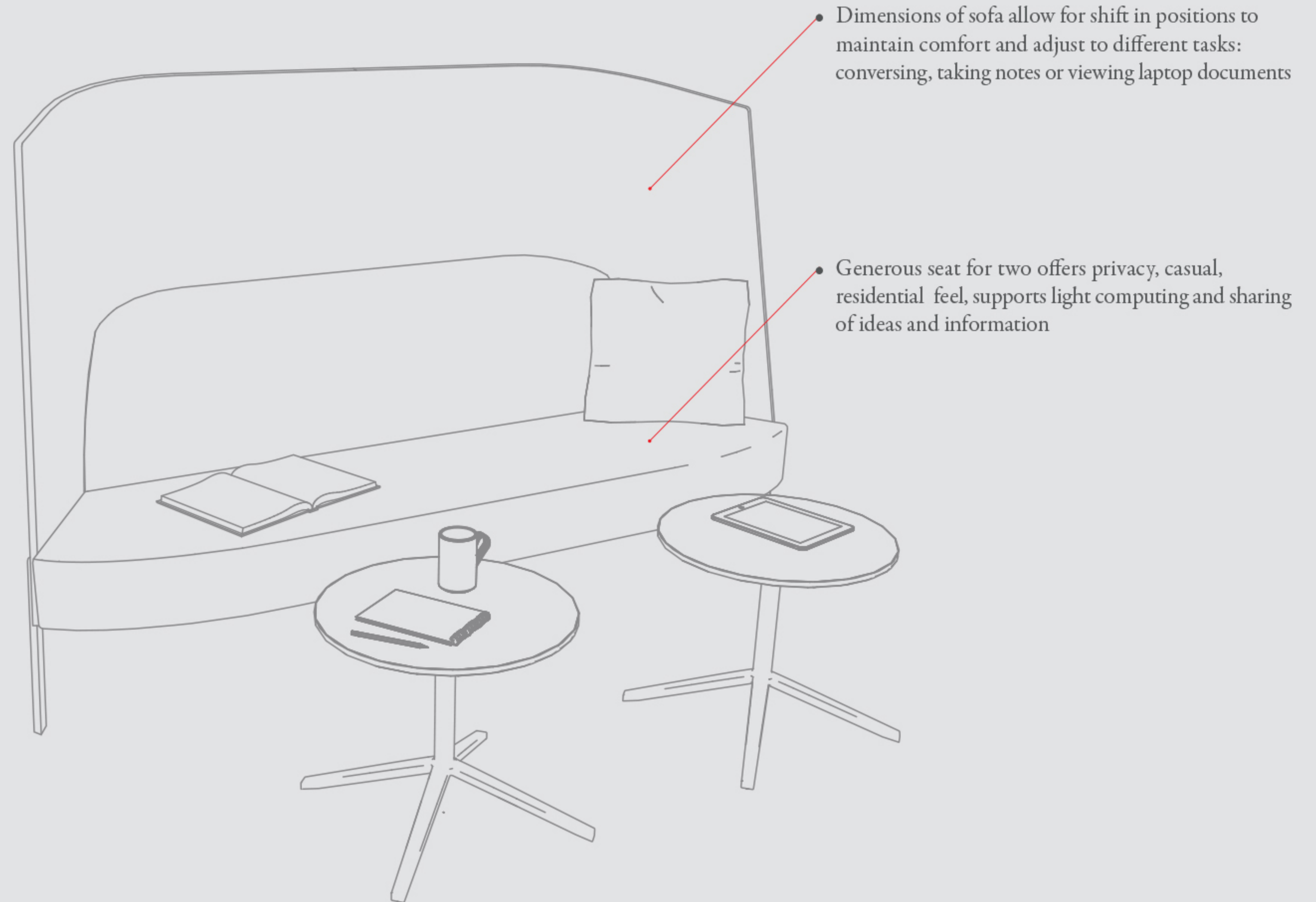
INDIVIDUAL



INDIVIDUAL

