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Committee on Architecture for Education

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CAE Alternative Learning Environments Webinar Series 2012-2013



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21ST CENTURY LEARNING ENVIRONMENTS BLUR THE BOUNDARY BETWEEN FUN, PLAY, WONDER AND INFORMATION ACCESS

Melding examples from museums, schools, hospitals and public gardens, this webinar looks at multi sensory environments that are tuned to contemporary cultural sustainability.

Examples will be shared that shift learning from secondary to primary sources, show case multi sensory experiential out door environments, connect institutional grounds (and roofs!) to local communities, demonstrate educational wayfinding, environmental navigation and encourage landscapes for all learning styles and ages.



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ACCESSING AUDIO AND HANDOUT

For audio, please listen through your computer or refer to your registration confirmation to listen by phone.

The handout of this presentation is located on the CAE website at www.aia.org/cae on the [webinar resources page](#).



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REPORT CONTINUING EDUCATION CREDIT

The continuing education survey link will be:

1. Posted in the GoToWebinar “questions” box at the end of this webinar.
2. Shown in the final slides of this webinar, and
3. Emailed to attendees 60 minutes following the webinar.

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learning landscapes

Cultivating Outdoor Classrooms

Everything you can learn inside you can learn outside



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learning landscapes

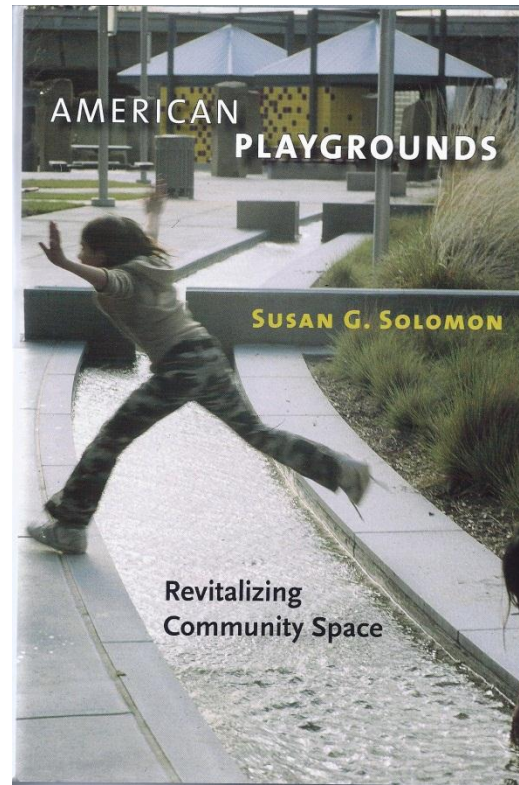
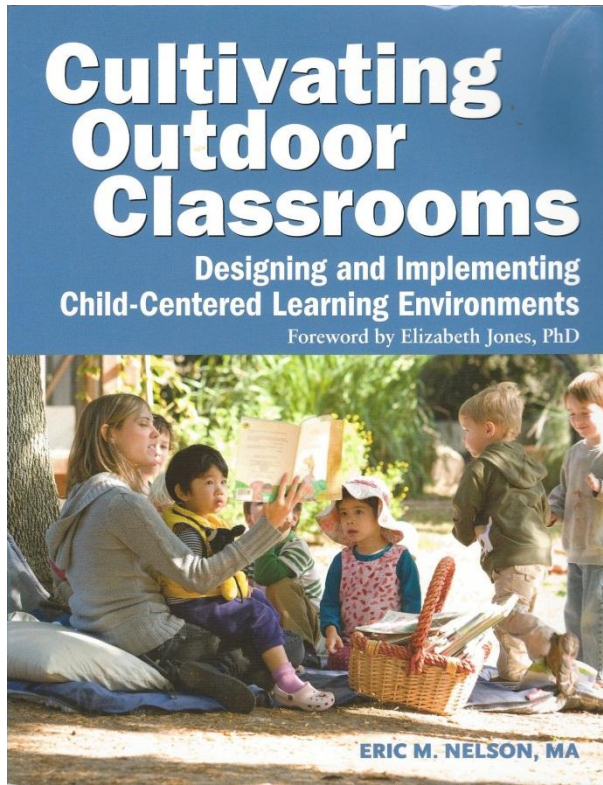
Cultivating Outdoor Classrooms



John Dale, FAIA, LEED AP, Harley Ellis Devereaux
Linda Keane, AIA, STUDIO1032, NEXT.cc
Eric Nelson, The Outdoor Classroom Project
Roy Diblik, Northwind Perennial Farm

MOVING DESIGN CULTIVATING OUTDOOR LANDSCAPES AIA Committee on Architecture for Education Sub Committee on Alternative Learning Environments

LKeane, AIA, [SAIC](#), [STUDIO 1032](#), [NEXT.cc](#) 2012



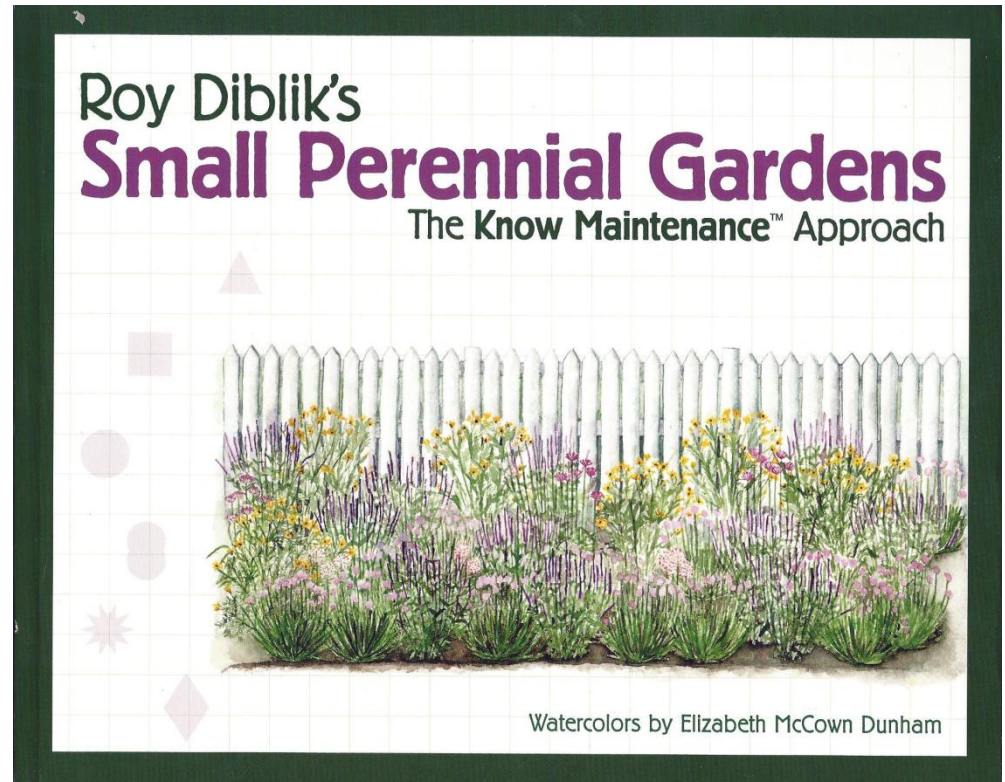
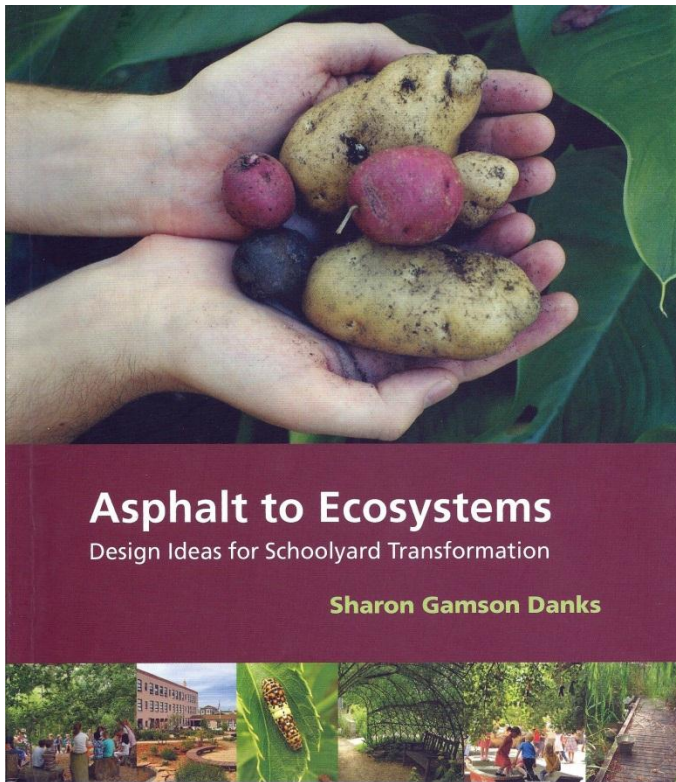
learning landscapes

