

Courses and Objectives

Course 101 - LEARNING TAKES A CULTURALLY NETWORKED ECOSYSTEM

1 AIA LU/HSW

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Research evidence indicates that the design of places and spaces, and their affordances [e.g., furnishings, equipment, and technology] impact student engagement [engagement being a leading predictor of student overall success] whether they are fixed, flexible or fluid (F3). This introductory course introduces the Networked Learning Ecosystems' components (i.e., TOOL #1 including: the Learner(s), the Learning Process(es), and the Learning Place(s)). The Networked Learning Ecosystem connects research to best practices for the Health, Safety and Welfare of each occupant [students, teachers, staff, community members, and parents] and acts as a tool to form a new future-focused culture where individuals are safe, healthy, secure, and can thrive.

- Recall the components of the Networked Learning Ecosystem [NLE] and identify strategies to knit together the health, safety, and welfare of all occupants through each user's lens [i.e., student & teacher], and within the designed learning places.
- Identify building design strategies showing how the NLE parts are networked connecting the physical, emotional, social wellbeing of all cohort occupants.
- Describe the building design strategies' goal for each phase of the project plan, and how these 'fit' the learning experience needs, and indicate how you address the Health, Safety and Welfare for each constituent.
- Analyze, using an Empathy Mapping process, the connection between the NLE's components [i.e., Learners, Learning Processes and Learning Places] specifically to determine how the building design helps improve social interaction is encouraged allowing occupants to thrive, generating a sense of social connection and wellbeing.

Course 102 - THE CONCEPT OF LEARNING & ITS LANGUAGE

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Anyone responsible for making decisions for where people learn should recognize different domains [i.e., architecture and educators] must use a common language to ensure proper understanding. We're calling this connection between domains "The Language of Learning." We recognize language impacts [positively or negatively] cohorts, disciplines, domains, and informs institutional cultures. But what is learning? How does what we know change how it should be experienced? As we are designing future-focused learning places, it is critical to realize that the Health, Safety, Welfare (HSW) in architecture [i.e., design] is anything that relates to the structural integrity or soundness and health impacts of a building or building site.

- Recall what learning is and describe how the design of place impacts occupants: a) emotionally and physically, b) feeling of safety and security, and c) ability to form cultural connections, or sense of belonging - promoting the elevation of the human condition.
- Compare the main components for how we learn and illustrate connections for how the design of the built place impacts the social and emotional wellbeing of users.
- Apply the concept 'design to move' and describe how the building can help one's ability stay healthy - mentally and physically.
- Explain how the domains addressed here [Cognitive Neuroscience & Psycho/Social Health] addresses the question, 'How does the built environment impact occupant's ability to safely navigate the built place?'

Course 103 - MOVING TO LEARN

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This course introduces the impact considerations of each learner relative to the physical, cognitive, and psychological factors required for a robust learning experience in an Innovative Learning Environments [i.e., developing the Learning Experience Plan TOOL]. Recognize, it will be your role as an architect to ensure all these critical impact factors are part of the consideration in generating a holistic design solution. Research evidence is shared, particularly about how ergo-dynamic movement, ergonomics, and sensorial experiences help the brain learn [i.e., 'purpose-built' affordances / furniture, technology & equipment] impacts the Learner(s) and the Learning Process(es).

- Describe the health benefits when we use 600+ muscles for a learning activity. Make the connection between how design and practice impact physical health and cognition for the learner. Let there be movement.
- Compare types of affordances [i.e., purpose-built furnishings, technology, equipment] accommodating that muscular need to stay physically healthy and mentally alert while emphasizing inclusive accessibility.
- Clarify the connections between the domains addressed [i.e., Kinesiology, Psychology, Environment Behavior Psychology, Cognition, Sensorial Connections] in terms of the physical, emotional, and social wellbeing of these occupants.
- Dissect a drawing in terms of: (a) types of purpose-built affordances, (b) what healthy movement postures they support, (c) what aspects protect the users from harm, and (d) what attributes ensure equitable access within the space.

Course 104 - TEACHER AS THE CRITICAL CATALYST FOR CHANGE

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While space plays a significant role, researchers also caution designers not to take an overly deterministic view: teachers' pedagogical choices within spaces are more impactful student learning outcomes. Therefore, architects and space designers must bear in mind how pedagogical experiences unfold within the spaces they envision so buildings can continue to evolve to meet the safety, health, and wellbeing of students. How then do we connect social/cultural norms of doing with how the design of the built place must function – and have these educators experience new, innovative, evidence-based solutions to enable space as a pedagogical tool?

- Identify and describe design solutions that 'cue' the teacher ensuring 'moving to learn' is enabled, promoting healthy physical postural and mental habits get established.
- Explore these constraining design issues [i.e., space-to-person ratios, purpose-built furnishings, equipment, technologies] that can negatively impact the ability to have active learning requirements.
- Summarize the evidence on how intentionally designed affordances within learning spaces support social and emotional connections critical for learners to thrive enhancing wellbeing and relate these to design solutions for learning places.
- Describe how spaces for learning must not only support what is learned but how learning happens connecting solutions that show how they are physically safe and habitable, have optimal stimulation [i.e., acoustics and lighting addressed] and foster learner connections for learners to thrive [i.e., view planes to content and to others].

