



ASSOCIATION FOR
LEARNING
ENVIRONMENTS



CHICAGO

LearningSCAPES 2023

COMMUNITY THRU DESIGN

Strategies for Nurturing Resilience in Learning Environments



Morana Medved

*Director of Interiors
Artik Art + Architecture
Adjunct Faculty
San Jose State University*



Gayatri Medury

*Architect / Associate
Artik Art + Architecture*



Josh Niederman

*Market Development Manager
Learning Environments
One Workplace*



Allison Hook

*Interiors Job Captain
Artik Art + Architecture*





Morana Medved



Gayatri Medury



Allison Hook



Josh Niederman



Vanessa Williams



Lele Yu



Bill Gould



Lisa Welty-O'Hare



Learning Objectives



1. Establish how the environment can influence community development to build resilience
2. Learn how to leverage Evidence-Based Design (EBD) process tools to remove structural biases of participants
3. Conduct a hands-on workshop to teach participants how to conduct their own sessions to engage and learn from the stakeholders
4. Provide guidance on community-building strategies by focusing on the removal of barriers to maximize learning and adaptability

Agenda

9:30 AM – 9:55 AM

Research and Case Study Presentation

9:55 AM – 10:35 AM

Interactive Workshop

10:35 AM – 11:00 AM

Idea Exchange and Takeaways



Community is ...

