

LINGUISTICS, LEARNING &

THE LANGUAGE OF THE DESIGN RESPONSE

TODAY'S SPEAKERS

PANEL



MARK FRENCH

AIA, ALEP, LEED AP BD+C, RID
Senior Principal
IBI Learning+
Houston, TX



DR. HEATHER BECK

Superintendent
Lake Oswego School District
Lake Oswego, OR



MATT BAIRD

Educator
Science Leadership Academy
Philadelphia, PA



KARINA RUIZ

AIA, LEED AP BD+C
Senior Principal
DOWA-IBI Group, IBI Learning+
Portland, OR

MODERATOR



DANIEL BREWSTER

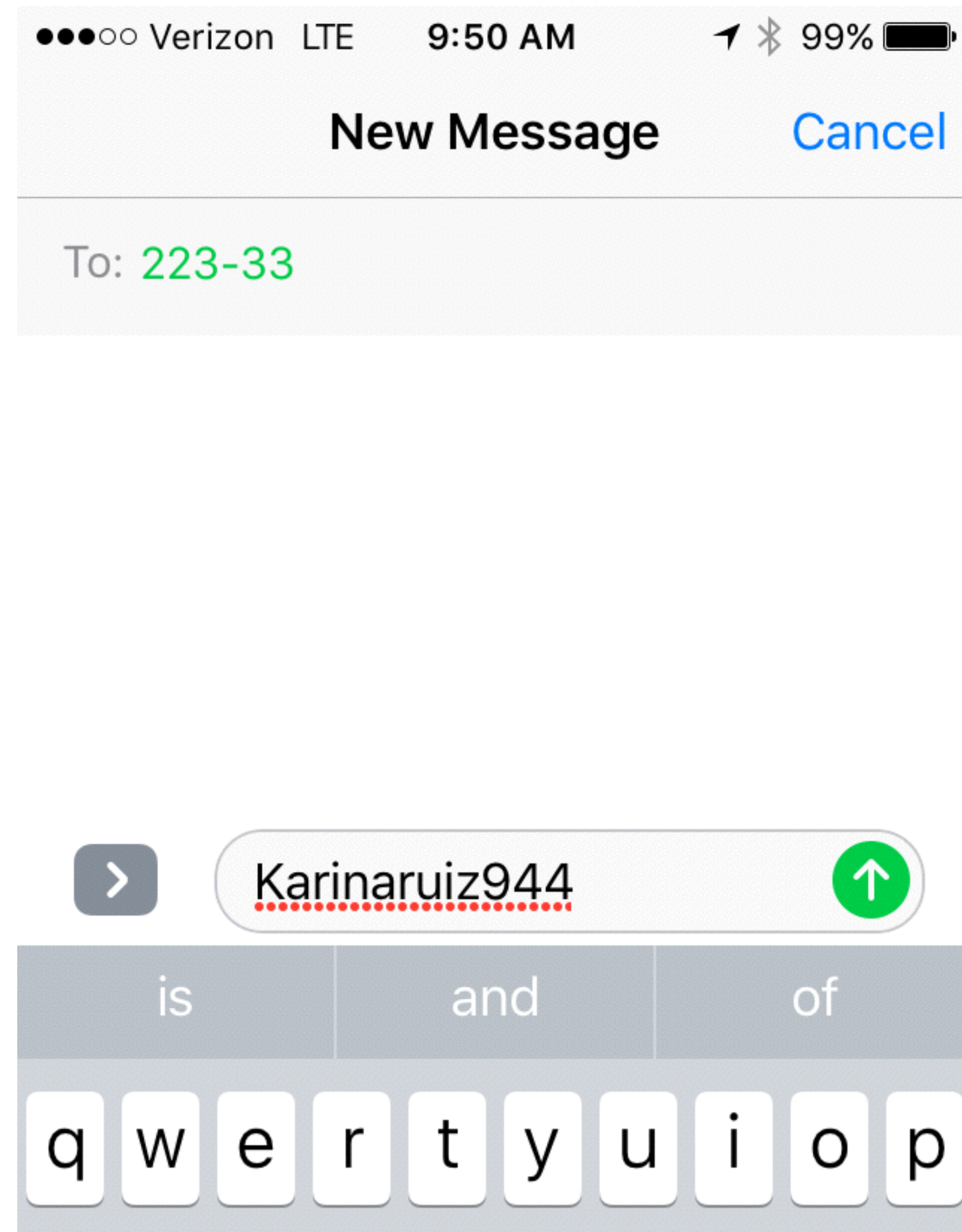
AIA, LEED AP BD+C
Principal
IBI Learning+
Houston, TX

NEED ONLINE ACCESS?

WIFI: SHERATON MEETING
PASSWORD: LEARNING916

Text KarinaRuiz944 to 22333 to Join!

SO, WHAT DOES THAT LOOK LIKE?



WHAT DO THESE TERMS MEAN TO YOU?

SAFETY AND SECURITY... IN SCHOOL.

WHAT DO THESE TERMS MEAN TO YOU?

ELEMENTS OF A PROGRAM

WHAT DO THESE TERMS MEAN TO YOU?

CLASSROOM

WHAT DO THESE TERMS MEAN TO YOU?

CLASSROOM TECHNOLOGY

WHAT DO THESE TERMS MEAN TO YOU?

WORKING IN A GROUP

WHAT DO THESE TERMS MEAN TO YOU?



SCAN TO WATCH



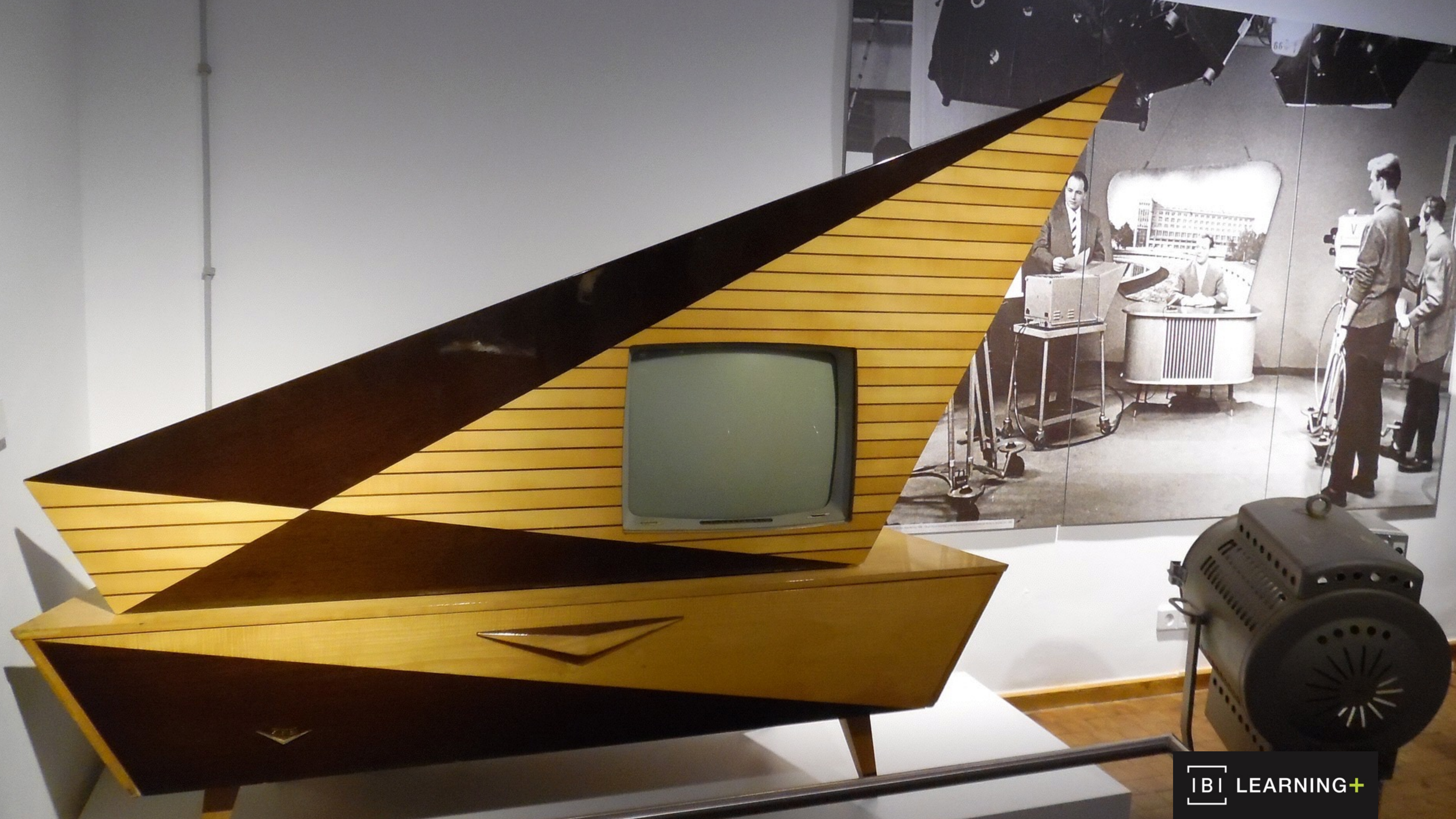
A screenshot of a YouTube video player. At the top left is the YouTube logo. To its right is a search bar with the word "Search" and a magnifying glass icon. The video player itself has a black background with the text "STILL THINK WE ARE ALL SAYING THE SAME THING?" in white, centered. Below the video frame is a progress bar showing "4:14 / 4:24" and various control icons like play, volume, and full screen. At the bottom of the player are icons for edit, share, music, comments, and info, along with buttons for "Analytics" and "Video Manager".

