Driving Questions from Architects

Learning Spaces Collaboratory Roundtable
Spring 2016: Focusing on the Future of Planning Learning Spaces
Loyola Marymount University

Notes:

A.

1. What can the design of the building do to promote interdisciplinary interaction and de-Balkanize departmental tendencies?
2. What is the importance of “Science on Display” and how does it support more open learning environments?
3. How can design challenge pre-conceived notions of undergraduate teaching laboratory design? How do you get buy-in from faculty for more open environments?
4. How do you balance the need for low-tech vs. high-tech interaction spaces? And, where should these spaces be located within a building?
5. What is the importance of exterior learning environments? Can your project create spaces for the entire campus community to enjoy?
6. How do you engage faculty and student from across campus and create environments for cross-departmental interaction?

B.

7. How do we activate a 50-year old library of libraries that has technical and planning challenges into an active learning center?
8. Can a building with multiple additions and program uses be made legible? How do we keep 6,000,000 volumes of books accessible and provide new learning venues?
9. Can a 400,000 sq. ft. renovation be completed while maintaining current building operations and services?
10. How do we provide integrated learning opportunities? How do we activate “signature spaces” that focus on user experience? How do we create group learning spaces that promote group interaction yet allow for individual study? How can we create intimate study spaces within a large central library?
11. How do we make rare books celebrated, accessible, and integrated into learning?

C.

12. How do we find synergies in program and systems to balance building efficiency with the growing need for communal/collaborative space?
13. Collaborative environments are as much a result of a collaborative programming and design process as they are the architectural response. How do we better integrate our clients and their community into the design process?

Notes:

14. How do our projects contribute to the evolution of university programming by challenging traditional paradigms without alienating building users?
15. How does our connection to the natural environment inform programming needs and adjacencies?
16. How do we create communal campus activity at the ground floor of building and program types that require increasing amounts of security?

D.

17. How can the proposed STEM Facility help attract and retain new students (both majors and non-majors)?
18. Given insufficient financial resources to replace all science facilities on campus as part of this project, which programs /spaces should be prioritized for the new building?
19. How can the planning process help engage all disciplines in developing a common vision and top priorities for the project?
20. What features should be incorporated into the new facility to foster an active and collaborative learning environment?
21. How can the facility design support future changes in personnel, pedagogy, technology and equipment over the life of the building?
22. How can the design of instructional laboratories promote flexibility and facilitate active learning pedagogies?

E.

23. How are emerging technology trends affecting / improving learning spaces? Including:
    a) Extra-wide, blended, interactive displays and displays integrated into the fabric of the building
    b) The migration of AV technology to data and software (from physical wiring and hardware boxes
    c) Cameras and data everywhere
24. How do you integrate the professional lab environment with the classroom environment (or more accurately capture the on-demand teaching moments with classroom technology in a lab with chemicals or a clinic with patients)?
25. How do you make a building with very high technical demands pretty and friendly?