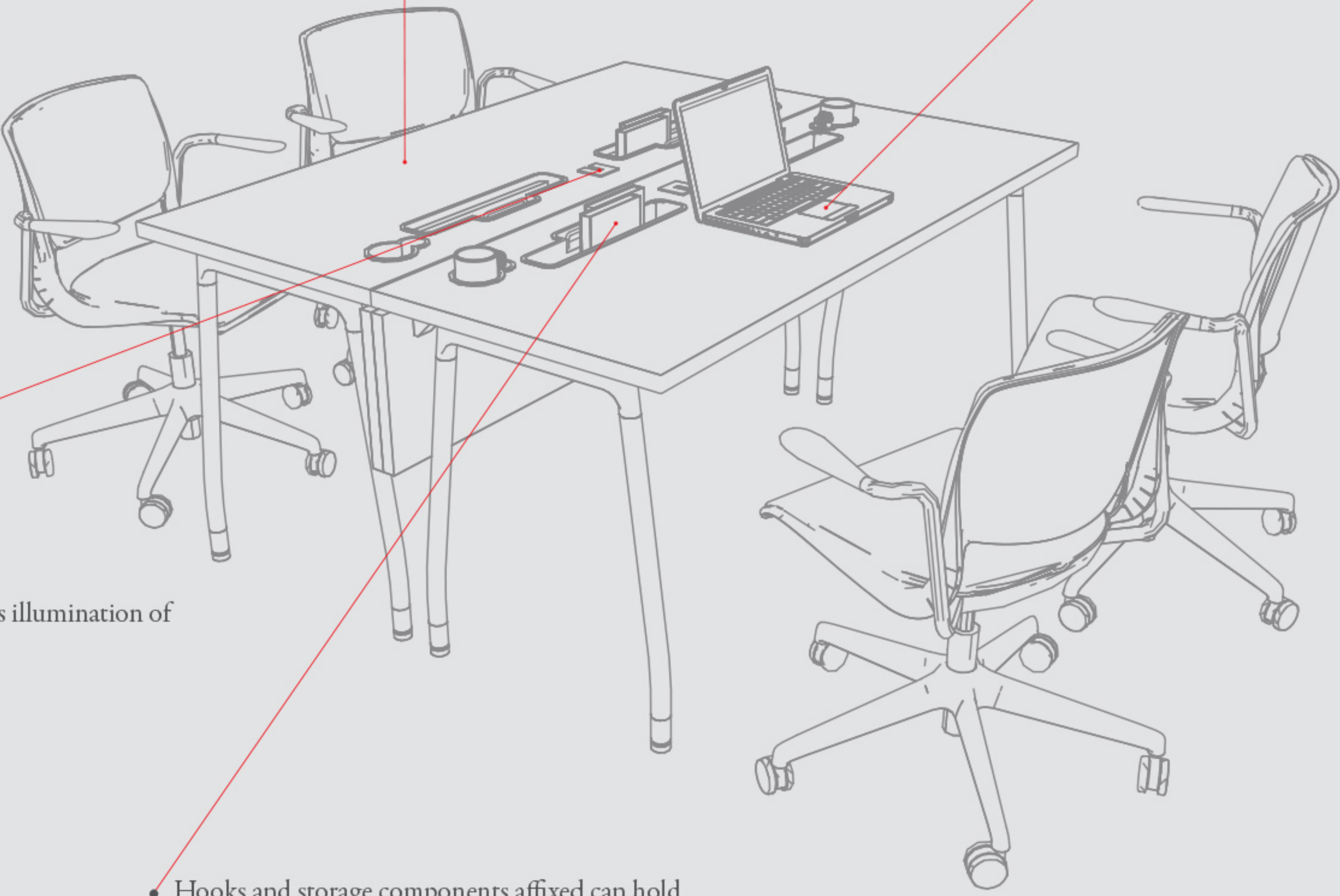
01

HIGH-BACK TWO-SEAT SOFA. TWO PULL-UP TABLES.



