

CONSIDER:

VIEW YOUR SPACE

Hold up this cut-out shape to frame a view of your instructional spaces. What do you see? What are the strengths? Weaknesses? How can you adapt your spaces and furnishings to support an inquiry-based program?



WHAT COULD AN INQUIRY-BASED SETTING LOOK LIKE?
TAKE A TOUR AT WWW.YOUTUBE.COM/USER/ASCVS1

INSIGHTS by VS offers planning resources for innovative learning environments. Inspired by conversations between educators and architects, INSIGHTS illustrates important connections between learning and learning places. This 2nd edition of INSIGHTS is based on conversations with America's Schoolhouse Council.
www.contactVSamerica.com

America's Schoolhouse Council is a national consortium of educational planners and designers dedicated to improving student learning through better academic facilities. The organization's combined portfolio encompasses over 3,000 educational facility projects in 22 states and represents over \$6.5 billion in construction.
www.americasschoolhouse.com

INSIGHTS

some call it...

S.T.E.M.

S.T.E.A.M.

Engaged learning

CTE

Project-based education

Inquiry-based curricula

we call it...

Dialogue Starters

EXPLORE:

GET STUDENTS INVOLVED

Have students photograph places (in and out of school) where they would like to learn. Ask them for images that show the uniqueness of their community. Post their snapshots on a project blog to use for discussion.



INQUIRE:

SURVEY DIFFERENT SETTINGS

Ask the planning team to rate 20 slides showing different environments within and outside of schools. A rating of 1 indicates 'dislike' and 10 indicates 'excellent'. Discuss photos with a common reaction, and photos with a wide range of reactions.



CONNECT:

TAKE A FIELD TRIP

Take the planning team on a field trip to local businesses, or other schools. Ask them to take photos. What works and what doesn't work about the space? What ideas can be utilized in their own setting? Virtual field trips can work too.



THE
FUTURE
IS
A
CONVERSATION

VS

The Future

A conversation
about 21st century
educational settings

The Future: Collaborative Education

SETTING THE STAGE

Educators must prepare students to compete in an evolving global economy.

To succeed, students need 21st century skills learned through co-curricular collaboration. Delivery systems are changing to meet the challenge. Learning environments must react with agility and flexibility, the hallmarks of a 21st century learning setting.

Innovation and problem solving are critical skills. With curricular collaboration, students learn through mentoring, peer review, and group activities.

Students become residents in two communities: local and global. Each informs the other; community values become the foundation of their collaboration.

