

CREATING PHYSICAL SPACES FOR INNOVATIVE LEARNING

LENE JENSBY LANGE, AUTENS



AUTENS



WE CO-CREATE THE FUTURE OF LEARNING

We aim to re-imagine, inspire & transform education through meaningful learning journeys and valuable lives of opportunity for all learners.



We explore futures & build visions with schools



We facilitate & co-create transformation



We advise on school design



We design learning spaces

GLOBAL NETWORK AND COLLABORATION

USER ENGAGEMENT & CO-CREATION

THE GLOBAL SCHOOLS ALLIANCE



CREATING PHYSICAL SPACES FOR INNOVATIVE LEARNING

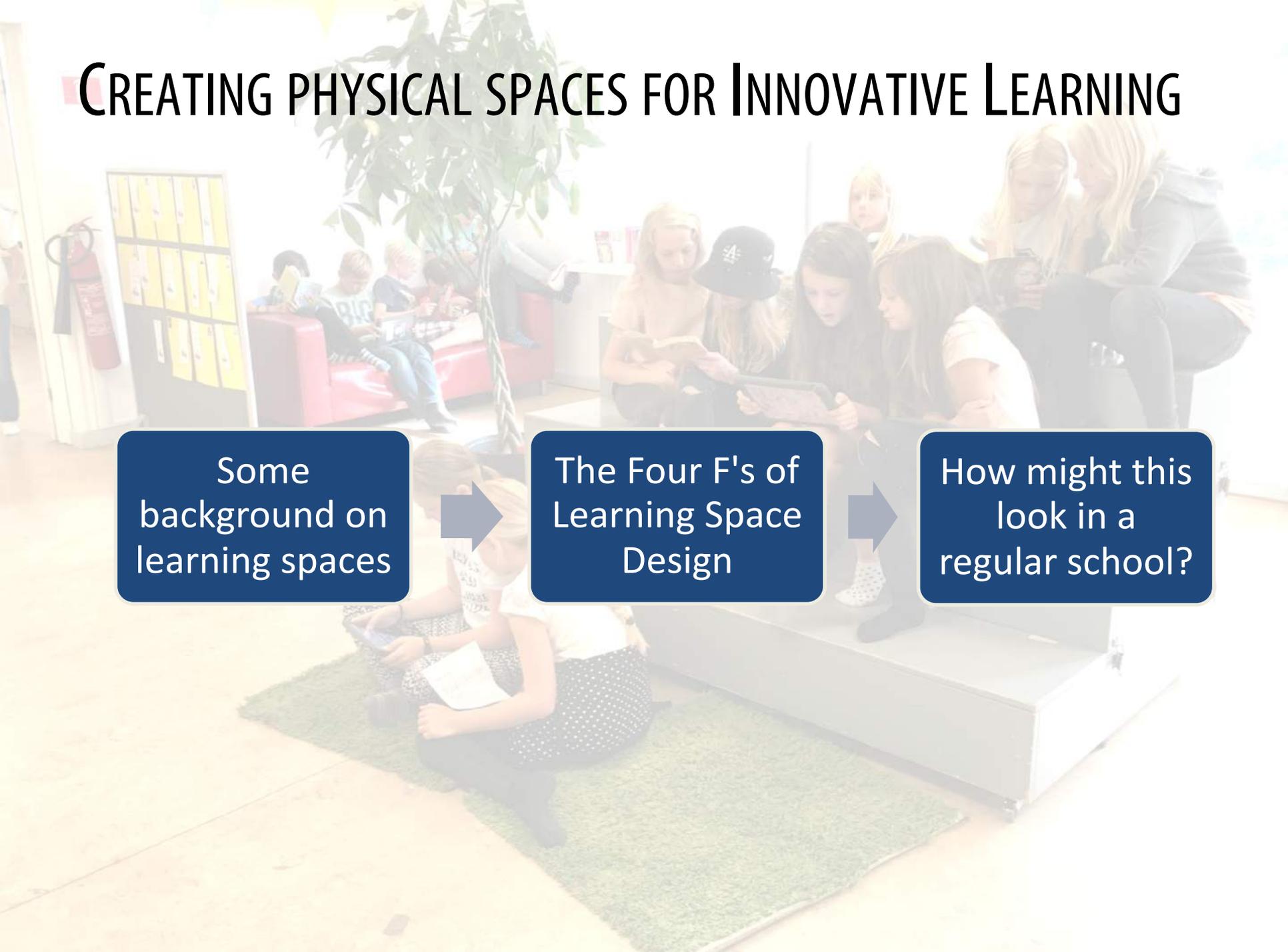


A QUICK POLL

How many of you have been part of...

1. Designing and building a whole new school
2. Redesigning/rebuilding/modernising an existing school?
3. Designing learning spaces in a larger area of a school
4. Designing/redesigning a classroom
5. Other/none

CREATING PHYSICAL SPACES FOR INNOVATIVE LEARNING

A modern school hallway with students in various learning zones. In the foreground, a group of students is gathered around a table, looking at a tablet. In the background, students are sitting on a red sofa, and another student is sitting on a grey bench. There are yellow lockers, a fire extinguisher, and a large potted plant in the background.

Some background on learning spaces



The Four F's of Learning Space Design



How might this look in a regular school?



A LITTLE BACKGROUND ON LEARNING SPACE DESIGN

A little background on learning spaces



The Four F's of Learning Space Design



How might this look in a regular school?



Learning Space Design

- A narrative
- A technology for learning
- A lever for new pedagogical practices

A tool for leading learning

Designing Learning Spaces

**Learning
activities**

**VISION
FOR
LEARNING**

The physical design

How we organize

INTERACTING WITH THE PHYSICAL WORLD

THE NATURE OF LEARNING

MEANINGFUL

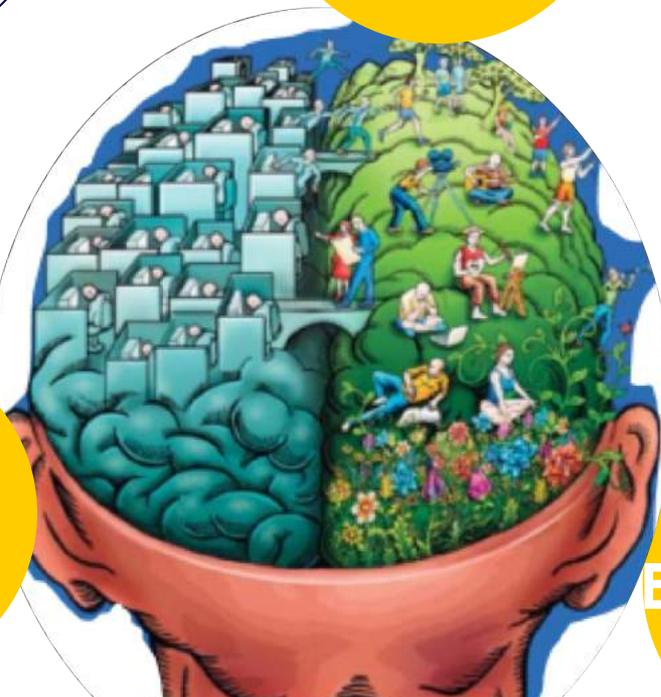
JOYFUL

ENGAGING

POSITIVE EMOTIONS & RELATIONS

ACTIVE & EXPERIMENTING

MANY WAYS OF LEARNING



THE NEW HARD SKILLS



SUSTAINABLE DEVELOPMENT GOALS



The mission of this school

(an example based on many schools we meet)

**We aim educate today's learners
for the world of tomorrow, educating
innovative thinkers, compassionate change-
makers and leaders of the future**

#21st century skills #Personalised learning

#Global citizenship #Sustainable living

#Creativity, innovation & entrepreneurship

SO WHAT DOES IT LOOK LIKE IN OUR SCHOOLS?



Artefacts

Expected behavior
(norms)

Basic assumptions

Edgar Schein, Organizational Culture

ANALYZING YOUR LEARNING SPACE

Please sit
down

Artefacts

Expected behavior
(norms)

Basic assumptions

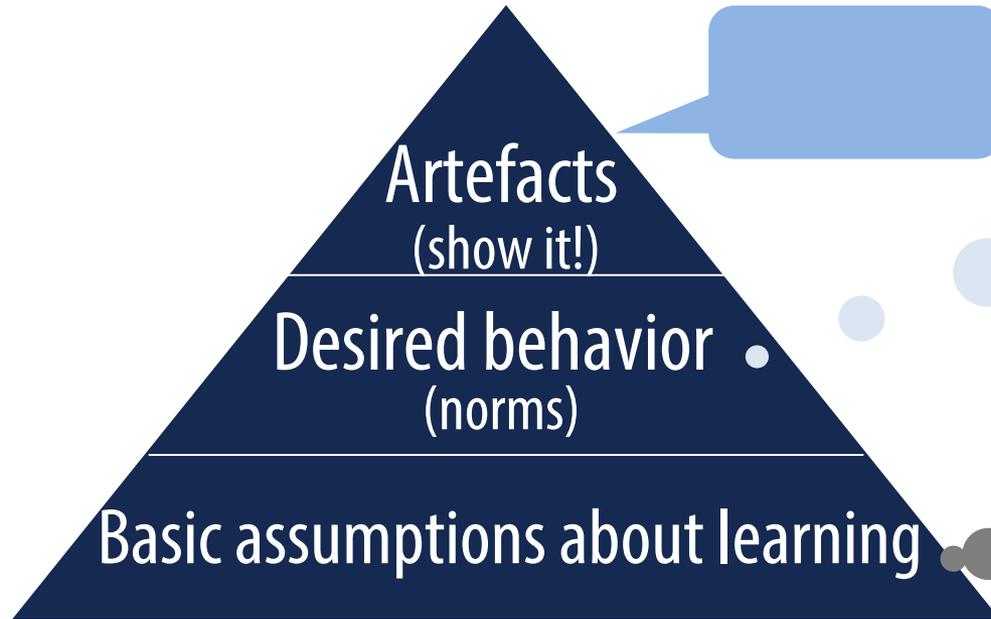
Be quiet!
Speak only when asked!
Do what you are told!
Everyone here is doing the
same thing!

We all learn in the same way.
Everyone needs the same
knowledge at the same time.
The teacher will tell you
everything you need to know.

Spaces communicate!
And spaces shape your learning culture!