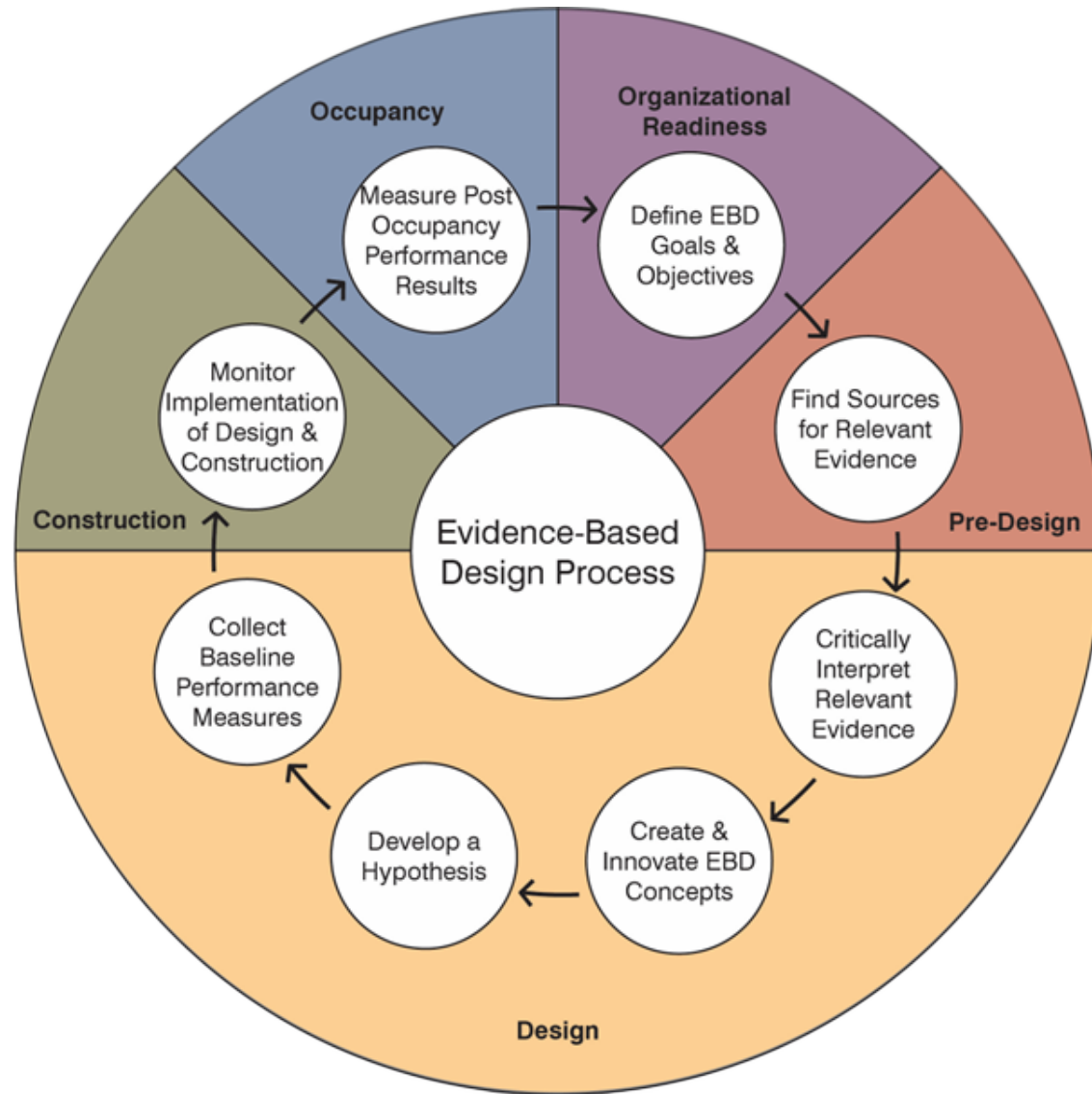


Community is ...



A community is a group of people with a common purpose, shared values, and agreement on goals. Communities have powerful qualities that shape learning and the power to motivate their members to exceptional performance. Communities can also offer comfort, support and a sense of security to their members, all elements that students today struggle to find.





RESOURCES
SOURCES THAT CAN BE CHECKED OUT
PERSONAL

TO AD
STUDEN

FOR DIFFER
OR SIGNAGE

KS -
AREAS
SERVISED

TY/S
EDIC

- POOR/NO ACCESSIBILITY
- + LACK OF AVAILABILITY
- STAFF UNWILLING TO MEET W/ STUDENTS
 - NO BUDGET/IDEAS
- BARRIERS TO ENTRY - NO ADA, SITE SPECIFICS, NO CURBSIDE ACCESS (STUDENT)

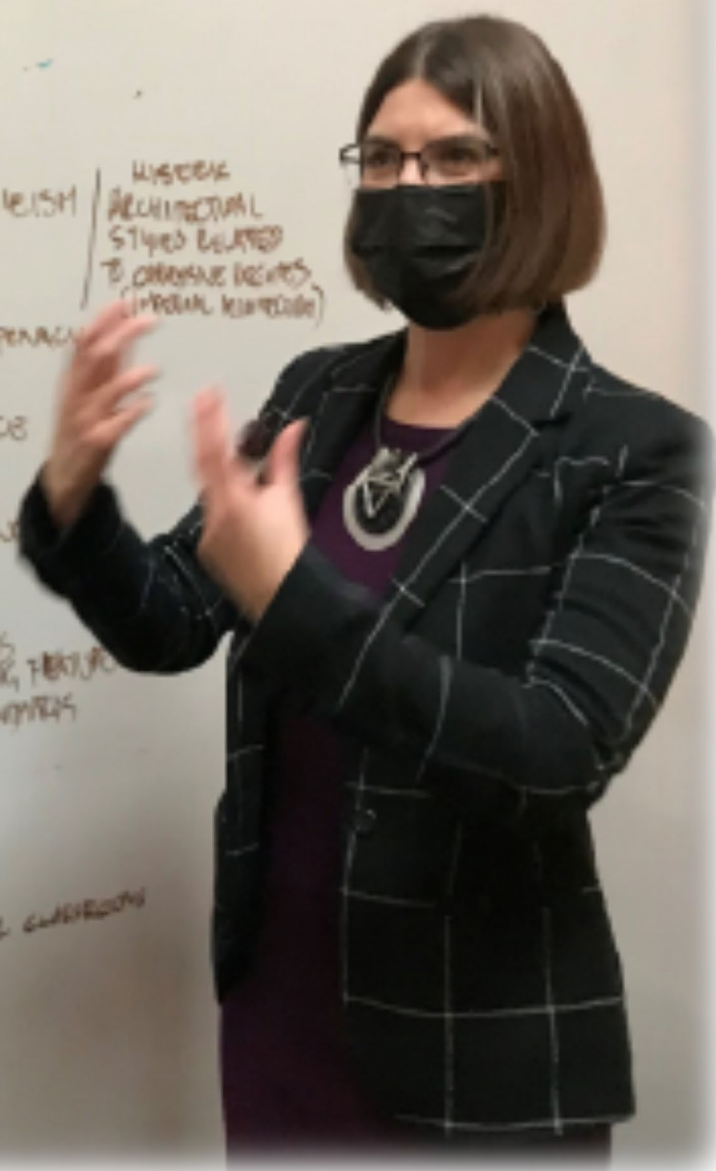
- CULTURAL INSENSITIVITY
- OUTDATED LANGUAGE USE (GERARD, CULTURAL, ABIGAIL, SEAN, ZACH)
- CURATED MISCOS/NAMES/ART
- LACK OF GOOD OFFERS
- LACK OF COOL MODERN FACILITIES + PROGRAMS