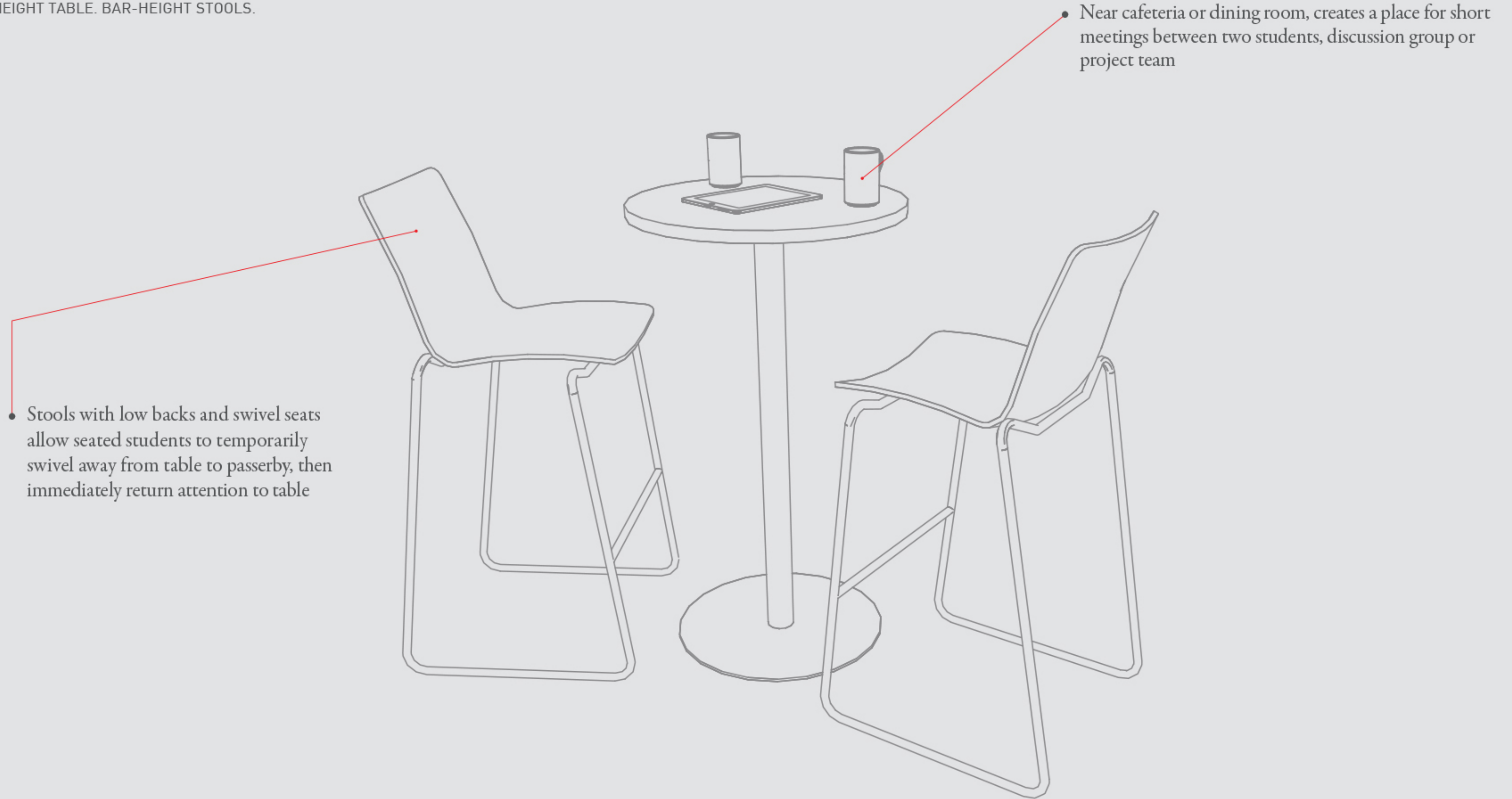
DUO

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- 
- Working with another student or small study group can speed learning and offer new perspectives
 - Shared desk or worktable allows two people to actively use individual computers while conversing or sharing print materials
 - Adjustable task lighting allows illumination of books and other materials
 - Hooks and storage components affixed can hold backpacks, books, papers and personal items to decrease clutter

03

BAR-HEIGHT TABLE. BAR-HEIGHT STOOLS.



