



WHAT HAVE YOU DONE TO THE LIBRARY?

**21st Century Learning
Spaces**

**St. Clair County Regional
Educational Service Agency (RESA)
21st Century Learning Symposium
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Your Presenters

Rachel Lynn
Brailsford & Dunlavey, Inc.



John Davids
Stantec Architecture, Inc.



Lauren Villaluz
Oakland Schools



Agenda

1

Drivers

2

Implementation

3

Impact

4

Discussion



Evolution of the Schoolhouse

BEFORE...

- Industrial economy
- “3 Rs”...reading, writing, arithmetic
- Double-loaded corridors, factory layout
- Baby boom placed premium on space



NOW...

- Global economy
- “4 Cs”...critical thinking, collaboration, communication, creativity
- Space must be flexible and adaptable

21st Century Learning

- Differentiated & self-directed learning
- Active vs. passive learning
- Teachers & students vs. facilitators & learners

Theme: one
size does
not fit all!

Customized
Learning



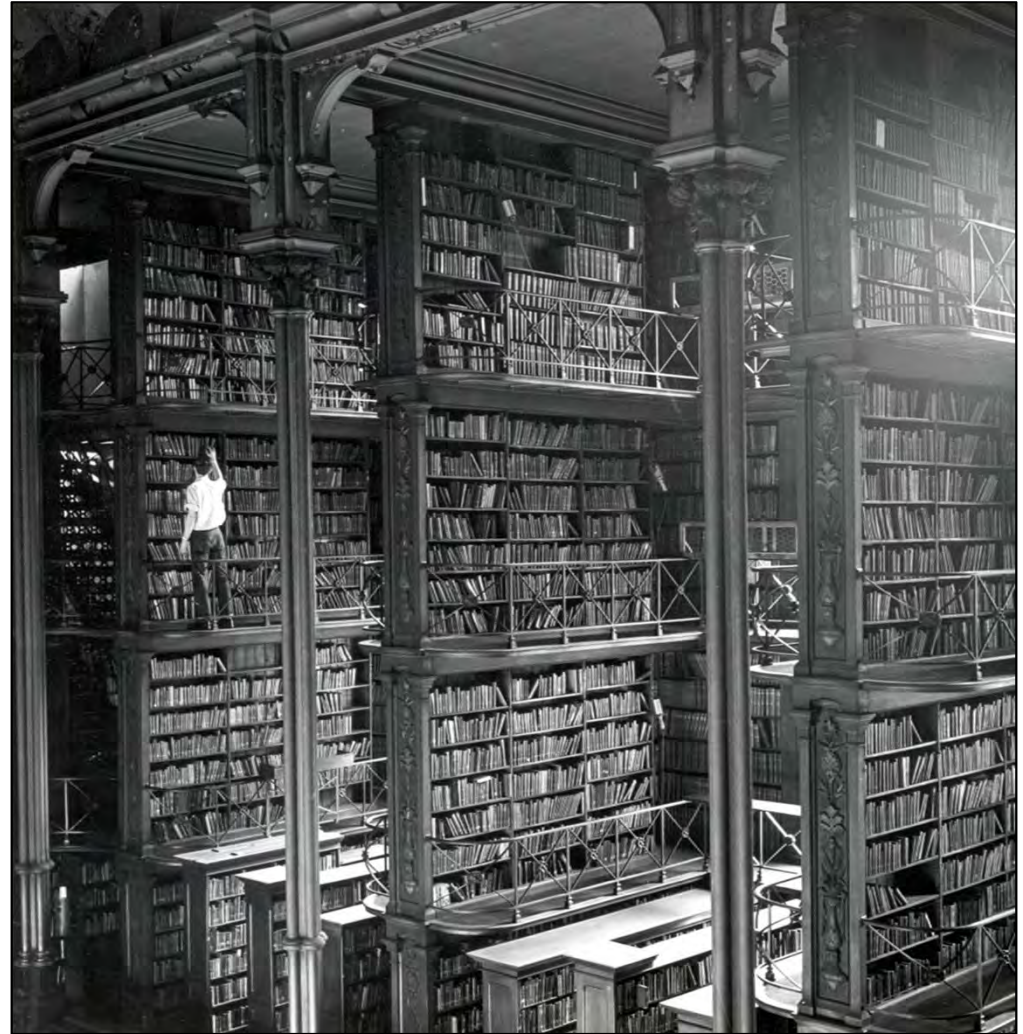
New Media & Access to Resources

- Reliance on digital resources
- Integration of computing devices in learning
- Role of media specialist