- LACK OF HUMAN SCALE
- OVERLY LARGE SPACES/HIGH VOLUME SPACES
- OVERCROWDING SMALL SPACES
- GRAND ENTRANCES NOT FEELING WELCOMING

- LACK OF INFORMATION
- TRANSPARENT
- NO STORAGE/WAITING
- CLOSED DOORS/OBSCURE DOORS
- LONG (CORRIDORS) W/ UNUSUAL FEATURE
- LACK OF LIGHTING

- INSTITUTIONAL/STANDARDIZED
- FORMALIZED/STEREOTYPED
- OLD/UNAPPROPRIATE/INACCESSIBLE FURNITURE
- LACK OF COLOR, TEXTURE, WARMTH
- LACK OF SPECIALIZED SPACES - FACTORY STYLE CLASSROOMS
- LACK OF FLEXIBLE SPACES
- TOO MANY BUILT-IN
- INABILITY TO MOVE THINGS/FURNITURE
- HIERARCHY IN FURNITURE

WASHER
ARCHITECTURAL
STYLES RELATED
TO CHANGE LOCATIONS
(MODERN REFINED)



Hazards that Create Feelings of Exclusion



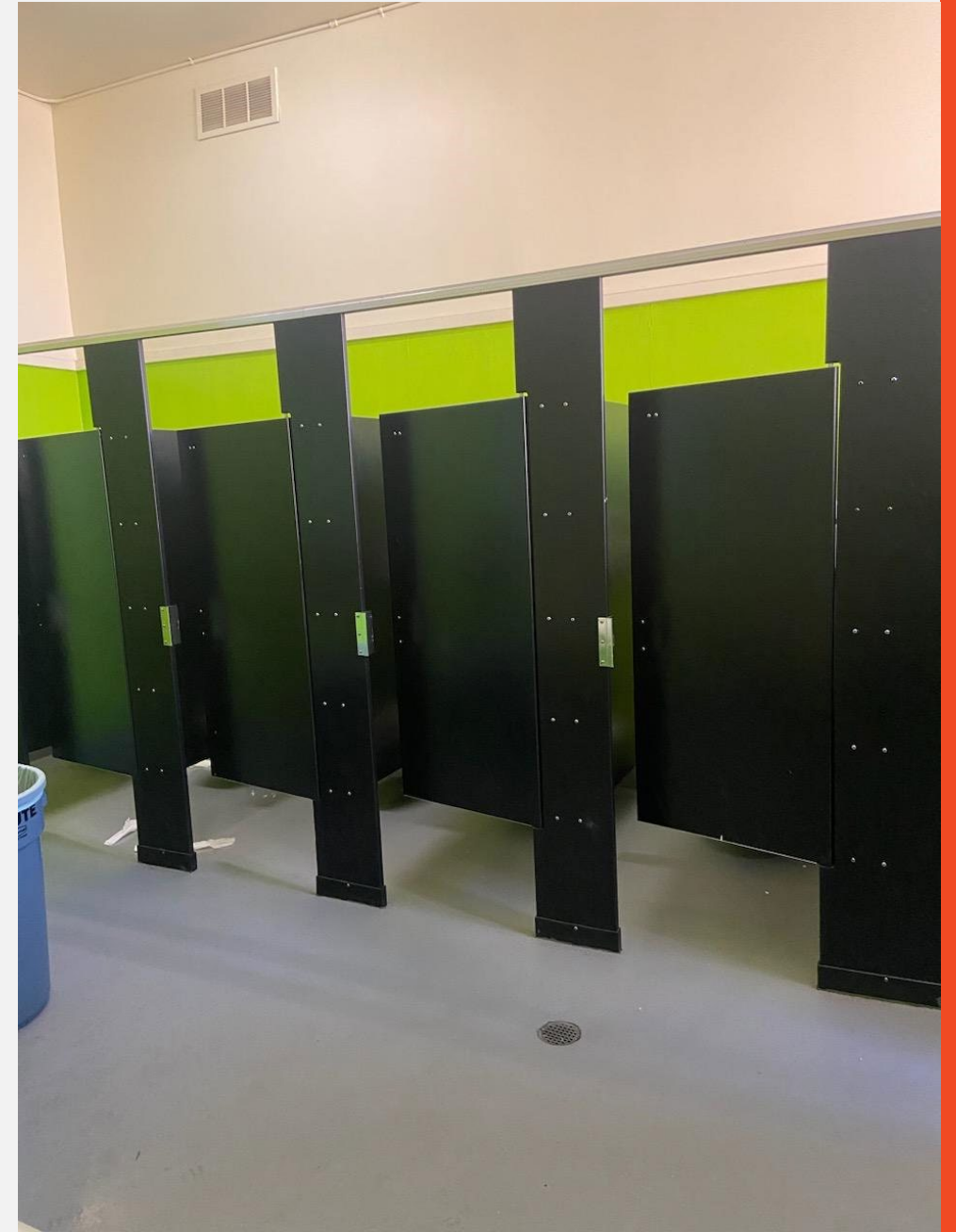
Hazards that Create Feelings of Exclusion