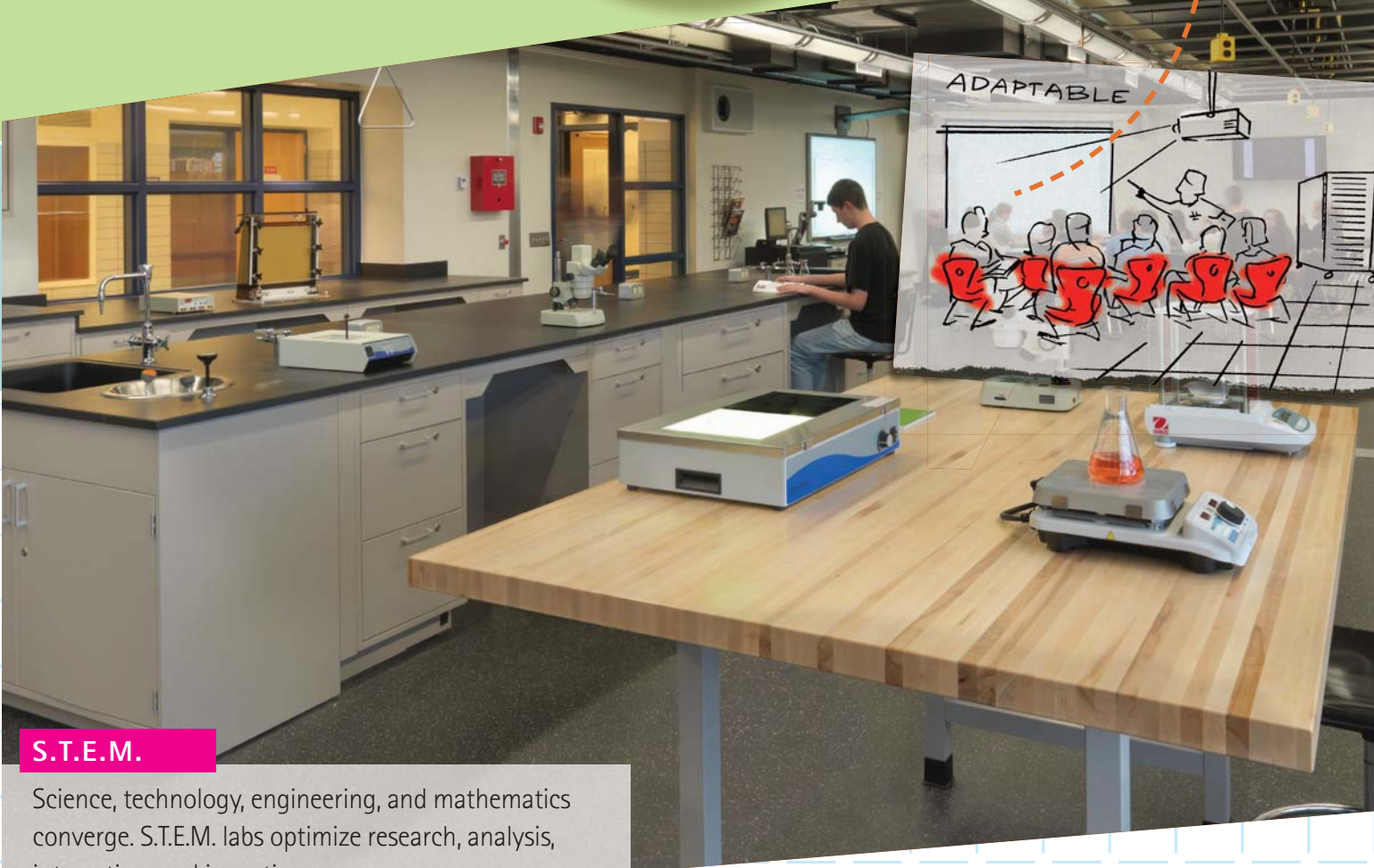
THE HUB OF MULTIMEDIA COMMUNICATION

Student presentations are simultaneously broadcast to educational and industry partners. Feedback is instantaneous.

Flexible furniture is critical; students and teachers must be able to group and regroup to suit the activity.



THINK TANK



S.T.E.M.

Science, technology, engineering, and mathematics converge. S.T.E.M. labs optimize research, analysis, interaction, and invention.

21ST CENTURY SKILLS

- Problem solving
- Creativity
- Innovation
- Collaboration
- IT / Media literacy
- Entrepreneurship
- Leadership



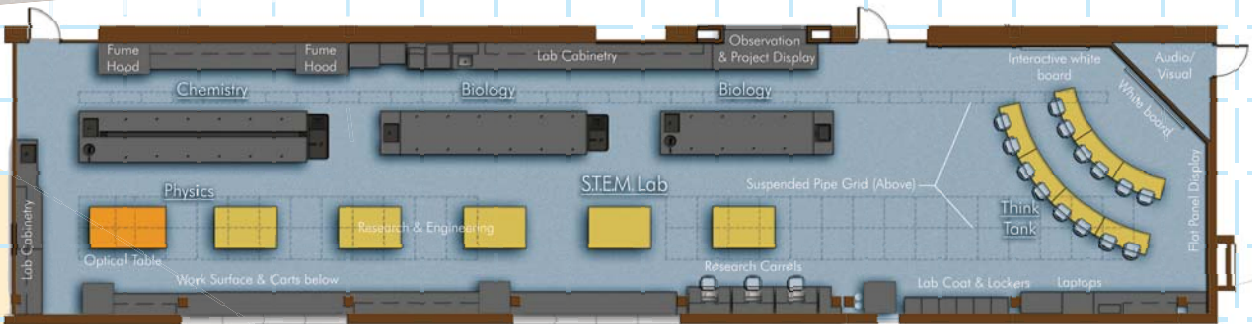
INQUIRY IN ACTION

EXAMPLES OF INQUIRY-BASED PROJECTS:

BUILD A ROBOT TO PERFORM A SET OF TASKS AND COMPETE WITH STUDENTS ACROSS THE COUNTRY

CONVERT ENERGY GENERATED DURING HIKING TO POWER HANDHELD GPS UNIT

STUDY RALDH2 GENE USING ZEBRA FISH DUE TO SHORT GESTATION PERIOD



A RENOVATION TRANSFORMS THREE TRADITIONAL CLASSROOMS INTO A LARGER, INQUIRY-BASED SPACE

One Space, Many Settings

SETTINGS MATTER

A well-designed learning setting allows an inquiry-based curriculum to thrive.