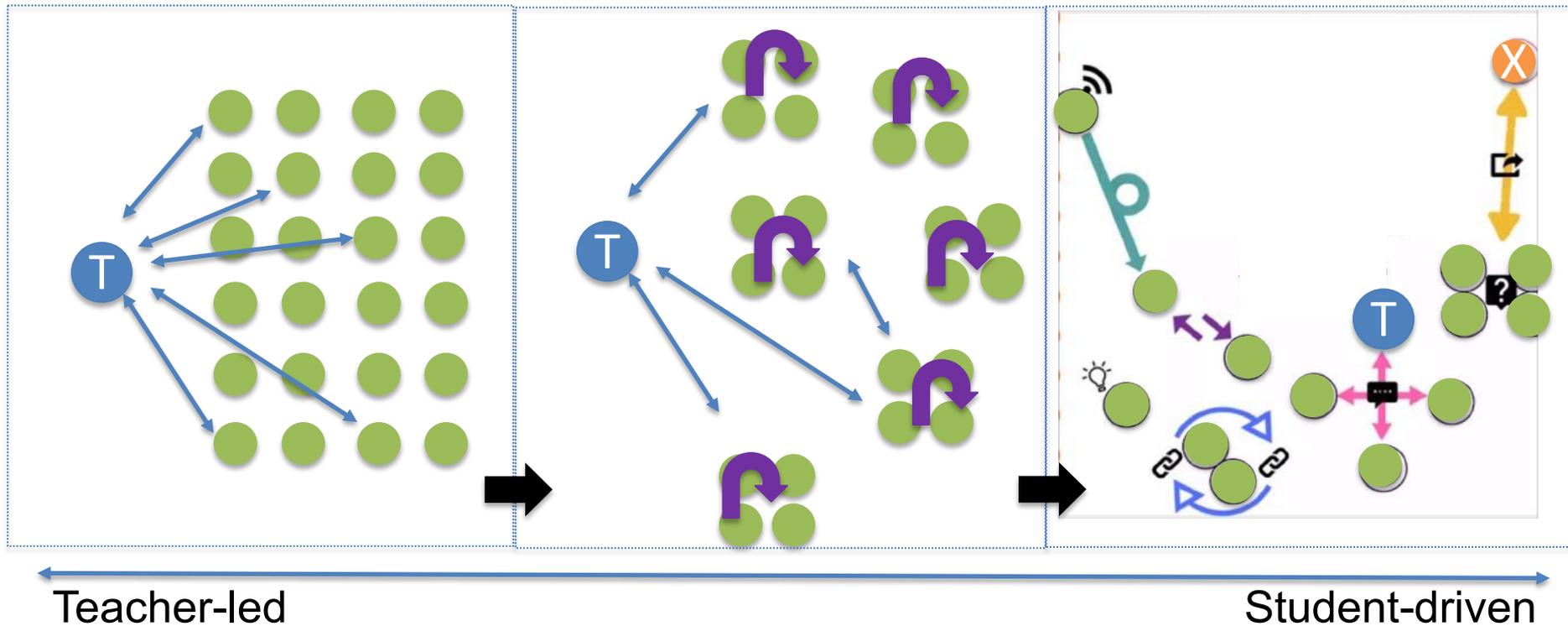


THINK ABOUT YOUR SCHOOL AND YOUR DESIRED
LEARNING CULTURE! **PLS SHARE IN THE CHAT**



...WHAT DO YOU WISH TO COMMUNICATE AND
ENCOURAGE IN YOUR STUDENTS - AND YOUR TEACHERS?

THE CHANGING LANDSCAPE OF LEARNING

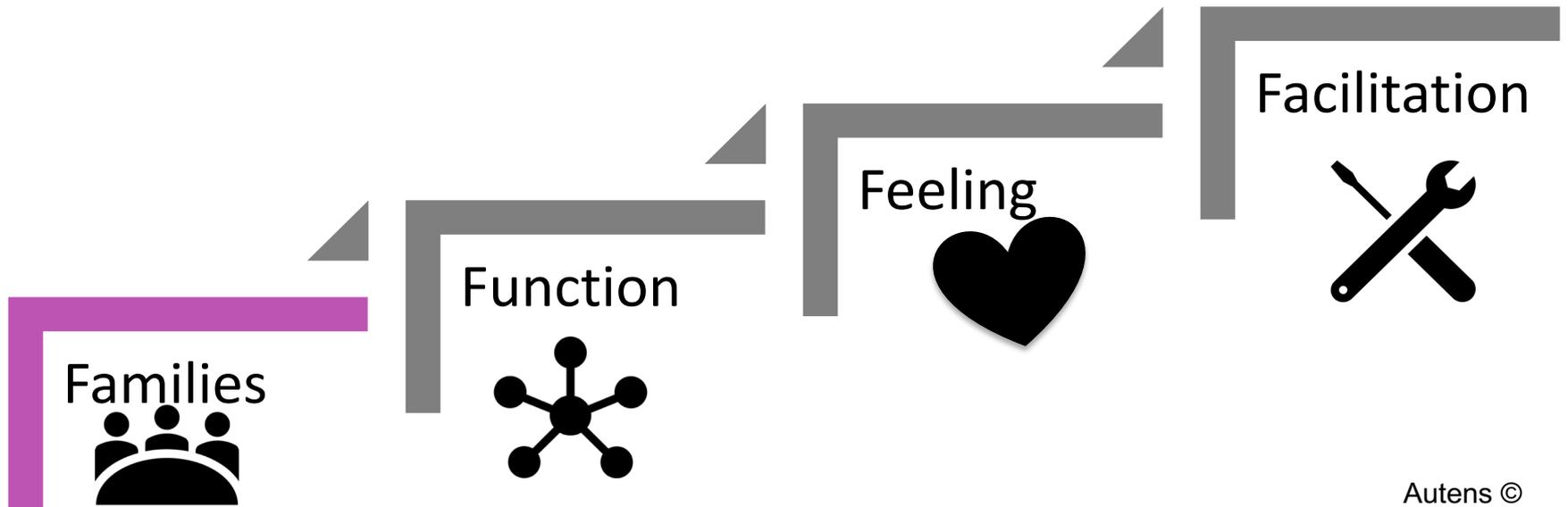


...AND HOW MIGHT WE CREATE SPACES FOR THAT?

WHAT ARE THE MAIN 'LEARNING FAMILIES' OF YOUR SCHOOL?

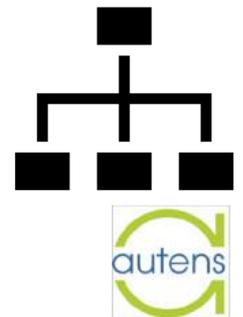
WHO NEEDS TO WORK TOGETHER? (CLASSES, SUBJECTS, GRADE LEVELS ETC)

WHO IS THE IMMEDIATE FAMILY? WHO IS THE EXTENDED FAMILY?



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'FAMILIES' – YOUR COMMUNITIES OF LEARNING



CLASSROOMS?



LEARNING COMMUNITIES & USE OF ROOMS?



Learning environment for class A, B and C

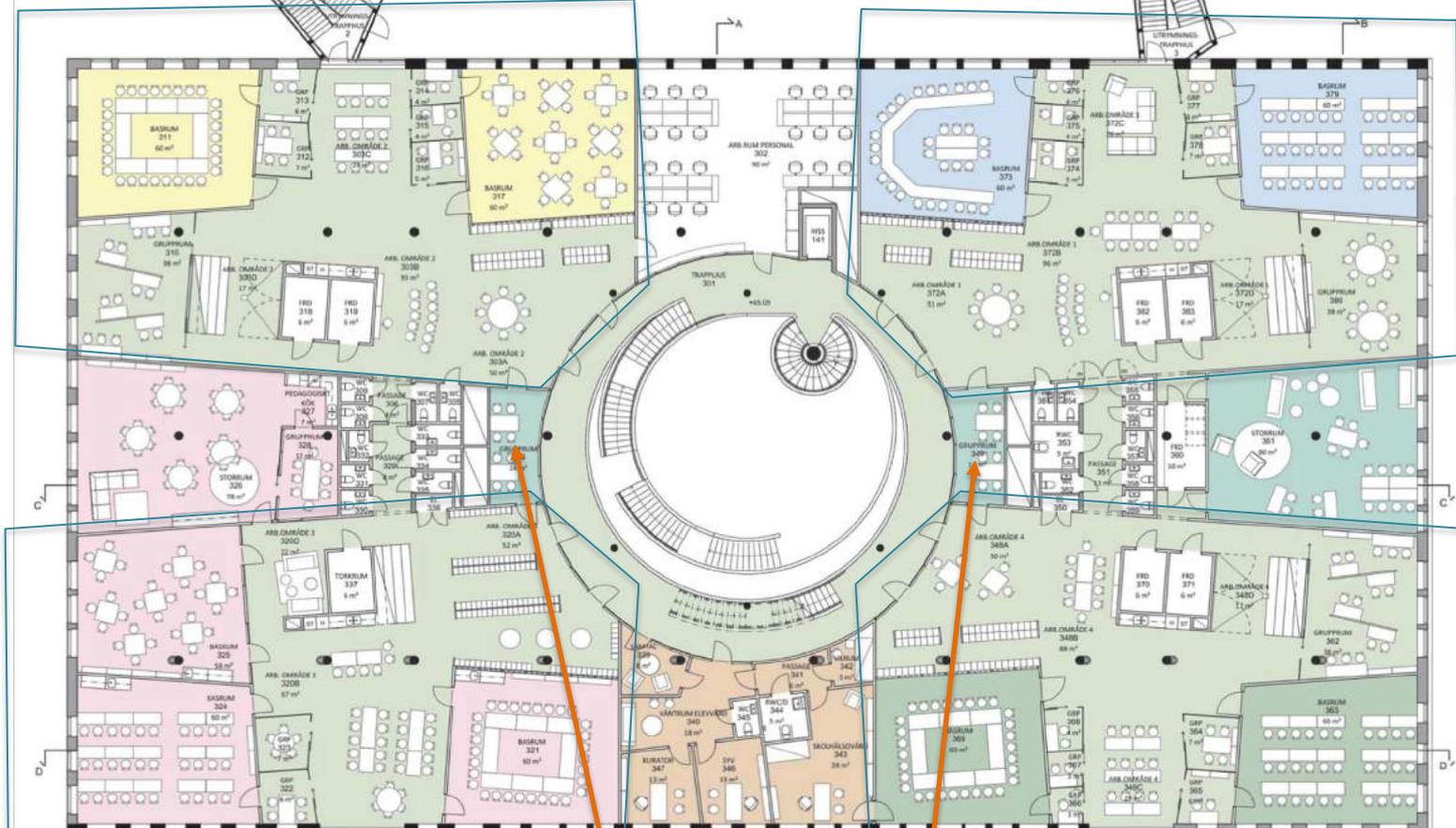


GLÖMSTASKOLAN (SE)