Old School Model

- Individual
- Quiet
- Static collection
- Behind closed doors (locked doors)
- Space Specific (the “library”)



New School Model

- Collaborative
- NOISY (at least sometimes)
- Dynamic collection
- Accessible/open
- Decentralized (the whole building?)



Where does learning happen?

- What is centralized?
- What is distributed?
- Who is the media specialist?
- How to support teaching and learning

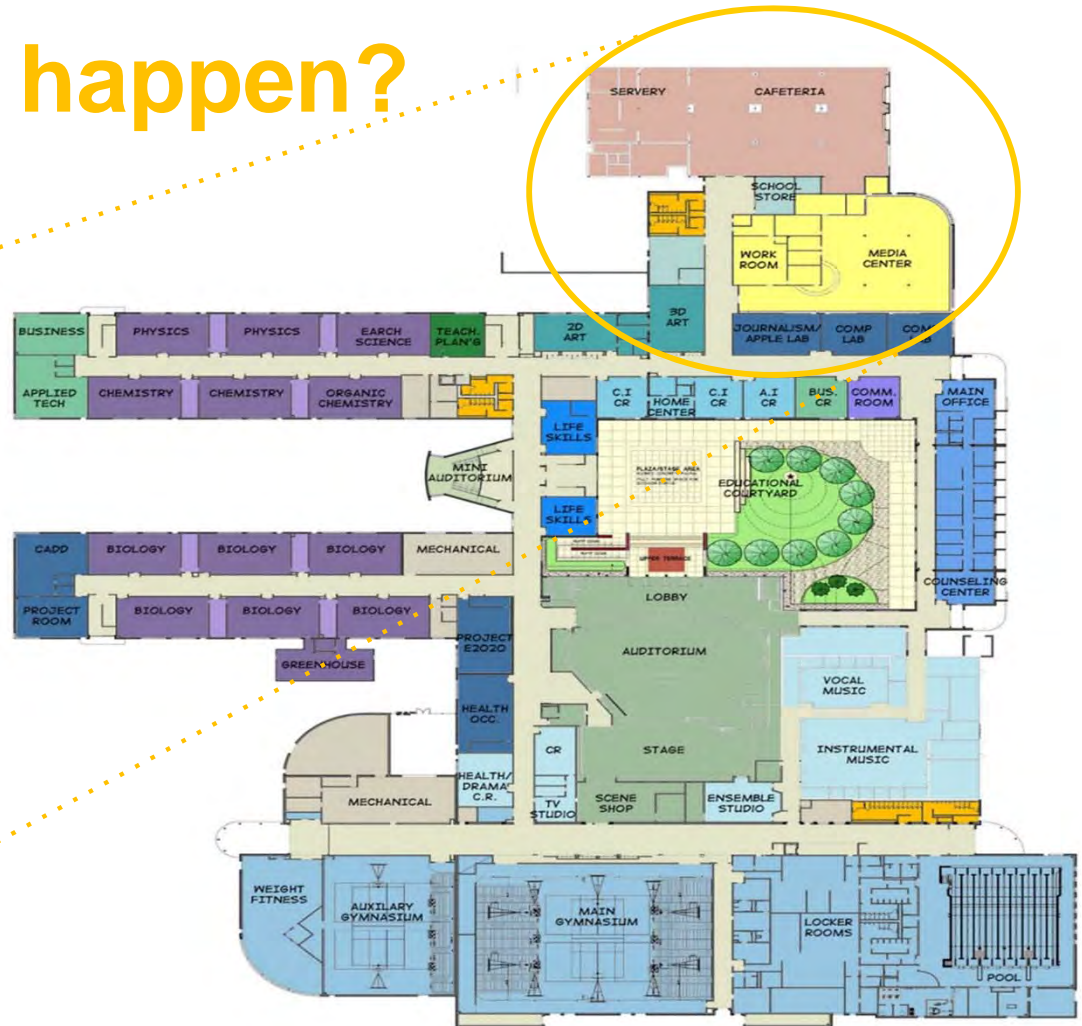
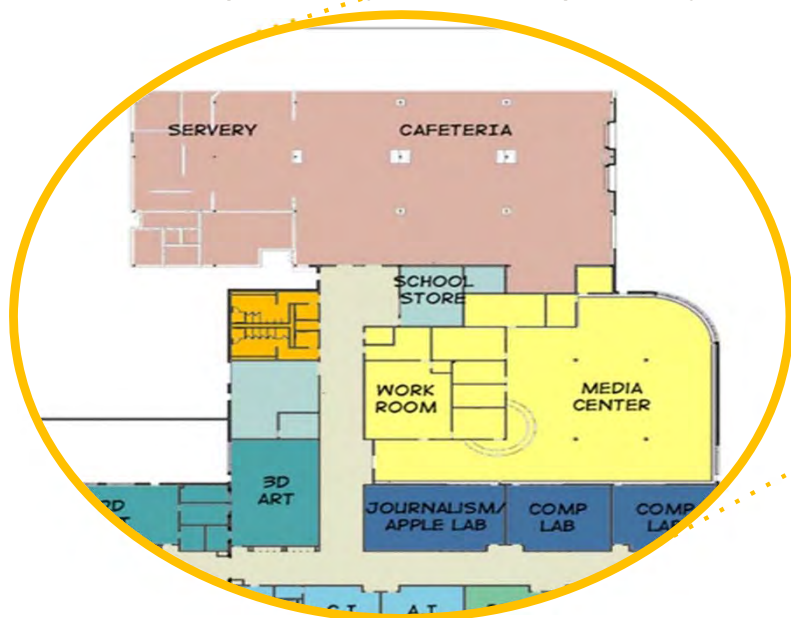


