

**"Classrooms are out! No more classrooms!
Don't build them!"**

CBSE



1921



1972



1990

Even now in many schools



BOARDS



MID 90S
& EVEN NOW

MORE BOARDS



How much have/had these changed our classrooms?



1800-1979

Computer Languages & software

1945 onwards

Internet in 90s

1997-2010 being widely used



1991



1984



1975



1979



Most of OUR CLASSROOMS STILL THE SAME



Early times- from under the tree

1960s



1970s



1980s

1990s



2010



An icon of rural education, the proverbial **one-room school** combines all grade levels. Learning occurs under the direction of a **single teacher** who is supposedly adept in the 3-R's and other subjects taught in the normal school.





A teacher stands at the front of a room. Children sit in the centre, their seats arranged in rows or semicircles. There is a chalkboard, (a wall map, and a globe?). This could be a classroom in 1995... or 1895, or even 1795. Although the details may vary, school design has seen few changes in the past two hundred years.

Learning space for the most teachers is
in the student's head- Dr. Susan Wilks

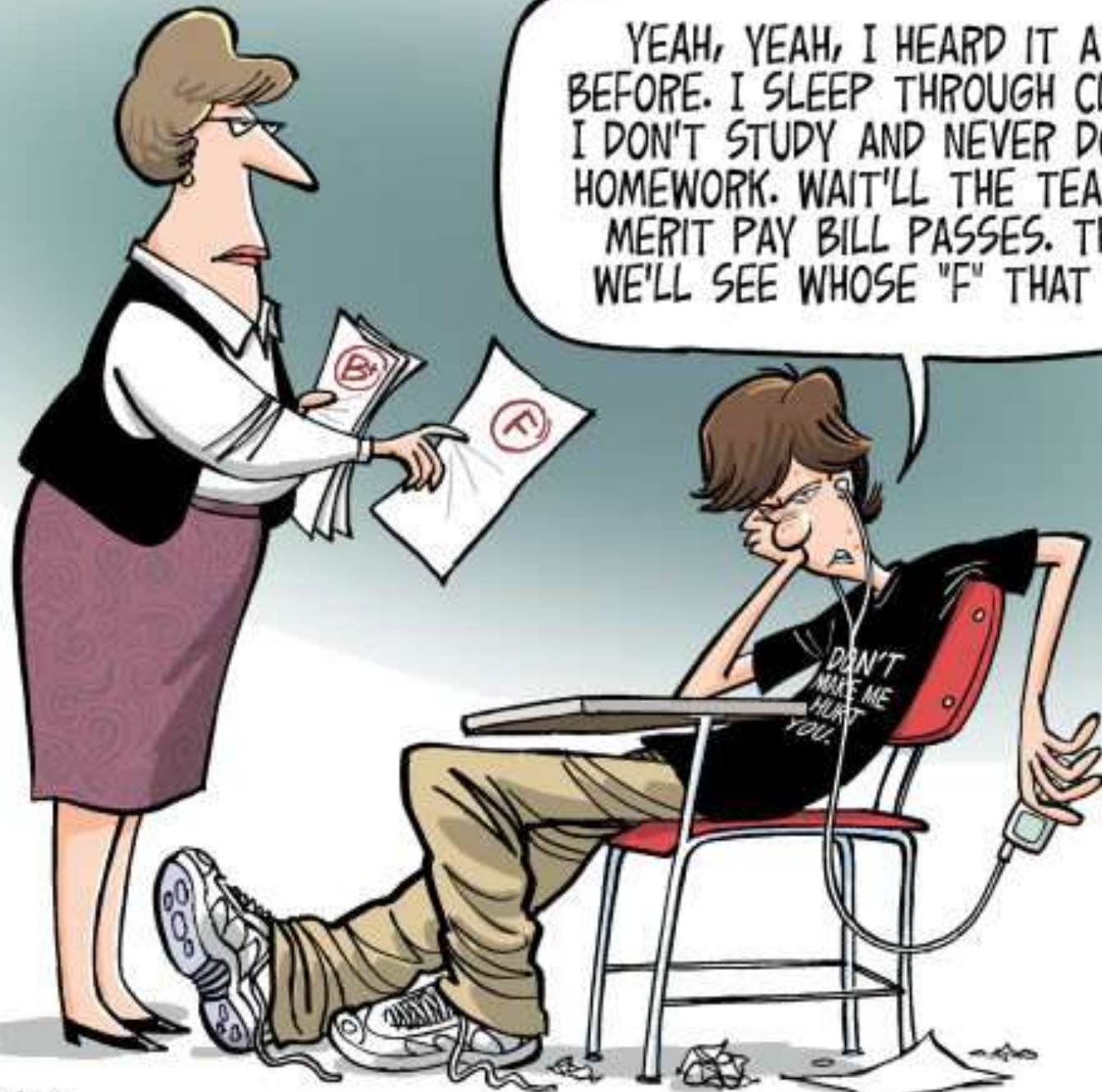


From times Unknown- till today

teacher

talks, **talks** And **talks**

YEAH, YEAH, I HEARD IT ALL BEFORE. I SLEEP THROUGH CLASS, I DON'T STUDY AND NEVER DO MY HOMEWORK. WAIT'LL THE TEACHER MERIT PAY BILL PASSES. THEN WE'LL SEE WHOSE "F" THAT IS...





DAMNED
MULTI
VARIATE
