

Welcome to Designing Learning Spaces



Dan Gilbert EDUC 303X

ZEUM Animation Studio
San Francisco

Choose one group of learners

- Kids (Ages 6-10)
- High School Students (14-18)
- College Students (19-22)
- Seniors (65+)

Your Boring Learning Space

- Kids -> Modern Art Museum
- High School Students -> School
- College Students -> Traditional Office (Think “Office Space”)
- Seniors -> Library

Imagine it is 2050!

Create a 2 minute skit in your learning space

- Show us how learning could be exciting in your context
- Design an intervention imagining unlimited technology and unlimited \$\$\$
- Everyone in the group must have a role
- Ready to perform in 10 minutes
- Scripts and improv okay but **NO NARRATION!**

Have Fun!

You've just done a mini-main project for EDUC 303x

In this class we will:

- Work on teams with real-world partners to propose a design for a real space
- Focus on “verbs” - learning processes - instead of “nouns” - specific technologies.
- Gain experience creating scenarios and personas to help guide space design
- Collaborate, reflect, analyze, explore, and create as individuals and as a community

Dan Gilbert's Roles in Educ 303x

In this class, I will: support, facilitate, connect, explain, support, give feedback, advocate, coach, model, guide, push, and...

In this class, I will not:

- Tell you what to do
- Show you the one right way to do something
- Allow any of us to be 'just okay'
- Have all of the answers

Students' Roles in Educ 303x

In this class, students will:

- Build ideas on each other
- Look for inspiration in unusual places
- Take a minute to love before criticizing and never criticize without an alternative in mind
- Participate in person; contribute online
- learn, reflect, document, collaborate, argue, compromise, design, improvise, create, connect, explain, support, give feedback, advocate, push, represent Stanford, and....

Rolf and Annie's Roles

- Coaches, agent provocateurs, advocates, documenters
- Future You
- Help keep course and instructor in check

Dan Gilbert

- Academic Technology Specialist at Stanford Center for Innovations in Learning
 - works with faculty to design, carry out, and evaluate learning activities in the experimental spaces of Stanford's Wallenberg Hall
 - consults with campuses globally on designing new learning spaces.
 - published and presented on designing learning spaces and using social software to build learning communities
- Lecturer in Stanford's School of Education.
 - Developed and co-teaches Designing Learning Spaces (EDUC 303x: <http://learningspaces.stanford.edu>)
- Everything but the coder for high-tech start-ups
- ESL Teacher in the US and Japan for kids and adults
- Master's Degree in Learning, Design and Technology from Stanford (2002)





Examples of Learning Spaces



— uu —
Ctesum
Asclepiadum — uu
cho

אני ואם
אני מניסיון
יש לי מיון תעס.
אנטי אני לו בגרונר
אני לויק
אם ישו שלם
אני תעמ'ק
אני אייה שור

רשימה!

רמי מ'כאס. ואני מקבר
קצת יגרות.
אם, אצמד יורית, זה מ'כאן!
אבל בקתרה זה בקתרה זה דר
מור.
אני זה הסטנפורד, הקצברנ'א
אני אורה הפליקרה ואסטרומ'ק.
נעם מור!

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flak	only	קק
Edsat	little	קצת
lo	to	ל

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and your score
on the back of
the bench
just to your right.



A vertical white panel with ten horizontal slots, each containing a red slider. The sliders are positioned at various levels, likely representing a score for each fact.

- 1.** An adult gorilla brain is less than half the size of an adult human brain.
- 2.** Gorillas have binocular vision and see in color, just like humans.
- 3.** A charging gorilla is usually bluffing and will almost always stop short of attack.
- 4.** Some rare humans have outweighed gorillas, but normally gorillas are the largest of all primates.
- 5.** Gorillas share the same blood types with humans and can accept transfusions of human blood.
- 6.** The only predators wild gorillas have reason to fear are leopards and Man.
- 7.** Mature male gorillas are called "silverbacks".
- 8.** In the wild, gorillas have a lifespan of about once every four years.
- 9.** Young gorillas are just like human children.
- 10.** A gorilla group is led by the oldest, strongest male.







 Touch
Toca
Chạm Vào





PARADISE
SERIES 2
STRENGTHENING

1. **Shoulder Press**
2. **Trunk Rotation**
3. **Core Stability**



PARCOURSE[®]
Fitness Cluster
SERIES 2
STRENGTHENING



1 HORIZONTAL CHIN-UP

Transfer to bench, lying under bar. Grip bar, palms outward. Pull yourself up until chin is above your hands. Recover. Repeat to your par.