Cultivating Outdoor Classrooms

Designing Play Yards + Gardens for Children

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learning landscapes

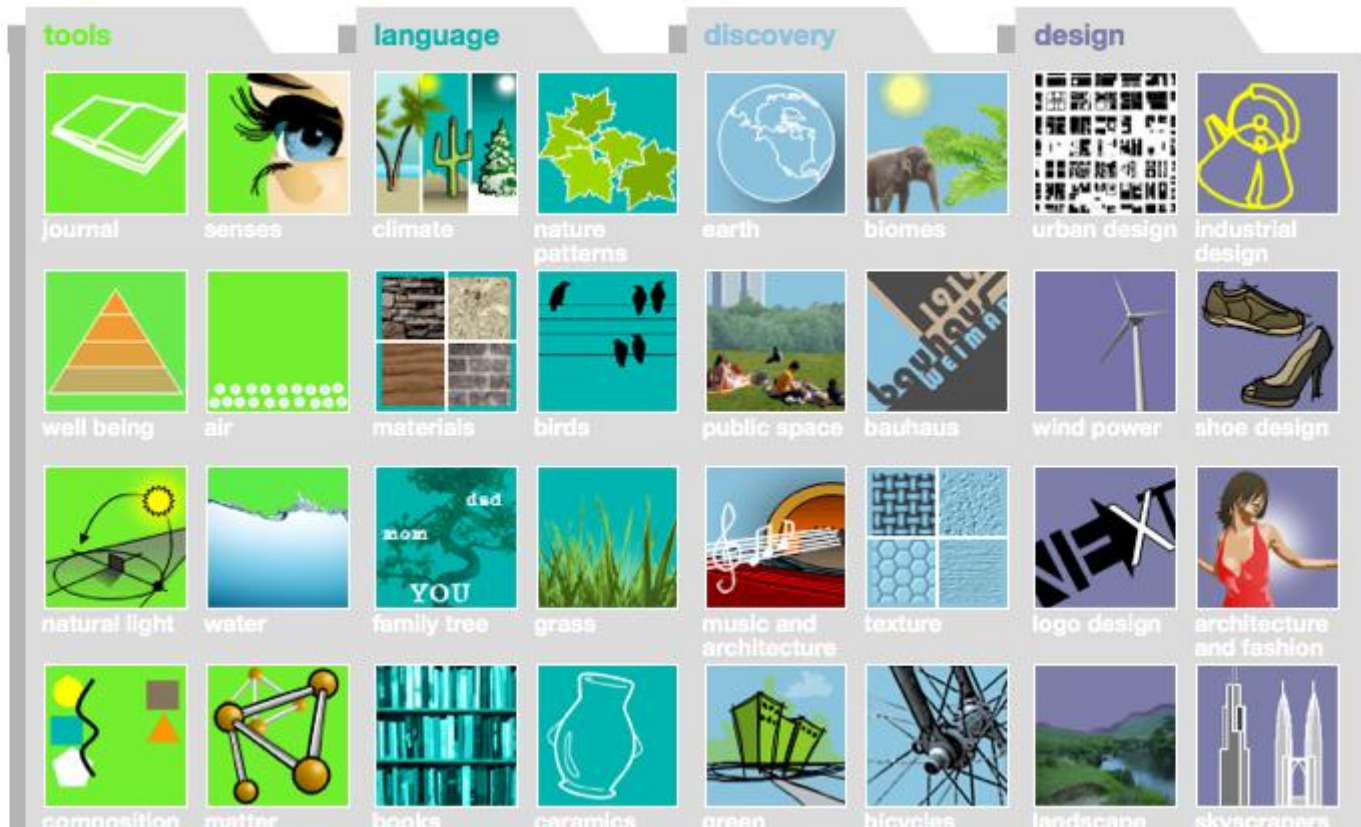
Cultivating Outdoor Classrooms

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learning landscapes

Cultivating Outdoor Classrooms

Supporting Teachers and Communities with Education

