Course Developers/Instructor
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Course Description:
Today's education design professionals are often faced with an ever-changing landscape of emerging and shifting pedagogies. The pace and divergence of many of these have created additional challenges in designing supportive, sustainable, and flexible spaces that can respond to both the rapidly changing technologies and methods of instructional practice. As a result, the idea of developing spaces to support a broad range of learning opportunities has become significantly more challenging. In addition, without proper attention and inclusion, instructional staff will not utilize spaces (whether macro or microenvironments) in accordance with the intended design. The failure to properly “educationally” commission learning environments is often a direct result of a failure to intentionally involve the instructional staff throughout the life of the design and implementation of new solutions.

Course participants will gain an expanded knowledge base of critical nomenclature in working with teams of educationalists, broad introduction to select/popular modern pedagogical approaches and theories, process implications of true educational commissioning, and practically demonstrate design intent in accordance with a chosen instructional practice.

Course Learning Outcomes:
Knowledge Outcomes and Indicators
Candidates discuss the benefits and challenges of merging and sequencing both the learning design and learning environment design processes.

Outcomes
- Sequencing of learning design process with comprehensive facility design process.
- Risks of failing to properly sequence and include educationalists in the overall design process.
- Recommendations for process steps and inclusion of instructional staff and learning design throughout the learning environment design process.

Indicators
- Demonstrate understanding of key touchpoints and milestones of learning design process through participation in discussion and written executive summary of process (used to educate a client of the need).
- Create a specific learning design process schedule for one of several optional scenarios.

Candidates identify the key learning and space design principles and their primary connections/ considerations when preparing learning environment designs.

Outcomes
- Developing key vocabulary and theory for major pedagogical approaches prevalent in today’s instructional practice (some examples)
  - Project based/Collaborative Inquiry/Expeditionary
  - Blended Learning
  - Personalized Learning
- Understanding the elements of learning that generate deep thinking
  - Makerspaces of the mind - this is not a “type” of learning like the others listed, but rather the process of learning that should be imbedded within all of them.
- Primary questions to ask and have clarified with educationalist prior to significant emphasis on learning environment design.
- Key Learning Design Principles: authentic inquiry, respectful collaboration, inclusiveness, rigor, and ownership.
- Key Space Design Principles: integrated technology, learner mobility, multi-modal learning, adaptability, and dynamic ergonomics.

Indicators
- Selecting a specific modern pedagogy as the basis of design.
- Developing a core set of beliefs and instructional practices that will serve as the touchstones for the remainder of the design program.
Personal Belief, Value and Commitment Outcomes and Indicators

Candidates promote the intimate connection between clear learning design and its corresponding supportive learning environment design.

Outcomes

- Space directly contributes to or takes away from the learning experiences for students and teachers.
- Without a reasonable knowledge base of the most prevalent pedagogical schools of thought and the underlying theory, design professionals will be less equipped to provide truly supportive and aligned spaces.
- Recognize, understand, appreciate, and value the diversity of learners’ needs.
- Candidates value a holistic, collaborative design process—encompassing both learning and environment design.
- Importance of instructional practice leading the sequencing in the design process.
- The inclusion of ongoing input and involvement of instructional leadership throughout the design process.
- Professional development training and coaching—understanding their role in this component of effective educational commissioning.

Required Texts:
1. Humanizing the Education Machine, Rex Miller, Bill Latham & Brian Cahill
2. From the Campfire to the Holodeck: Creating Engaging and Powerful 21st Century Learning Environments, David Thornburg

Other required resources:
3D Google Cardboard Glasses VR or any other VR Goggles—TENTATIVE

Weekly Agenda:

Week 1: The Burning Platform

Topics to Address: The Need for Pedagogical Change

Web Lectures
1. Course Introduction/Overview – Video Introductions including all Instructors (5 mins)
2. The Need for Pedagogical Change – Bill Latham (10 minutes)
3. Introduction to the Building Excellence (BE) Survey – Susan Rundle (10 minutes)
4. BE: Psychological Elements– Susan Rundle (10 minutes)
   - Analytical/Global Elements: Information Processing and Communication
   - Reflective/Impulsive Elements: Decision Making and Problem Solving