Your Fitness Level	Number of Repetitions	Benefits
Starting Par	3 Times	A strengthening exercise for the shoulders, upper back, biceps, forearm and lats (muscles to the sides of the back).
Sporting Par	5 Times	
Championship Par	10 Times	





MAIN BEACH

This Beach is a Marine Protected Area. Taking or possessing tidepool animals is against the law.

ABSOLUTELY NO COLLECTING

Follow the good tidepooler rules:



Never remove animals, shells or rocks from the tidepools.



Never pick up animals... observe them where they are.



Walk gently, taking care not to step on plants or animals.



Never turn over rocks.

MAXIMUM FINE \$1,000.00

FOR REFUGE VIOLATIONS

CALL CALIFORNIA DEPARTMENT OF FISH AND GAME

CAL TIP 1-888-334-2258



For more information contact: www.ocparks.com/tidepools





THE BIG STRIKE

San Francisco Chronicle
JULY 6, 1934

REVOLUTION IN SAN FRANCISCO: JULY 6, 1934. BLOOD RAN RED IN THE STREETS OF SAN FRANCISCO YESTERDAY. IN THE DARKEST DAY THIS CITY HAS KNOWN SINCE APRIL 18, 1906, ONE THOUSAND EMBATTLED POLICE HELD AT BAY FIVE THOUSAND LONGSHOREMEN AND THEIR SYMPATHIZERS IN A SWEEPING FRONT FROM SOUTH OF MARKET STREET AND EAST OF SECOND STREET. THE FURIES OF STREET WARFARE RAGED FOR HOUR FILED ON HOUR. ONE WAS DEAD, ONE WAS DYING. 32 OTHERS SHOT AND MORE THAN THREE SCORE SENT TO HOSPITALS.



THE PLACE: The Embarcadero, directly in front of the San Francisco YMCA Embarcadero Hotel for Soldiers & Sailors—sixty years later, transformed as the Harbor Court Hotel. The Call-Bulletin photographer took this view from where you are standing.

THE DATE: Thursday, July 5, 1934.

THE EVENT: San Francisco's Maritime Strike had shut down the West Coast from Seattle-Tacoma to San Diego-San Pedro. Police escorted scab labor onto ships lying at the docks; the International Longshoremen Association and Sailors Union

Spin Mind & E
www.yasf.org/embar



Brachiosaurus altithorax

This replica of the plant-eating dinosaur, *Brachiosaurus*, is based on bones held in the collections of The Field Museum.

This dinosaur lived 150 million years ago in what is today Colorado and Utah and was uncovered in 1900 on a Field Museum expedition. This discovery reintroduced the world to these long-extinct giants.

The **Field**
Museum





Some Principles for Designing Learning Spaces

- Design for Multiple Missions
- Let Verbs Guide Nouns
- Consider people, places and processes in space and around space
- Think Big and Think Little
- Answer: Where's the Learning?



Project 1: Poster Session

Jiffy Learning @ Jiffy Lube



Location:
Jiffy Lube @
Mountain View

Missed Opportunities

- Service chart is there but most customers have little or no knowledge of the less commonly-used services
- Perfect opportunity (missed) for customers to learn more about cars while waiting in the office space
- Since customers come back regularly, they could learn a little bit more about cars each time they come back
- As customers learn more about cars, they also learn more about the importance of car maintenance, which leads to jiffy lube's other services



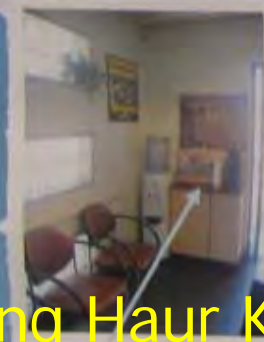
Observation

- Customer waits in "office area" while car is serviced
- Wait is about 10-15 mins
- Waiting area consists of:
 - CD Listening Facility (seldom used)
 - Coffee table
 - Magazines (seldom read)
 - Counter (seldom manned, except when billing)
 - Service Chart (simple price chart only)
 - Chairs (plain & uncomfortable)
- Customers often walk around, not knowing what to do



Proposed Redesign

- A self-serviced, PC-based kiosk that customer could explore to learn more about how car works
- Flippable display panels that show highly simplified diagrams of parts of a car (e.g. wheel, tire, brakes, transmission)
- Real car tyre for hands-on exploration (e.g. checking car tread)
- Information is presented in small, easily digestible chunks relevant to jiffy lube's services
- Detailed knowledge is not the objective here; but general awareness and big picture of the various parts that goes to the smooth running of a car
- Customers learn more about cars while waiting -> more business for Jiffy Lube's other services (possible assessment?)