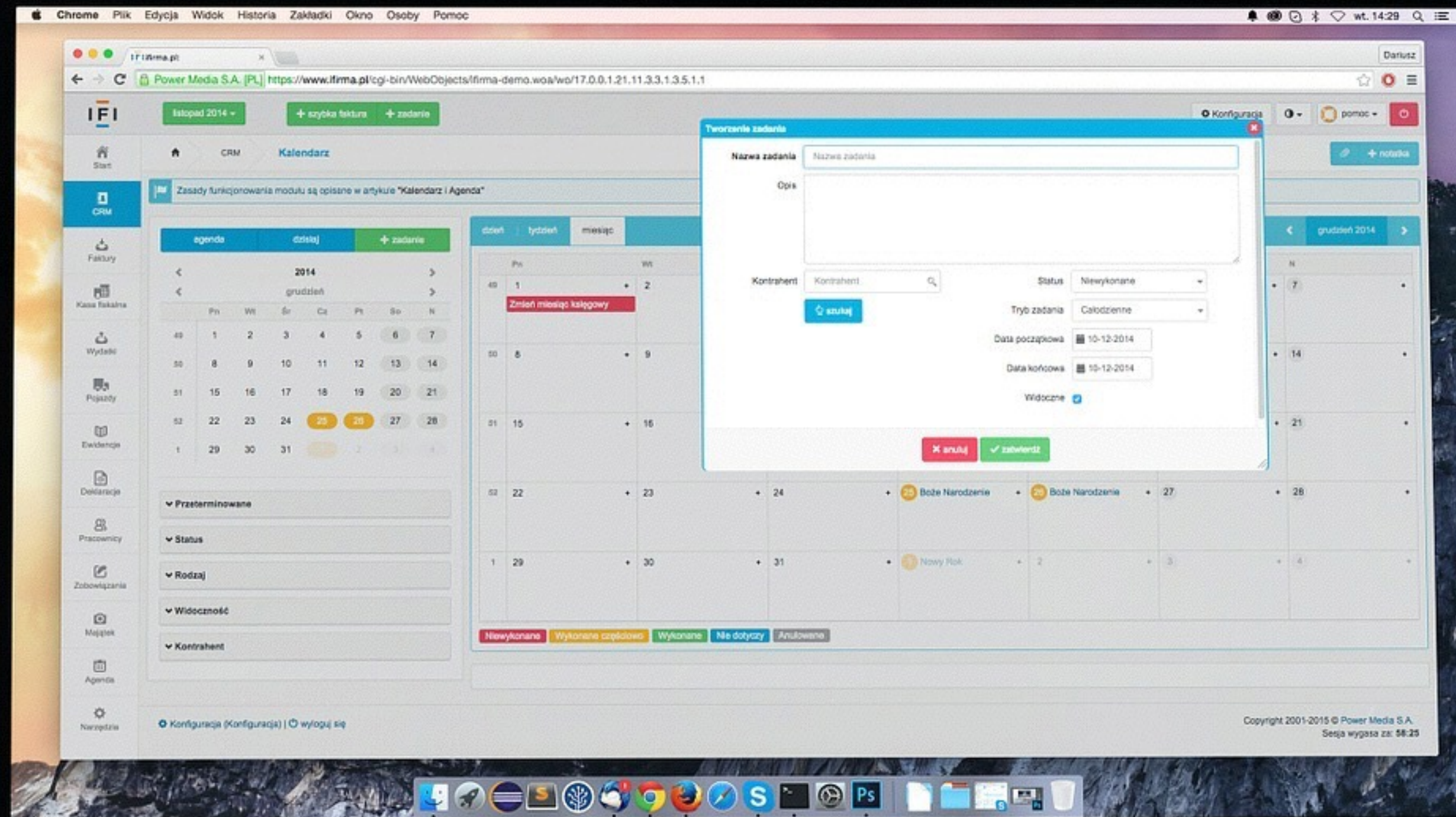








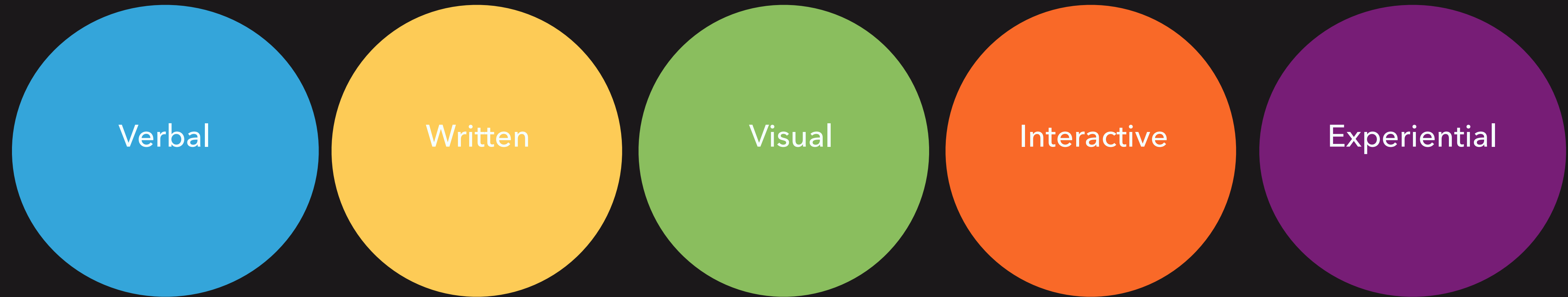




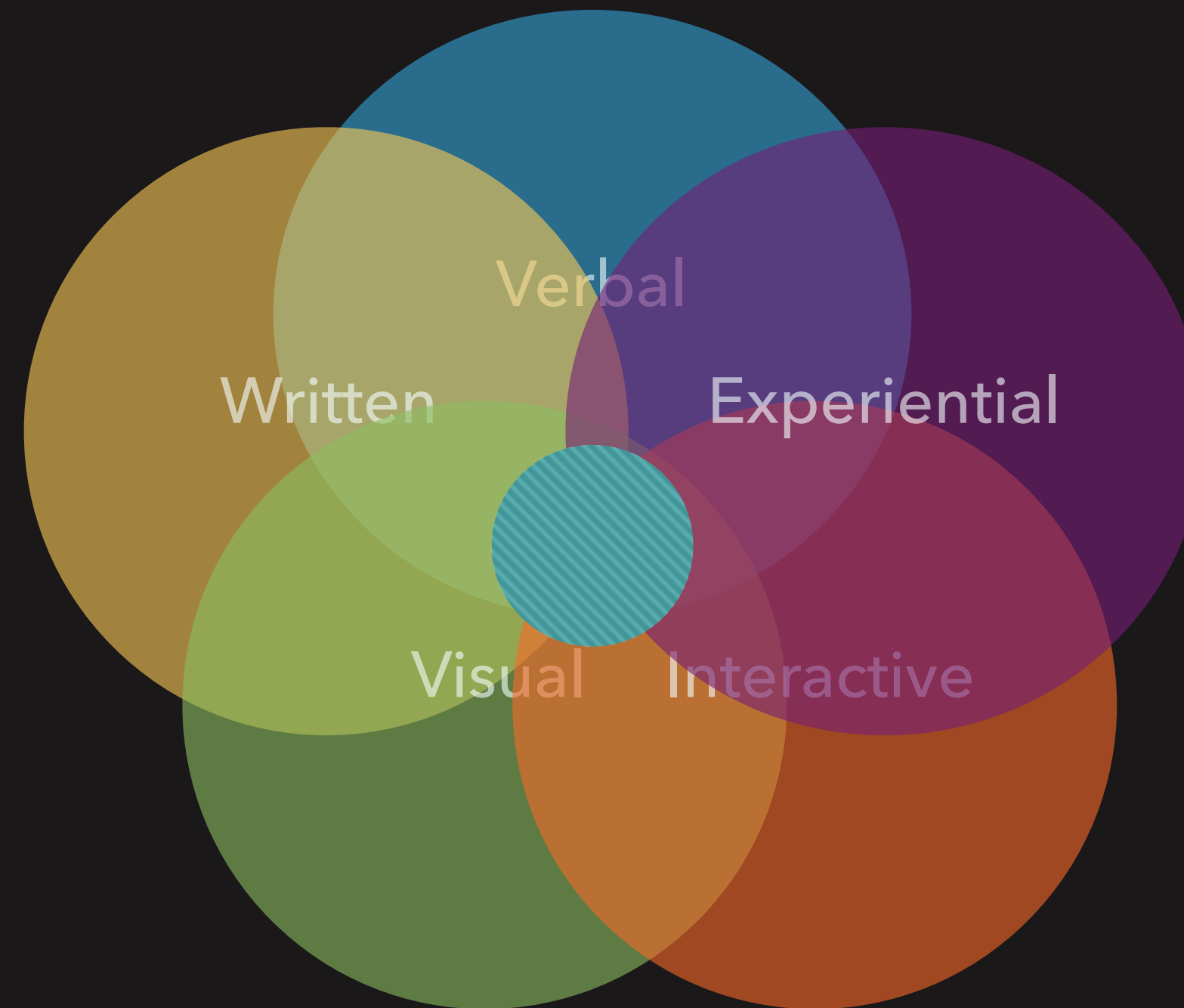
img courtesy of: apple.com

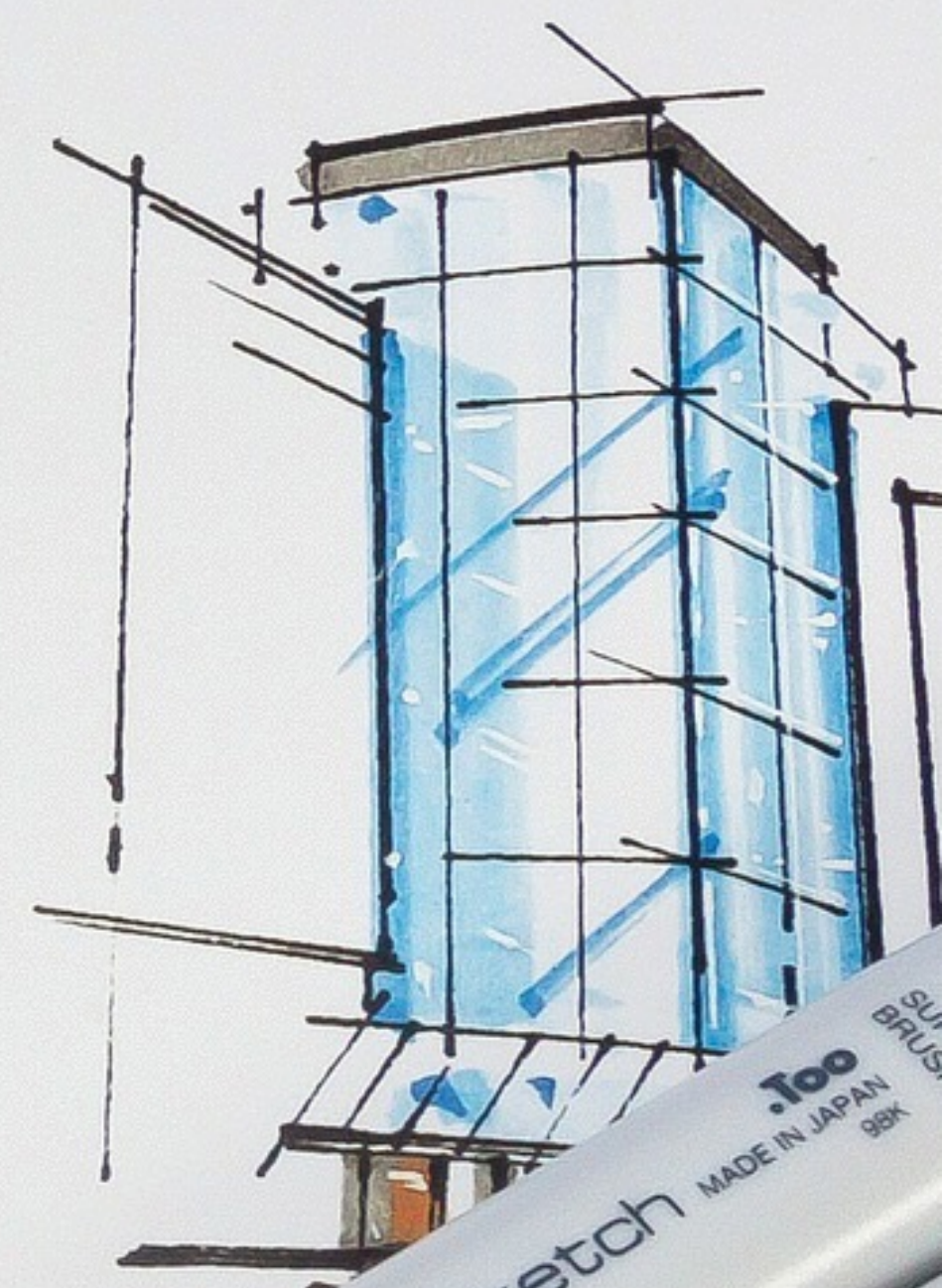
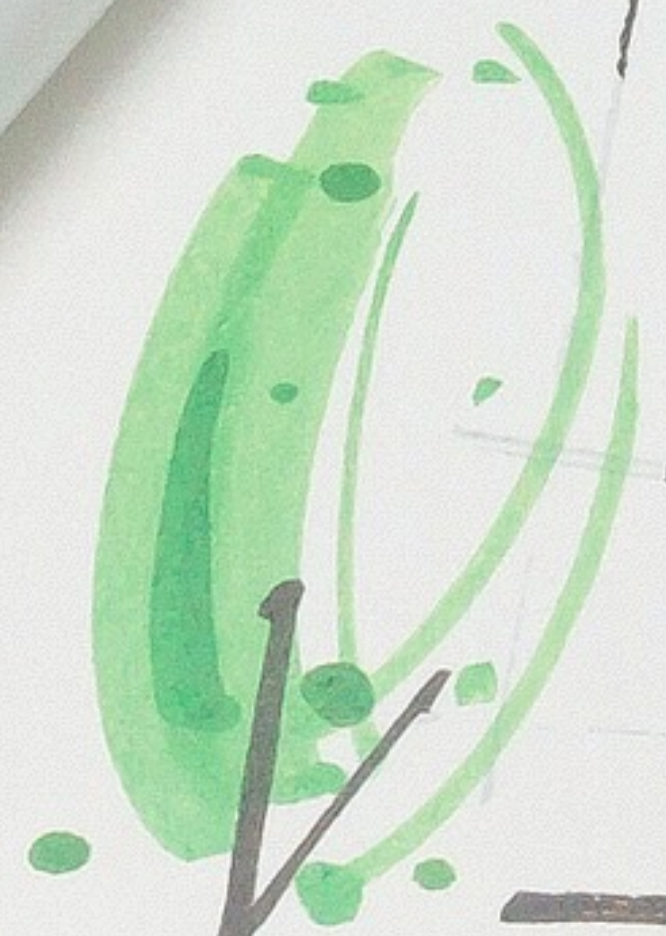
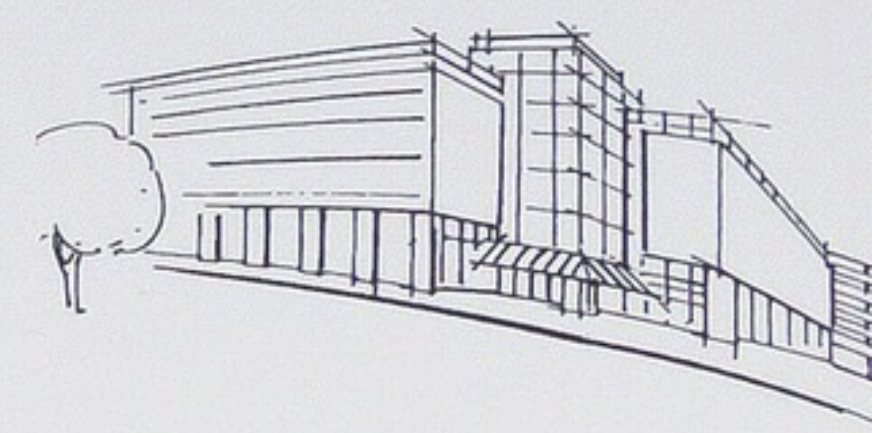
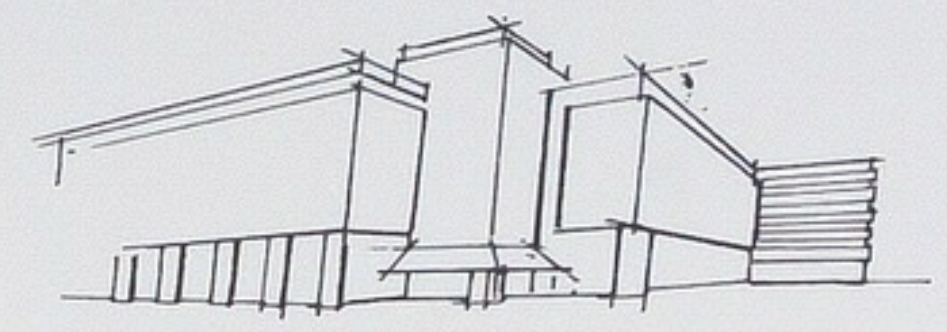
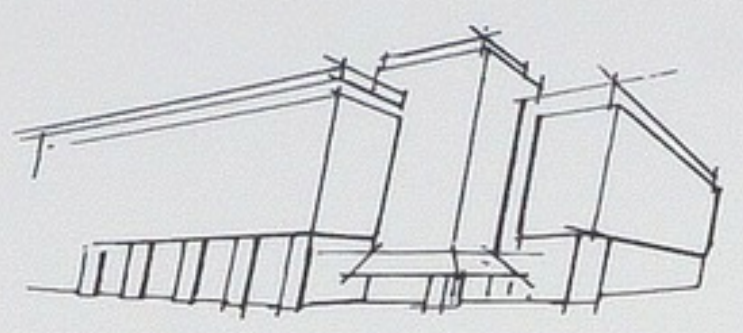
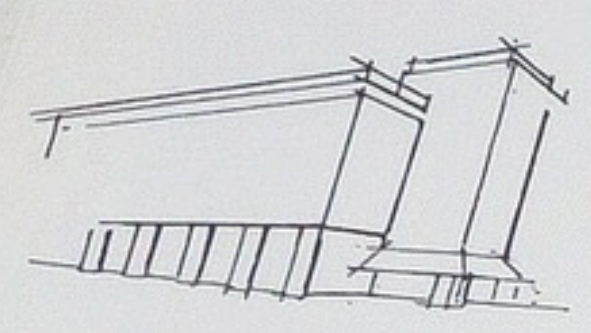


