DRIVING QUESTIONS

1. *How do we consider spaces that support a diverse range of learning needs?*

2. *What student/user voices are lost when we consider learning spaces now?*

3. *How can we meet the needs of students who have INVISIBLE needs - needs they may not disclose to us?*

4. *How can we meet future needs that we don't know about?*

5. *How do we do this through design? Through pedagogy? Through institutional processes?*

I think much of the time we plan learning spaces with the instructor in mind—that is, *if* the instructor is fortunate enough to have been included in the planning conversation. We can think about our own learning styles and our own teaching styles, but our experience is not that of all students. So, I find myself asking, "What opportunities am I missing in my classrooms to help the invisible students?" I find myself thinking about my own pedagogical choices and teaching pedagogies—thinking about how to get students to 'open up'—getting them to share their needs. What can I do to create a community? As a teacher and as a researcher, I need to know.

- *Dana Gierdowski, Teaching Assistant Professor of Rhetoric & Composition, North Carolina State University*

I am interested in continuing the discussion about the invisible student, about the voices who are unheard. Our students are more diverse than they used to be, but it is still left to those of us in this room to speak for them, to plan for them, and I don't think we know how to do that, at least most architects do not.

- *David Oakland, Principal, VMDO*

I am intrigued by the idea that each student learns in his or her own way. That learning is a unique and individualized experience. This is important to realize when creating classrooms—especially large ones—that allow different approaches to learning. How do we identify how students learn differently? How do we come to understand and design spaces that respect those differences?

- *Timothy F. Winstead, Principal, Hanbury*

I want to continue the discussion about lifting up student voices. For me, this includes getting at the affective domains of learning. The domains that are harder to assess have an impact on whether or not a student succeeds in a major or in a course. I am interested in tools and methods that help us understand the hard-to-measure components of learning and how that information might shed light on learning space design.

- *Kristen Eshleman, Director of Digital Innovation, Davidson College*

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from national reports

Expanding Underrepresented Minority Participation: America's Science and Technology Talent at the Crossroads

Even if students are prepared, have adequate information, and are ambitious and talented enough to succeed in STEM fields, success may also hinge on the extent to which students feel socially and intellectually integrated into their academic programs and campus environments. The importance of social and intellectual integration for success is critical to all students, regardless of background. For minority students who may feel, or be made to feel, like outsiders as they see few others "like themselves" among the student and faculty populations, this issue takes on even greater salience. The development of peer-to-peer support, study groups, program activities fostering social integration, and tutoring and mentoring programs may go a long way to overcome this critical hurdle.

—National Research Council. *Expanding Underrepresented Minority Participation: America's Science and Technology Talent at the Crossroads*. Washington, DC: The National Academies Press, 2011.

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