“Make no little plans, they have no magic to stir men’s blood”

- Daniel Burnham

When does learning happen?

- Extended Hours
- Location to support use
 - Before and after school
 - Lunchtime
 - Drop-in use (schedule-dependent)



How does learning happen?

Multiple modalities to support multiple learning styles

- Various scales
- Flexible spaces, short and long term
- Furniture/technology



Potential Elements



“There’s a better way to do it. Find it”
- Thomas Edison

Collaboration Spaces

- Where?
- How big?
- Flexibility
- Furniture/technology



Media Specialist as Facilitator

- Resources
- Accessibility
- Technology



Comfortable seating



Snacks!

- What types?
- Student operated?
- Finishes/maintenance



Professional Staff Space

- How much is needed behind a closed door?
- How much happens in the open
- Are you designing for someone specific?



Remodeled Spaces!



before

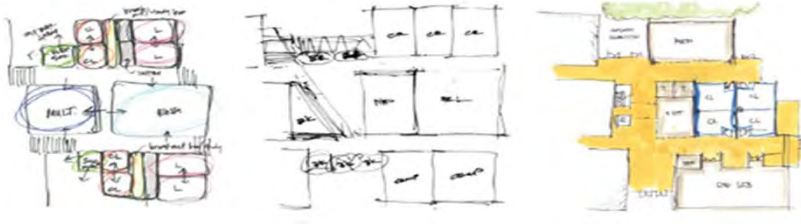
after



The Design Charrette

What is a “charrette”?

- A charrette is a brief but intense design workshop in which stakeholders and interested citizens are invited to contribute to the work of an interdisciplinary team of designers during the earliest stages of design and planning.