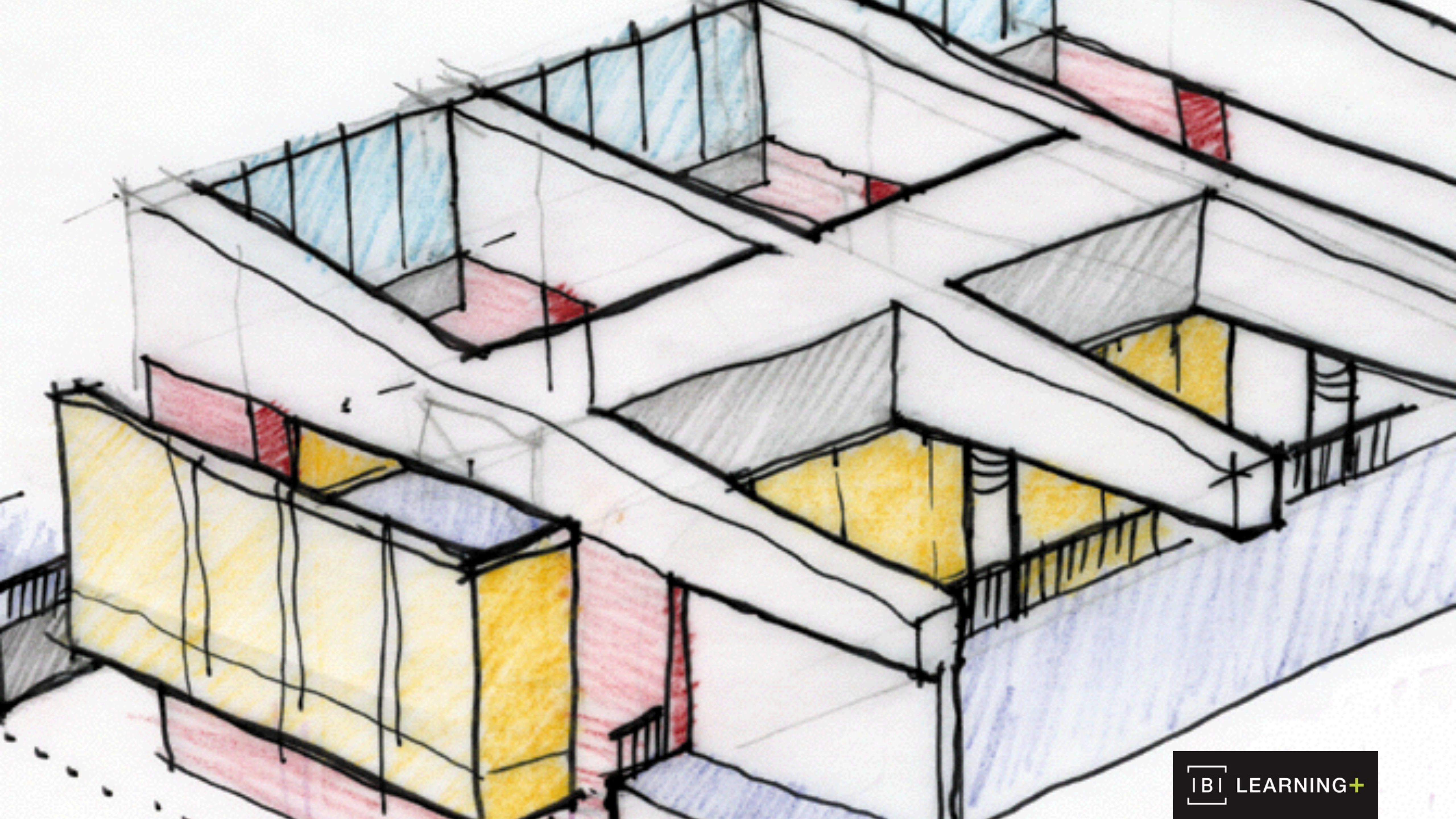
COMMUNICATION FORMS

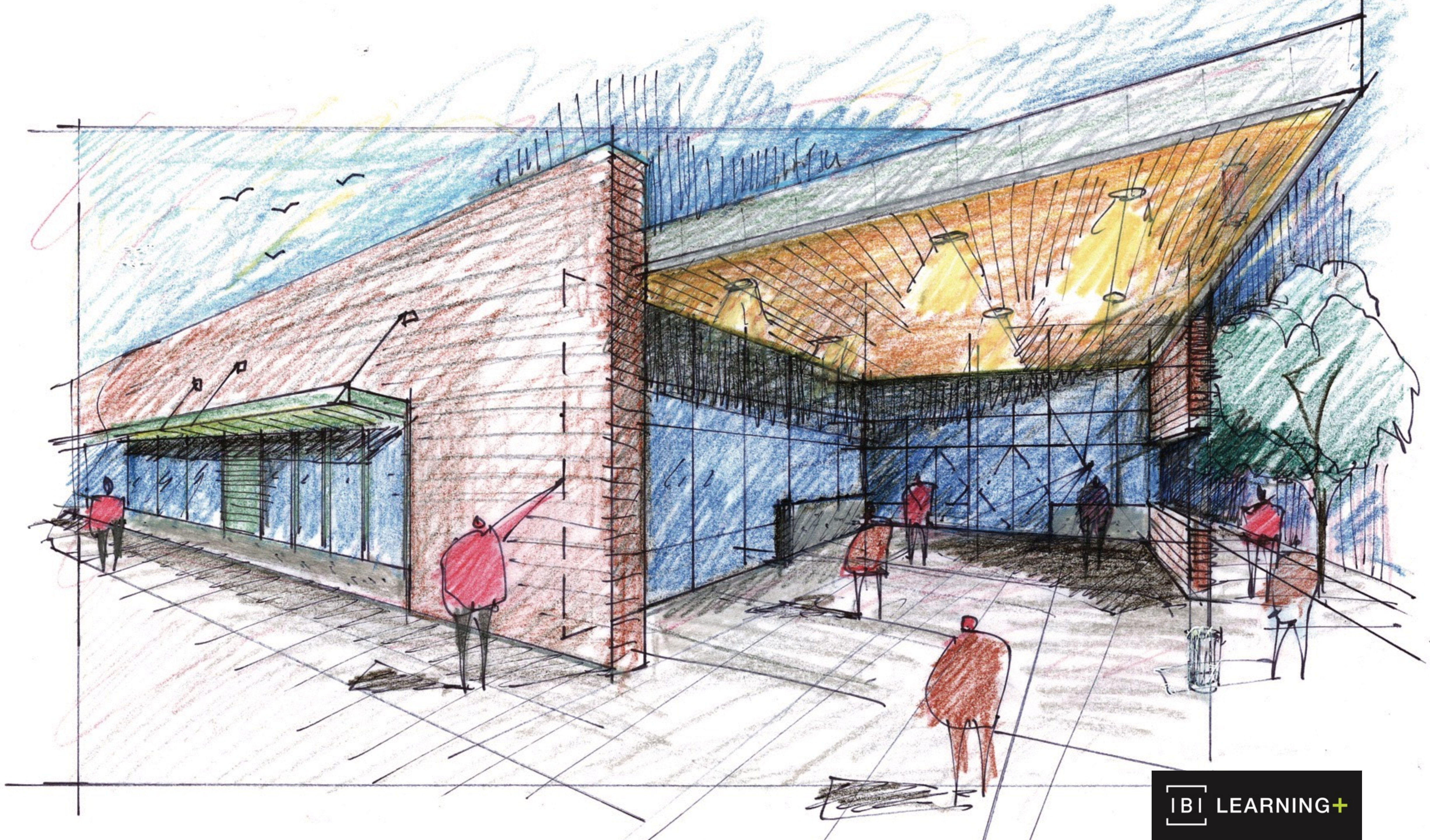


COMMUNICATION FORMS

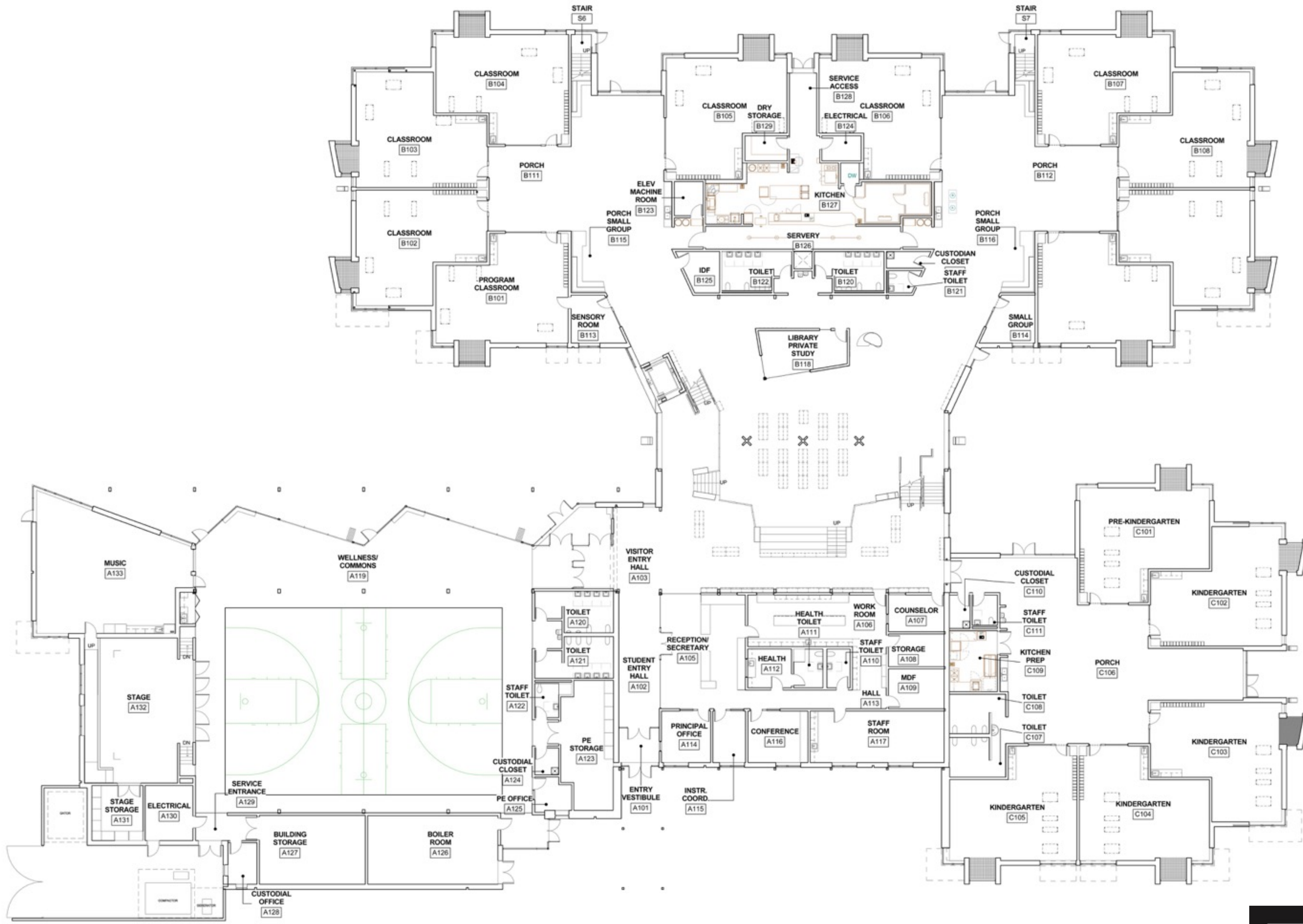




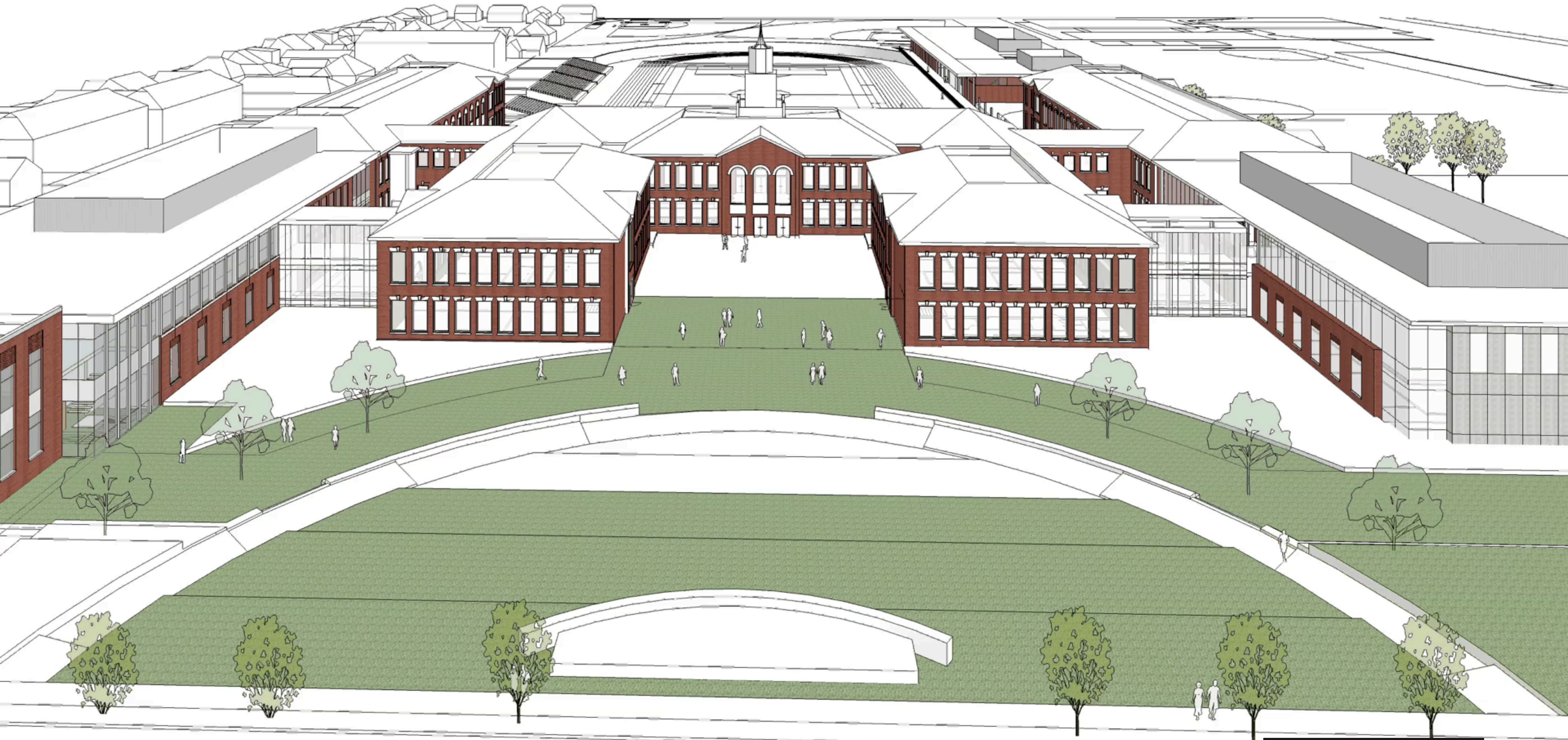




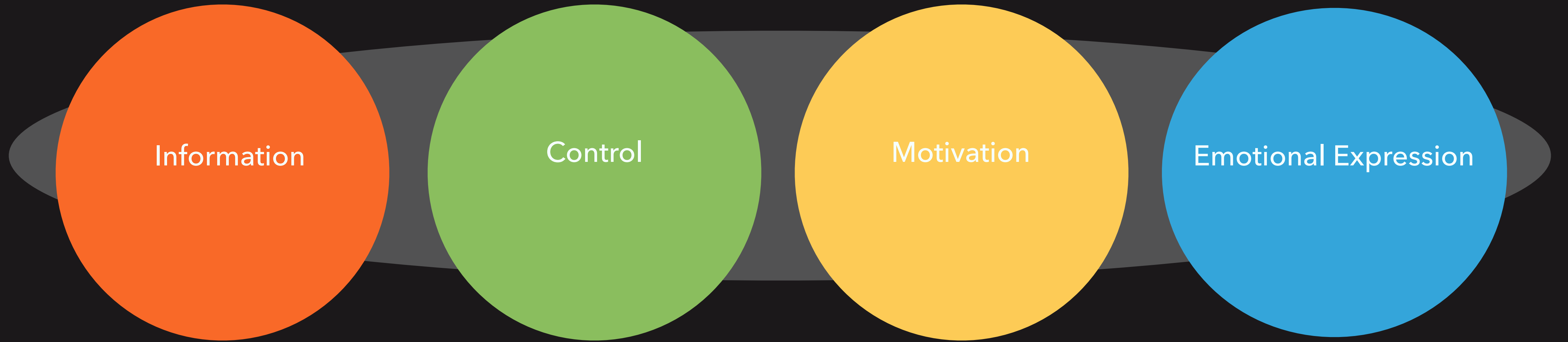




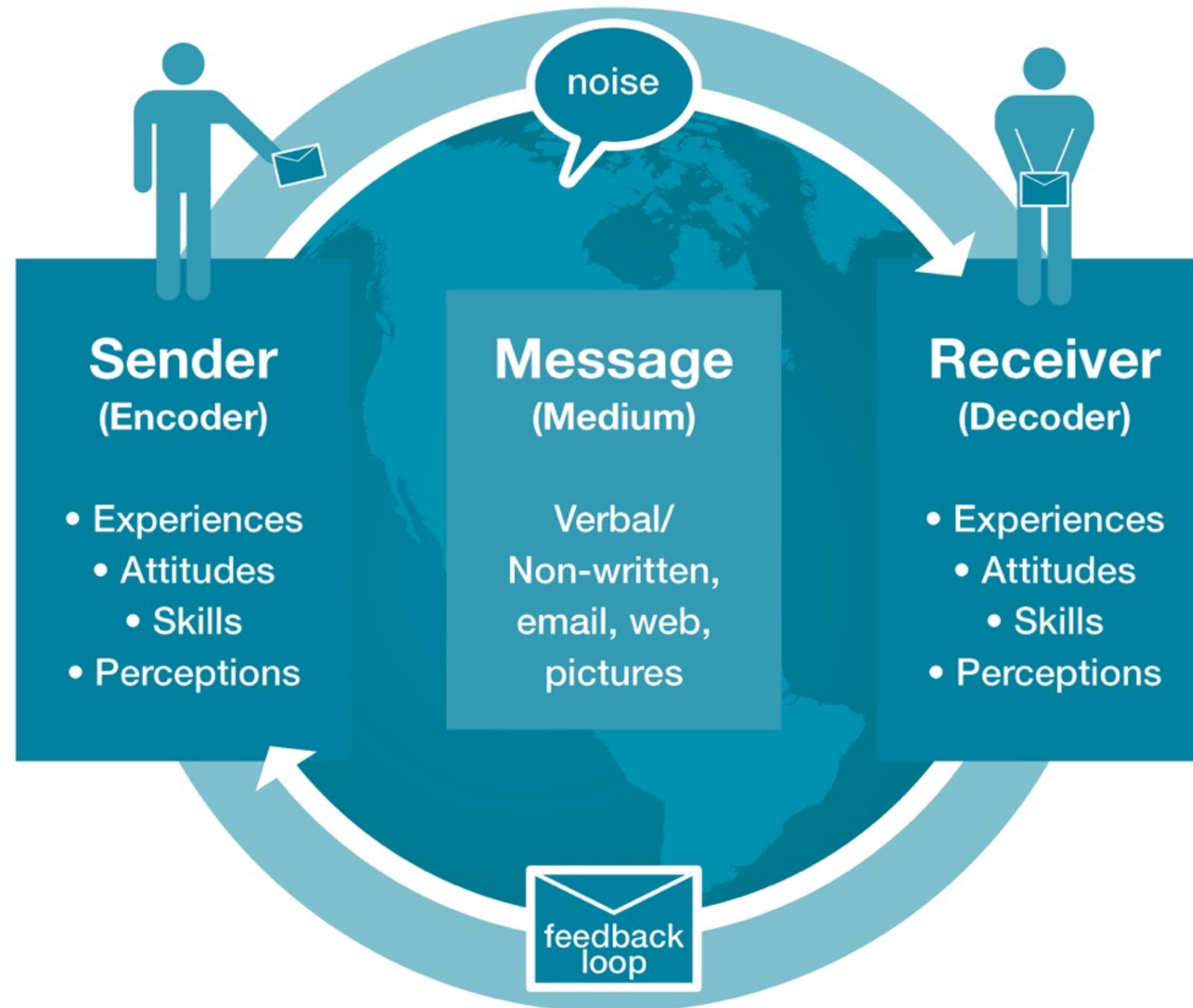




COMMUNICATION FOUR PRIMARY FUNCTIONS



THE COMMUNICATION PROCESS



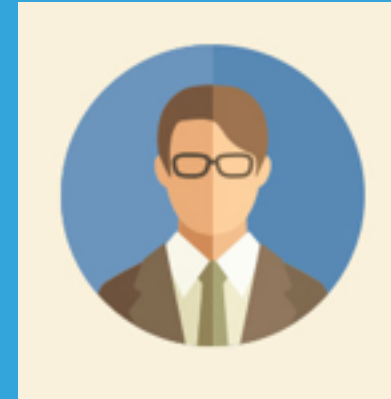




img courtesy of: [westerncity.com](https://www.westerncity.com)



UNDERSTANDING GENERATIONAL GAPS



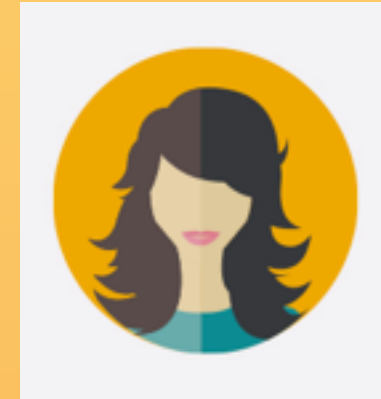
BABY BOOMERS

Age: 45-64

Major Life Event: Assassination of MLK or JFK

Life filters:

- ...Marriage? At least twice.
- ...Family? Dispersed.
- ...Influenced by? Family and Education.
- ...Technology? Just Hope to Master it...
- ...Motto? "No problem"
- ...Work is... an exciting adventure.
- ...Music? The Rolling Stones



GEN X

Age: 32-45

Major Life Event: Challenger Blowing Up

Life filters:

- ...Marriage? Maybe.
- ...Family? Blended, Extended.
- ...Influenced by? The Media.
- ...Technology? Enjoy it...
- ...Motto? "No fear"
- ...Work is... a difficult challenge.
- ...Music? Michael Jackson, Prince, etc.