3 classes, 3rd grade

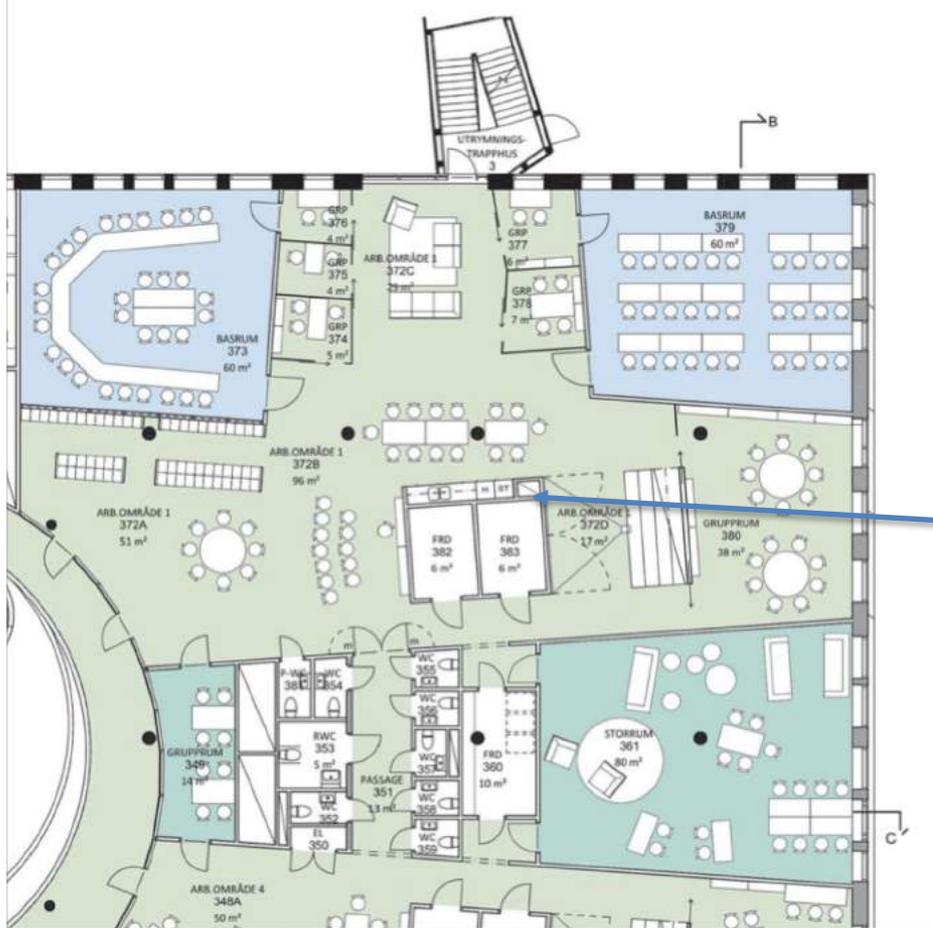
3 classes, 5th grade



3 classes, 4th grade

3 classes, 6th grade

Teacher team rooms





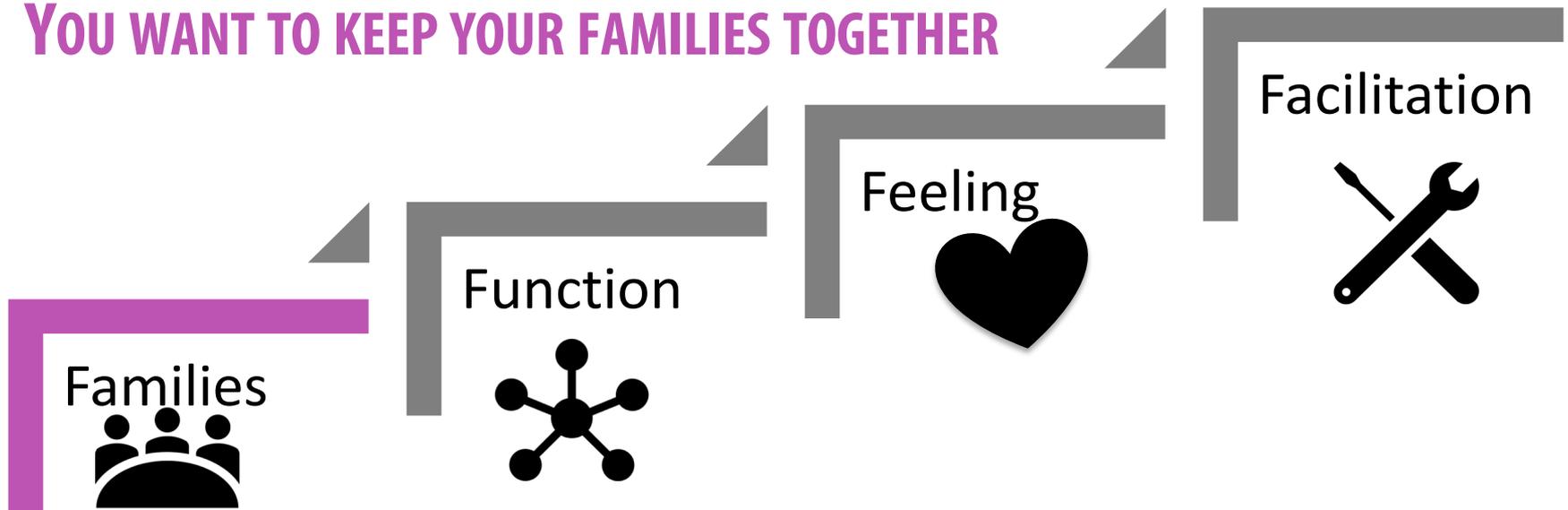
FREEMANS BAY SCHOOL (NZ)

WHAT ARE THE MAIN 'LEARNING FAMILIES' OF YOUR SCHOOL?

WHO NEEDS TO WORK TOGETHER? (CLASSES, SUBJECTS, GRADE LEVELS ETC)

WHO IS THE IMMEDIATE FAMILY? WHO IS THE EXTENDED FAMILY?

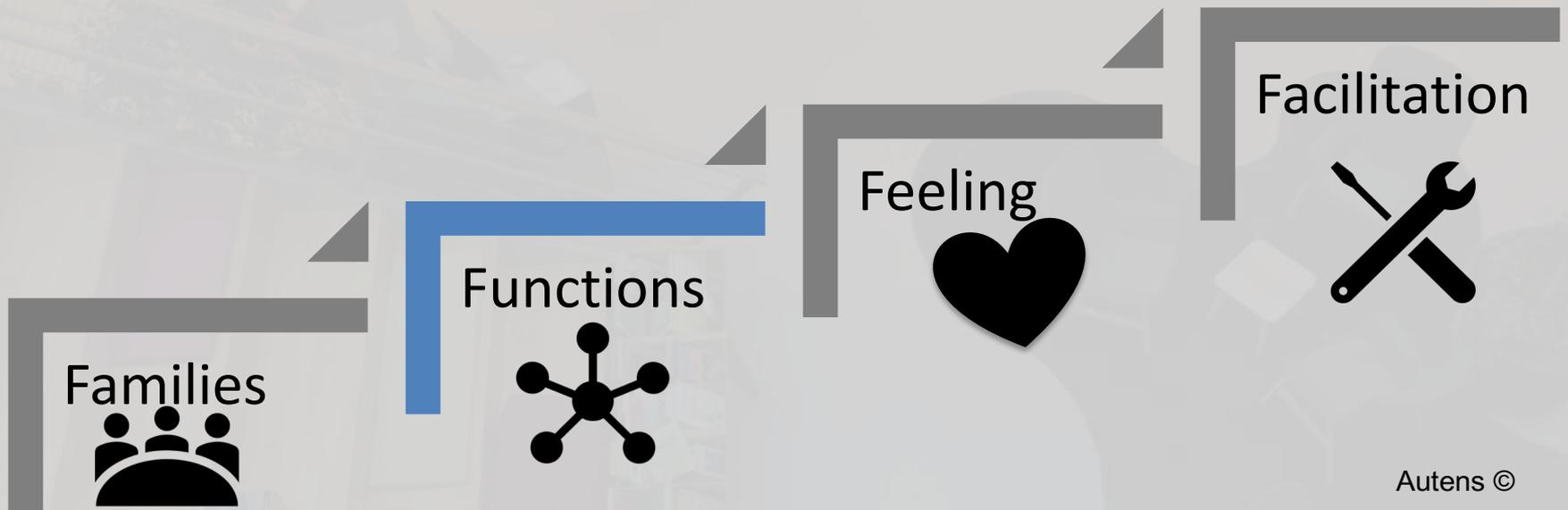
YOU WANT TO KEEP YOUR FAMILIES TOGETHER



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'FAMILIES' – YOUR COMMUNITIES OF LEARNING





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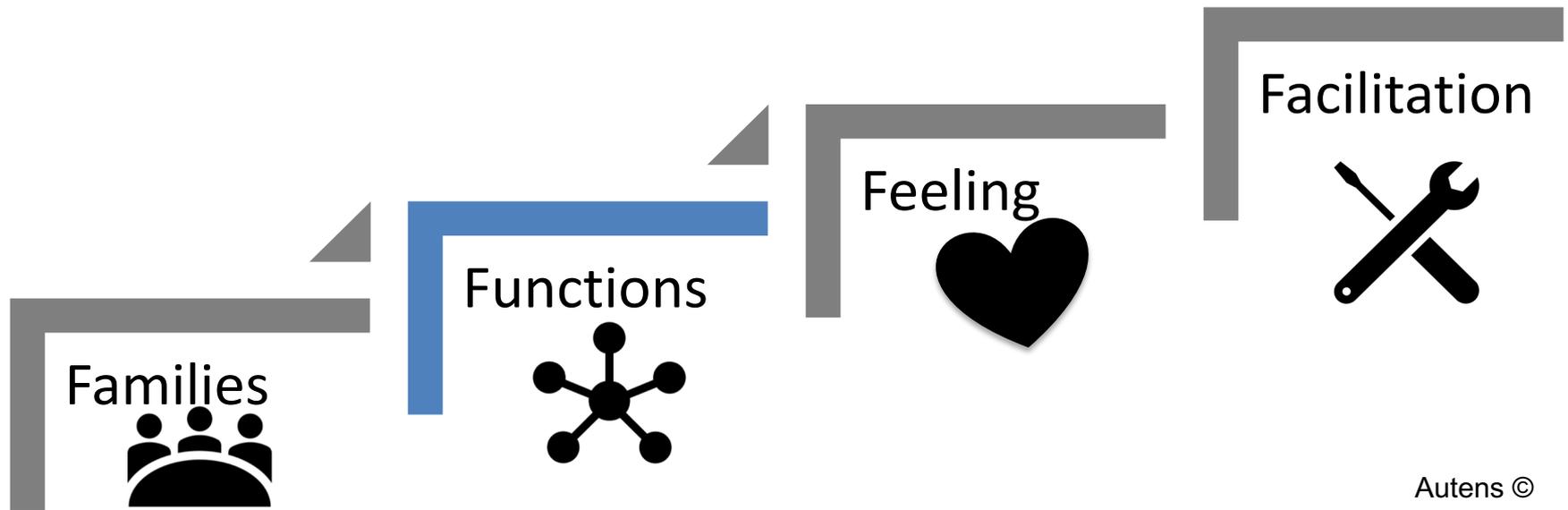
THE 4Fs OF LEARNING SPACE DESIGN



WHAT DO YOU NEED TO BE ABLE TO DO IN THE SPACE?