Activities:
1. Complete the Building Excellence (BE) Survey.
   Instructions for taking BE are located below under resources

2. TEAM Discussion Forum: Trends in Education:
   - Before answering the questions below, in your assigned team, provide a brief introduction and overview of your background.
   - Consider the following questions then discuss and share your personal perspectives with your team members:
     - How has the world changed in the last 30 years?
     - Share new trends in education that you have seen in the last 5 years.

3. Deliverable # 1: Individual Activity
   Visit a Local School Classroom
   - Prior to the first visit, request information regarding how learning takes place in the space, including instructional delivery preferences as well as technology and other tools utilized in the learning space. In addition, obtain permission for taking pictures of students in the room.
   - During your visit, observe the learning experiences that take place and describe the learning experiences you witnessed.
   - Share images of the space.
   - Describe in detail how teaching and learning take place.
   - Do the actions observed in the learning space match what the teacher stated he/she did prior to your visit?
   - Describe the student engagement level.
Resources:
• BE Survey Instructions
• BE Team Action Planner
• Tools and Resources: Chart for classroom observations

Readings:
1. Chapter 1 of From the Campfire to the Holodek
2. 9 Elephants in the (Class)room that should unsettle us?
3. Revenge of the Right Brain, Daniel Pink
4. The Power of Introverts, Susan Cain

NOTE: On the last page of the Course Syllabus, you will find additional resources such as articles. You will see that there is a list of articles for each week. While these are not required readings, we encourage you to read them to enrich your knowledge.

Week 2: Starting the Conversation: The Educational Design Brief

Topics to Address: Diverse Pedagogical Models
• Project based/Collaborative Inquiry/Expeditionary
• Blended Learning
• Personalized Learning
• Identifying the elements of an educational design brief
• BE Survey: Sociological Elements

Web Lectures
1. Pedagogical Models - Susan Rundle (10 minutes)
2. BE: Social Equilibrium and the Effect on Team Dynamics Susan Rundle (15 mins)
3. What is an Educational Brief? – Bill Latham & Irene Nigaglioni (10 minutes)

Activities:
1. TEAM Discussion Forum: Social Equilibrium
   Consider your Sociological preferences/strengths. Describe how your current work environment influences either positively or negatively productivity and team engagement.

2. Deliverable # 2: Team Activity
   Based on the information shared and the Pedagogical Models Workbook, choose a pedagogical model and create an educational design brief that you will use for your Signature Project.

Resources:
• Examples of Educational Design Briefs
• Pedagogical Models Workbook

Readings:
• Chapters 4 and 8 of Humanizing the Education Machine
• Chapter 2 of From the Campfire to the Holodek

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Week 3: Learning is Relationship Based

Topics to Address: Diverse Pedagogical Models
• Maker Movement
• STEAM/STEM
• CTE
• BE: Emotional Elements
**Week 4: The Learning Environment**

**Topics to Address: Components of a Learning Environment**
- Learning Environments
- BE: Environmental Elements: Creating Homeostasis

**Web Lectures**
1. Learning Environments: Macroenvironments – Irene Nigaglioni (15 minutes)
2. Learning Environments: Microenvironments – Bill Latham (15 minutes)
3. BE: Environmental Elements: Creating Homeostasis - Susan Rundle (10 minutes)

**Activities:**
1. TEAM Discussion Forum: Design
   In your assigned team, describe the challenges associated with changing the built environment so that it better supports learning? Create a list of the top five (5) challenges you encounter.

2. Deliverable # 3: Team Activity
   Submit a scripted PowerPoint presentation that builds on the maker space bubble diagram from last week. Explain the learning experiences you included, as well as the BE elements the support. Provide images or sketches to show what each of the zones within the maker space could look like. Provide reasoning for the images you selected.