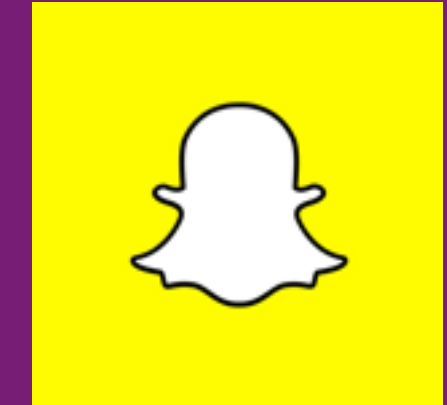
GEN Y

Age: 20-32

Major Life Event: 9/11/01

Life filters:

- ...Marriage? Why bother.
- ...Family? Alternative, but respected.
- ...Influenced by? Their friends.
- ...Technology? Employ it.
- ...Motto? "Whatever"
- ...Work is... a means to an end.
- ...Music? Britney Spears, Boy bands...



GEN Z

Age: 20 and younger

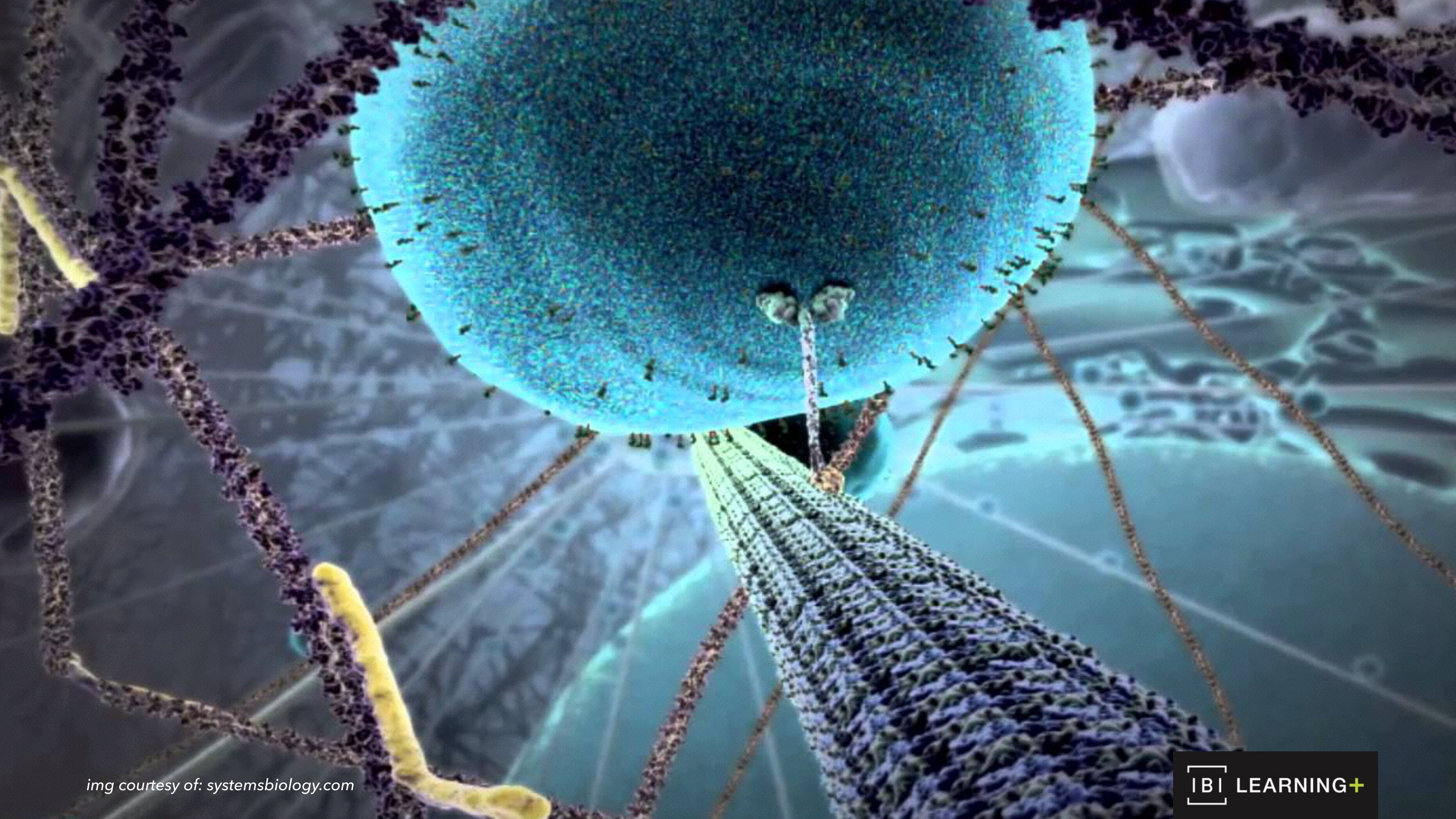
Major Life Event: Prolific Social Change

Life filters:

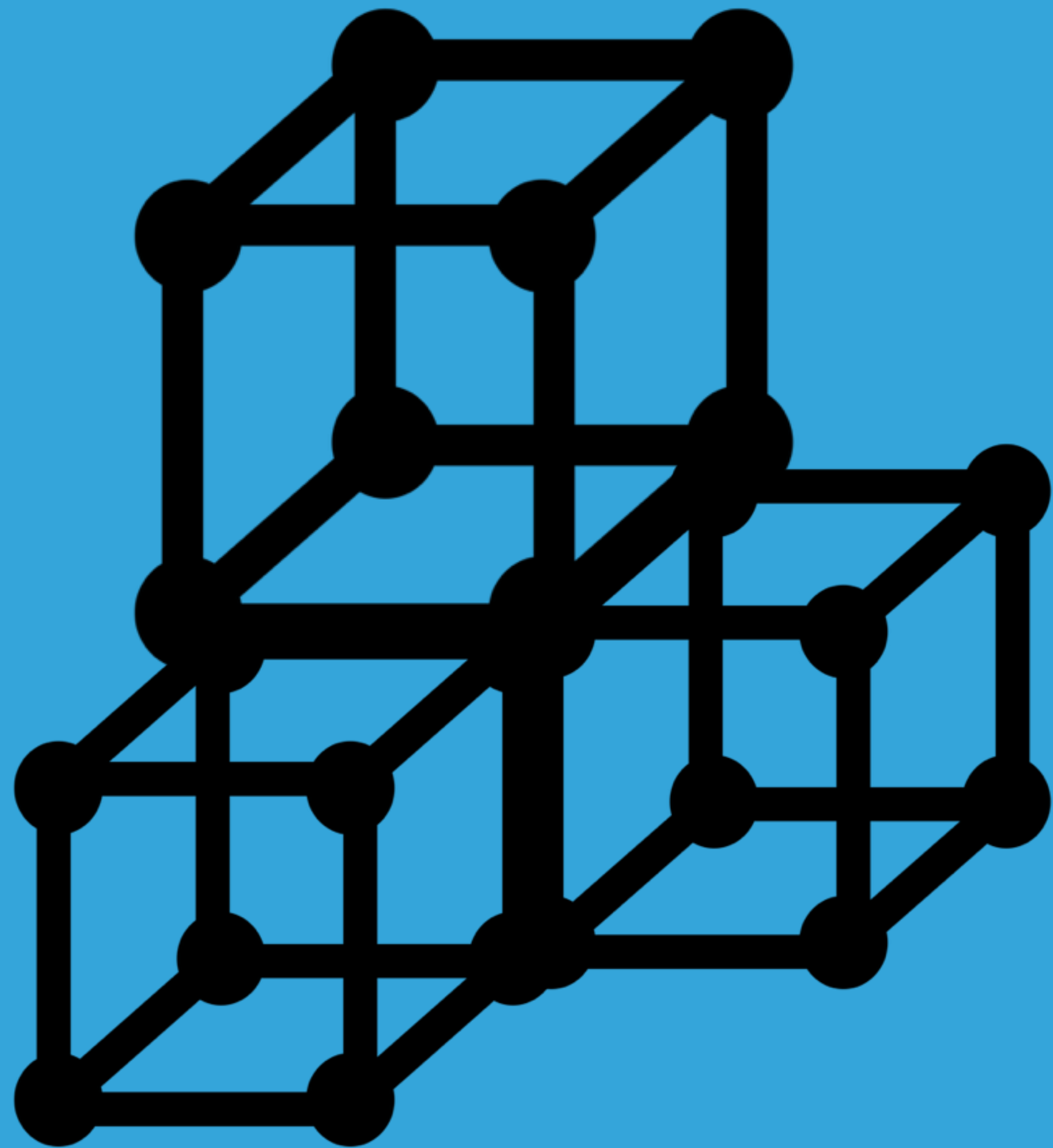
- ...Marriage? Outdated.
- ...Family? Global.
- ...Influenced by? The Internet.
- ...Technology? Breathe it.
- ...Motto? "Get real"
- ...Work is...about getting that money!
- ...Music? Drake, One Direction, Lorde



STRUCTURE VS. FUNCTION



img courtesy of: systemsbiology.com



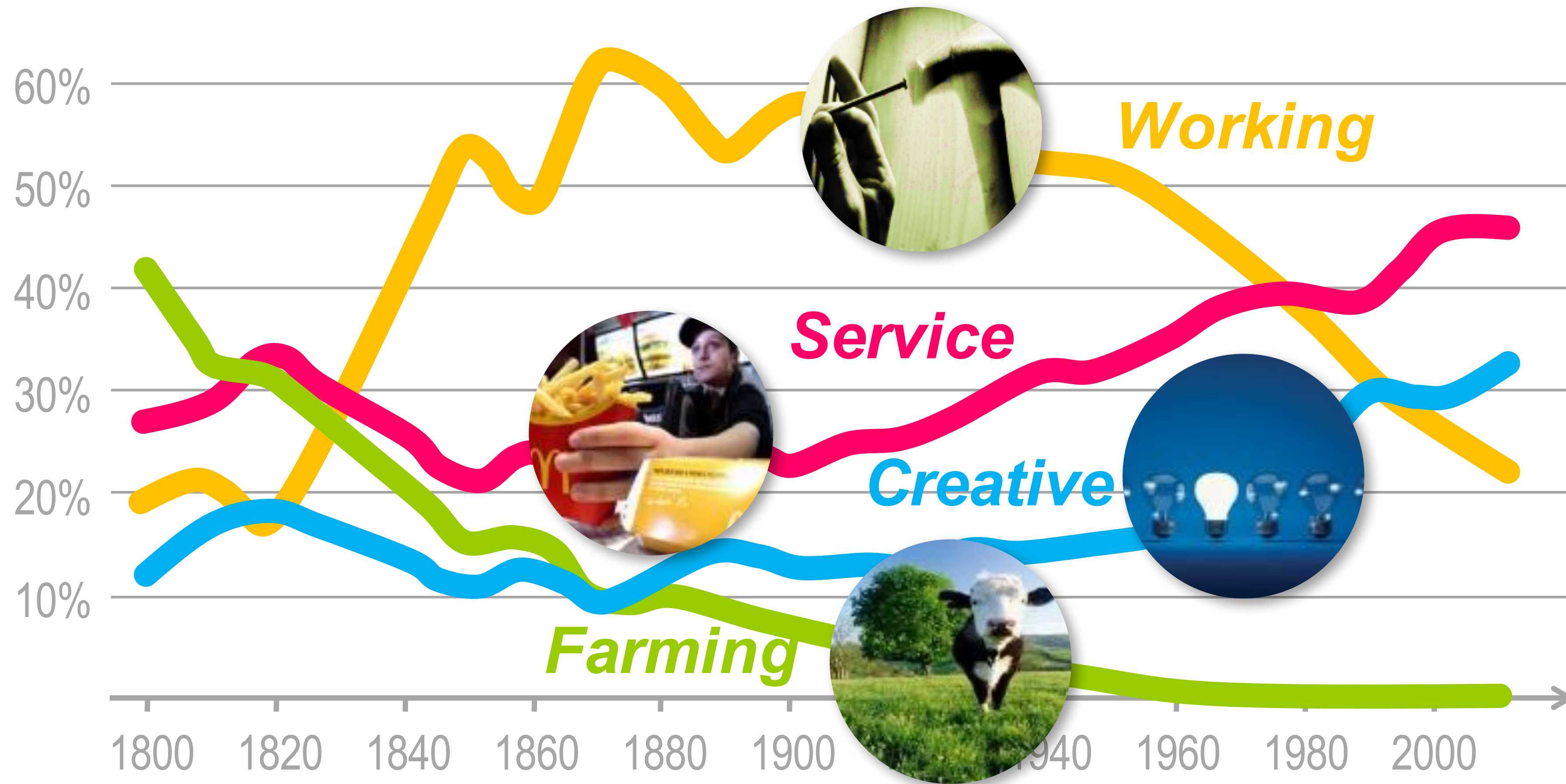
ARE **STRUCTURE** AND
FUNCTION WORKING
AGAINST EACH OTHER
IN THIS ERA OF
REFORM?