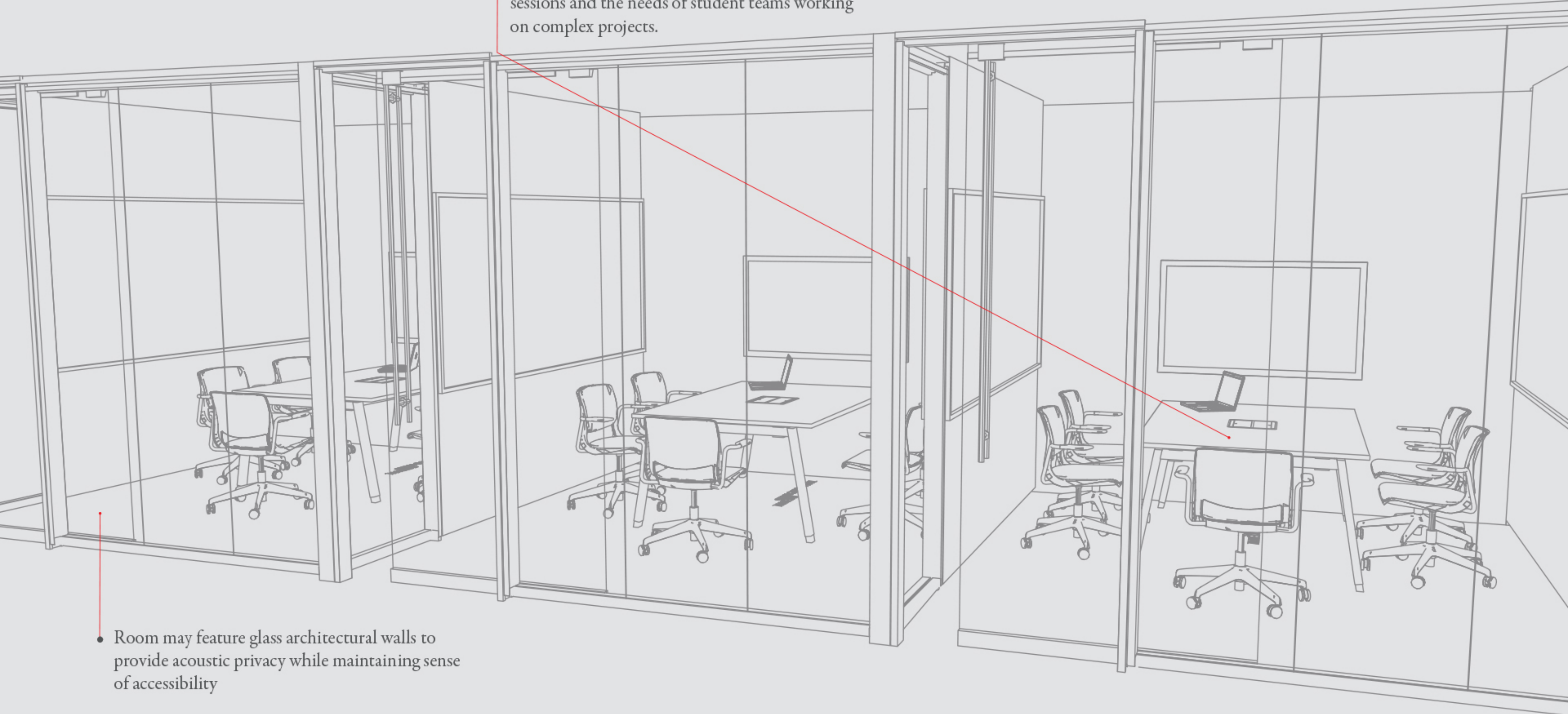
DUO

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01

TABLES, WORK CHAIRS, GLASS WALLS.

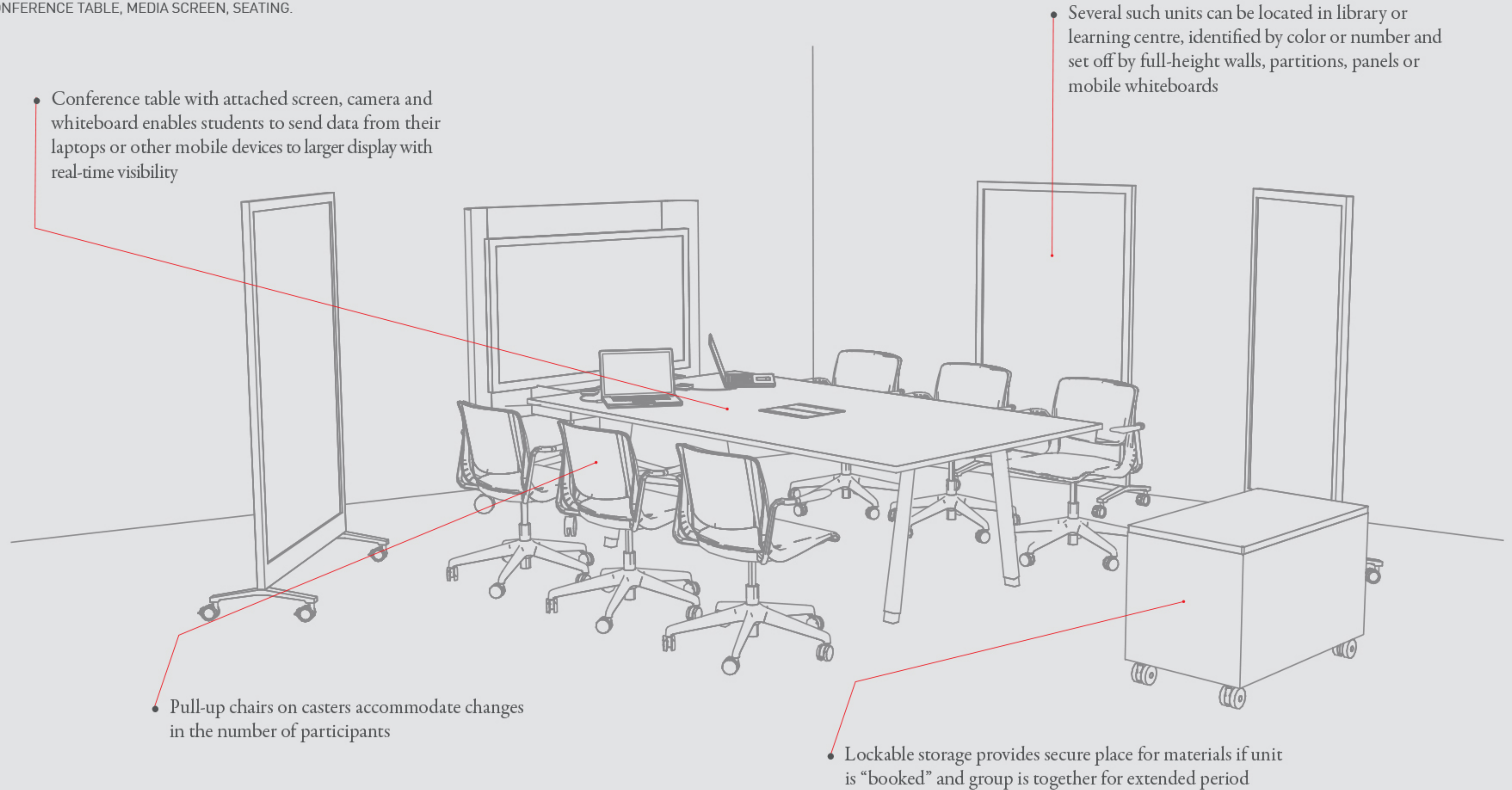
- A well-equipped “war room” best supports intensive work sessions and the needs of student teams working on complex projects.