“Success has many fathers.” -John F. Kennedy

How to Conduct an Effective Charrette

- Inclusive process
- Messy and chaotic - scary for some architects
- Share information with all participants to achieve a baseline of knowledge
 - Examples of other facilities
 - Suggested program elements
 - Shared experiences

How to Conduct an Effective Charrette

- Keep groups small (up to 8-10 participants)
- Mix participants based on age/interests
- Relaxed atmosphere to discourage intimidation
- Use a variety of media

Impact on Role of the “Librarian”

- Redefine the role of the “librarian”
- Knowledge Keeper vs. Facilitator of Knowledge
- Growth Mindset vs. Fixed Mindset

Our **libraries** should transition
to places to **DO STUFF,**
not simply **GET STUFF.**

WE NEED TO STOP BEING THE GROCERY STORE
and become the kitchen.

Joan Frye Williams as presented by @JoyceValenza

Impact of Redesigned Spaces

Royal Oak Schools:
Teaching & Learning Center
Teaching & Learning Specialist

- Creates and maintains a vibrant, collaborative, technology-driven TLC
- Supports inquiry-driven learning
- Catalyst for integrating technology into teachers' instruction
- Provide professional development
- Curate digital and non-digital resources
- Build a community atmosphere with partnerships

“Our Media Center is the **product of its staff**, however. If the philosophy of the archivist or librarian or tech specialist is to "protect the information," then access and environment is an issue. If it is to "curate and promote," then people feel connected and will use the space.”

Impact on Student Motivation

- Increased Student Motivation
- On task in the space
- Lower frequency of classroom management issues (Adrian Public Schools)
- Students are comfortable and safe (Maslow's Hierarchy of Needs)
- Inviting & welcoming space
- No longer an underutilized space

Saline High School
Media Center



Adrian High School Library Before



Adrian High School Global Learning



Impact on Learning

- Student Centered Learning and Teaching
- Active Learning: Project Based Learning, Inquiry Based Learning, Maker Spaces, Blended Learning
- Self-Directed Learners
- Life-long learning
- Increased ability to meet all students' needs
- Access to technology for multi-modal learning through blended and virtual experiences
- Extended hours for student support
- Spaces that facilitate different skills and different learners
- Individual/Collaborative/Classroom Spaces

Impact on School Culture

- Culture of Trust
 - Acknowledging and utilizing feedback from students, parents, community, teachers
 - Sense of ownership is reflected in how the space is treated (Adrian Public Schools)



Adrian High School seniors designed the Global Learning Centre.



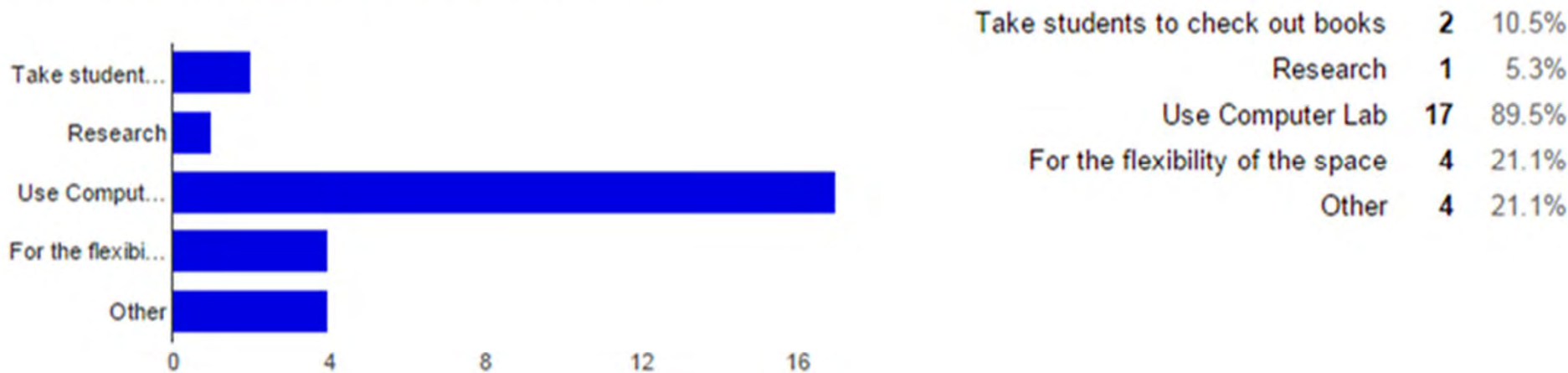
- Catalyst for Change
 - Sparks conversations about what effective learning and teaching looks like and the spaces needed to facilitate it
 - Mindset shift