WHEN PREPARING STUDENTS FOR THE FUTURE...

SKILLS NEEDED TO BE SUCCESSFUL



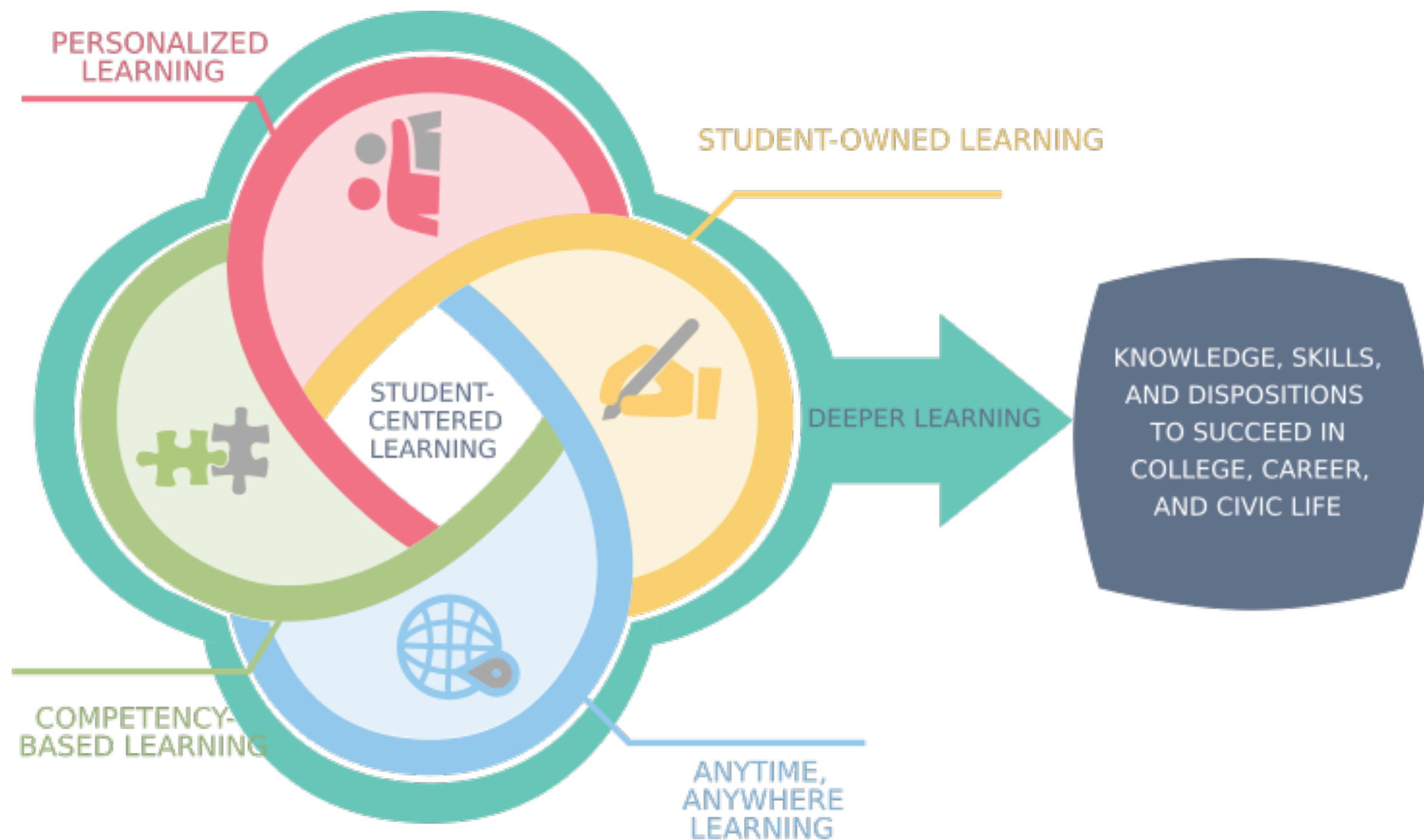
WHAT DOES THE FUTURE JOB MARKET LOOK LIKE?



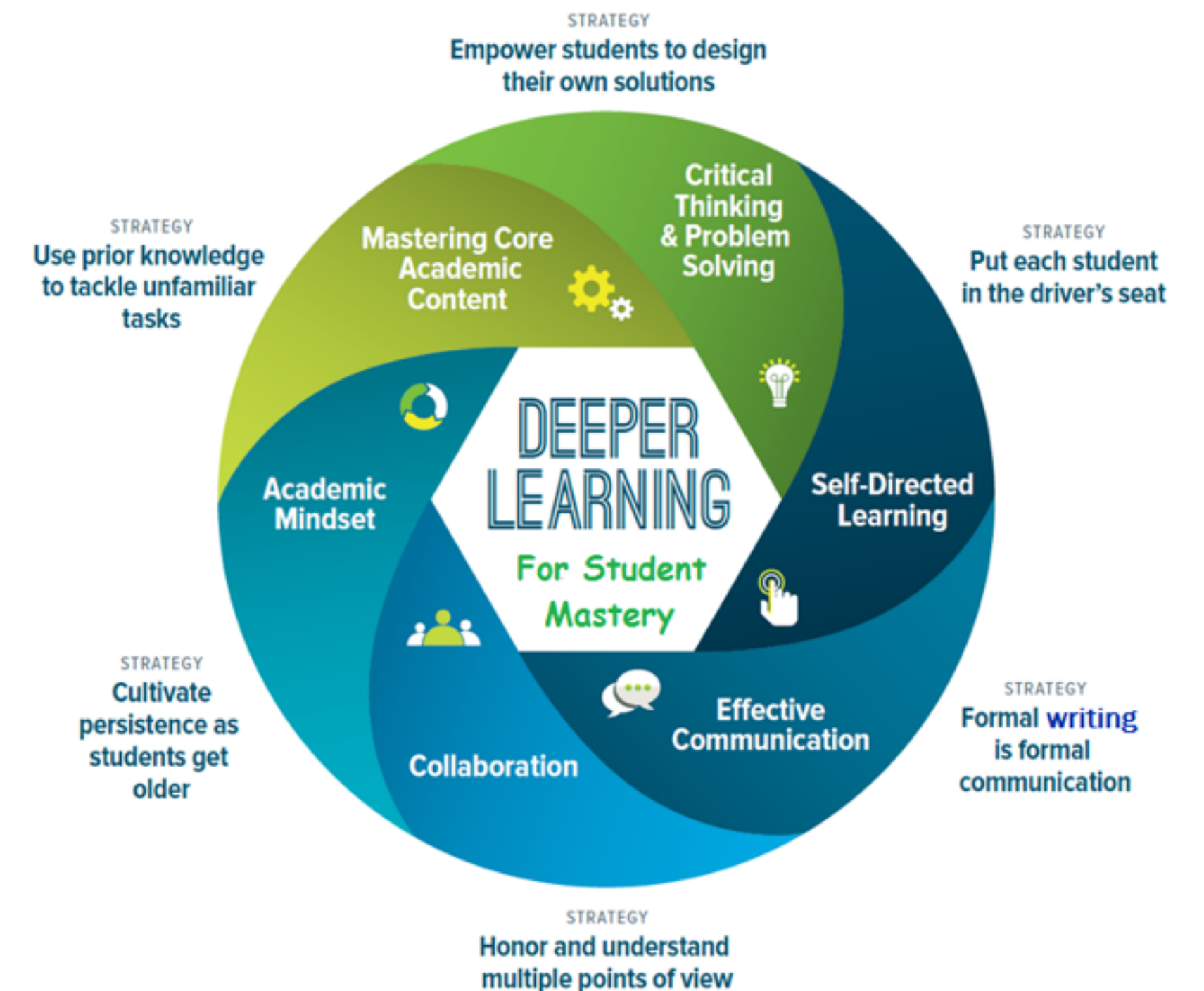
Source: Richard Florida, *The Rise of the Creative Class Revisited* (2012)

WHEN BUZZWORDS AREN'T ENOUGH...

FROM DIFFERENTIATION TO PERSONALIZED LEARNING... DO WE REALLY KNOW WHAT THESE TERMS MEAN?



img courtesy of: studentsatthecenterhub.com



Source: Hewlett.org

img courtesy of: sevenminutescientist.com

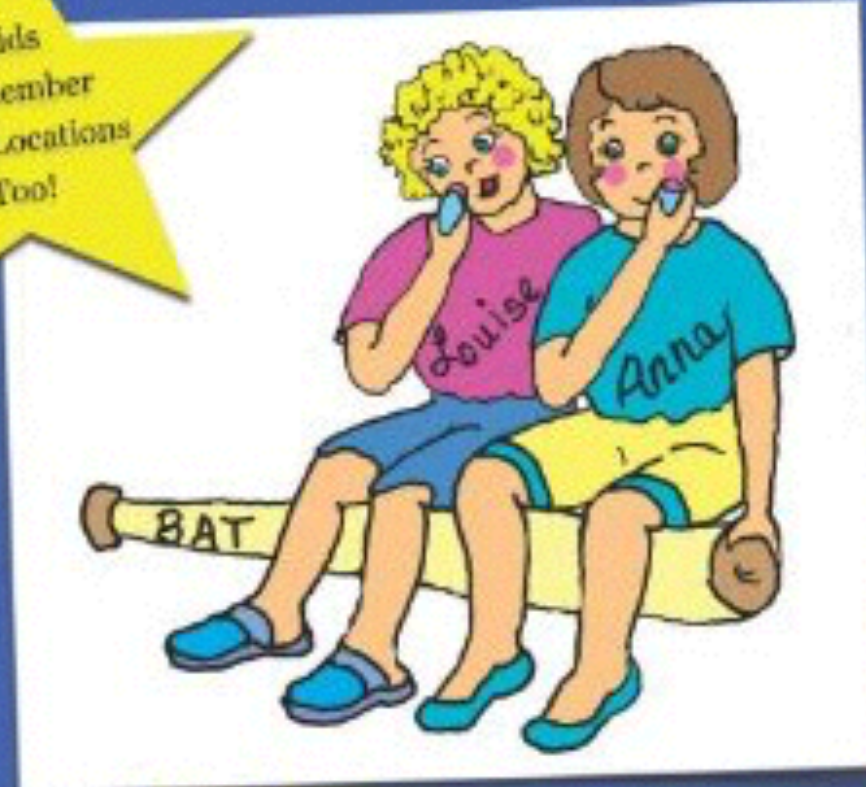
**WHEN STRUCTURE
PROHIBITS EVOLUTION**

Copyrighted Material

Let's Memorize

STATES & CAPITALS

Using Stories & Pictures



Louise & Anna sat on a bat and put
on rouge before the baseball game.
Louisiana = Louise & Anna
Baton Rouge = bat on rouge

by *Donnalyn Yates, M.Ed.*

Copyrighted Material

DOES IT MAKE SENSE TODAY TO HAVE CHILDREN MEMORIZE STATE CAPITALS?

A TRADITIONAL CLASSROOM



MY CLASSROOM TODAY



HOW MY CLASSROOM HAS CHANGED SINCE 1992:

LEARNING IS CO-CREATED.

LEARNING IS NETWORKED.

LEARNING IS FAR MORE COLLABORATIVE.

**ASSESSMENTS ARE DEMONSTRATIONS OF LEARNING,
NOT THE TESTING OF KNOWLEDGE.**

**COMPUTERS HAVE CHANGED THE
NATURE OF LEARNING AND
TEACHING.**

**TECHNOLOGY SHOULD BE LIKE OXYGEN:
UBIQUITOUS, NECESSARY, AND
INVISIBLE.**

Chris Lehmann

WHAT NEEDS TO BE REASSESSED:

THE ROLE OF THE TEACHER.

THE IMPORTANCE OF MEMORIZING CONTENT.

THE TOP-DOWN STRUCTURE OF COMMUNICATION.

FORMERLY, THE BEST TEACHERS WERE COACHES. NOW SOME OF OUR BEST PRACTITIONERS ARE MORE LIKE SHERPAS WHO:

**POINT OUT
THE WAY**

**KEEP
EXPLORERS
OUT OF
DANGER**

**CARRY SOME
BAGS UNTIL
EXPLORERS
CAN DO IT
ALONE**

...KNOW THAT THE JOURNEY IS THE DESTINATION.