TESTING

MODERN TORTOISE-HARE TALE

STEW WITH AIB

From, "Creating the Future School" (2001).
Hedley Beare, Professor Emeritus of Education,
University of Melbourne

"Hello. I am Angelica. I am 5 years old. I really don't have much of a past.
In fact, I am the future.

In future days I will admire you for being able *to look forward with me
and help me define what I need to learn.*

My world is already very different from the one you have grown up in.

On present life expectancy figures, I will live until I am over 80.
So I will be alive and well in the 2070s,
and *my children will live to see the twenty-second century,
can you even imagine what the world will be like for them?"*

REALITY CHECK

WHERE ARE WE?



**Do our students find relevance of
what they learn in their jobs, in life?**

**Is learning happening across our students
in our schools?**

What would facilitate **EFFECTIVE LEARNING** in our schools

BLUE OCEAN STRATEGY

PARENTS AND **STUDENTS** who can think differently

1. Innovative/Emergent Curriculum
2. **Envisioned learning methods and activities;**
3. **TECHNOLOGY**
4. Assessment for Learning- Testing beyond Memory
5. Beyond School
6. **SECURED ENVIRONMENT**

Research shows that a student learns in ways unique to him/her

- **Teacher talking/explaining**

- Multiple ways/different styles

- Discussion, Debate

- Inquiry- exploration

- Experiencing -By doing things over and over in many contexts.