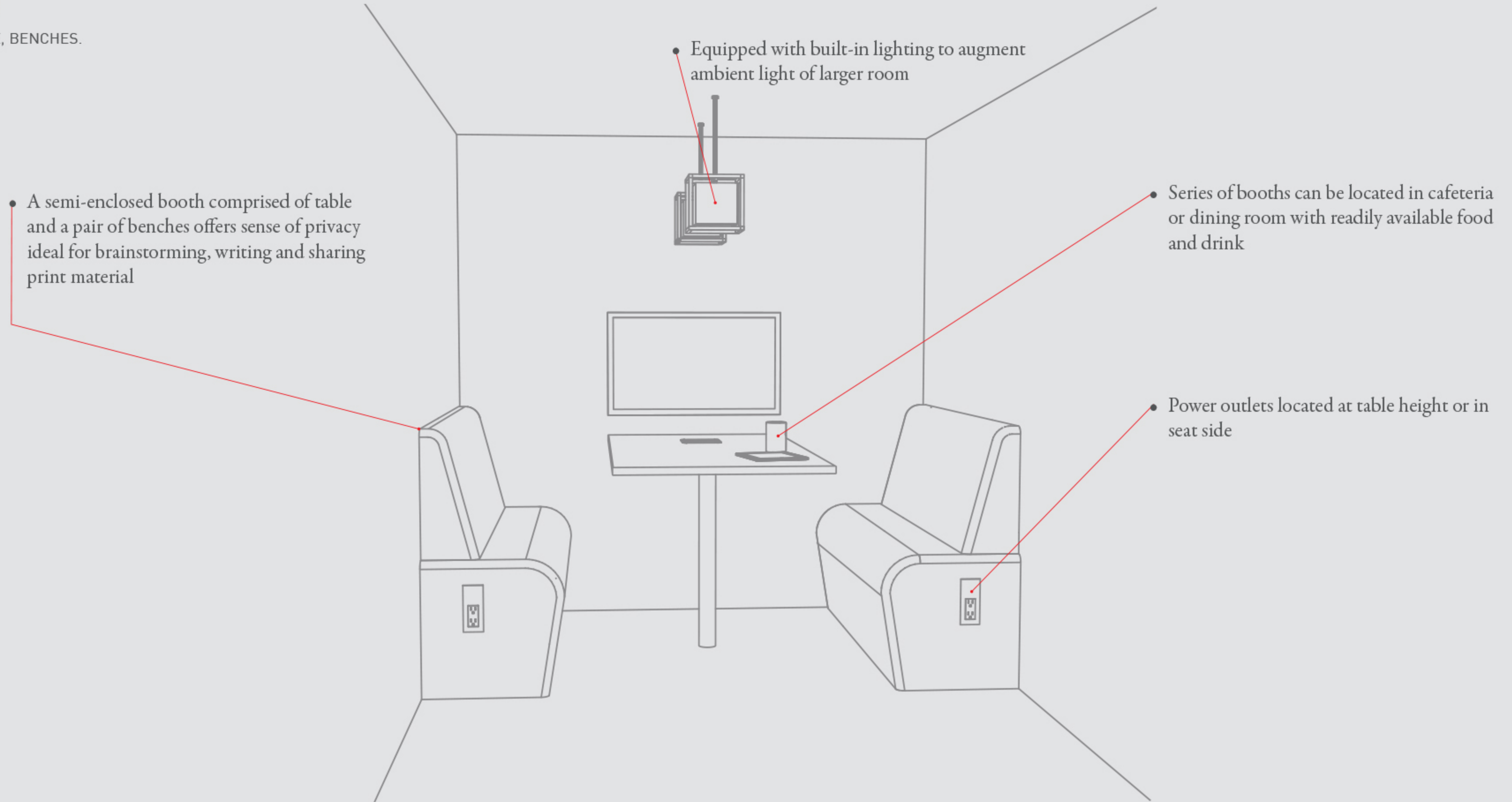
- Room may feature glass architectural walls to provide acoustic privacy while maintaining sense of accessibility