**Readings:**
- Chapter 14 of Humanizing the Education Machine
- Chapter 6 of From the Campfire to the Holodek

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**Week 5: Educational Commissioning**

**Topics to Address: Educational Commissioning Model**
Web Lectures

- Educational Commissioning – The design process & goals - Irene Nigaglioni (10 minutes)
- Educational Commissioning – The reality – Bill Latham (10 minutes)
- Perceptual Elements: Processing Sensory Information (includes Leadership and Change) - Susan Rundle (15 minutes)

Activities:

1. TEAM Discussion Forum: Leading Change
   In your assigned team, discuss why change is difficult on teachers and school administrators?

2. Deliverable # 5: Individual Activity
   Develop a schedule for implementing the redesign of a learning space. In addition, based on the Educational Design Brief, choose a space that you will use for your Signature project. This space can be a classroom wing, fine arts area, library, etc. Refer to enclosed samples for ideas on possible spaces. Describe the type of facility (HS, MS, ES, HIED, Specialty Campus, other), location for your facility (urban, sub urban, rural, other) and describe the community that your space will serve.
   Reflect on takeaway from BE survey.

Resources:

- Samples of spaces to use for signature project

Readings:

- Chapter 17 of Humanizing the Education Machine
- Neuroscience in School Design, I. Nigaglioni
- What is Educational Commissioning? J. Lackney

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Week 6: Theory to Practice

Topics to Address: Redesigning Learning Spaces

Web Lectures

- Putting it all Together – Page Dettman (10 minutes)
- VR View of live classroom (10 minutes) - TENTATIVE

Activities:

1. Signature Project: Individual Submission
   - In a scripted PowerPoint format, share the floor plan of your selected space and identify the challenges inherent in the space for adopting your selected pedagogical model and intended learning experiences.
   - Redesign the space to respond to your model and intended experiences, identifying the changes to the space and the reasoning for the changes. Include BE elements as part of the redesign.

Resources:

- 3D Google Cardboard Glasses VR or other VR Goggles

Readings:

- Visualizing 21st Century Classroom Design

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Additional Readings

Week 2 – Starting the Conversation: The Educational Design Brief
Additional (Not required) Readings:
1. Blended Learning Toolkit
2. Blended Learning is about more than technology
3. 10 Innovative Learning Strategies for Modern Pedagogy

**Week 3 – Learning is Relationship Based**

Additional (Not required) Readings:
1. 7 Things you should know about Maker spaces
2. Maker space promotes problem solving and computational thinking
3. Furnishing STEM Spaces

**Week 4 – The Learning Environment**

Additional (Not required) Readings:
1. MNC/CoSN Horizon Report 2016
2. Do School Facilities affect academic outcomes?

**Week 5 – Educational Commissioning**

Additional (Not required) Readings:
1. Why Introverted Teachers are burning out.

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**ACTIVITY DETAILS:**

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<th>Maximum Points</th>
<th>Activities</th>
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<tr>
<td><strong>25 pts.</strong></td>
<td><strong>5 Team Discussion Forums</strong> (5 points each) Minimum – Two (2) significant postings per week</td>
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<td><strong>45 pts.</strong></td>
<td><strong>Team and Individual Weekly Activities</strong></td>
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<td>• Deliverable # 1 – Individual Activity – Classroom Observation (9 points)</td>
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<td>• Deliverable # 2 – Team Activity – Educational Design Brief (9 points)</td>
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<td>• Deliverable # 3 – Team Activity – Maker Space Bubble Diagram (9 points)</td>
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<td>• Deliverable # 4 – Team Activity – Scripted PPT – Make Space (9 points)</td>
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<td>• Deliverable # 5 – Individual Activity – Schedule and space selection (9 points)</td>
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<tr>
<td><strong>30 pts.</strong></td>
<td><strong>Signature Project Presentation</strong> Scripted PowerPoint Presentation (30 points)</td>
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<td><strong>100 pts.</strong></td>
<td><strong>TOTAL</strong></td>
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