It provides the boundary for collaboration, and the flexibility for students to access information and interact with the world. It adjusts to each project, each group, each individual.



PROJECT-BASED
SETTINGS ARE AS
FLEXIBLE AS THE
YOUNG MINDS
THEY STIMULATE.

Students
use the
space to

GROUP



A fresh perspective springs from
the word "setting." Settings
adapt. They inspire educators
and students to move beyond
the conventional.

UNGROUP

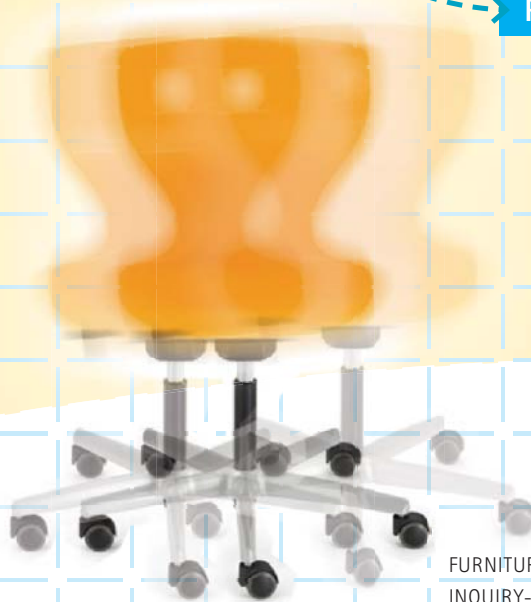
REGROUP

ENERGY MEETS OPPORTUNITY

TRANSPARENT SETTINGS BUILD
EXCITEMENT AND STIR CURIOSITY.

STUDENTS WHO PASS BY SEE AN
EXPERIMENT OR A PROJECT. THEY
ASK THEIR CLASSMATES, "WHAT ARE
YOU DOING IN THERE?"

INTEREST BUILDS.
KNOWLEDGE SPREADS.



FURNITURE PROVIDES STRUCTURE FOR THE
INQUIRY-BASED SETTING. STUDENTS AND TEACHERS
SHAPE THE SETTING AS THEIR TASK DEMANDS.



A New Dialogue: Inquiry-Based Settings

GETTING STARTED

The shift in educational delivery provides an opportunity to improve learning settings.

A new dialogue inspires the planning process. Educators, community members and architects become partners in developing new virtual methods and physical spaces to engage students.

ENGAGE:

COMMUNITY CHARRETTE

When teachers, administrators, students, community members, and design professionals gather to plan inquiry-based settings, it builds excitement and consensus.



- Identify a need to break down barriers for a more inclusive curriculum.
- Start small: identify a group (teachers, a single school, a grade level) to start the collaborative process.
- Appoint a respected champion to keep the vision on track.
- Be transparent: use blogging, graphics, e-mail to keep stakeholders in the loop.
- Educate stakeholders: field trips, independent research, presentations by specialists.
- Engage in a design charrette to encourage more voices.
- Commit fully: invest the necessary resources to succeed.

PREPARE:

COMMUNITY PILLARS

One community has a strong history in automobiles. Another thrives because of its vibrant performing arts scene. A large biotechnology company calls a third community home.