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learning landscapes

Cultivating Outdoor Classrooms

Designing Play Yards + Gardens for Children

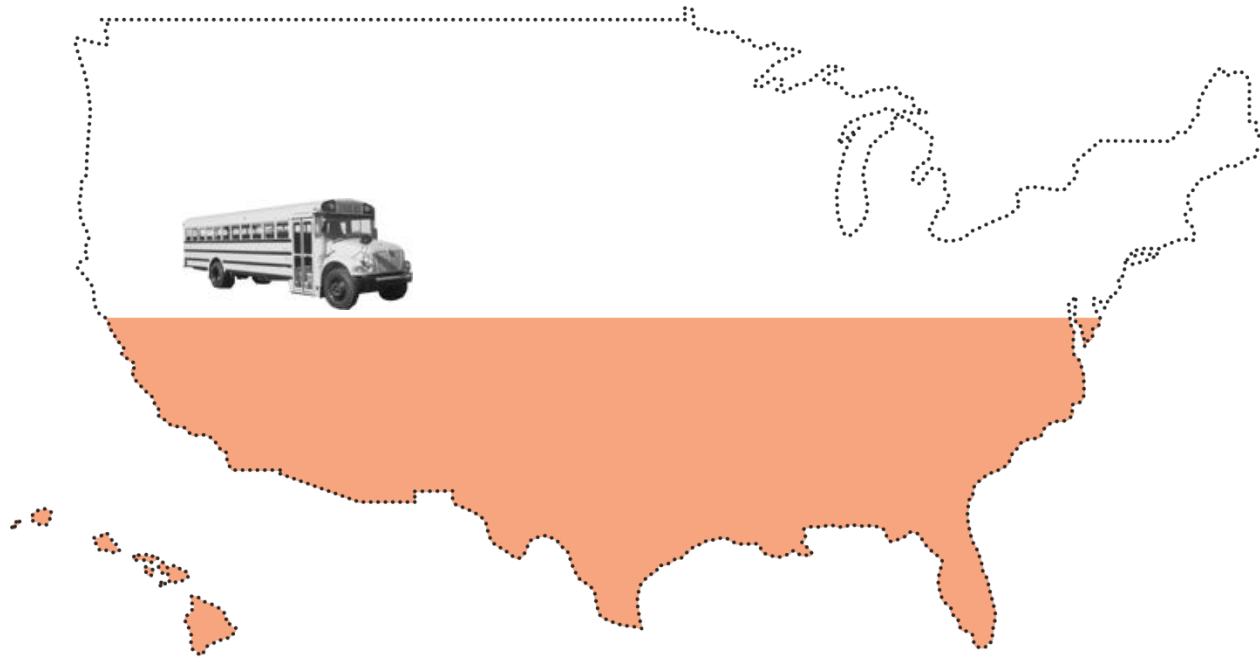
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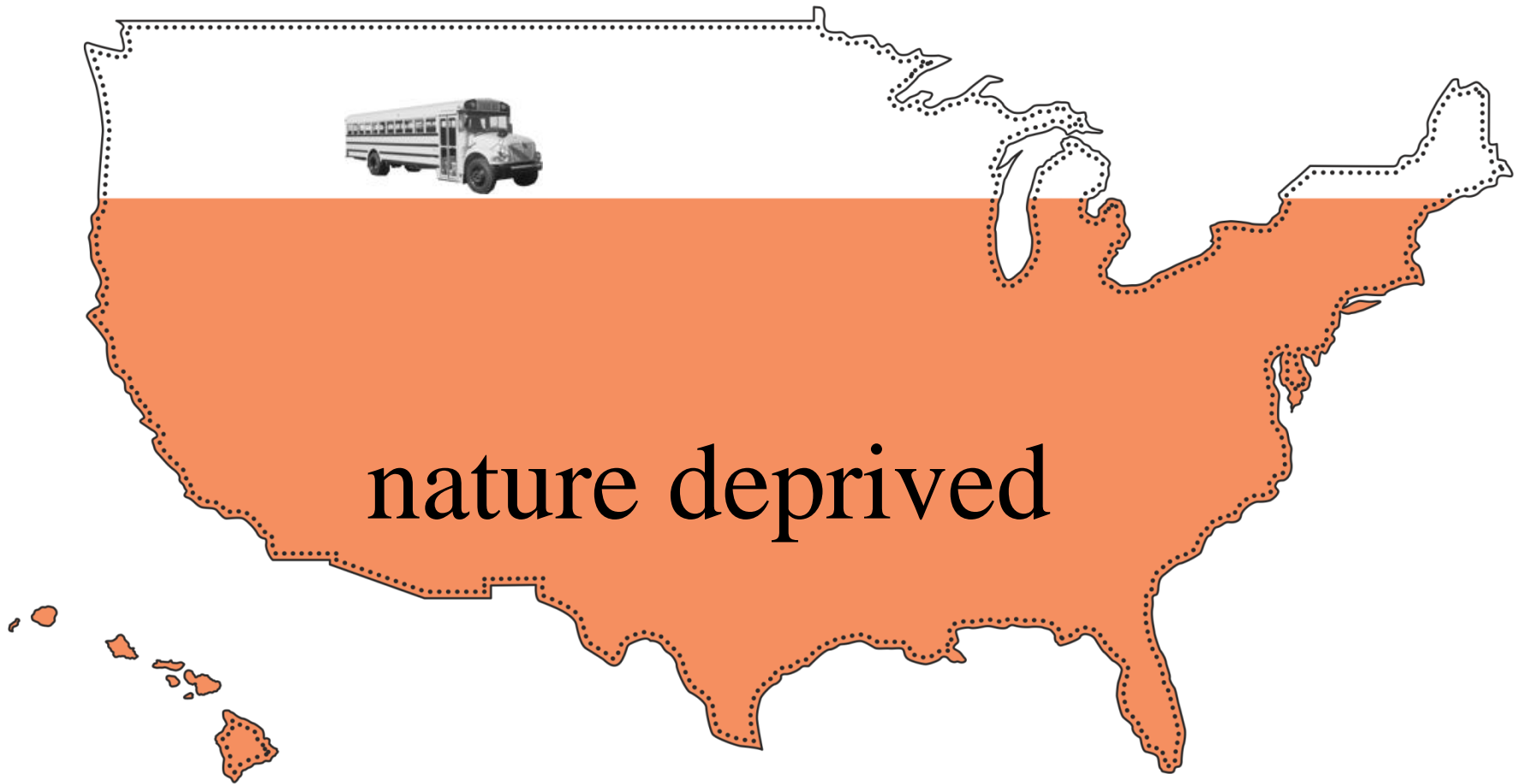
recess a place to let off steam and engage in unproductive play before returning to