SMALL GROUP

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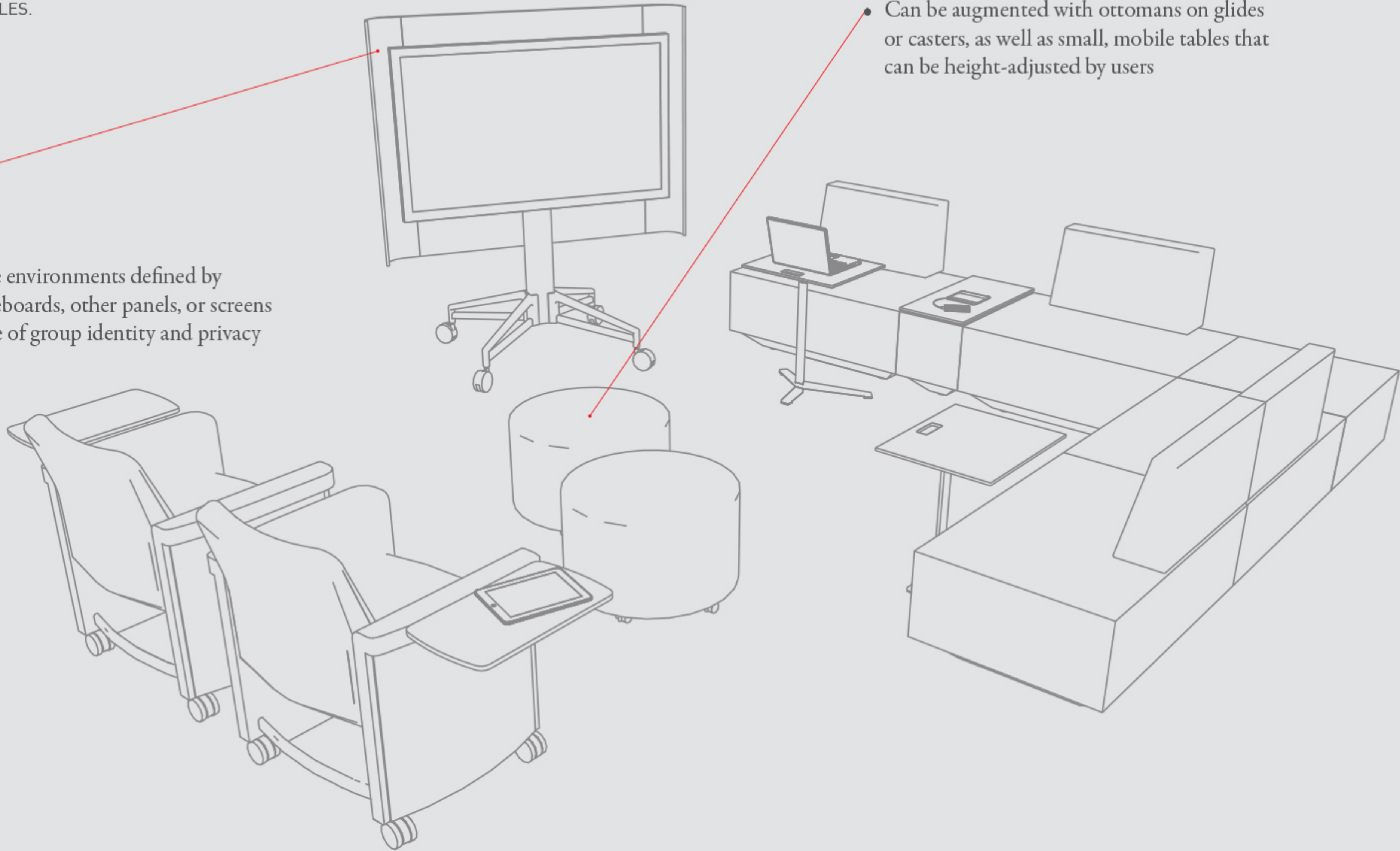
SMALL GROUP



SMALL GROUP

- Open lounge environments defined by mobile whiteboards, other panels, or screens provide sense of group identity and privacy