LISTEN, PRESENT, COLLABORATE, BUILD, EXPERIMENT ETC?

WHAT KIND OF FURNITURE WOULD SUPPORT THAT BEST?



Autens ©

'FUNCTIONS' – WHAT DO YOU NEED TO BE ABLE TO DO?

WHAT CAN WE LEARN FROM
TEACHERS & STUDENTS ABOUT THIS?









WE HAVE CO-DESIGNED WITH >2000 TEACHERS ...



...AND WITH LOTS OF STUDENTS...



VARIED, ATTRACTIVE, PLAYFUL - CHOICE



SPACES WITHIN SPACES FOR COLLABORATION



SPACES WITHIN SPACES – LEARNING IS SOCIAL



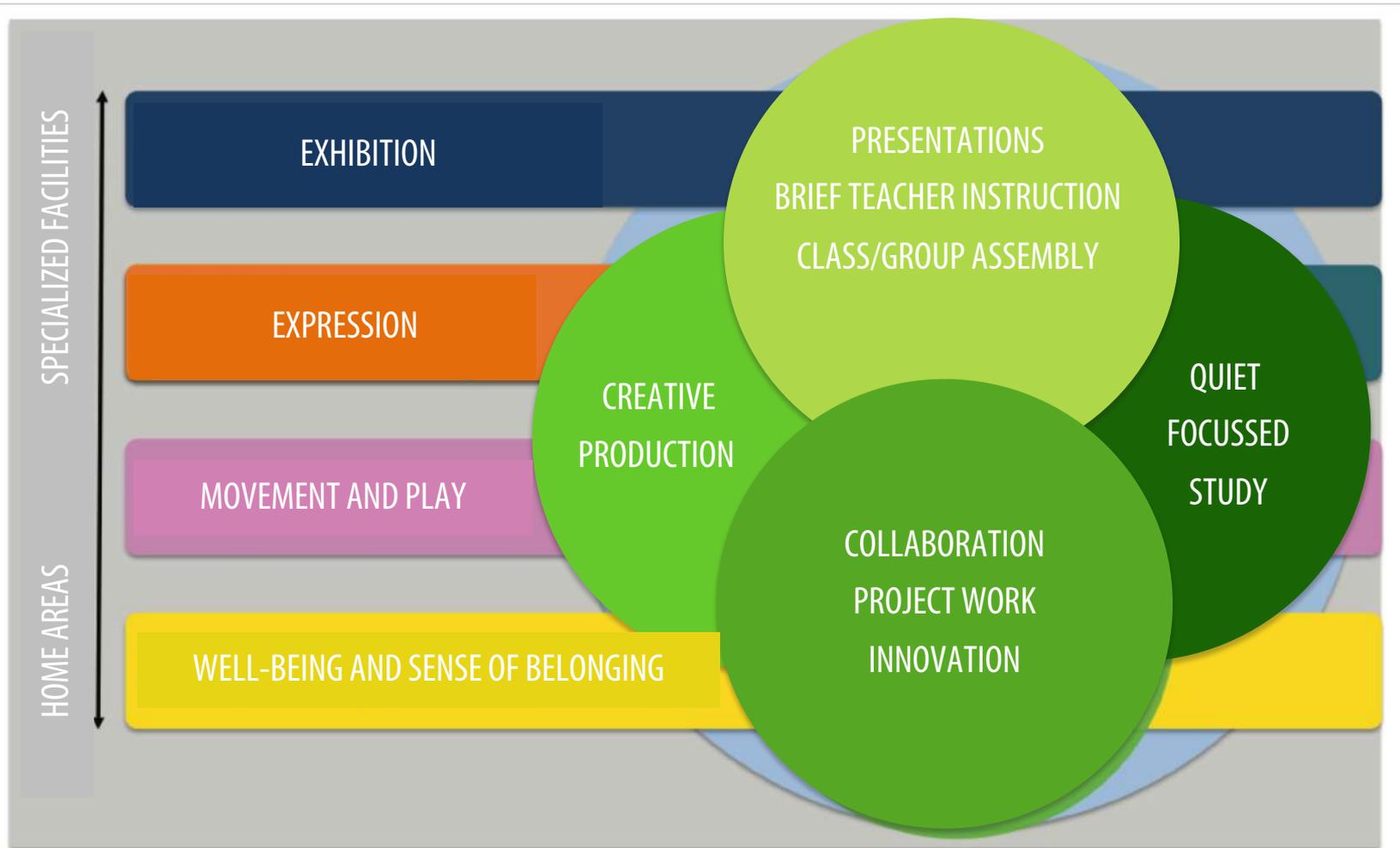
Design: Autens

CAVES, NOOKS & HIDING SPACES



MAKE ALL SPACES LEARNING SPACES

DESIGN WITH PURPOSE FOR...











OFTEN IT'S NOT ABOUT WHAT YOU BUY.
IT'S HOW YOU 'ZONE' AND USE YOUR SPACES.
IT'S ABOUT WHAT YOU ALLOW THE STUDENTS TO DO.
AND IT'S ABOUT WHAT YOU REMOVE!

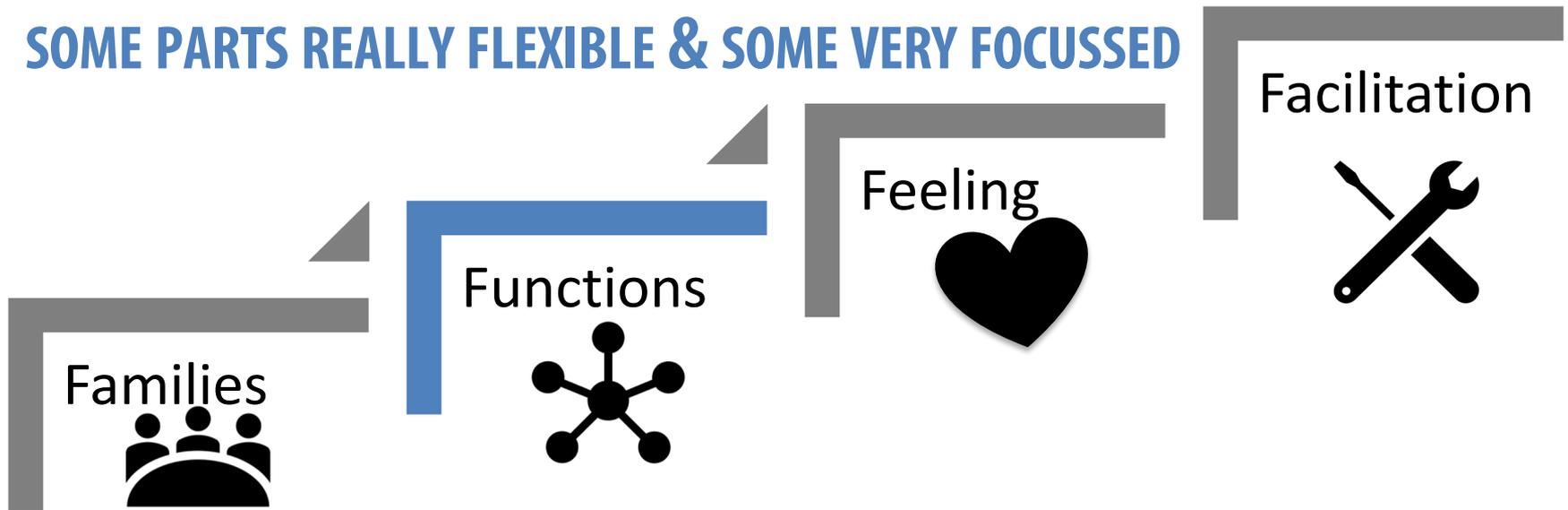


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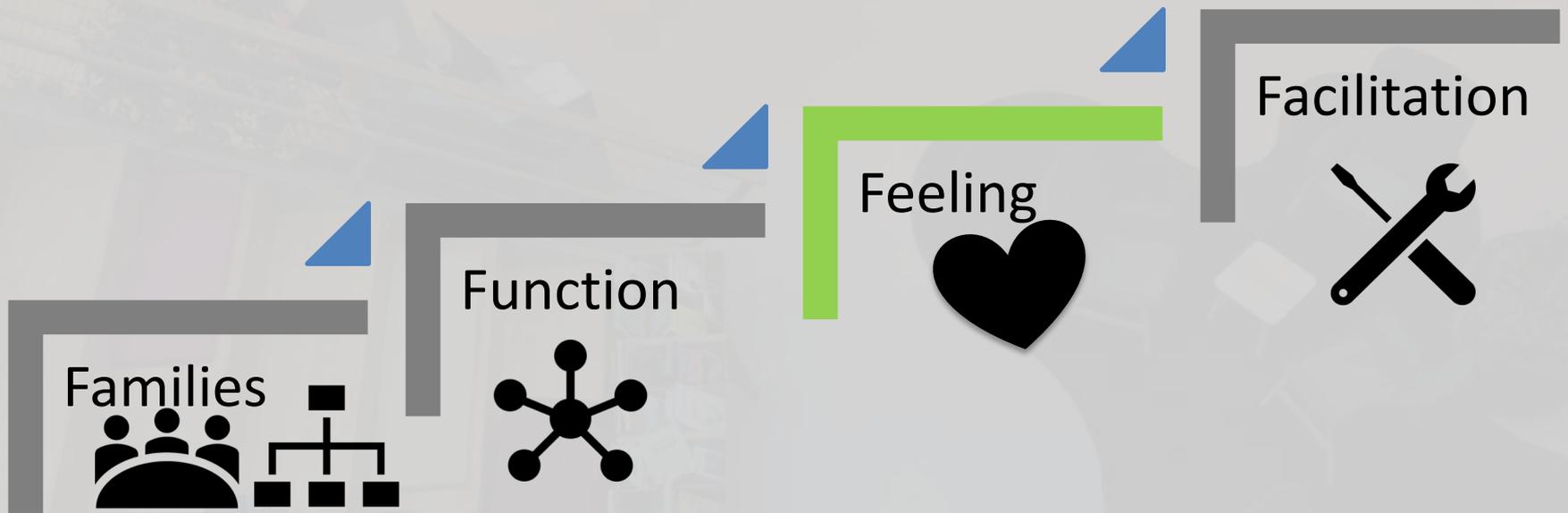
WHAT KIND OF FURNITURE WOULD SUPPORT THAT BEST?