TEACHING DISCERNMENT IN THE INFORMATION AGE.

Practical and Functional Skills

Collaboration

Critical Thinking and Evaluation

Ability to Find and Select Information

E-Safety

Effective Communication

Cultural and Social Understanding

Creativity

**IN 1992, INFORMATION TRAVELED FROM ME (OR A PRINTED PAGE I SELECTED)
TO EACH STUDENT AND BACK AGAIN.**



Research
Information

Peer
Collaboration

Teacher
Guidance

IN THE 21ST CENTURY...

LEARNING IS...

DISTRIBUTED

NETWORKED

RELATIONAL

WE NEED TO BUILD SPACES FOR LEARNING AND COLLABORATION INSTEAD OF INSTRUCTION IN THE TRADITIONAL WAYS WE HAVE KNOWN IT.



WHERE DESIGN COMES IN: CLASSROOMS ARE BEGINNING TO FUNCTION LIKE DESIGN STUDIOS

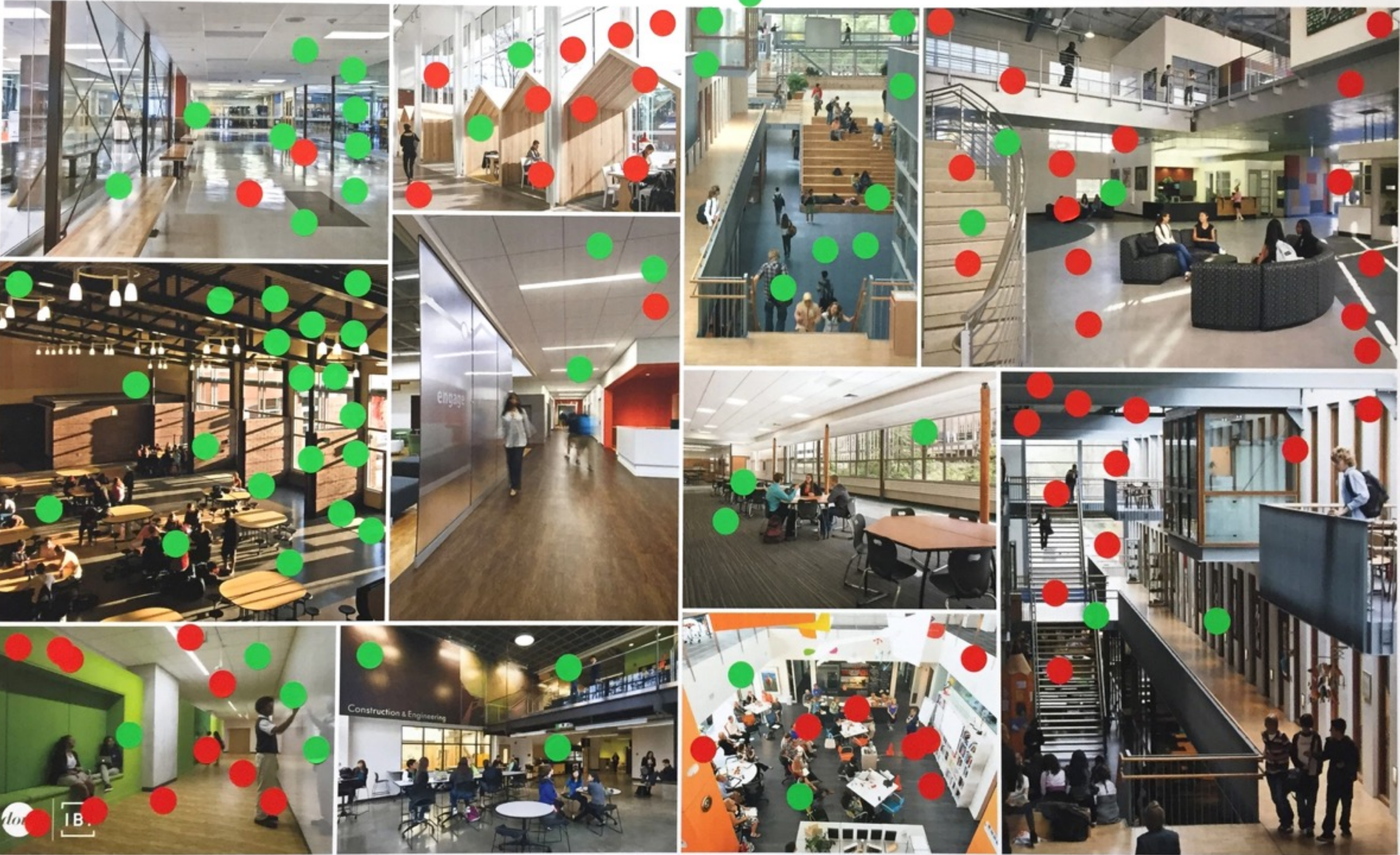


TEACHERS AND STUDENTS NEED TO CO-CREATE UNDERSTANDING.

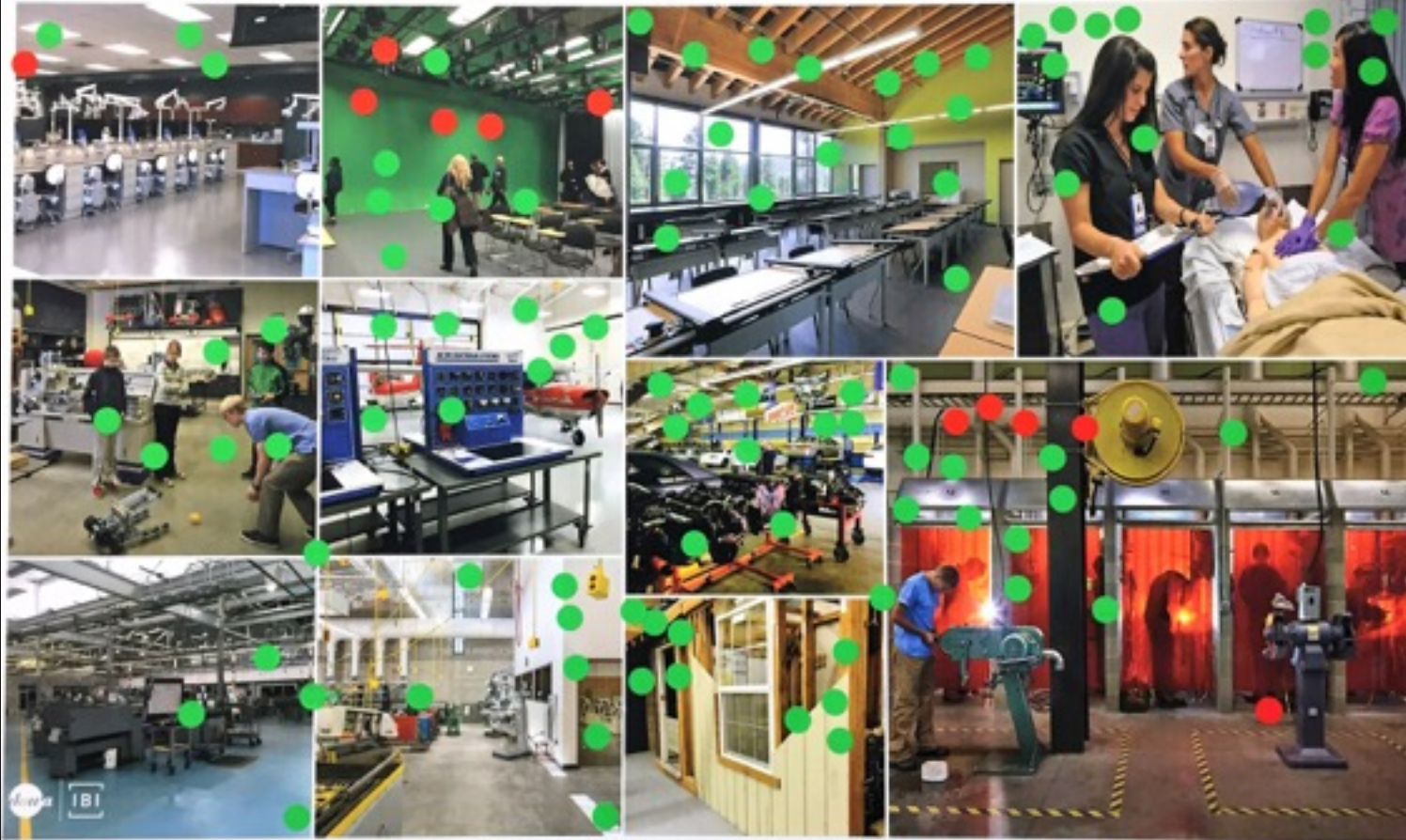


**SO, HOW DO WE DESIGN FOR
LEARNING AND NOT JUST
INSTRUCTION?**

NEXT GENERATION LEARNING SPACES



CTE LEARNING SPACES



SUSTAINABILITY

Rank	Strategies	Considerations	Priorities
●●	Stormwater Design Bioswales, Rainwater Collection & Reuse	- RAINDRAIN DESIGN - PLANT ZONE AS BIOFILTER - CANAL REUSE/REUSE ON THE ROOF	
●●	Water Use Reduction Low Flow Fixtures, Rainwater Collection and Reuse, Water Efficient Landscaping	- USE SENSITIVE TO CAP/LIMIT - CEMENT TO CAPTURE PAVEMENT	
●●●●	Energy Conservation Solar PV, Solar Thermal, Sunshades, Light Driven, Natural Ventilation, Energy Efficient Building	- COMMUNITY PANEL - WHO POWER - SOLAR PANELS - LED LIGHTS - NATURAL LIGHT - FINE PARTICULATE/PAINTING - RISE GREENHOUSE EFFECT - CONCRETE TO AVOID LIGHT	
●●●	Biophilia Views to Nature, Gardens		
●●●	Daylighting Windows	- GREEN WINDOWS - GREENHOUSE LIGHT RAINBOW - NATURAL SKYLIGHTS OR SHADES	VENTILATED FILTERED AIR
●●●	Healthy Learning Environment Low VOC Materials, Acoustics, Views to Nature, Natural Ventilation	- WAY TO CLEAN - SAFETY FOR KIDS	
●●	Building Reuse Reduce Waste, Retain Cultural Resources, Preserve Historical Resources, Conserve Natural Resources	- BIO HAZARD WASTE PROCEDURES - RECYCLING SCHOOL WIDE	
●●	School as a Teaching Tool Sustainable Features Incorporated into Curriculum, Informative Signage, Community Educational Resources	- AND REUSE/REUSE/BUSINESS	
✓	Alternative Transportation Options Car Charging Stations, Bicycle Parking, Limited Car Parking	- CARPOOLING PROGRAM - BUS AND RIDE SHARING PROGRAM - GO GRAY FOR BUS PARKING	

ASK DEEPER QUESTIONS.