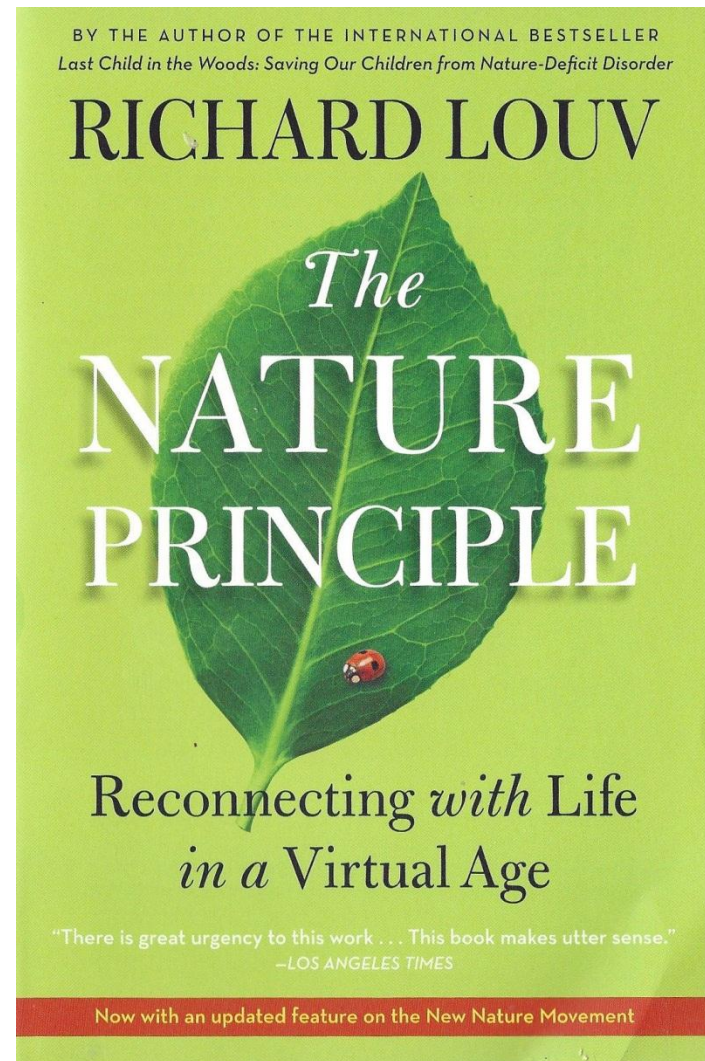
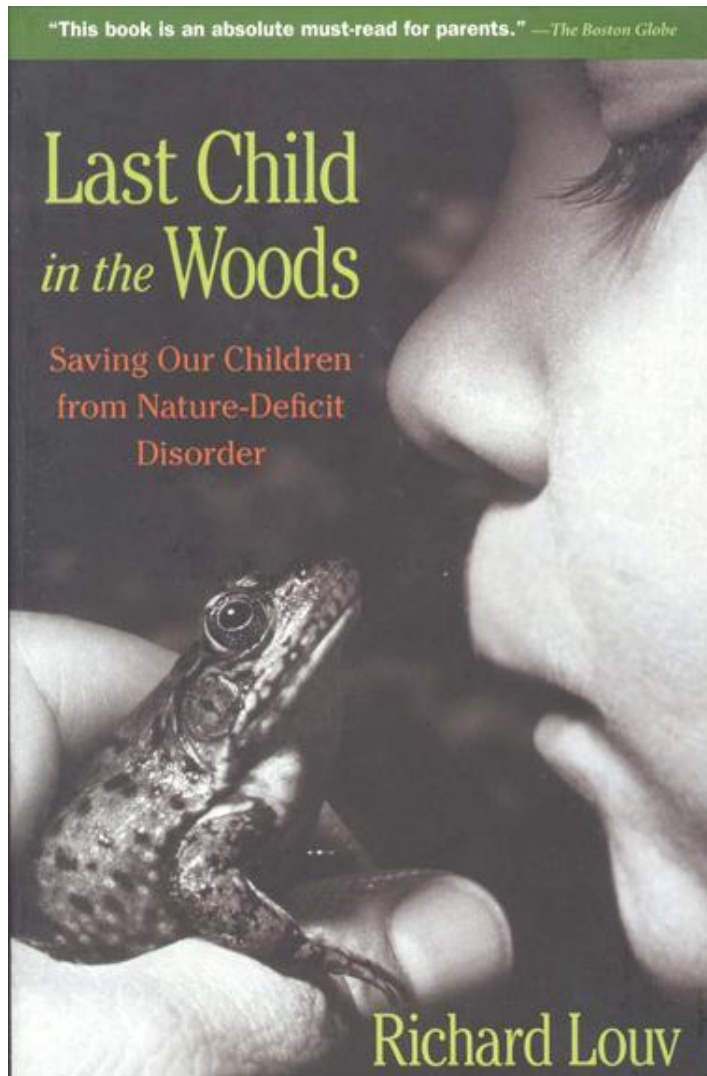
the “learning” environment indoors



almost 50% of US K12 population bussed to school



we spend 90% of our lives indoors



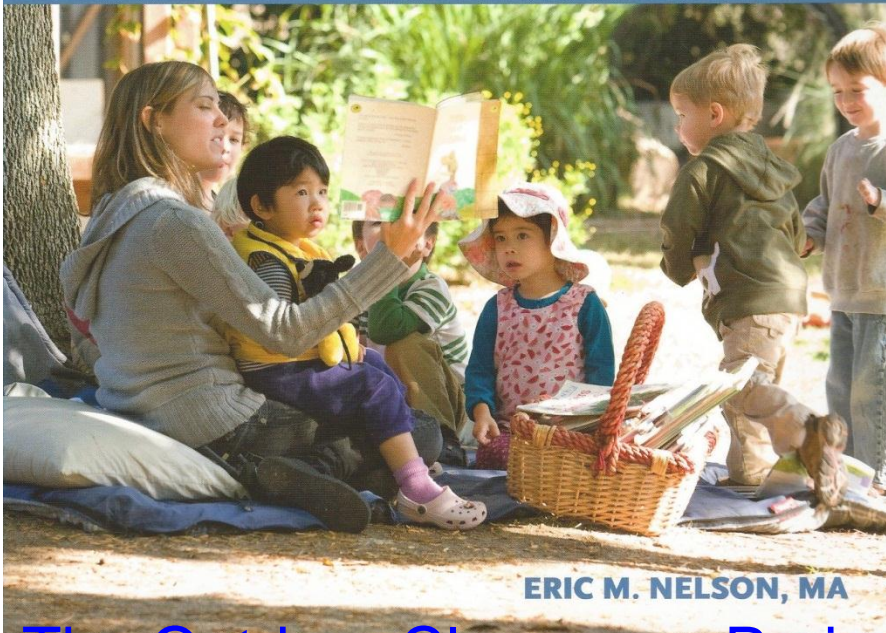
www.richardlouv.com

www.childrenandnature.org

Cultivating Outdoor Classrooms

Designing and Implementing
Child-Centered Learning Environments

Foreword by Elizabeth Jones, PhD



ERIC M. NELSON, MA

The Outdoor Classroom Project

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Roy Diblik's

Small Perennial Gardens

The Know Maintenance™ Approach



Watercolors by Elizabeth McCown Dunham

- Outdoor environments provide a critical opportunity to address contemporary challenges