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Hazards that Create Feelings of Exclusion



Cultivating Respectful Relationships



Opportunities for Collaboration



Sense of Common Purpose



Opportunities for Influence & Autonomy



Cultivating Respectful Relationships



Santa Clara County Office of Education



Summit Denali High School

Cultivating Respectful Relationships



Downtown College Prep

Sense of Common Purpose

Gardner Health Services HQ



Achieve Academy

Sense of Common Purpose



Overfelt High School



Achieve Academy

Opportunities for Collaboration



Santa Clara County Office of Education



Boys and Girls Clubs of San Leandro

Opportunities for Collaboration



Sacred Heart School

Opportunities for Influence & Autonomy



Sacred Heart School



College of San Mateo Health Center

Opportunities for Influence & Autonomy



Overfelt High School



West Valley College & SJSU students

"Coffee makes me feel welcomed."

"We hope to have a space available to use and feel OK to make it a little bit messy."

"A clean space makes me feel respected."

"I have a sense of pride when seeing my work being displayed on the hallway walls."





Cultivating Respectful Relationships

Navigation

Privacy

Variety

Comfort

Sanitation

Participatory



Opportunities for Collaboration

Resources

Acoustics

Collab Spaces

Mess it up

Support

Garden



Sense of Common Purpose

Amenities

Imagery

Celebration

Participatory

Narrative

Sustainable



Opportunities for Influence & Autonomy

Resources

Adjustment

Balance

Nooks

Security

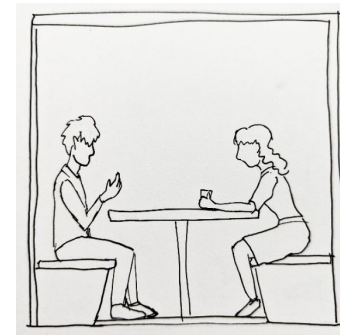
Presentation





NOOK

Major Intervention



Khan Lab School



NOOK

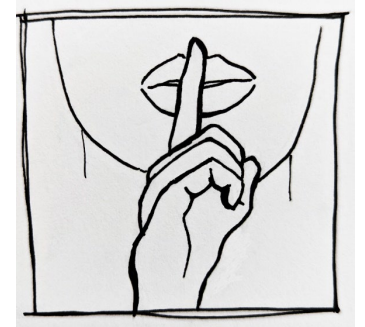
Minor Intervention





NOOK

Re-Utilization
Intervention



Achieve Academy Overview



Case Study - Achieve Academy

Request:

- **Stately**
- **Timeless**
- **Relevant**





Case Study - Achieve Academy



Meaning:

Use School Colors!





Case Study - Achieve Academy



Shawna Myers
Principal at Achieve Academy

Common Goal:

“Our school should make people say ‘Wow! That looks like a place that loves to learn!’”