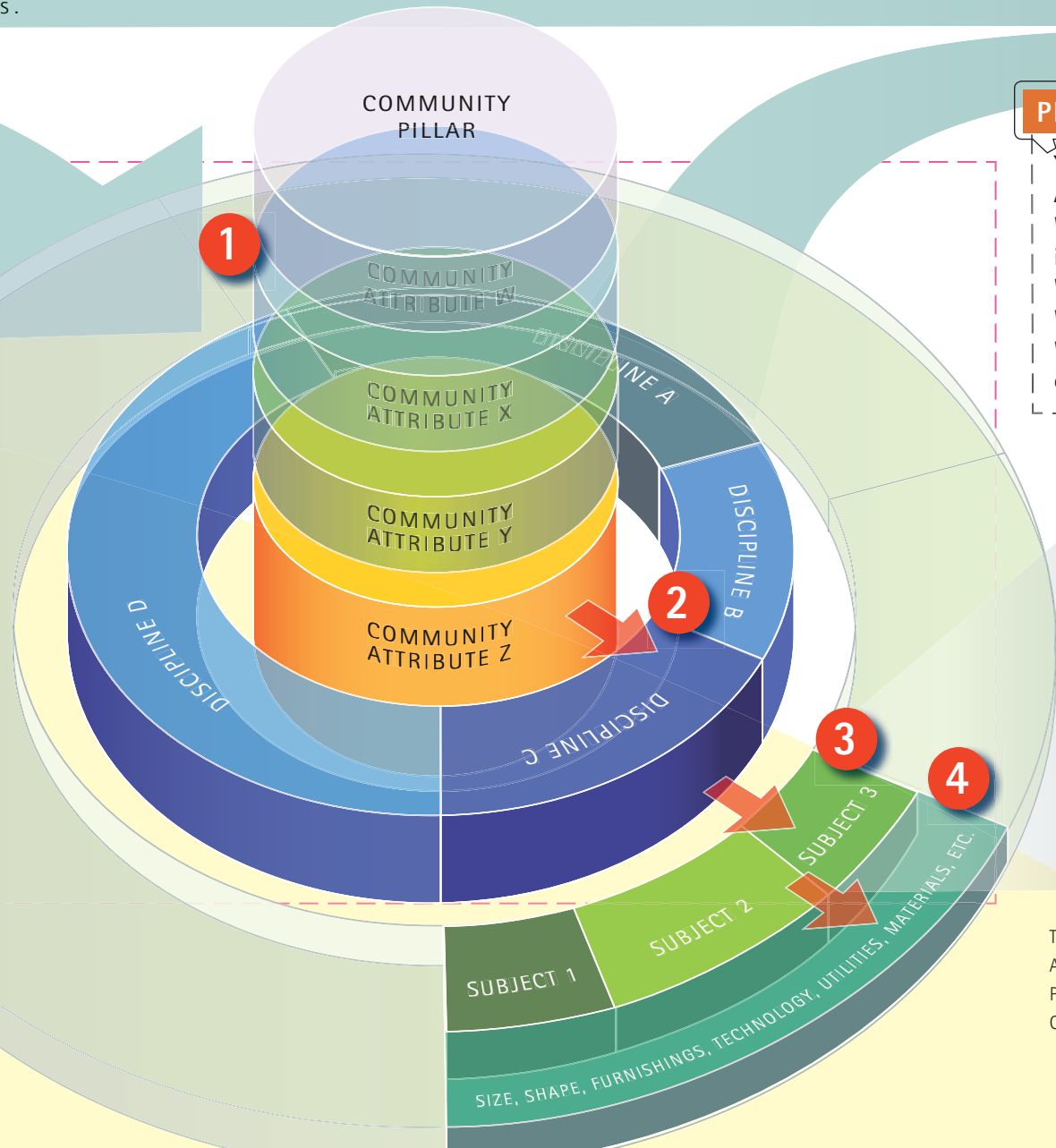
How can students be educated to innovate the future of these community attributes? How can a school community's value system be integrated into the curriculum?

The community pillar tool creates pathways for institutions and their school communities to develop such ideals and integrate them into the curriculum. Each discussion informs decisions at each level. Each ring interacts with the other.

The result becomes a road map that fosters collaboration and creates dynamic spaces in support of unique learning settings.



- 1 Community Pillar**
Identify a community value or attribute for the curriculum to support.
- 2 Co-Curricular Ring**
Determine which disciplines or departments can collaborate to inform that value or attribute.
- 3 Subject Matter Ring**
Choose relevant subjects within each discipline.
- 4 Programmatic Ring**
Create ideal setting (e.g. size, shape, furnishings, technology, utilities, building materials, finishes, etc.) to respond to curricular goals.



PINPOINT:

YOUR COMMUNITY'S ATTRIBUTES:

- What are the most important industries?
- What is unique about its history?
- What local natural elements exist?
- What makes it different from any other community?



THE McCAW SCHOOL OF MINES INTRODUCES NEVADA'S VITAL MINING HISTORY AND CULTURE TO STUDENTS AT CLARK COUNTY SCHOOL DISTRICT. THE PROGRAM DEVELOPED COLLABORATIVELY AMONG EDUCATORS, THE BUSINESS COMMUNITY, AND THE LOCAL GOVERNMENT.