Coffee Table



CD Listening Facility

Magazines



Self-service PC kiosk about how cars work

Flippable Display Panels



Real car tyre for hands-on exploration

Yeong Haur Kok's Poster 2007

STUDY ROOMS

AND THE MISSED LEARNING OPPORTUNITIES...

Overview

The study rooms at the Stanford Business School provide a quiet and collaborative space for MBA students to meet, discuss, and work on assignments. The rooms are designed to support the learning process and to provide a space where students can work together to solve problems. The rooms are designed to be flexible and to support a variety of learning activities. The rooms are designed to be quiet and to provide a space where students can work together to solve problems. The rooms are designed to be quiet and to provide a space where students can work together to solve problems.

Who, What, When, Where, and Why

Who: The MBA students, faculty, and staff at the Stanford Business School. What: The study rooms, which are designed to support the learning process. When: The study rooms were implemented in the fall of 2007. Where: The study rooms are located in the Stanford Business School. Why: The study rooms were implemented to provide a quiet and collaborative space for students to work on assignments.

Problems

Space is often at a premium. With a large study group, there is less than a full-size working distance around the table to move around. It's hard to see the screen from the other side of the table. Hard to work collaboratively on electronic documents. Hard to connect with students in a meaningful way.

Potential Implementation Challenges

The main challenge of learning. While the use of electronic tools like printing the walls in color (1997) or implementing a high-tech computer system (1992/2001) each of which had highlighted over 10 study rooms could still be a significant cost. Nevertheless, the effectiveness of learning for the students would add substantial benefits to the students, regardless of the expense of the school, and the productivity of the study groups.

Stories from my observations:

Observation 1: A group of students is working on a case study. They are looking at a laptop screen and discussing the case. One student is pointing at the screen while the others listen. They seem to be in a collaborative learning environment.

Observation 2: A group of students is working on a case study. They are looking at a laptop screen and discussing the case. One student is pointing at the screen while the others listen. They seem to be in a collaborative learning environment.



Interviews with Classmates:
How would you change the design to improve learning and group effectiveness in this room?

Oliver: I would like to see more of a collaborative learning environment. I would like to see more of a collaborative learning environment. I would like to see more of a collaborative learning environment.

Lucy: I would like to see more of a collaborative learning environment. I would like to see more of a collaborative learning environment. I would like to see more of a collaborative learning environment.

John: I would like to see more of a collaborative learning environment. I would like to see more of a collaborative learning environment. I would like to see more of a collaborative learning environment.

Emily: I would like to see more of a collaborative learning environment. I would like to see more of a collaborative learning environment. I would like to see more of a collaborative learning environment.

Solutions:

Morphable Tables	Integrate a Large Computer Monitor ("Webster")	Integrate a Large Computer Monitor (Alternatives)	Install a Conference Phone	Enhance the only Dry-Erase Board	Add some life to the room
<ul style="list-style-type: none"> Replace the current tables with morphable tables that can be reconfigured to support different group sizes and activities. Use the space more effectively by removing unnecessary furniture and creating more open space. Use the space more effectively by removing unnecessary furniture and creating more open space. 	<ul style="list-style-type: none"> Integrate a large computer monitor into the room to support collaborative learning and group work. Use the space more effectively by removing unnecessary furniture and creating more open space. Use the space more effectively by removing unnecessary furniture and creating more open space. 	<ul style="list-style-type: none"> Integrate a large computer monitor into the room to support collaborative learning and group work. Use the space more effectively by removing unnecessary furniture and creating more open space. Use the space more effectively by removing unnecessary furniture and creating more open space. 	<ul style="list-style-type: none"> Install a conference phone to support collaborative learning and group work. Use the space more effectively by removing unnecessary furniture and creating more open space. Use the space more effectively by removing unnecessary furniture and creating more open space. 	<ul style="list-style-type: none"> Enhance the only dry-erase board to support collaborative learning and group work. Use the space more effectively by removing unnecessary furniture and creating more open space. Use the space more effectively by removing unnecessary furniture and creating more open space. 	<ul style="list-style-type: none"> Add some life to the room to support collaborative learning and group work. Use the space more effectively by removing unnecessary furniture and creating more open space. Use the space more effectively by removing unnecessary furniture and creating more open space.