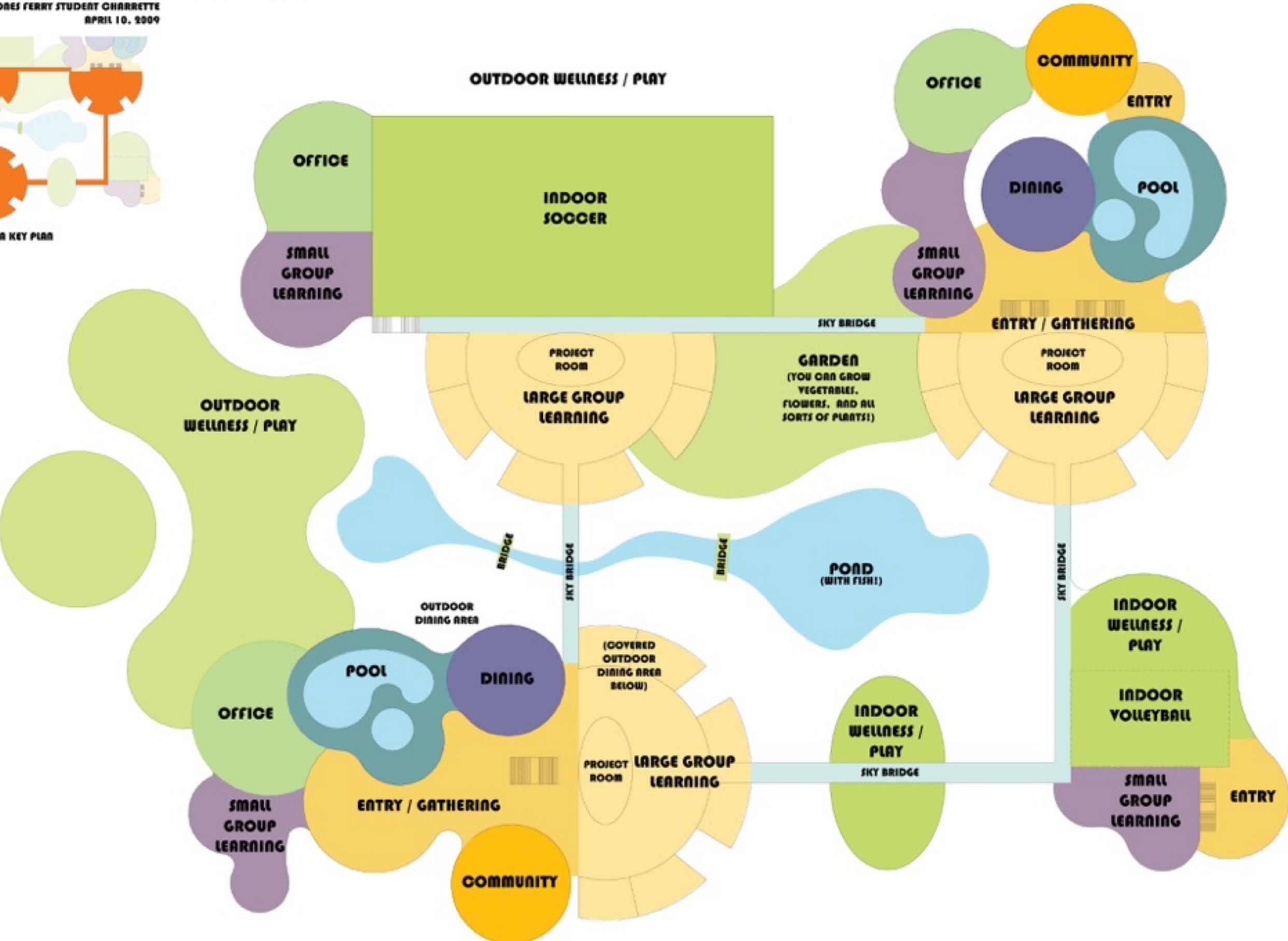
PROGRAM INTEGRATION



LISTEN AUTHENTICALLY TO STUDENTS.



CRAZY CONCEPT SCHOOL



DESIGN RESPONSE



SECOND FLOOR PLAN

not to scale. second floor plan layout and furniture layout similar to main floor.

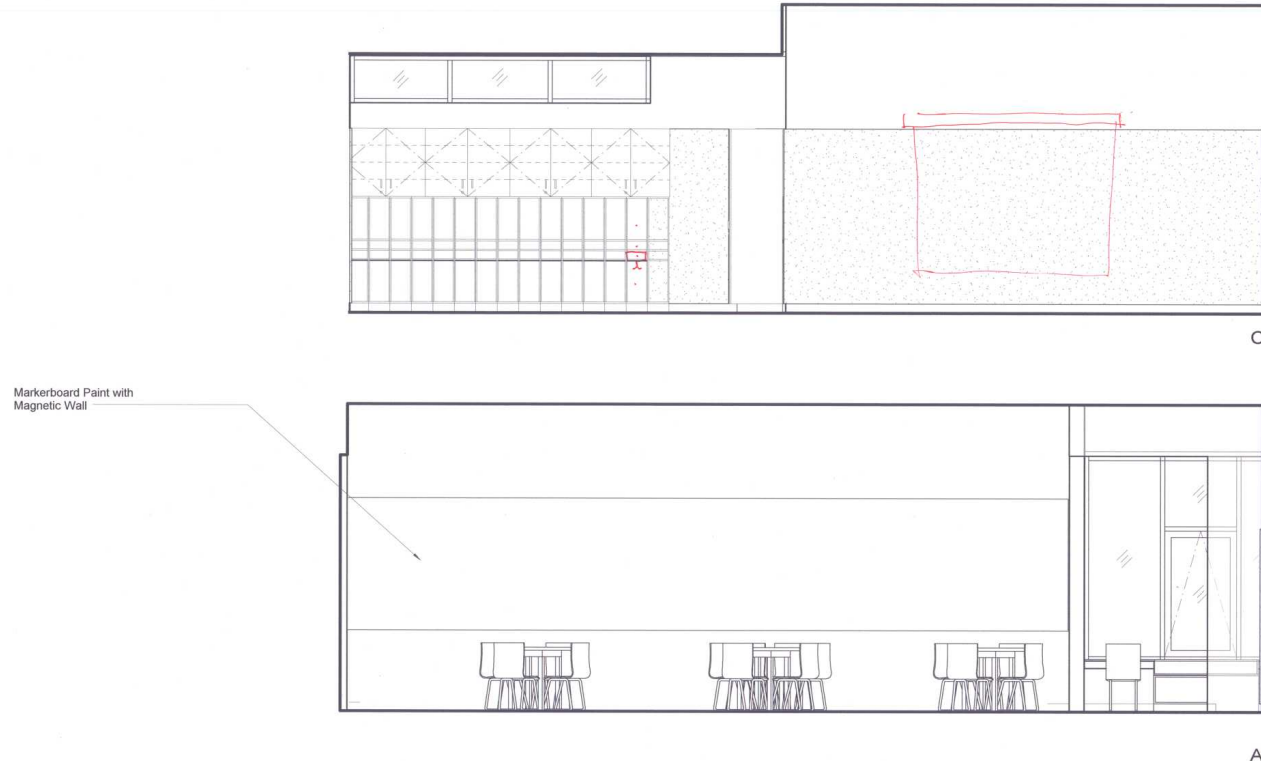


DESIGN TOOLS BRIDGING THE COMMUNICATION GAP.

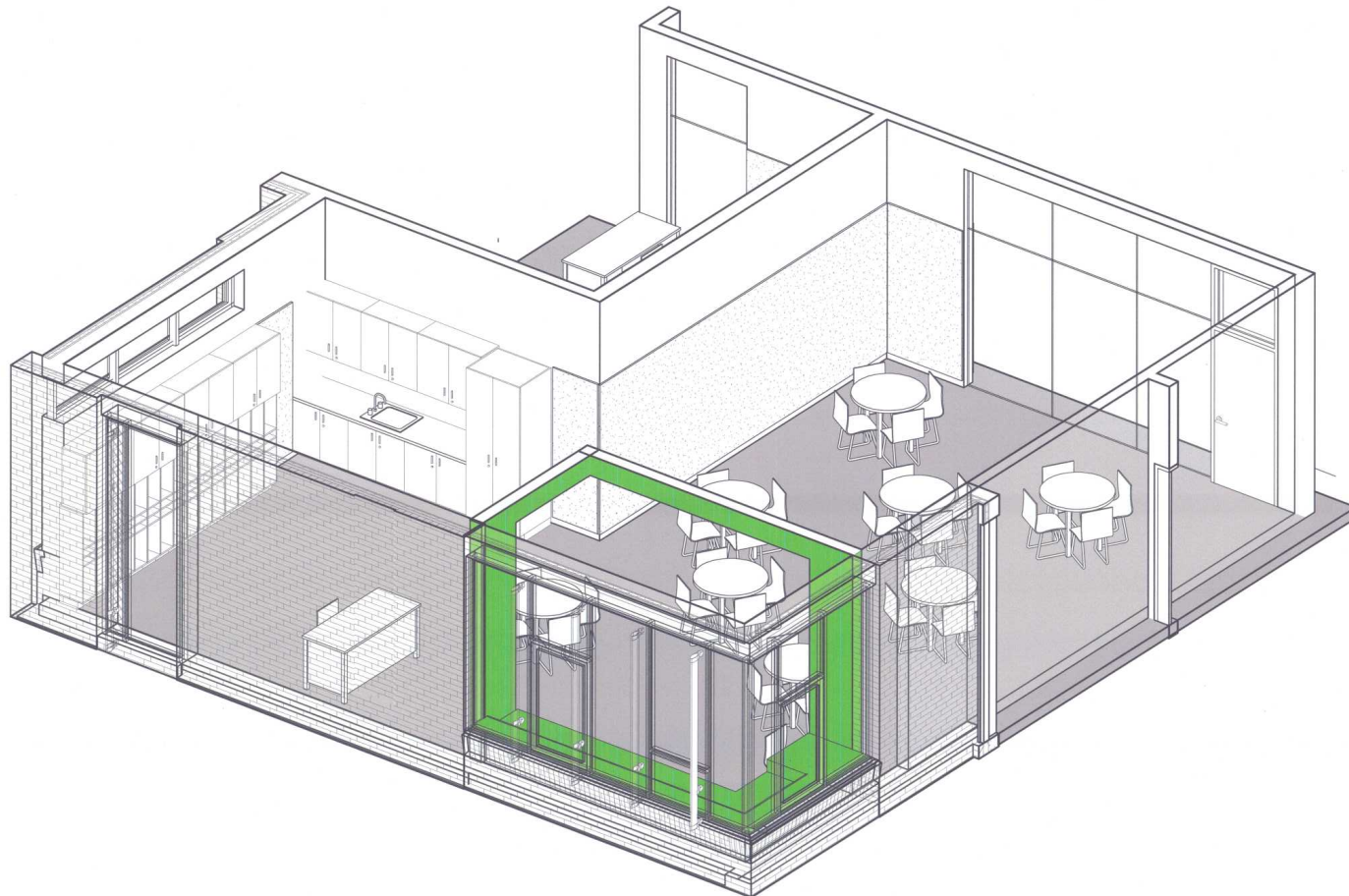
FG - CLASSROOM 6



DULL OLSON WEEKES - IBI GROUP ARCHITECTS INC.



INTERIOR ELEVATIONS AT CLASSROOM 6



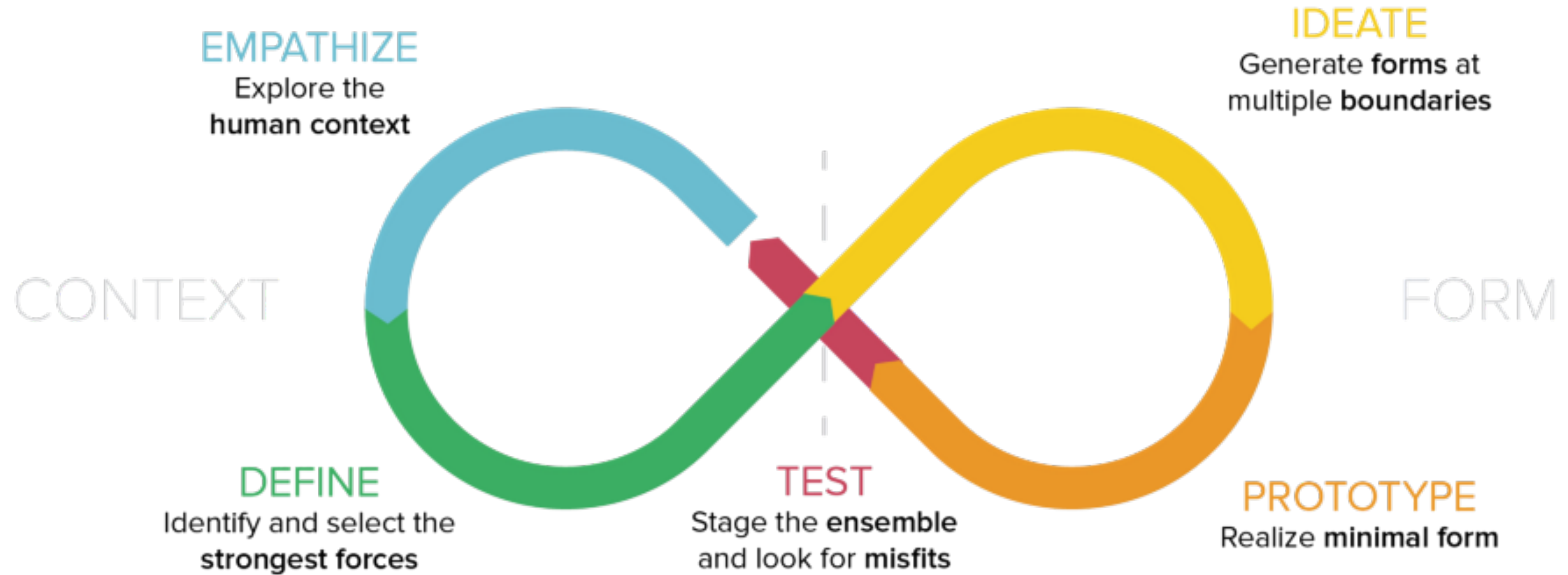
AXONOMETRIC VIEW AT CLASSROOM 6



FLOOR PLAN VIEW AT CLASSROOM 6



DESIGN THINKING AS AN EQUALIZER.



EMPATHIZE

DEFINE

IDEATE

PROTOTYPE

TEST

**WHAT CAN HAPPEN
WHEN WE DO THIS?**