Impact in Data

Pre-Redesign

How teachers in Royal Oak High School utilize the library currently:

Why do you visit your school's media center?



Impact in Data

Feedback from **teachers** on current design of library space for learning:

“Our media center (in the past) has been a very quiet environment, if groups were in there reading then it made it **difficult for a classroom to collaborate** with peers because it could be too loud for some people.”

“Not very useful, other than our computers are there. Students don't really know how to **research**, or who to ask for help. It is not a very **inviting place** to be...”

“It is old and doesn't have usable resources that are **applicable to content**.”

Impact in Data

Feedback from **students** on current design of library space for learning:

Why do you visit the media center?

“To use the computers”

“To write papers, I don’t really check out books there”

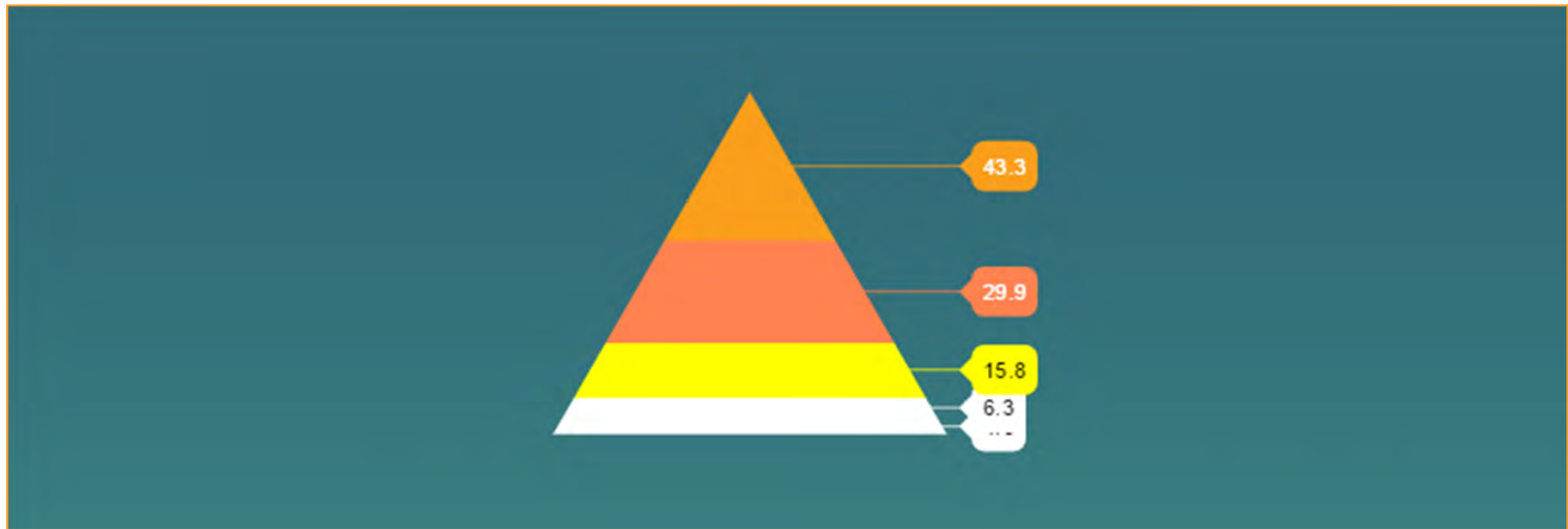
How often do you visit the media center?