**YOU WANT TO DESIGN YOUR SPACES PURPOSEFULLY & WELL-BALANCED,
SOME PARTS REALLY FLEXIBLE & SOME VERY FOCUSED**



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'FUNCTIONS' – WHAT DO YOU NEED TO BE ABLE TO DO?



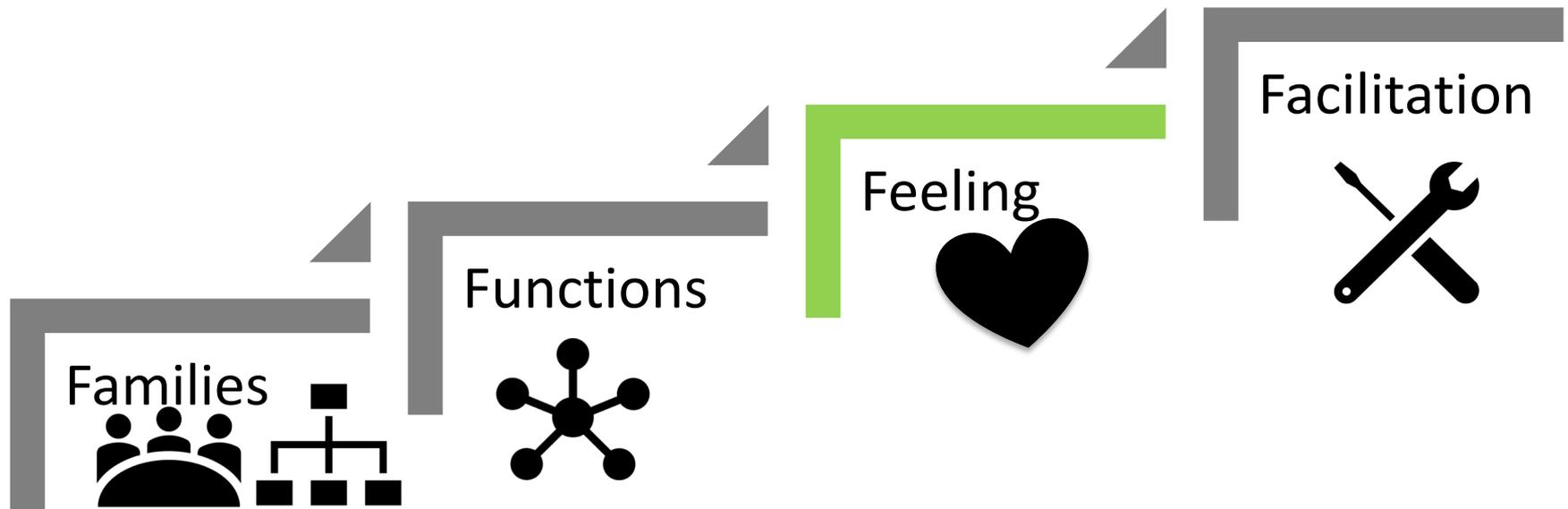
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THE 4Fs OF LEARNING SPACE DESIGN

HOW SHOULD YOUR LEARNING SPACES 'FEEL' TO BE IN?

WHAT KIND OF ATMOSPHERE DO YOU WANT TO CREATE?

HOW WOULD YOU LIKE YOUR STUDENTS TO FEEL ABOUT BEING IN THE SPACES?



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'FEELING' – THE ATMOSPHERE



OPENNESS AND FEELING CARED FOR



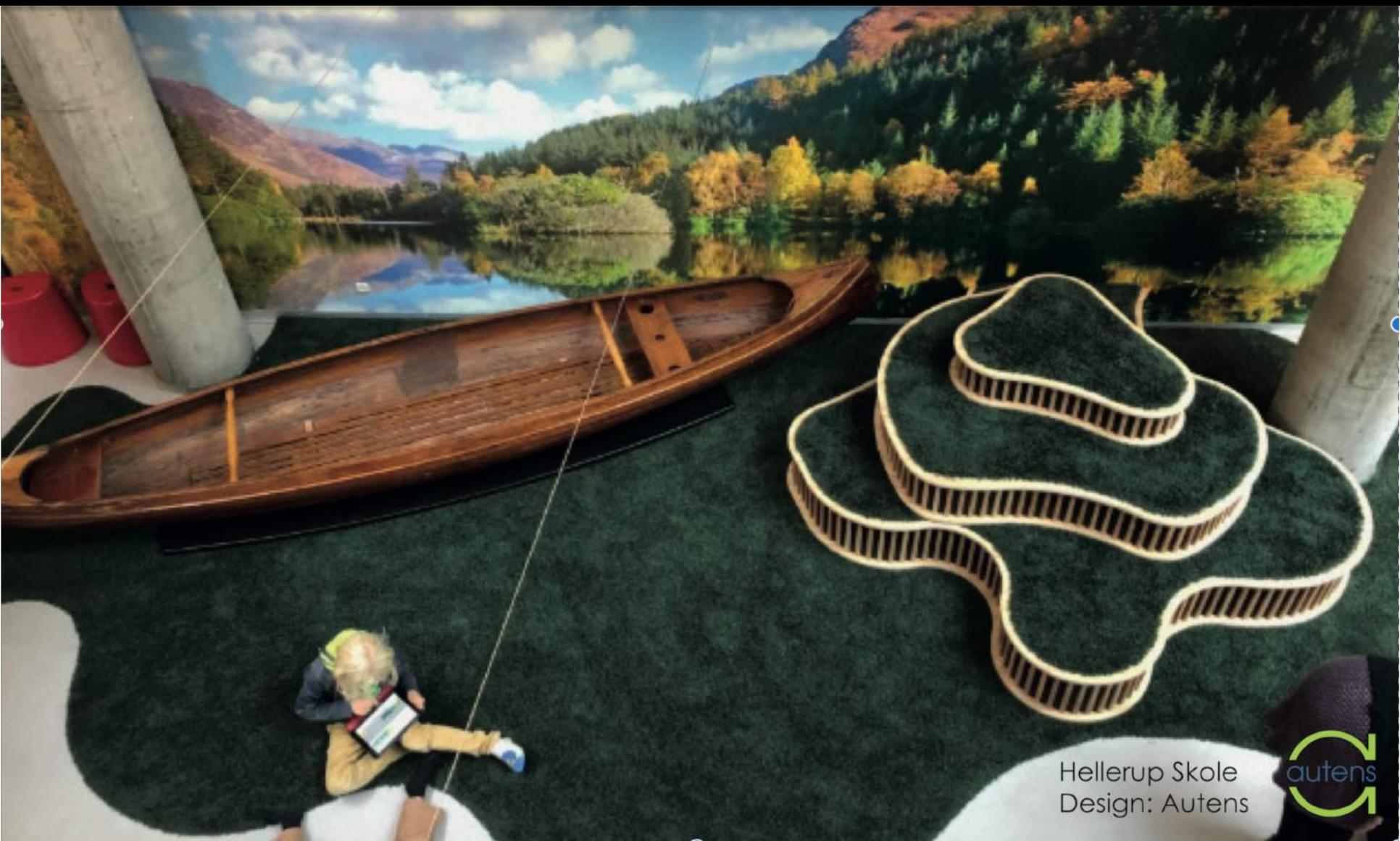
ELEMENTS OF NATURE





CO-CREATING THE SPACES WITH STUDENTS

AND NOT LEAST... THE "HYGGE"