childhood obesity

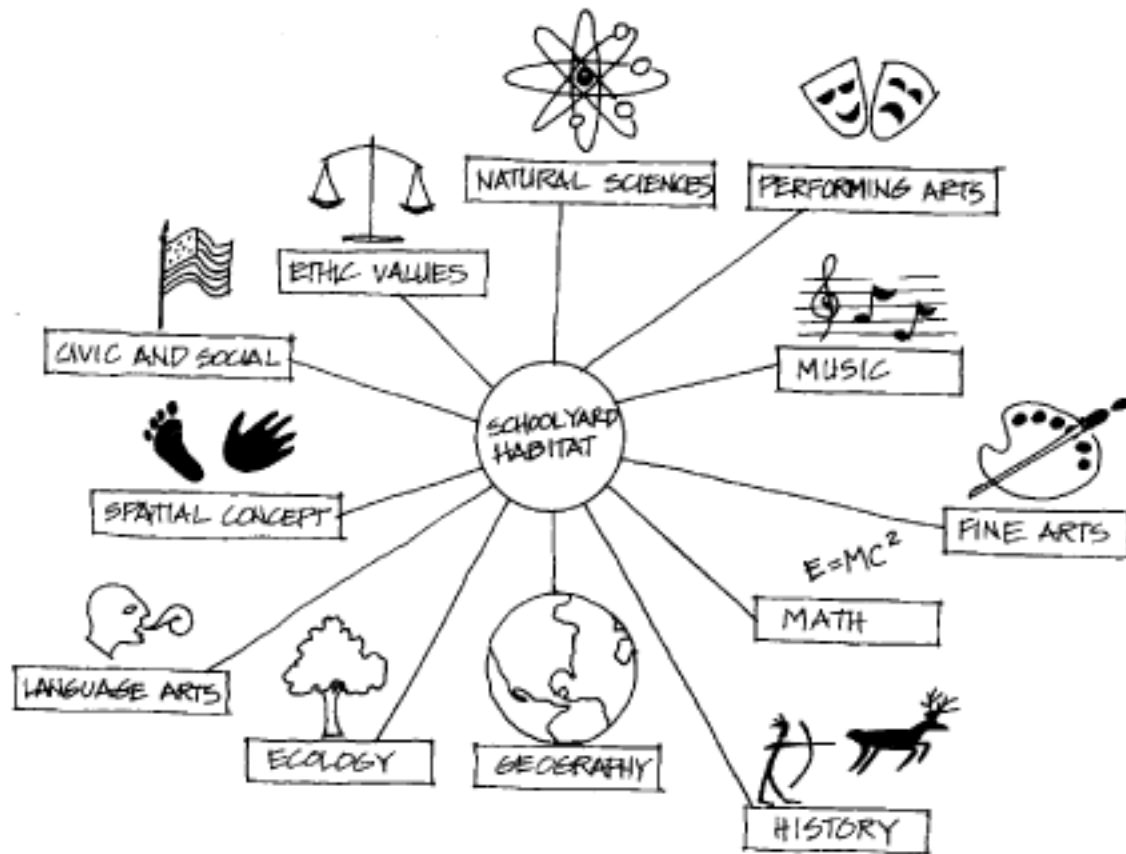
preoccupation with electronic media

restriction from open-ended outdoor “free” play
time

disconnection from nature

- Outdoor environments provide a critical opportunity to connect with National Environmental Education Standards and 'leave no child inside'

experience of living systems
exploration of interdependency
full sensory learning
fresh air
movement
wonder



CURRICULUM WEB

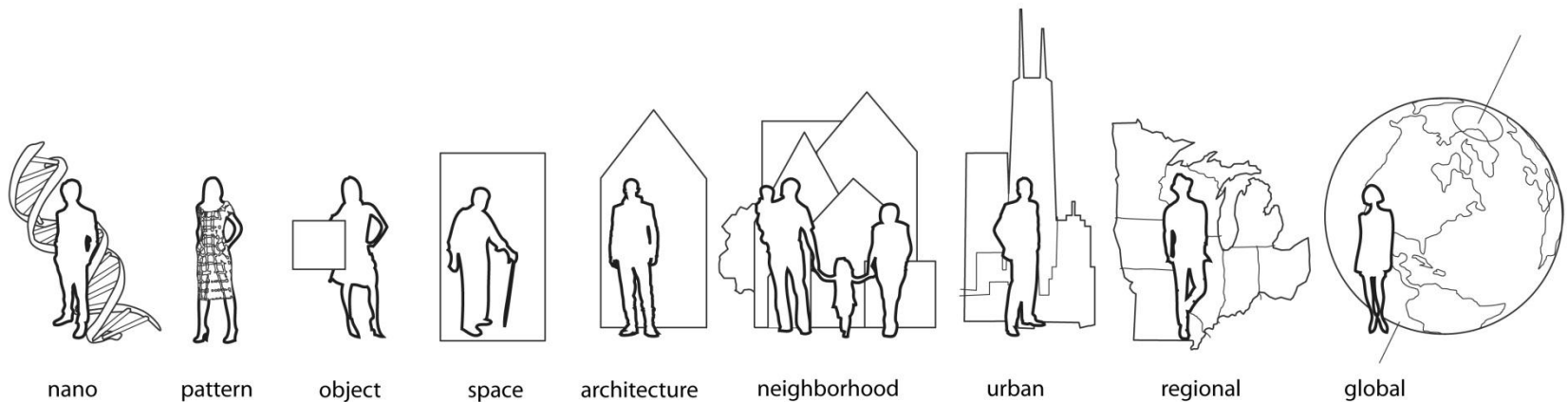
learn about everything

School Yard Habitat, Curriculum Map, GLOBE Program

School of Architecture and Landscape Architecture, University of Arizona

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www.NEXT.cc Eco Web of Outdoor Learning Opportunities to support teachers and students and school communities

learn about everything outside



be an explorer of the world

HOW TO BE AN EXPLORER OF THE WORLD.

1. ALWAYS BE LOOKING.
(NOTICE THE GROUND BENEATH YOUR FEET.)
2. CONSIDER EVERYTHING ALIVE & ANIMATE.
3. EVERYTHING IS INTERESTING. LOOK CLOSER.
4. ALTER YOUR COURSE OFTEN.
5. OBSERVE FOR LONG DURATIONS (AND SHORT ONES)
6. NOTICE THE STORIES GOING ON AROUND YOU.
7. NOTICE PATTERNS. MAKE CONNECTIONS.
8. DOCUMENT YOUR FINDINGS (FIELD NOTES) IN A VARIETY OF WAYS.
9. INCORPORATE INDETERMINANCY.
10. OBSERVE MOVEMENT.
11. CREATE A PERSONAL DIALOGUE WITH YOUR ENVIRONMENT. TALK TO IT.
12. TRACE THINGS BACK TO THEIR ORIGINS.
13. USE ALL OF THE SENSES. IN YOUR INVESTIGATIONS.

explore new learning experiences

From How to Be An Explorer of the World: Portable Life Museum, Keri Smith, 2008

Spatial program implemented throughout existing structure and new construction

IB Curriculum

Areas of Interaction Inquiries for Learners



Community and Service

- How do we live in relation to others?
- How can I contribute to the community?
- How can I help others?

Environments

- Where do we live?
- What resources do we have or need?
- What are my responsibilities?