Annie Adams' Poster 2007



Annie Adams explains her poster, Educ 303x 2007



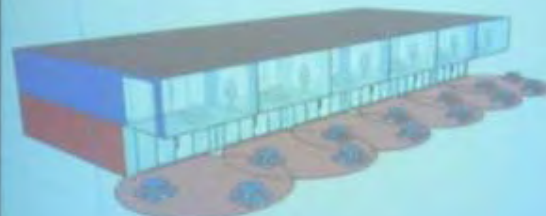
Rolf Steier explains his poster, Educ 303x 2007



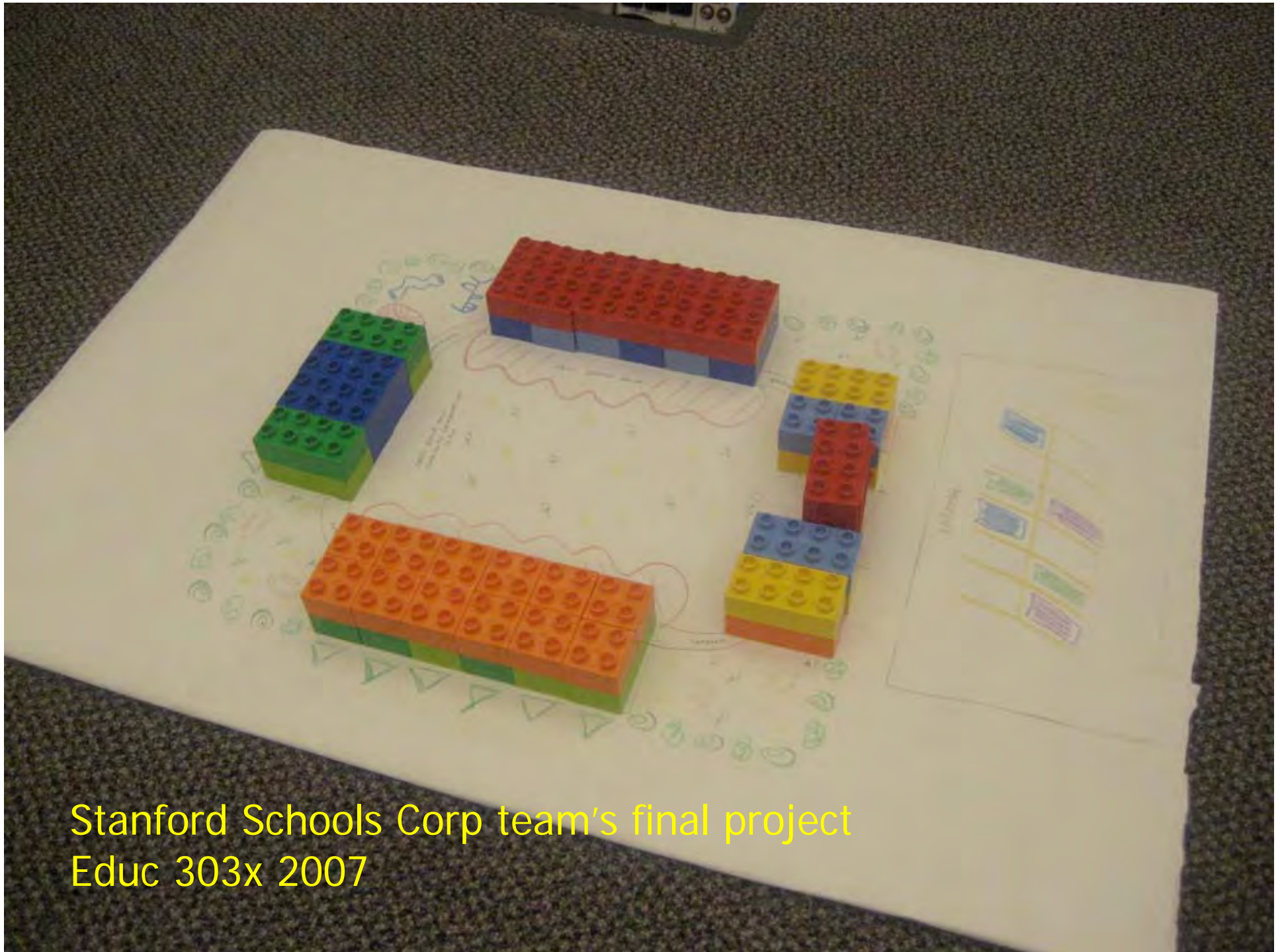
Project 2: Design a Learning Space

Background

- Stanford Schools Corp (SCC) started East Palo Alto Academy in 2006
- Facilities are under the auspices of Ravenswood School District
- Currently house K, 1 & 6
- Will progressively expand to K-8
- Volatile political situation surrounding facilities



Stanford Schools Corp team's final project
Educ 303x 2007




Stanford Schools Corp team's final project
Educ 303x 2007



Nueva School team's final project
Educ 303x 2007



Community Health Center Uganda team's final project
Educ 303x 2007



Individual Work: Use wiki to
document, reflect, coordinate,
and collaborate

<http://learningspaces.stanford.edu>

Field Trip Logistics

- With at least one other student visit a learning space off-campus and post reflections to wiki; Completed by May 16
- May 2: Class will be held at Children's Discovery Museum of San Jose; Carpool from oval - leave at 12:15; back by 4:30ish

Readings

- Few readings - linked from class wiki
- Review what you've read in other classes, especially regarding learning > In broadest sense what theories, approaches or theorists have resonated with you?

Resources

- Design Journal
- Digital Camera/cell phone
- 2 pens that cost at least \$2 each
- Colored Pencils or markers
- Creativity Icon; budget - \$3
- Other Creativity Tools



Assessment: What did you learn,
how do we know?

Grades: What do I put in Axxess

Assessment

- Week 1: Students set baseline with experience in learning and design
- Week 4: 5 - 10 minute f2f conference with each student; feedback on poster and on course
- Week 7: 5 - 10 minute f2f conference with each student; feedback on process and group project
- Week 11: Team feedback session after final presentations
- Small Group Evaluation facilitated by Center for Teaching and Learning (April 25)

Grades

- Criteria will come with assignment descriptions
- I'll share examples of each in class
- 50% Individual Contributions
 - Poster Project 1