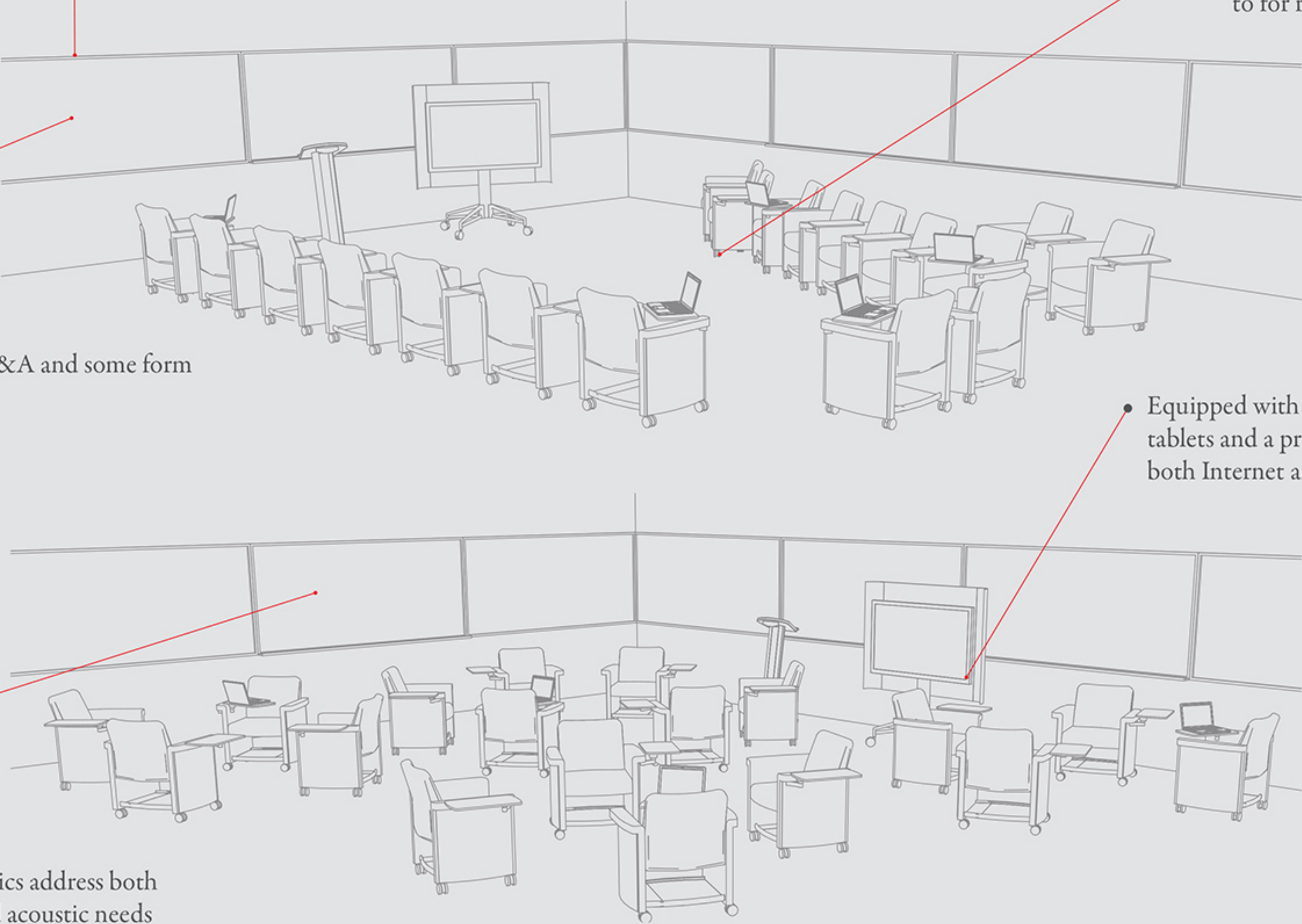
- Can be augmented with ottomans on glides or casters, as well as small, mobile tables that can be height-adjusted by users