“Once in a while”

“I really don’t go there a lot.”

Impact in Data

Post-Redesign



A Saline High School Student Survey asked:

Do you support technological changes being implemented in the library, such as comfortable seating, large monitors, group areas and glass walls?

90%

Impact in Data

Post-Redesign

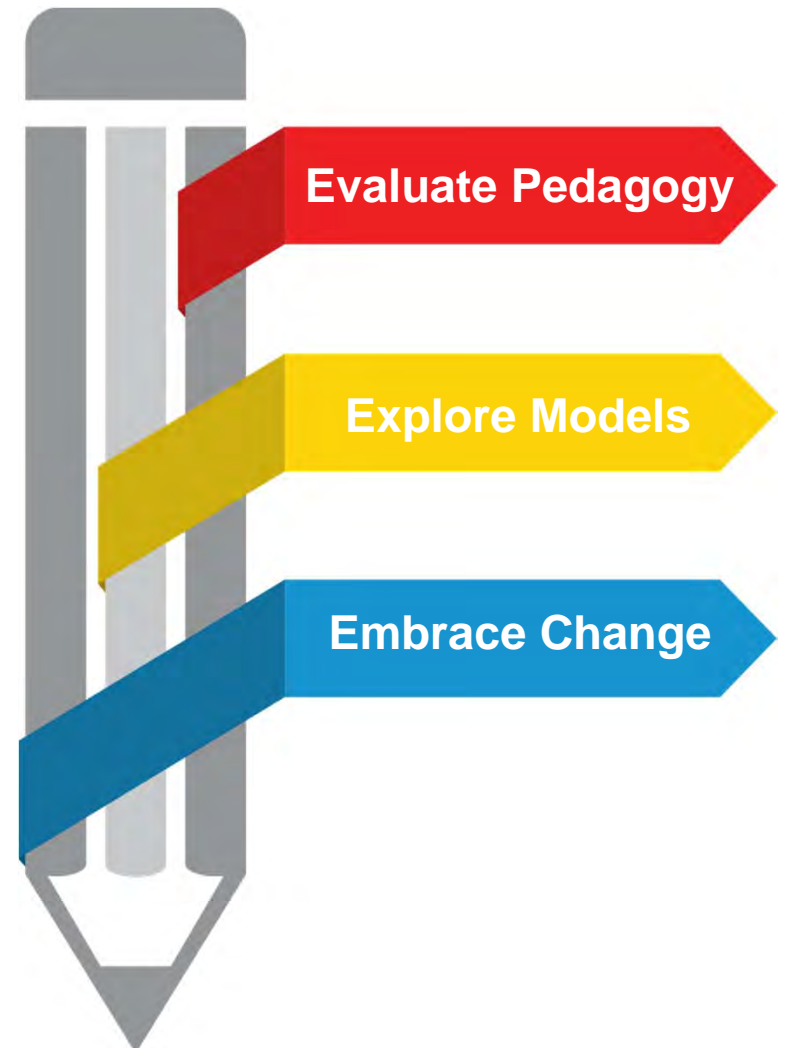
Saline High School student on the redesigned learning spaces:

“Students like the upgraded spaces, especially at the media center area, which is generally a place where people to go to get work done and collaborate,”

“A lot of kids use the area, including myself. It’s really nice because the color scheme and comfortable furniture are really stimulating. It’s a very innovative area,”



What Comes Next?



Questions?

John Davids
Architect
Stantec Architecture, Inc.
john.davids@stantec.com
(248) 534-9211

Rachel Lynn
Senior Project Manager
Brailsford & Dunlavey, Inc.
rlynn@programmanagers.com
(313) 208-7007

Lauren Villaluz
Technology Integration Specialist
Oakland Schools
lauren.villaluz@oakland.k12.mi.us
(248) 310-3911