 - Wiki activity - reflections, documentation, field trips
 - Class contributions
 - Demonstrated Effort
- 50% Group Project
 - Everyone gets same grade
 - Process and product matter
- We'll discuss grades at each f2f meeting we have
- I round up



Pause



Safety



Counseling and Psychological Services (CAPS) Overview

Who may use these services: Registered Stanford students

Counseling and Psychological Services (CAPS) is available to help students who experience a wide variety of personal, academic and relationship concerns.

Services

Counseling and Psychological Services offers evaluation and brief counseling including personal, couples and group therapy. All registered Stanford students are eligible with no fee for an initial evaluation or short-term counseling. Students requesting or requiring longer, ongoing therapy incur fees. Other services include the following:

- [Crisis counseling](#) for urgent situations, 24 hours a day
- [Couples services](#) – If you request couples services, only one partner needs to be a registered student.
- Evaluation for medication (no fee for the initial consultation)
- Workshops and groups that focus on students' social, personal and academic effectiveness
- Consultation and outreach to faculty, staff and student organizations

Staff

CAPS staff includes psychiatrists, psychologists and clinical social workers. To view a list of our staff, see the [Vaden Staff List](#).

Appointments

(650) 723-3785

Crisis counseling for urgent situations

650-723-3785 (24 hours a day)

Sexual Assault

650-725-9955 (24 hours a day)

YWCA Sexual Assault Center at Stanford

[CAPS Hours](#)

[CAPS Confidentiality](#)

[CAPS Staff](#)

Related Resources

[CAPS Fellowship Program](#)

Vaden Virtual Health Library

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Deb Kim Emery (1972 - 2007)

There are those who look at things the way they are, and ask why... I dream of things that never were, and ask why not?

– Robert Kennedy


Tragedy is a tool for the living to gain wisdom, not a guide by which to live.

– Robert Kennedy





Break



What are your goals for graduate school? What are your goals for this class? How do you see them intersecting?