Curriculum Concepts

- Intercultural Awareness
- Holistic Learning
- Communication

Human Ingenuity

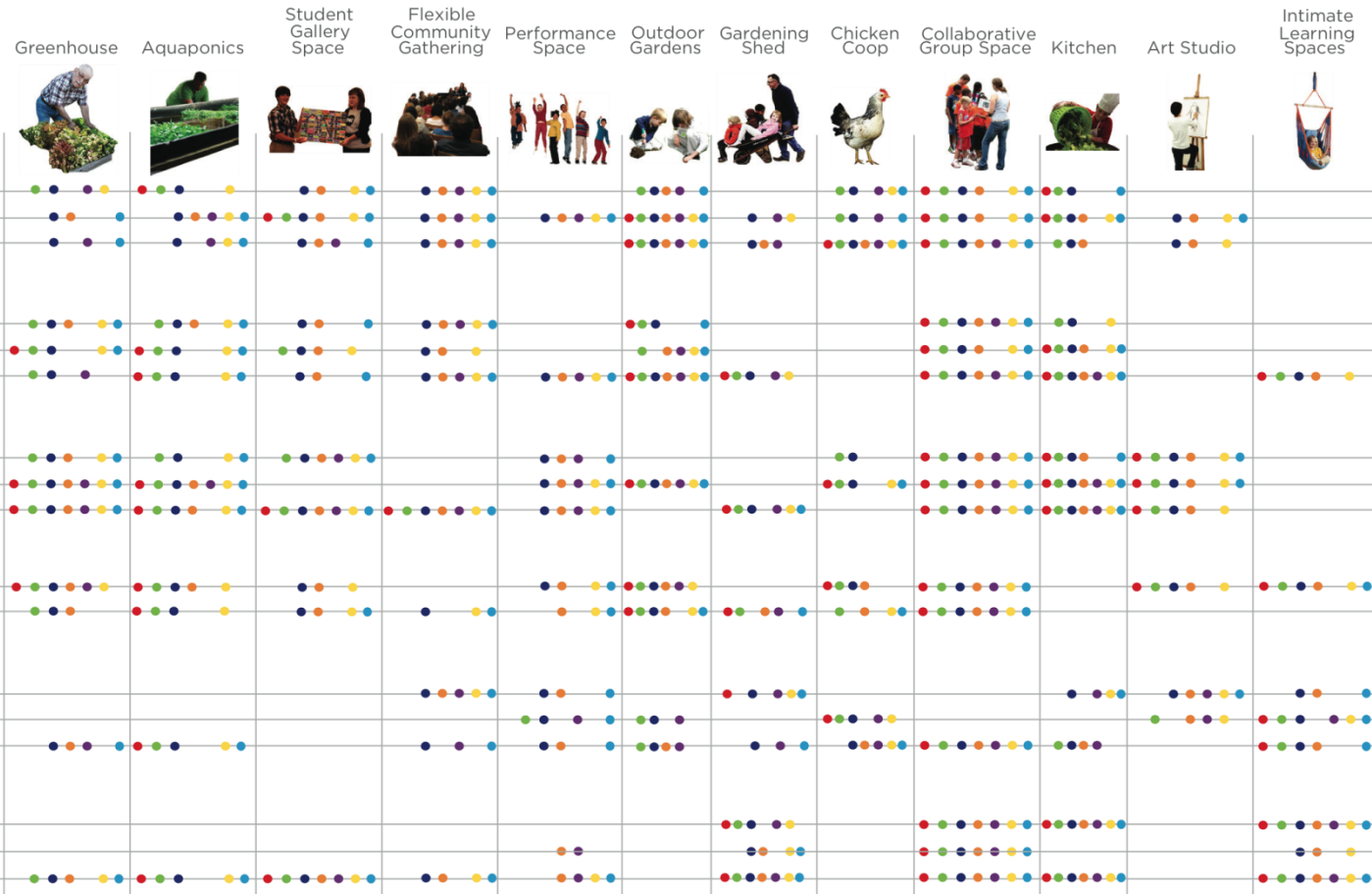
- Why and how do we create?
- What are the consequences?

Health and Social Education

- How Do I think and act?
- How am I changing?
- How can I look after myself and others?

Approaches to Learning

- How do I learn best?
- How do I know?
- How do I communicate my understanding?



Mathematics Sciences Humanities Arts Physical Education Technology Languages

explore new places to learn



lack of design

c 2009 Child Educational Center



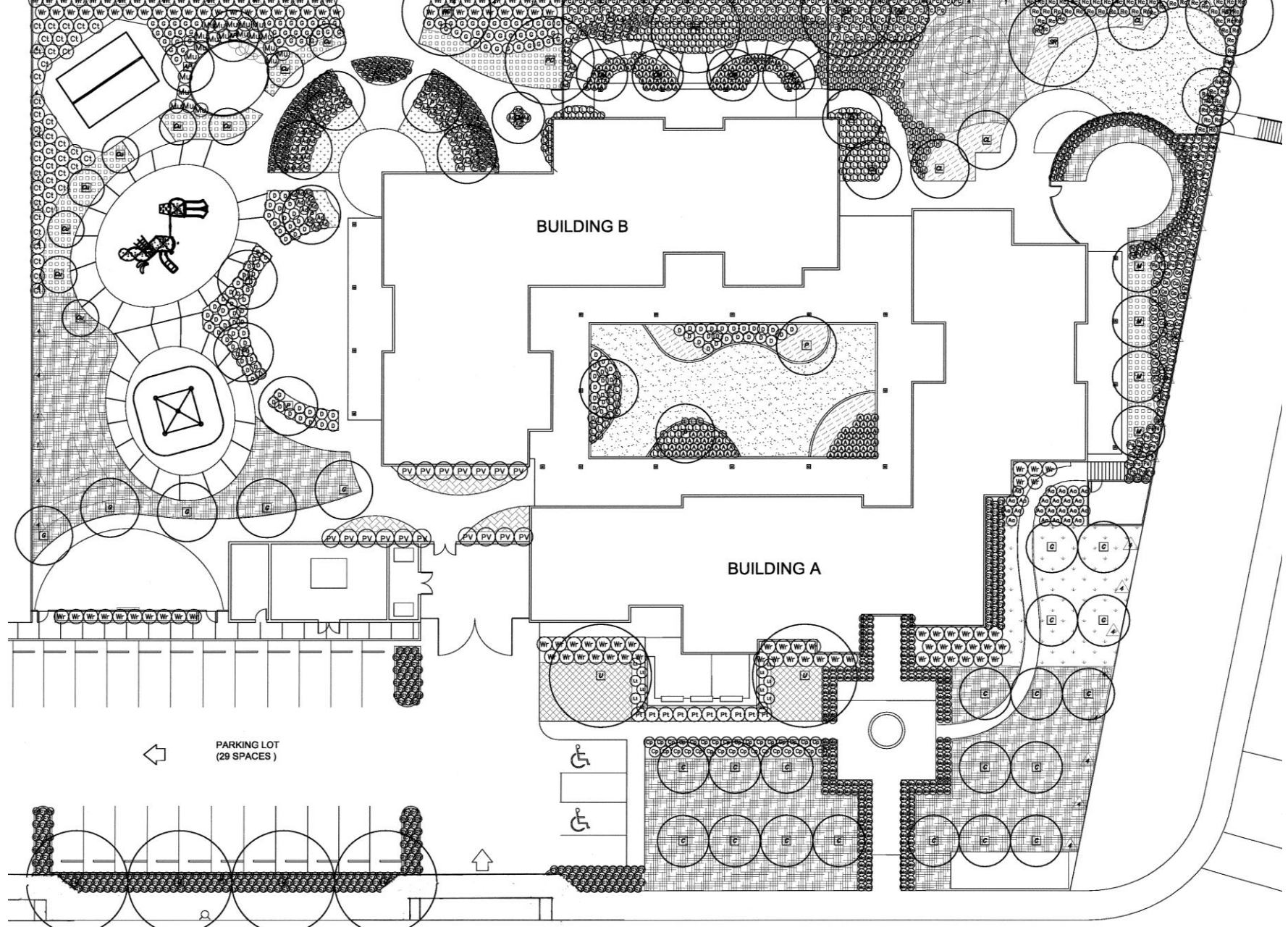
lack of design

c 2009 Child Educational Center



climbers are not a playscape

c 2009 Child Educational Center



3 layout



inappropriate design

c 2009 Child Educational Center



inappropriate design

c 2009 Child Educational Center



centralized layout



centralized layout



learning landscapes
Cultivating Outdoor Classrooms
Going Outside to Natural Playscapes