Course 105 - LEARNING PROCESS(es) / CONNECTING METHOD & DESIGN'S RESPONSES: Part 1

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Across time it has been important to work to understand how we learn and try and teach to support what we know. Many theories, methods and practices have been developed, tested, and new ones move to the front based on 'The Language of Learning'. Typical design solutions and affordances have been generated for each of these theories. Behavioral conditioning is a result.

- Describe the differences between a theory, model, and practice.
- Explain how typical design solutions have become 'the norm' by model and determine how each 'performed' relative to density, universal design accessibility, and egress.
- Predict how each design solution by model impacts the student relative to safety and security, interactive opportunities supporting engagement between content and each other.
- Investigate how to prepare a teacher's understanding of 'space as a learning tool for active learning' – connecting the individual to the knowledge of the health, safety, and wellbeing of intentionally designed places.

Course 106 - LEARNING PROCESS(es) / CONNECTING METHOD & DESIGN'S RESPONSES: Part 2

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Across time it has been important to work to understand how we learn and try and teach to support what we know. Many theories, methods and practices have been developed, tested, and new ones move to the front based on 'The Language of Learning'. Typical design solutions and affordances have been generated for each of these theories. Behavioral conditioning is a result.

- Describe the differences between a theoretical model, method and practice and its impact on the welfare of students, teachers, and administrators.
- Critique 4 typical design solutions in terms of how they fit/do not fit the requirements of the occupants' physical needs.
- Indicate how each design impacts the student's social and emotional wellbeing.
- Summarize how each method and practice impacts the student relative to creating a cultural sense of belonging to elevate the human condition.

Course 107 - LEARNING PLACES / ACROSS TIME & SPACE

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Learning happens anywhere and at any time. How then does one prepare spaces and places for that full continuum of learning? TIME/SPACE CONTINUUM terminology and applications are shared, and the New Learner's needs are co-connected. As we move to the future supporting the new learner's needs the lines between the digital and the analogue blur. But sensory intake is constant. We also must understand what learning processes are at work. These learning place experiences must become more of a 'hybridity' of spaces and experiences.

- Differentiate how a design solution might achieve a level of equitable access in an onsite/hybrid situation for learners as compared to a typical onsite solution.
- Identify what affordances [i.e., purpose-built furnishings, technology, and equipment] should be included in design solutions to fit both analogue and digital in: a) onsite/online, and b) synchronous/asynchronous experiences, and then explain how these will address the psycho/social issues of the learner.
- Predict ways a hybrid design solution may support a) the shift to higher-order cognitive skills and tailored experiences, b) the variety of levels of familiarity and comfort with technology, and how these encourage [or does not] social interactions.
- Define the hybrid design solution connections between a) mindset preparedness, b) social connections, c) highly flexible solutions, d) hosting and integrating learning experiences across time and space, and e) addressing density, geometry, and divisions relative to the security and safety, and social/emotional wellbeing of the occupants.

Course 108 - APPLICATIONS OF SPACE & PLACE

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Innovative Learning Environments [ILEs] are designed to support active learning and teaching models and practices. But they need room – a spatial ratio of student to furnishings, and they need understanding for all parties. Both macro [i.e., large movements like walking, standing, lying down] and micro movements [i.e., like 'mindless' wiggling, squirming, etc.] are expected from the learner. However, the practices must also support student engagement.

- Explain the dialogue between the physical and the educational dimensions in the form of the environment, paying attention verifying how the building 'cues' the occupants.
- Explore alternative solutions for how the environment may allow for a variety of teacher/instructor-student/researcher various interactions experiences. Focus on the physical, psychological, and social needs of the occupants.
- Investigate the notion of 'learning-oriented designs' - [F3 = Fixed, Flexible & Fluid solutions] – with a focus on the occupants' welfare and emotional support needs.
- Analyze how when affordances are fluid, they may/may not affect the safety and security of the occupants in classroom scenarios – focus on means of egress.

Course 109 - THE 'WHY,' The 'HOW,' THE 'WHAT'

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This course explores THE WHY. In the case of environment, the relationships are primarily, although not exclusively, spatial – objects and people are related through various degrees of separation in and by space. THE WHAT is described as completing our psychological selves, reducing our fears and shortcomings, as authentic. Space, light, proportion, texture, and material fulfill the psychological needs of the occupants and are the most elementary forms of spatial perception are the topological considerations of proximity, separation, order, enclosure-surrounding, and continuity from early childhood.

- Describe how relationships are spatial [i.e., objects and people are related through various degrees of separation in and by space] and explain why these relationships facilitate a functional learning environment
- Explain how 'the psychology of space' can complete our psychological selves by designing solutions addressing: lighting, biophilic patterns, acoustics, proportion, texture, and materials.
- Describe how the Patterns of Biophilic Design articulate the health and psychological relationships between nature, human biology, and the design of the built environment to enhance human wellbeing.
- Identify the early perceptions of spatial design solutions formed by children relative to scale, separation, order (symmetry), enclosure-surrounding, and continuity, and explain how these perceptions impact cognitive learning abilities and student well-being.