Hellerup Skole
Design: Autens

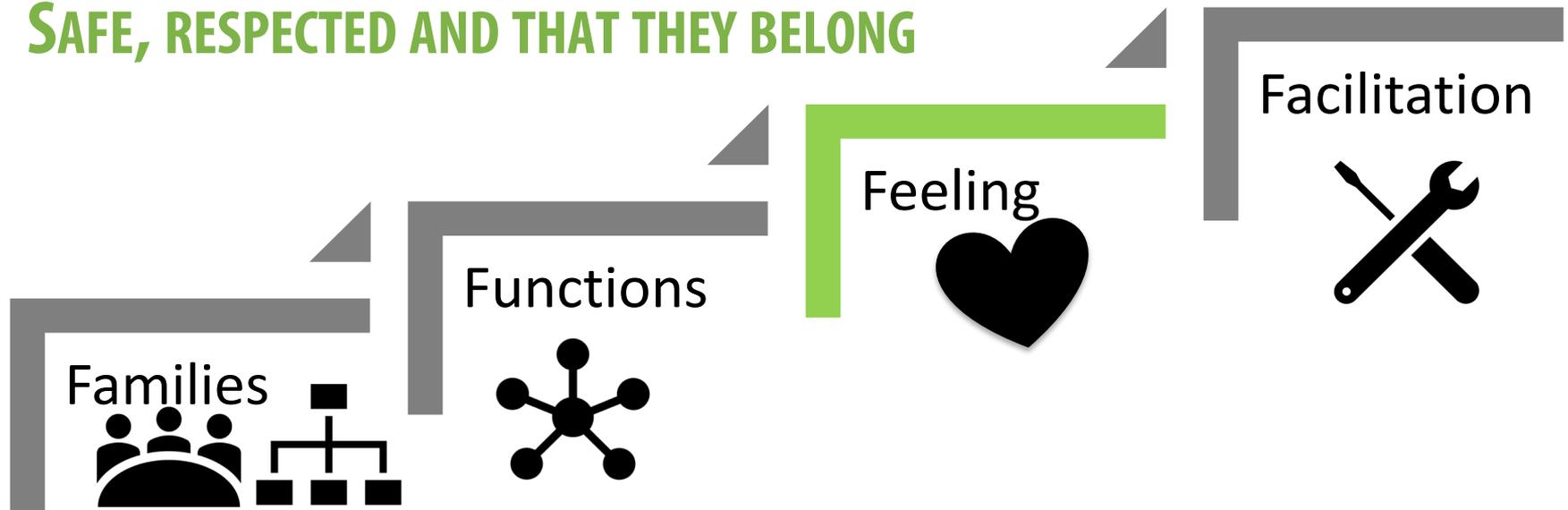


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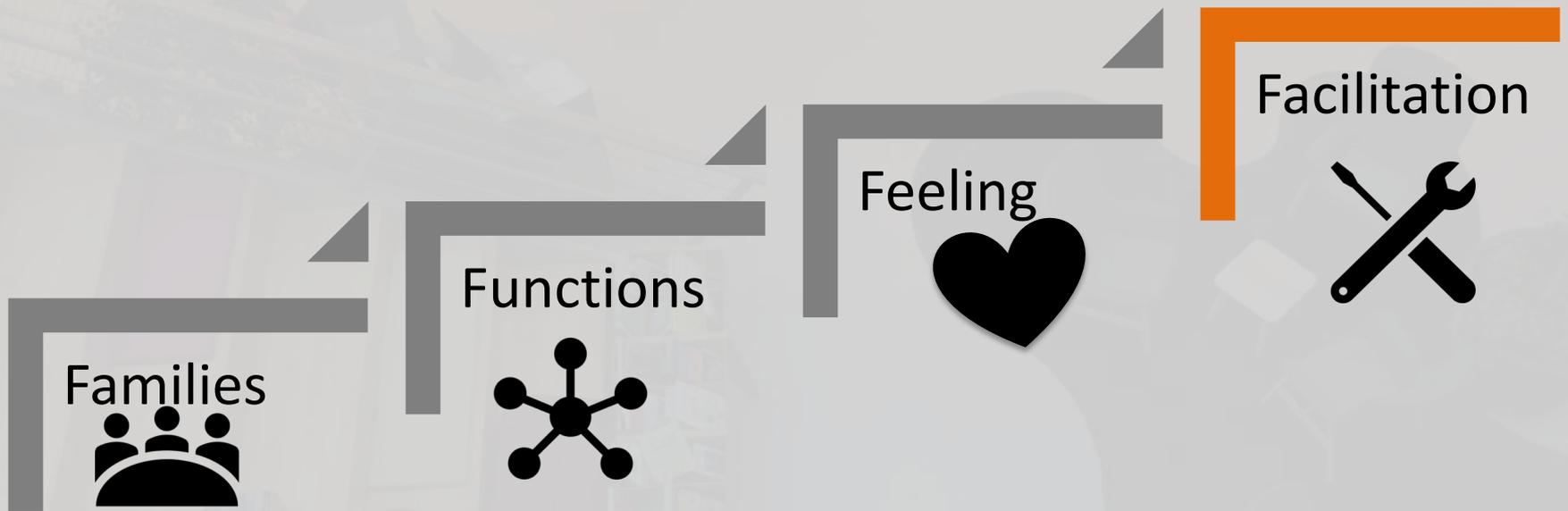
HOW WOULD YOU LIKE YOUR STUDENTS TO FEEL ABOUT BEING IN THE SPACES?

**YOU WANT YOUR STUDENTS AND TEACHERS TO FEEL
SAFE, RESPECTED AND THAT THEY BELONG**



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'FEELING' – THE ATMOSPHERE



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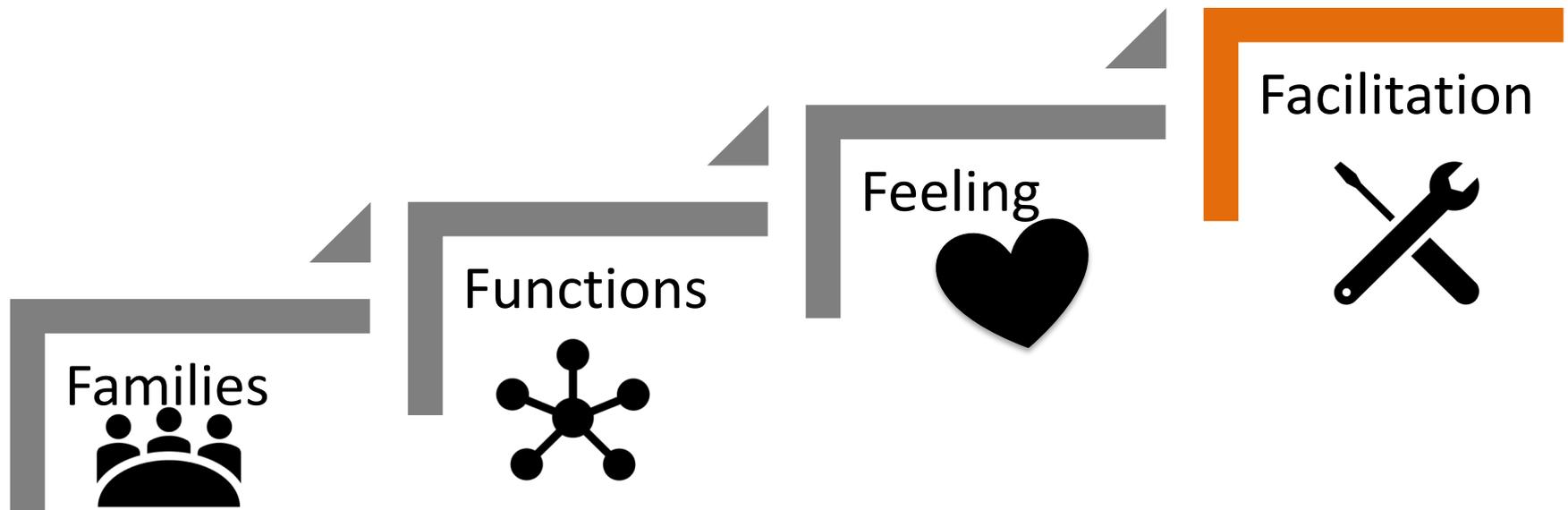
THE 4Fs OF LEARNING SPACE DESIGN



HOW WOULD YOU NUDGE, ENGAGE AND ACTIVATE?

WHAT 'MICROTOOLS' CAN YOU USE TO STRENGTHEN YOUR LEARNING CULTURE?

HOW COULD YOU ENABLE STUDENTS TO PERSONALIZE LEARNING TO THEIR NEEDS?



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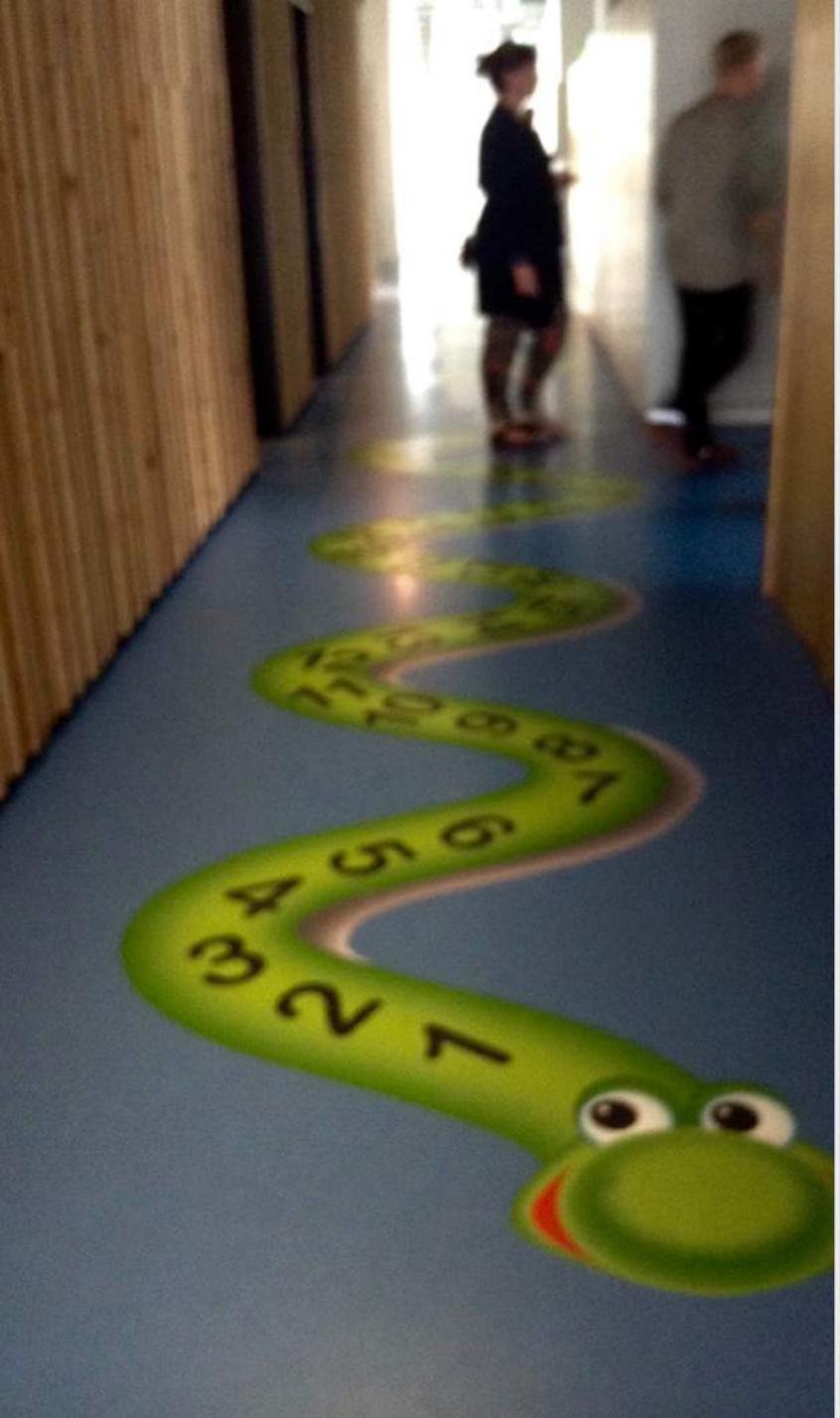
'FACILITATION' — ALL THE LITTLE EXTRA NUDGES





USE SURFACES TO ENCOURAGE LEARNING & PLAY







Zörg Smørrebrød
Bl.