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Child Educational Center

140 Foothill Boulevard - La Canada Flintridge, CA

Master Plan for Outdoor Play and Living Spaces for the Upper and Lower Yards

SWIRE SIEGEL
LANDSCAPE ARCHITECTS
8180 BOULDER BLVD. #100 CANOGA PARK, CA 91301
Randy S. Siegel, AIA
Landscape Architect No. 12345











**+ outdoor environment
+ teacher education and
activities**

**+ children education and
activities**

learning landscapes
Cultivating Outdoor Classrooms

Cultivating Outdoor Experiences



learners are the heart of design

















Roy Diblik



teacher education and activities







teachers teaching in outdoor classroom



supported, collected, tested, directed



teachers designing outdoor classrooms



Green STEM Innovator
EE Week 2012



www.eeweek.org



art & design
architecture
language arts
engineering
environment
eco literacy

health & p.e.
math
science
social studies
technology
digital fluency

abc
gallery
about next
design
workshops
people
press
partners
connect
contribute
twitter
facebook
linkedin

tools



journal



senses



climate



nature
patterns



earth



biomes



urban design



industrial
design



well being



air



materials



birds



public space



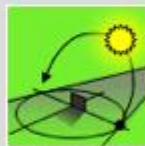
bauhaus



wind power



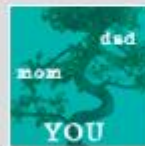
shoe design



natural light



water



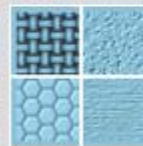
family tree



grass



music and
architecture



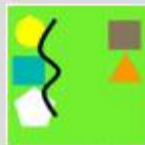
texture



logo design



architecture
and fashion



composition



matter



books



ceramics



green



bicycles



landscape



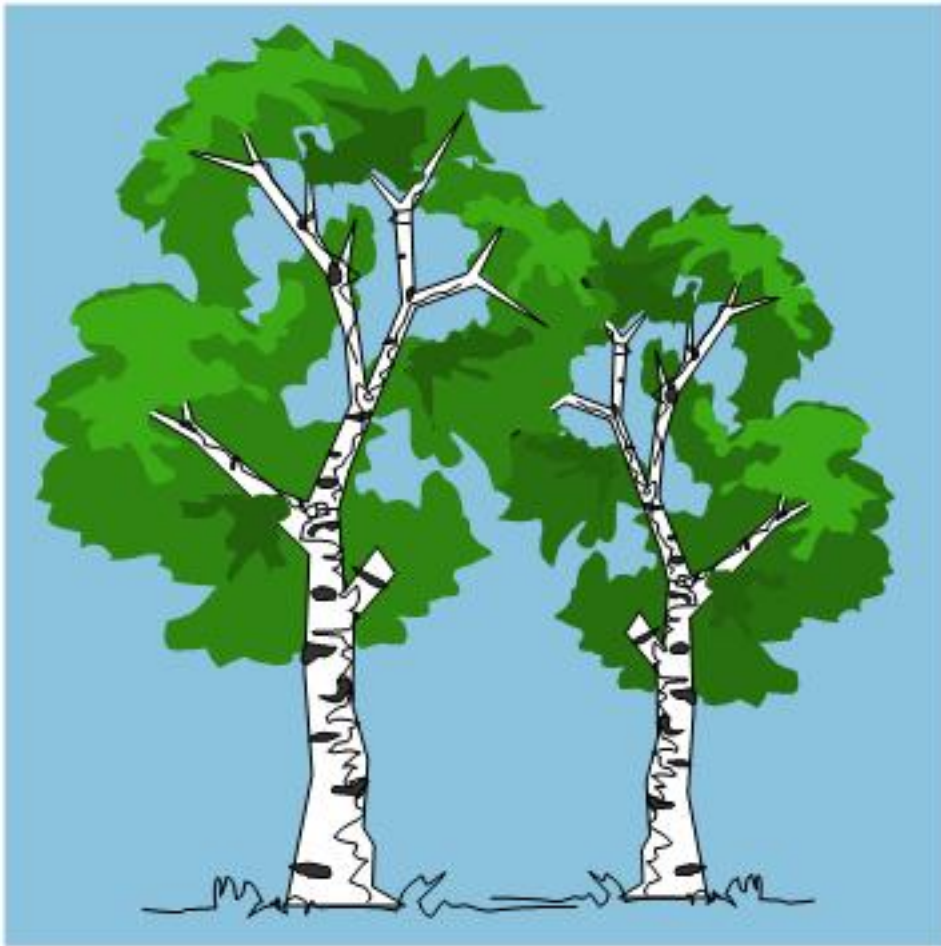