- Cooperating and collaborating

- By constructing their own meaning

- Peer Teaching/Tutoring

- Informal ways- a variety of contexts

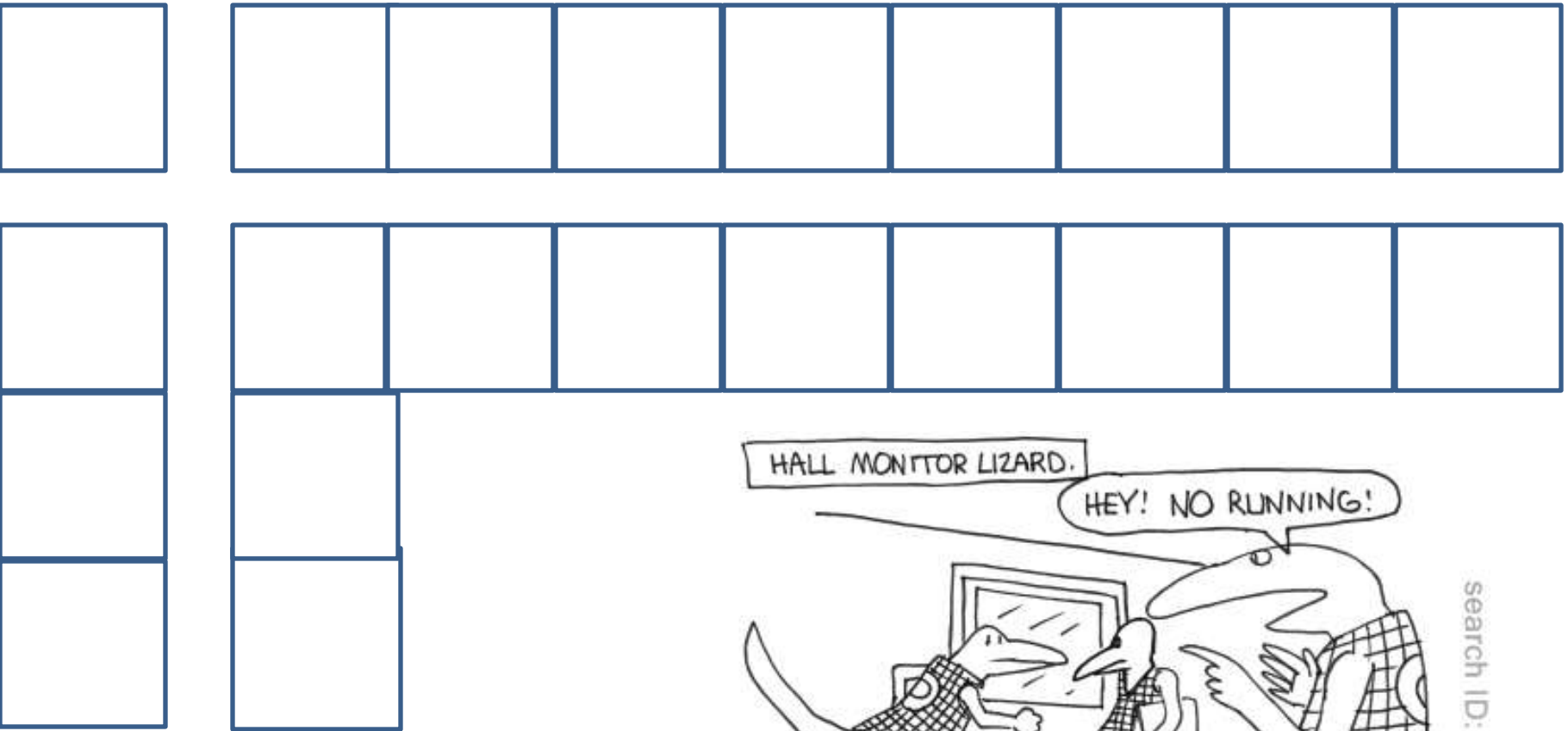
- Quiet Reading

Student attributes may be important to educators, five characteristics seem particularly applicable for learning spaces

DIGITAL
MOBILE
INDEPENDENT
SOCIAL
PARTICIPATORY



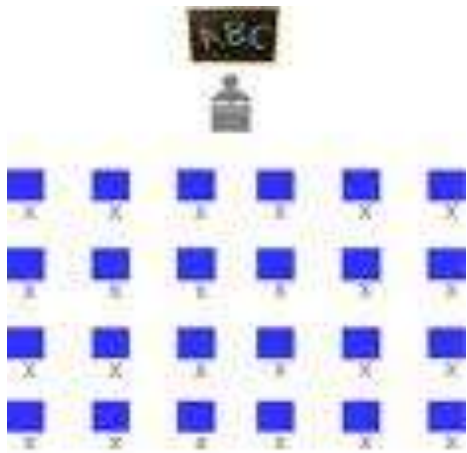
Typically SCHOOLS ARE ROOMS & MORE ROOMS and CORRIDORS