INVENT YOUR PARTICULAR SET OF MICROTOOLS

FOKUS

kommunikation

fordybelse detalje

omsorg balance **se**

afslapning **yoga**

lytte koncentration

aktiv **sanser**

undervisning

dybde nærvær

mærk **øvelse**

inspiration **os** tankerejse

gruppe **tæt**

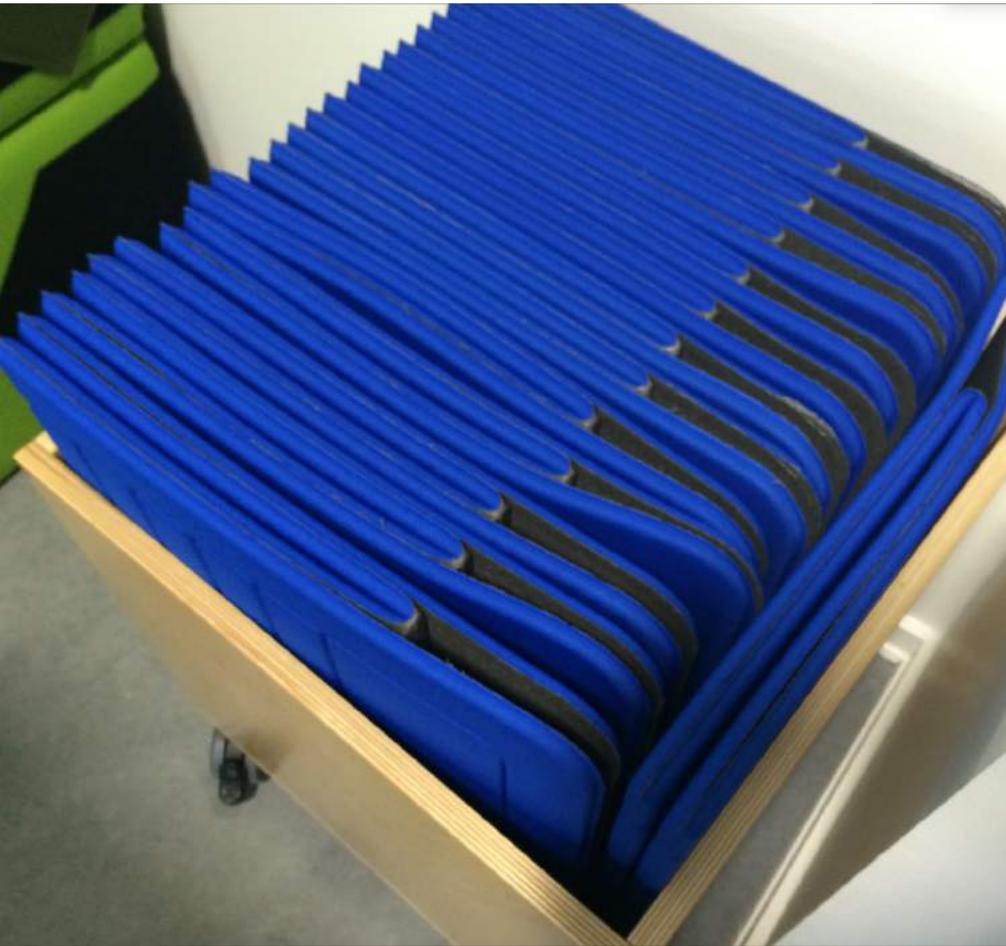
ro fællesskab

meditation **lys**

mindfulness indre rum

koncentration







We know for a fact that a **‘no shoes’** policy helps reduce **noise** and **improve behavior** – not to talk about a more **clean school** where you can easily **use the floors** for sitting

A photograph of a study desk setup. On the left, a wooden desk with a shelf below it holds a silver trophy. A black desk lamp is positioned over the desk, casting a bright, focused light. A black ergonomic chair is tucked under the desk. To the right, another similar desk and chair are visible. The background is a plain white wall. A green banner is overlaid at the top right, and a green shape is at the bottom right.

We know for a fact that focussed light can help reduce noise!

AND IT CREATES THE SO IMPORTANT
SENCE OF A SMALL 'ROOM'

HOW ELSE MIGHT WE CREATE 'ROOMS'
IF WE DON'T HAVE ANY?















Students really benefit from small secluded rooms

– and from being able to play a role in shaping how they learn and work

#choice

#voice

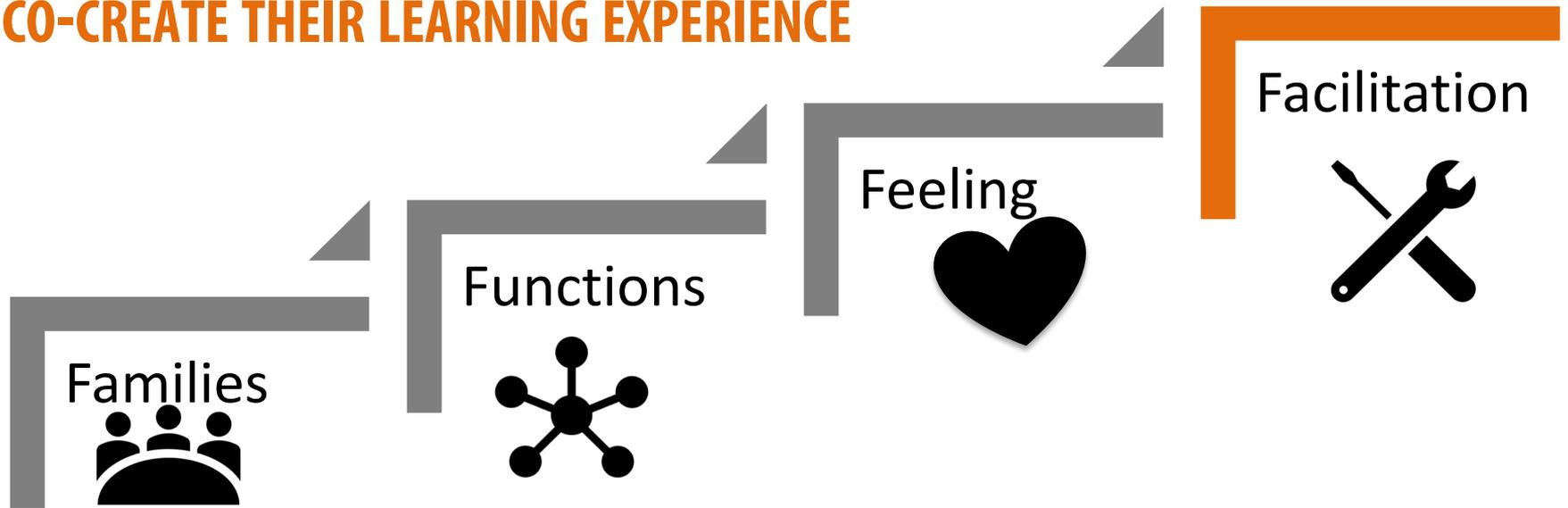
#personalization

HOW WOULD YOU NUDGE, ENGAGE AND ACTIVATE?

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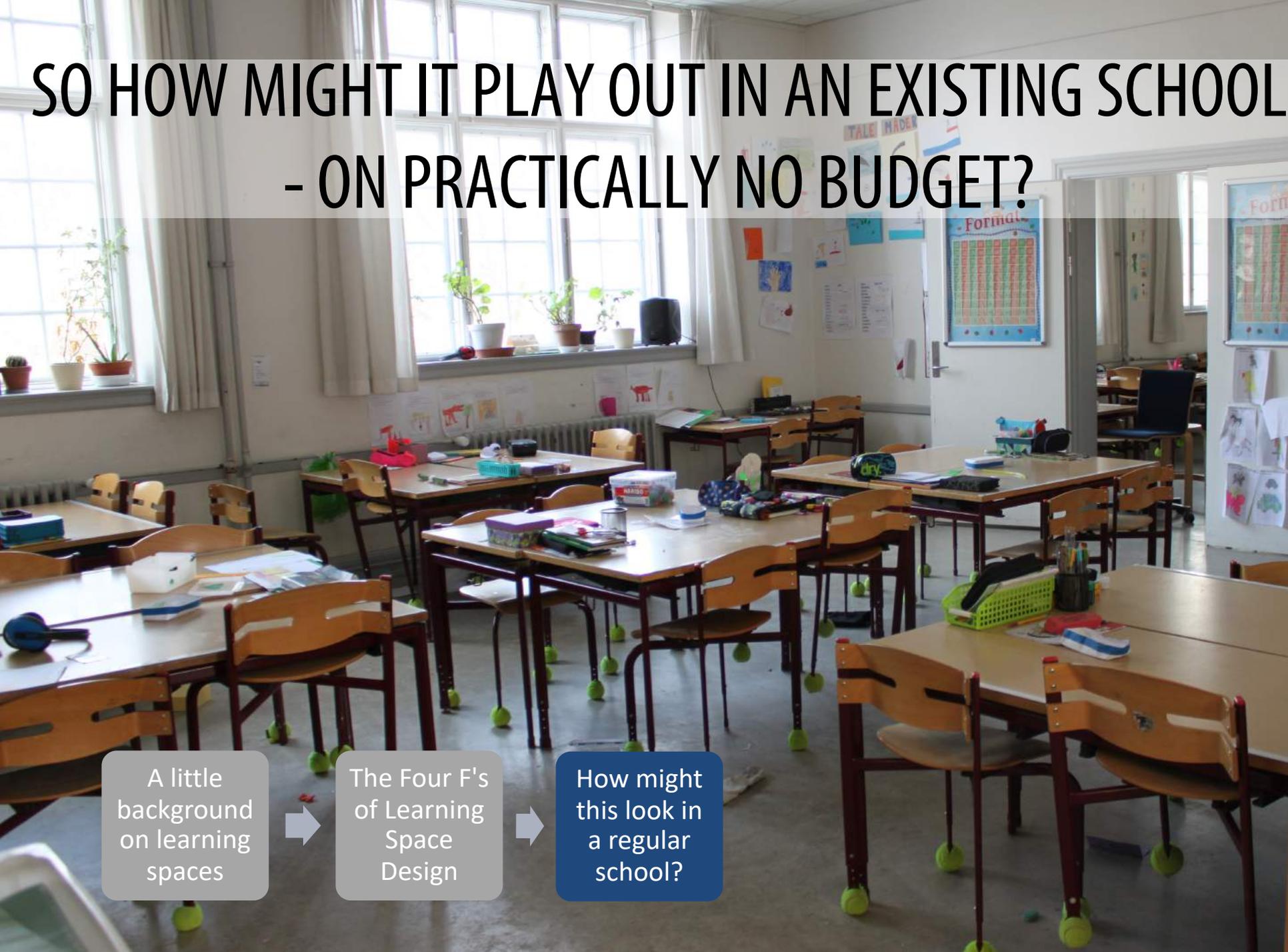
HOW COULD YOU ENABLE STUDENTS TO PERSONALIZE LEARNING TO THEIR NEEDS?

YOU WANT YOUR STUDENTS & TEACHERS TO REALLY ENGAGE, BE ACTIVE & CO-CREATE THEIR LEARNING EXPERIENCE



'FACILITATION' — ALL THE LITTLE EXTRA NUDGES

SO HOW MIGHT IT PLAY OUT IN AN EXISTING SCHOOL - ON PRACTICALLY NO BUDGET?



A little background on learning spaces



The Four F's of Learning Space Design



How might this look in a regular school?

A NEW SCHOOL IN AN EXISTING SCHOOL?