AFTER



BEFORE



AFTER



BEFORE



BEFORE



AFTER

AFTER



BEFORE



BEFORE



AFTER

AFTER



BEFORE



BEFORE



AFTER

*"Bringing together the collective experience of our school team with that of Artik's design team was an **inspiring collaborative experience** that resulted in the creation of a **welcoming, beautiful, and functional learning environment** that sparks imagination for students while also meeting the needs of school staff."*

-Shawna Myers





*“The whole process has been
exciting and enjoyable
to watch the transformation of
this great facility.*

*The inspiration of bringing the
Achieve Academy color palette
and life to the school has been a
fabulous experience.
-Mary Grace Houlihan*

*“We have seen how color and imagination have **enhanced the original beauty** of the school as well as made the long hallways feel **friendly and fun.**”*

-Mary Grace Houlihan





*“Finishing the look and feel with new furniture that better meets the needs of a modern learning environment has allowed for more **flexibility for teachers** as well as a **safe and fun** learning environment.”*
-Mary Grace Houlihan

Anna Harrison
Regenerative Education Facilities
Planning and Design

"Ability to form a community is a natural right and instinct and so it will happen naturally if the barriers are removed."



Resilience is...



Community Resilience is...

- *Housing Resilience*
- *Health Resilience*
- *Economic Resilience*
- *Access and Functional Needs*
- *Community Planning*
- ***Social Connectedness***



LEED v4.1:

Cities and Communities: Existing

FEMA's Community Resilience Capacity Category:

'Social connectedness and social capital look at the strength of community bonds, and the ways that community members feel connected and responsible for each other's safety and wellbeing.'



MEASURING RESILIENCE

A guide to measuring community resilience in LEED v4.1 Cities and Communities: Existing

September 2019





RELi 2.0

Rating Guidelines for

Resilient Design + Construction

December 2018



U.S. GREEN BUILDING COUNCIL, INC. © 2018

RELi 2.0:

Rating Guidelines for Resilient Design + Construction Community Cohesion, Social + Economic Vitality

CV Req. 1.0 Holistic assessment and collaboration:

*‘The project team makes a **holistic assessment** of community needs, goals and plans, incorporating meaningful stakeholder input.’*



Workshop Agenda

9:55 AM – 10:05 AM
Icebreaker Exercise

10:05 AM – 10:15 AM
Group Brainstorming

10:15 AM – 10:30 AM
Group Discussion

10:30 AM – 10:35 AM
Exchange Preparation



Workshop Norms

Share the air – some of us like to talk to think, others think to talk - make space for everyone to share

Keep an open mind – let's engage in constructive discourse around ideas and use “YES AND” to build upon each other's ideas

Be here now – participate fully and limit distractions

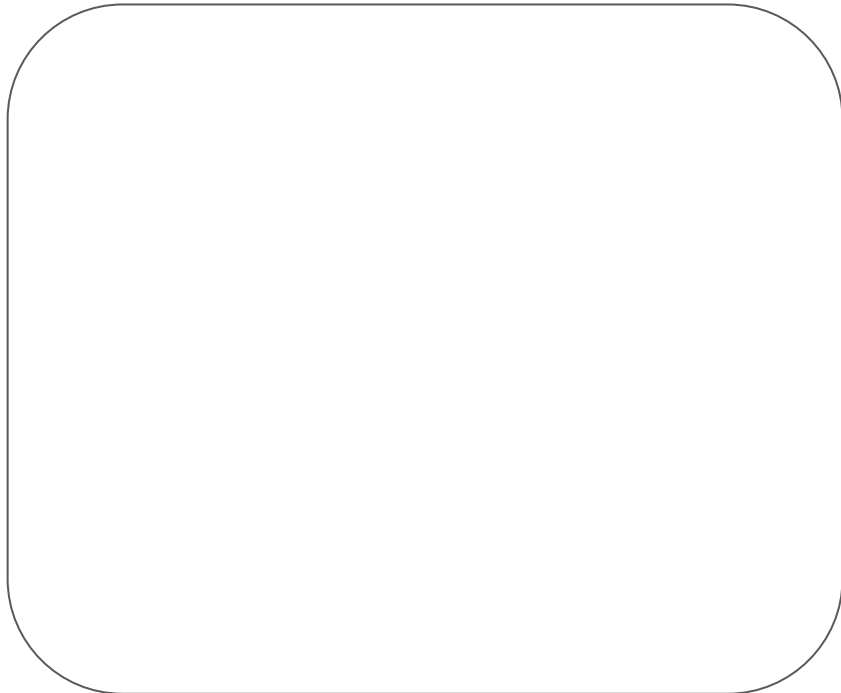
Be mindful of time – our time today is limited, please be mindful of the time prompts and transition accordingly



