Driving Questions from Architects

Notes:

A.

1. How can the successes or failures of existing learning spaces be better understood and enhance future developments?
2. How can students actively participate and constructively contribute to the design of spaces in which they will learn.
3. What is the appropriate balance/blend of learning modes? How can content be delivered to optimize the knowledge capture for diverse learners?
4. How can the factor of time (utilization in and outside of normal classroom hours in unique ways) be better incorporated into learning space design?
5. How are learning spaces contributing to universities' sustainability missions of teaching resourcefulness and reduced energy use?
6. What technologies allow students to gain an intensified awareness of diversity and culture?

B.

7. How can classroom environments improve student and faculty retention and improve graduation rates?
8. What are the spatial characteristics that encourage active learning, and are they scalable? Can they be applied to lecture halls? Can lecture halls be more than a necessary program element, and become an experience that faculty aspire to and students are attracted to?
9. Is the classroom building replacing the rec center as a primary recruiting tool? What is motivating institutional investment in effective teaching and learning space, and how does a project fuel that initiative? What is the impact of housing a significant percentage of campus classroom seats under one roof?
10. How do we know whether new spaces for active learning are improving learning outcomes?
11. How do you inspire faculty to consider new teaching methods and spaces, and equip them with the skills, confidence and excitement to embrace experimental teaching environments? What programming and design processes effectively maximize this consideration?
12. How do you leverage these progressive environments to inspire further change and progress?

Notes:

C.
13. How can we create "the students' office on campus," which provides all the resources they need to pursue their educational interests?
14. What strategies can we use to make library resources more approachable, explorable and transparent to students?
15. What learning activities are most relevant to our users and how can they be fostered through the design of space?
16. For a university with many buildings and classroom types, what should the next leap in active learning classrooms look like?
17. How can we shorten the University's capital projects typical process from 45+ mos to 22 mos max to satisfy legislative funding requirements, while maintaining inclusive stakeholder input and creative design solutions?

D.
18. How do contextual considerations influence the planning of learning spaces?
19. How do you assemble a collection of learning spaces that embrace multiple visions of the community about how and where learning happens?
20. How can attention to the characteristics of an ideal learning space influence the process of planning?
21. What metaphors can be used to push-the-envelope in thinking about what spaces can be, can do?
22. How do you anticipate what tomorrow will be like as planning happens today?

E.
23. How would the design of these classrooms accommodate the flexibility needed to potentially fulfill use within two pedagogical models?
24. How could their flexibility of design be used to leverage the potential wholesale adoption in the future of just one of those models?
25. How could the classroom's design allow both enough specificity and enough flexibility to serve as either general-use classrooms or learning lab spaces?
26. How will adjacencies support learning?
27. How will furniture be used to work in conjunction with technology to support facile transitions between modes of learning?
28. How do we design spaces that not only support but suggest different modes of collaboration?