Course 110 - YOUR ECOSYSTEM'S LENS APPLIED

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What's at stake and what is the architect's role in making form meet function? Just a simple upfit of finishes or affordances? New? Renovation? Maybe some staff spatial orientation [i.e., Professional Development for educators]? As a key member of the ecosystem team, the architect will help define the project's scope using the interconnected parts of the Networked Learning Ecosystem. Describe what the Learning Process(es) 'fit' is [i.e., Teaching Models / Practices] and how the design of the building directly affects the health, safety, and welfare of the students and faculty. In your Catalyst Thought Leadership role, your "job" is to uphold the needs of the learner within the bounds of the learning systems' culture.

- Identify how the institution's future-focused design vision engenders design aspects demonstrating positive emotional and physical responses among, or enables equal access by, users of buildings or sites.
- Define each phase of the project and the expected outcomes as they relate to mental health, safety, and social/emotional connections.
- Learn how building design can generate familiarity and comfort with technology and equipment ensuring equal access and accessibility.
- Address how specific hybrid design solutions promote a sense of physical, mental, and social wellbeing among users enabling engagement, and a sense of belonging.

Course 111 - HOW WHAT MATTERS GETS ESTABLISHED INTO AN ORGANIZATION'S CULTURE

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 DAVID REID, ARCHITECT, LEARNING SPACES SPECIALIST - MULTISTUDIO; DAVE BROZ, PRACTITIONER IN RESIDENCE DESIGN SCHOOL - COLUMBIA COLLEGE CHICAGO
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Success comes from garnering a deep understanding of the culture of one's educational place, its strategic goals, and its importance within its community. The architecture community plays a pivotal role in designing a building to support aspirational goals. Learn if the educational body is more about efficiency [i.e., one-to-many] or efficacy [i.e., dynamic/active learning]. It is also important to know 'where it is going'; its aspirations. In your role, you are expected to become an influencer helping the institution and its members recognize how important Innovative Learning Environments (ILEs) are to the future of our students. Assessment of what is and is not critical in the building design. Know what types of spaces generate what types of learning opportunities. Know your products, what they provide, and more importantly how each fit/or does not fit the Networked Learning Ecosystem you are working to establish for a future-focused vision.

- Describe 'your' institution as mapped against the high goals of our Central Quest [i.e., how it fits the parameters of the NLE relative to how it engenders design aspects demonstrating positive emotional and physical responses among or enables equal access by students and faculty.
- Articulate at least one goal for each phase of the project plan, and how these 'fit' the learning experience needs of the building to address the health [i.e. physical, mental, and social wellbeing], safety [i.e., code and regulation compliant], and welfare [i.e., equal access and inclusion] for each constituent.
- Discuss the major challenges to move the institution into a 'future-focused' state; one that enables unique design characteristics of the spatial qualities to 'host' hybrid situations [i.e., acoustics, density constraints, visual acuity, and accessibility].
- Investigate using your SOAR's analysis how this institution will address: different spatial solutions supporting hybrid learning models, the specialized design characteristics of the space, any distinctive technological features, and how these fit the teaching practices and learning models keeping them all accessible.

Course 112 - LINKING THE PARTS / CONCEPTUALIZING THE WHOLE

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 IAN KILPATRICK, DESIGN LEADER - DLR GROUP
 VOICE: STUDENT PANEL WITH DAVE BROZ, ARCHITECT - PRACTITIONER IN RESIDENCE DESIGN SCHOOL - COLUMBIA COLLEGE CHICAGO

How we learn as humans has a direct correlation to the design of space and place. The concluding course of the Foundations level will demonstrate how our ability to engage and evoke positive emotional and physical responses relies on safe and secure places. Neuroscience have found a well-established relationship between physical activity, creativity, and learning, which are key ingredients to innovation. Active collaboration is a new concept, inspired by our research into active learning and embodied learning from the classroom. It's all about how the building design can encourage people to get out of passive behaviors and become more physically and emotionally engaged in the creative learning process that leads to improved student health and outcomes.

- Defend how you will link the parts [i.e., design and practice] to reflect the objectives of the NLE [i.e., overall health, safety, and wellbeing of students and faculty] to meet the overall goal [i.e., engenders design aspects demonstrating positive emotional and physical responses among, and enables equal access by users of buildings].
- Identify three ways the relationship between these goals [i.e., how we need to learn as humans] and the design of places support our ability to engage and evoke positive emotional and physical responses in safe, green, and healthy places.
- Assess how these identified relationships [i.e., design and practice] are met using your completed project to compare and then create new design visionary design guidelines and HSW performance goals to meet the Quest's goal.
- Evaluate the data and determine what measurable aspects should become new measures addressing student performance, safety, sustainability, and design performance goals [i.e., limiting and preventing injury, accessibility and means of egress, ethically generated solutions].