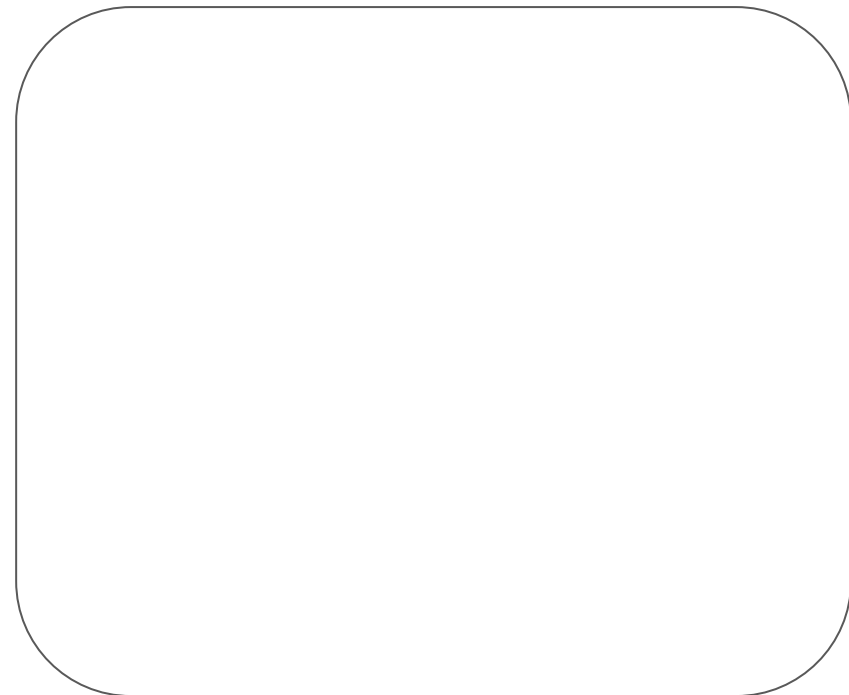
Step 1: Icebreaker – 10 minutes

Using the provided post-its **share your definitions of community and resilience.**

Community is ...



Resilience is ...



Step 2: Group Brainstorming – 10 minutes

Questions:

What **needs** would you like to address?

What **impediments** do you anticipate?

Use the provided post-its to note your thoughts.



Step 3: Group Discussion – 15 minutes

Questions:

How can you make participants feel **welcome and valued**?

How can you establish a **common vocabulary**?

How do you identify **common priorities**?

Each group member should share their ideas in turn. At the end of the discussion take an additional 5 minutes to form a 3-minute conclusion for the exchange and note it in your handout along with any takeaways.

SHARE YOUR BIG IDEAS!



Glow and Grow



Resources

- One Workplace: Solutions for Learning Environments: <https://www.oneworkplace.com/vertical-markets/learning-environments>
- ONEder Grant: A Research Grant by One Workplace <https://go.oneworkplace.com/oneder-grant>
- Building Community in Learning Environments: Evidence-based Interventions to the Built Space www.communitythrudesign.com
- Achieve Academy: Igniting Minds through ACT (Activate Critical Thinking) <https://www.efcps.org/achieve-academy>
- Measuring Resilience: A guide to measuring community resilience in LEED v4.1 Cities and Communities: <https://www.usgbc.org/resources/measuring-resilience-guide>
- RELi 2.0 – Rating Guidelines for Resilient Design + Construction <https://resiliencerisingglobal.org/resilience-toolbox/reli/>



Building Community in Learning Environments

Evidence-based Interventions for the Built Environment



"A **community** is a group of people with a **common purpose**, **shared values**, and **agreement on goals**. Communities have **powerful qualities** that **shape learning** and the power to **motivate** their members to exceptional performance. Community **catalyzes deep learning** as well as **well-being** and should be a critical consideration when planning physical and virtual learning spaces."

THANK YOU!

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in Learning Environments