+ LANDSCAPE
++ INTERIORS



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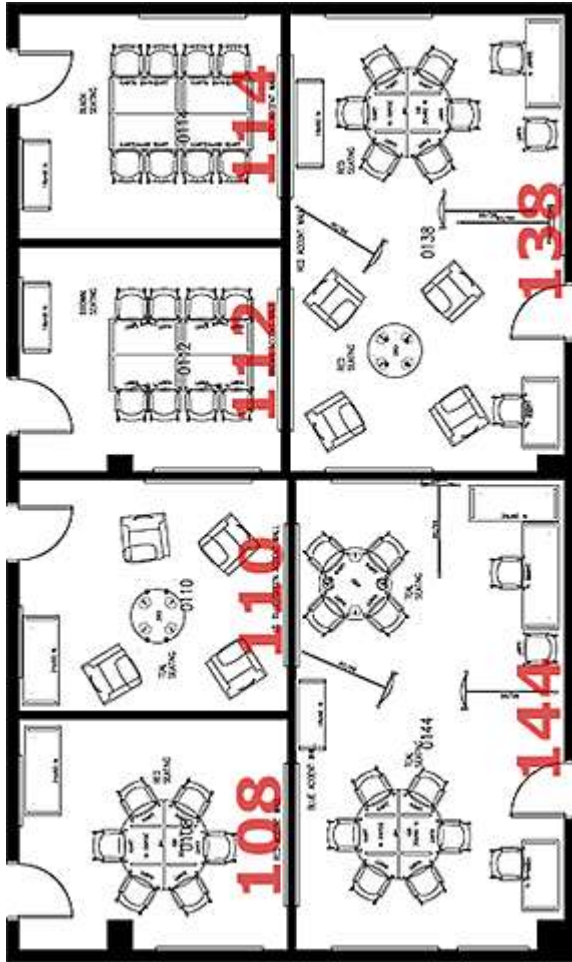


The proportion of a student's time spent sitting and listening to a lecture or presentation should be ideally small in comparison to the time spent on problem solving, hands-on learning, independent study, working in teams and other project-based learning. **Dissemination of information can be entirely personalised and globalised in the broadband age and beyond, and students are well aware of this.** For this reason we need to reconsider the proportion of our schools' indoor spaces that privilege a stand-and-deliver modality.

WE NEED DIFFERENT SPACES

1. Formal Indoor spaces with multiple activity centers and not many traditional classrooms
2. Spaces in between formal indoor spaces for Collaborative Learning/project work
3. Spaces for quiet reading
4. Spaces at which a transaction of ideas or performance might occur.
In schools this might include halls, libraries, cafes and specialist facilities
5. Out door spaces with furnishings that encourage people to stop and chat with each other.
In urban settings this means benches and tables to sit at, pillars to gather around and lean things against, and trees to provide shade
6. In indoor school settings this might mean small, round tables to gather at, 'edge' seats in windowsills or booths, and floor cushions.





One approach to keep the synergy between learning and architecture strong is to create flexible spaces that are agile enough to change over time. Teachers and students become like theatre directors, and new sets are changed frequently—sometimes daily. “School as theatre” is a perfect metaphor for this kind of agile approach to learning and space.

If IMPROVEMENT IN LEARNING is by choice, then the spaces supportive to Learning must be created

BREAKOUT



ACTIVE ZONE



LEARNING STUDIO

FLEX SPACE

Corridors are the most obvious example of public space in a school but they only provide two of the three functions: thoroughfare and (not very convincingly in most cases) marketplace. Typically unfurnished and without any nooks or crannies, they don't offer anywhere for meeting or quiet observation and reflection.



LEARNING COMMONS











Image credits - Section Eight Design / Open Architecture Network

SAFETY and SECURITY FIRST

Threat Analysis

Community demographics that may impact school:

- ? Factories**
- ? Highways & Rail Traffic Patterns**
- ? Community / Neighbourhood Crime Activity**
- ? Rivers, Streams, Dams, etc.**
- ? Annual Special Events**
- ? Annual Weather Events**
- ? Businesses in Area**
- ? Factors Unique to Community**
- ? Other Situations**

Student vulnerability (smoking, alcohol, graffiti, theft, bullying, sexual abuse, shoot outs, vandalism, violence etc)

Look at the School Building and the campus to identify weaknesses

Natural surveillance is the capacity to observe activity without having to take special measures to do so.

The best solution is natural surveillance. Staff members should be readily able to see the source of a noise or observe activity. No blocks in the way of seeing

Bathrooms should be located adjacent to supervised areas and within sight of school personnel.

No niches or dark corners

Cafeterias – vulnerable

areas of concern because they are highly accessible gathering places where intruders can potentially enter and threaten large numbers of students. So are other public spaces

COMMUNICATION

TECHNOLOGY/ Surveillance Equipment

The Curriculum Mapping process into three phases:

1) *Pre-Mapping*: teams envision and list learning methods and activities;

2) *Mapping new facilities*: using floor plans of the new facilities, teams use lists of learning activities to map the distribution and flow of students throughout the facility at a period of time;

3) *Mapping current facilities*: using floor plans of the existing building, teams use the same activity lists to map the distribution and flow of students within their current facilities