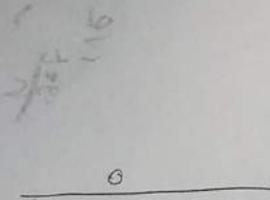
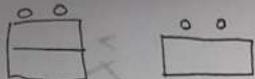




STUDENT FEEDBACK

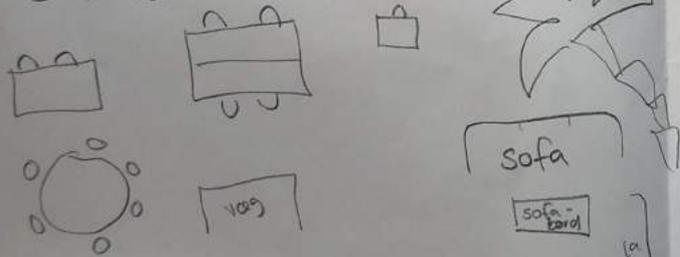
BEFORE THE CHANGE

1. klasse



- lærer styret / lærerne bestemmer
- hårdt og kedeligt at sidde hele dagen på samme plads
- hårdt at man skulle arbejde med ens siddemakker / man trængte til indflydelse
- Mange gik WC eller skulle spidse blyanter (Pause)

2-5 klasse



Lanestole
Plastic-stole

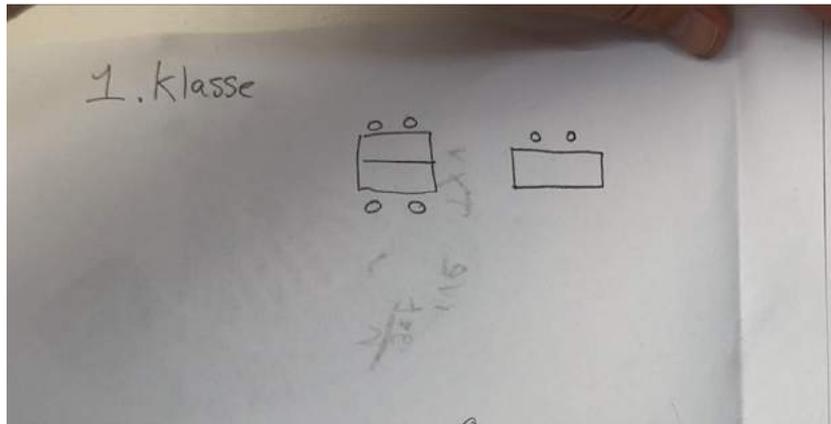


bestedzone / arbejdszone

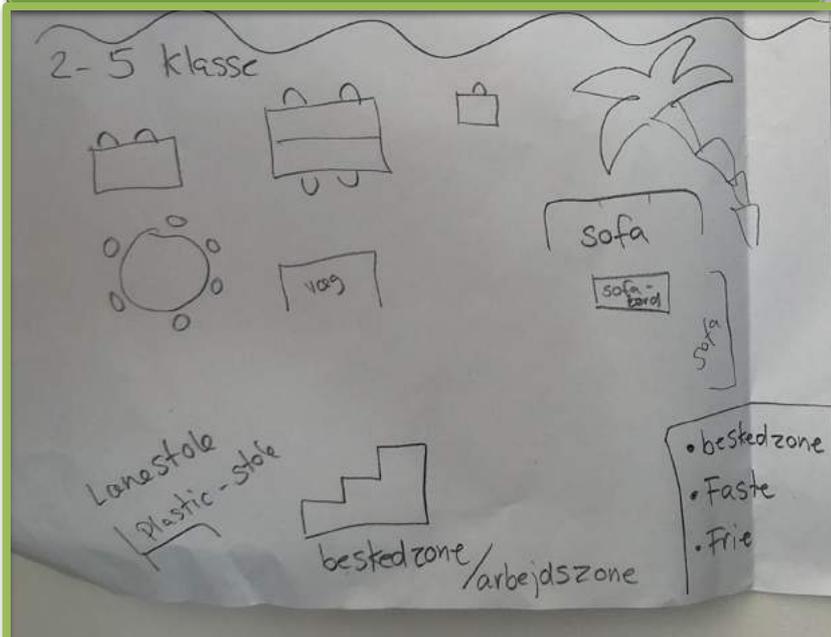
- bestedzone
- Faste
- Frie

- Teacher-led
- Tough & boring sitting in the same seat all day
- Tough to ALWAYS have to work with the same side-buddy
- Lack of influence
- A lot of students "needing" to go to the restroom, sharpen their pencils etc

STUDENT FEEDBACK



AFTER THE CHANGE



- Freedom
- Influence – we are involved in designing our room and change it every now and then
- We work with different class mates
- Responsibility – we can make decisions about where and how
- Able to change seats and use the sofa if we are a bit tired
- It's modern, child-friendly, cosy (**hyggeligt**), homely

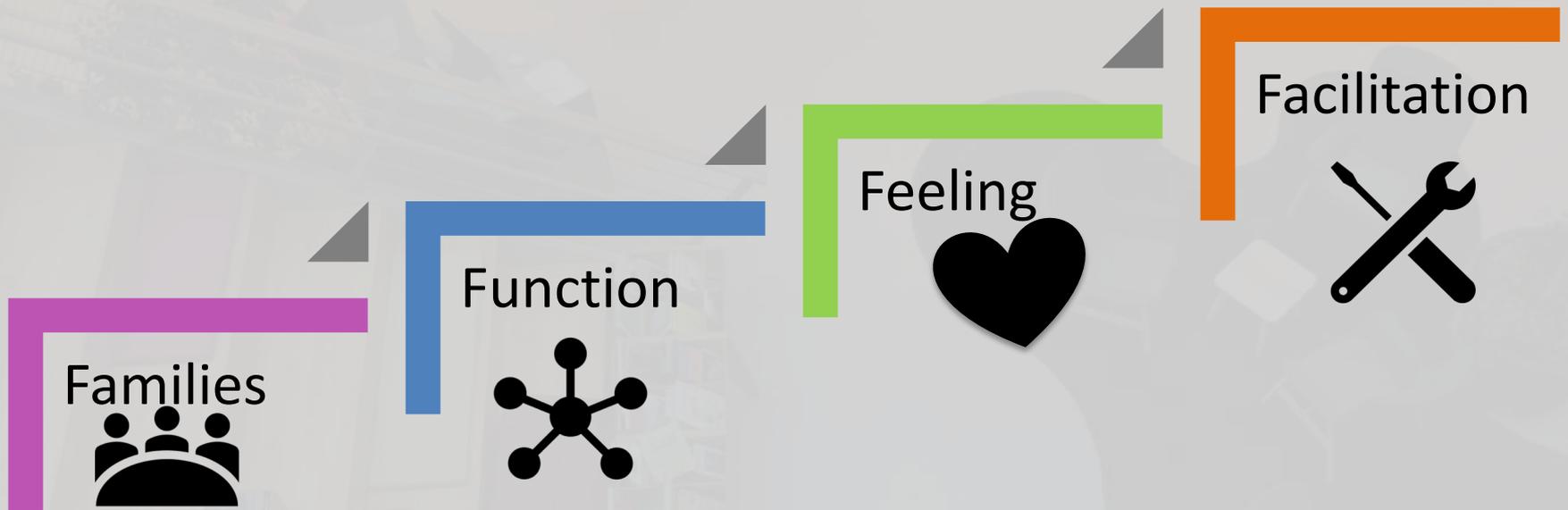
- Frihed
- Medbestemmelse - ^{børnene} indrettede
- Afveksling ^{til klassen og flyttede} tit rundt
- arbejde med mange forskellige
- ansvar - man måtte gerne bestemme meget selv
- skifte siddeplads og gå i sofa når man var træt
- Moderne, børnevenligt, hyggelig, hjemmeligt

Good Learning Space Design can help Inclusion

Deliberate Learning Space Design can hugely impact childrens possibilities in classrooms and schools.

Through the physical environment we can provide a range of options and choices of constructive ways of learning, working, playing and being in school for every child.

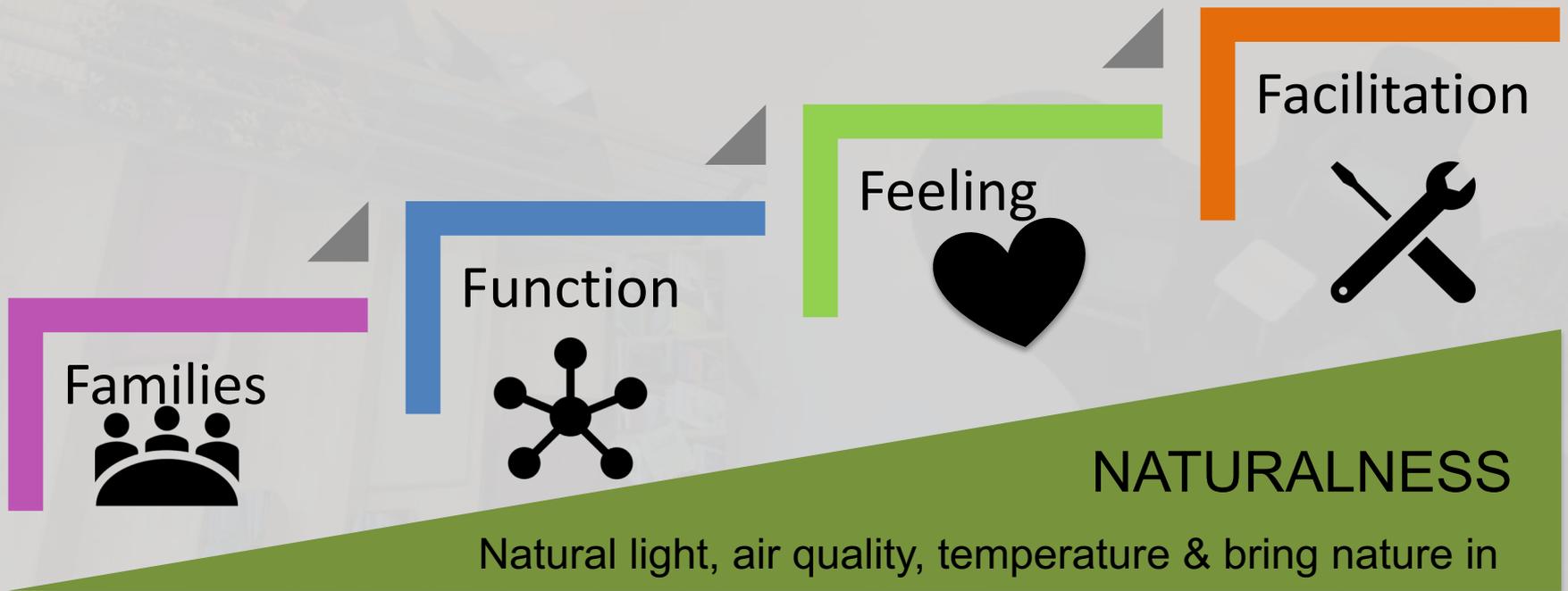




THE 4Fs OF LEARNING SPACE DESIGN

Autens ©





THE 4Fs OF LEARNING SPACE DESIGN

Autens ©





Choice & personalisation, sense of belonging

PERSONALIZATION

Facilitation



Feeling



Function



Families



NATURALNESS

Natural light, air quality, temperature & bring nature in

THE 4Fs OF LEARNING SPACE DESIGN

Autens ©



AND DON'T FORGET THE TEACHERS ;-)





PLEASE SHARE IN THE CHAT
THE ONE THING YOU WOULD LIKE
TO CHANGE IN YOUR SCHOOL





QUESTIONS?





QUESTIONS?





THANKS FOR JOINING ME TODAY!

Would love to hear from you and learn about your best tricks and solutions - and would love any feedback.

Twitter: @lenejensbylange. Email: lene@autens.dk