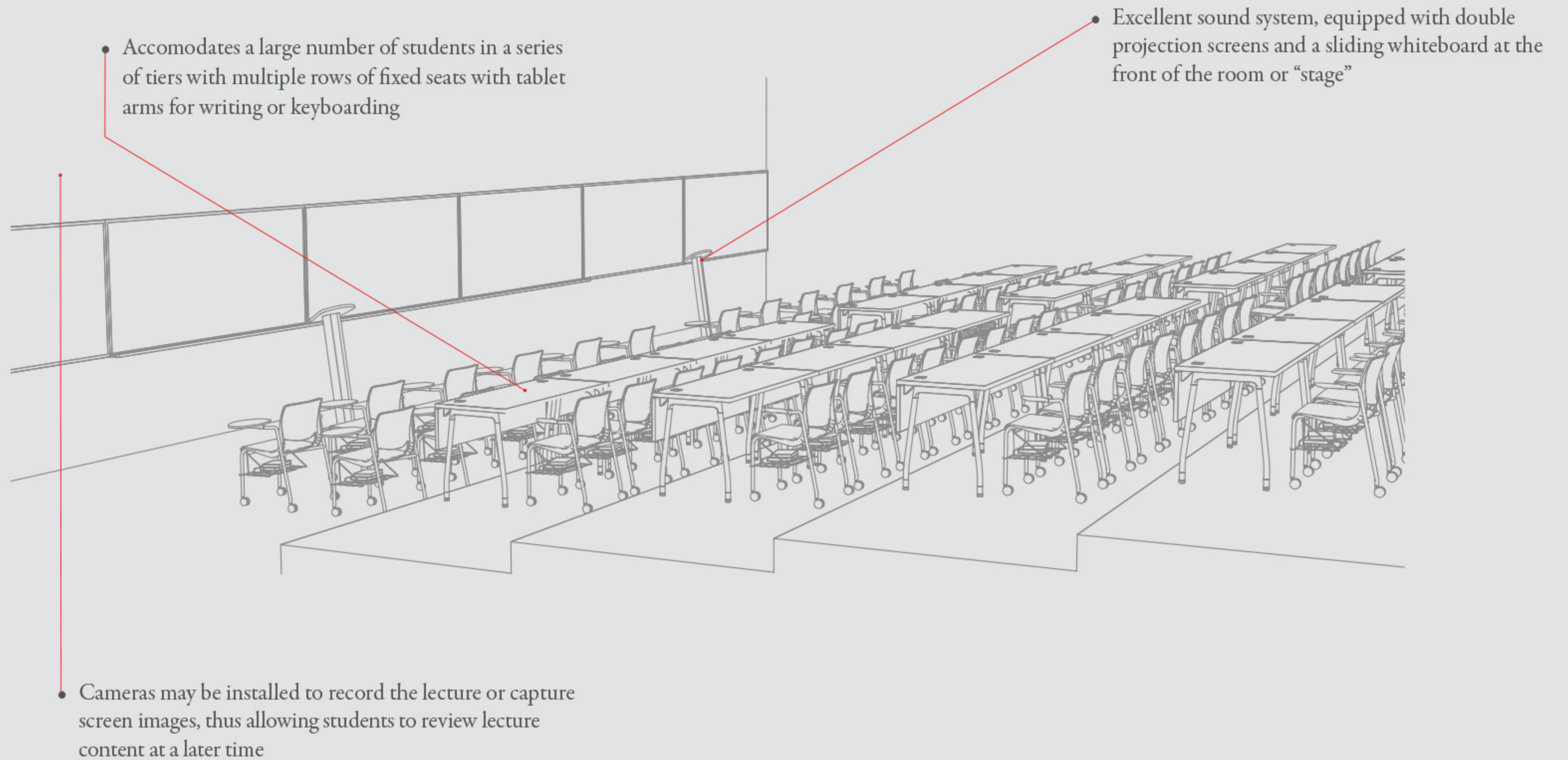
SMALL GROUP

- 
- All furniture fitted with casters for easy mobility
 - Include writable walls on all sides (with fabric panels for acoustic control) projection screens on three walls and cameras to capture notes written on the dry-erase boards
 - Creates an atmosphere of discussion rather than formal lecture
 - Tables and chairs are angled toward a lectern in the middle of the room, all reconfigurable as needed
 - Provides flexible setting for up to 32 students

LARGE GROUP

- 
- Smaller in scale than a foundational lecture, allows those present to take a more active part in discussion and debate
 - Chairs with tablet arms are arranged in a U-shape, and ride on lockable casters to for repositioning as desired
 - Seminars combine lecture, Q&A and some form of media presentation
 - Equipped with charging stations for laptops/ tablets and a projection screen with access to both Internet and resources from school library
 - Writable walls and panel fabrics address both communication/ideation and acoustic needs

LARGE GROUP



LARGE GROUP

SOURCES

<http://globalcenters.columbia.edu/content/about-1>

http://m.gensler.com/uploads/documents/Changing_Course_Survey_10_08_2012.pdf

James R. Davis, *Interdisciplinary Courses and Team Teaching: New Arrangements for Learning*, published by The American Council on Education, Oryx Press

<http://www.creativityatwork.com/xerox-parcintersection-of-art-science-interview-seely-brown/>

<http://krieger.jhu.edu/magazine/2013/05/one-university-model-benefits-all/>

<http://www.eric.ed.gov> and <http://oli.cmu.edu/>

<http://tipsforfaculty.com/2013/01/07/flipping-the-classroom-lev-gonick/>

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<http://www.nytimes.com/2012/11/04/education/edlife/massive-open-online-courses-are-multiplying-at-arapid-pace.html?pagewanted=all>

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<http://mashable.com/2011/05/31/college-tech-device-stats/>

<http://www.pewinternet.org/2013/02/28/how-teachers-are-using-technology-at-home-and-in-their-classrooms/>

<http://nces.ed.gov/pubs2014/2014051.pdf>