skyscrapers



teachers know names of clouds



teachers know names of birds



teachers know names of trees



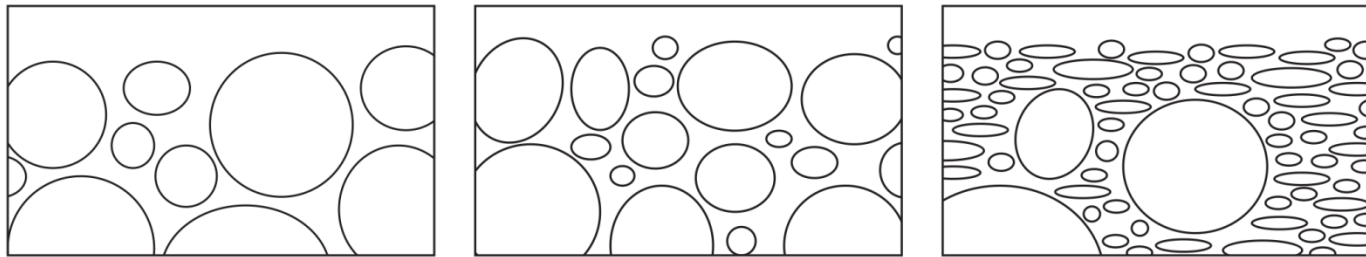
teachers know names of plants



teachers know names of animals



teachers know names of insects



teachers know types of soils

10 Simple Guidelines

learning landscapes

Cultivating Outdoor Classrooms

Question + Answer Time

learning landscapes

Cultivating Outdoor Classrooms

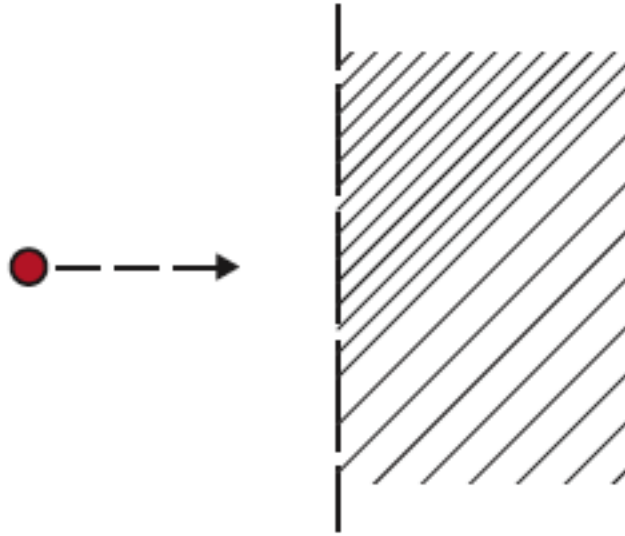


1 adjacency

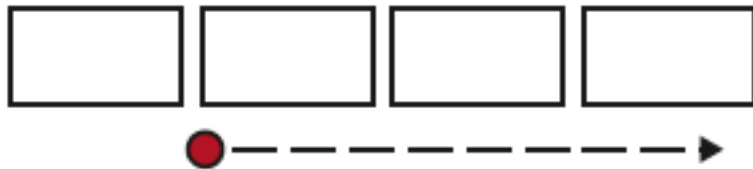
c 2009 Child Educational Center



1 adjacency



walk towards



walk along



walk across

1 adjacency



1 adjacency

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1 adjacency



1 adjacency

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play in the dirt

Berlin Natural Playgrounds

1 adjacency



1 adjacency

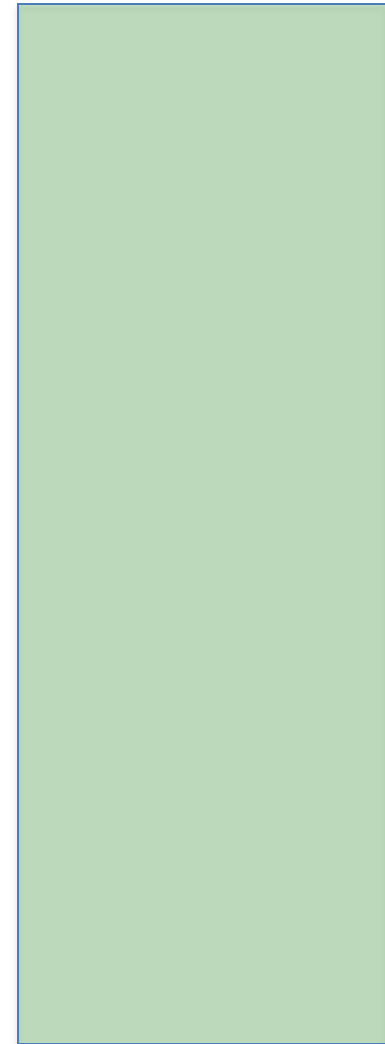


1 adjacency

c Roy Diblik

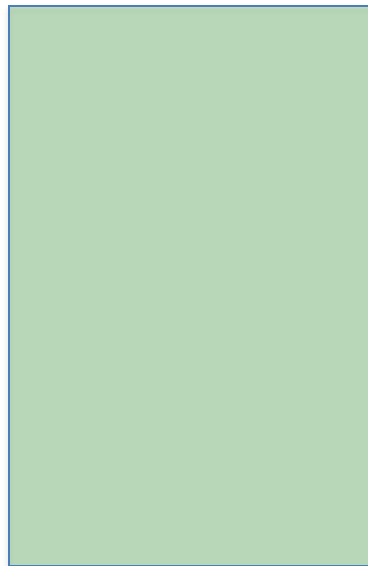
2 Space

Pre- School



5,000 sf

12-24 months



2,500 sf

1-12 months



700 sf



3 layout: open space

c 2009 Child Educational Center



central open space

3 layout: open space



3 layout: open space



3 layout: open space



3 layout: open space

c 2009 Child Educational Center



3 layout: open space

c 2009 Child Educational Center



3 layout: flexible space



3 layout: flexible space



3 layout: flexible space



3 layout: flexible space

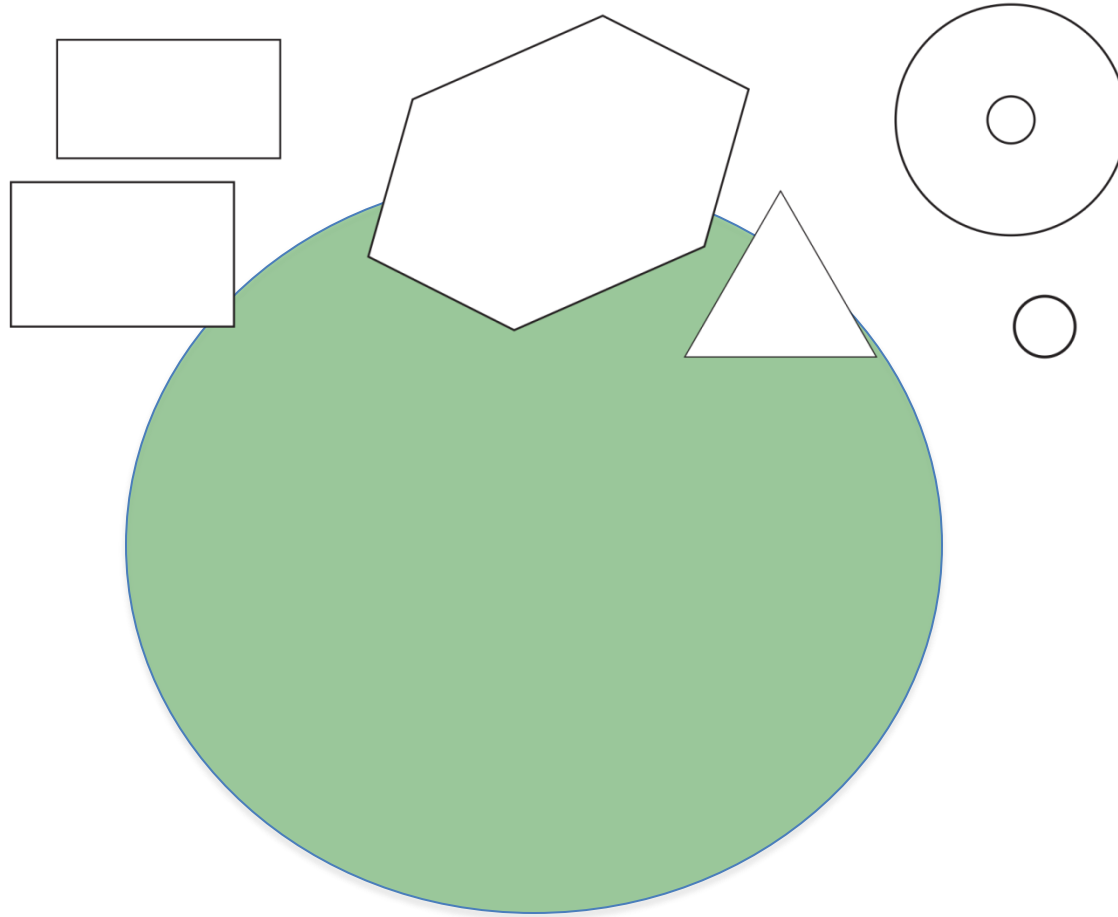


Imagination Playground David Rockwell KaBoom

<http://imaginationplayground.com/photos/>

3 layout: flexible space

c 2009 Child Educational Center



4 separation of activities



4 separation of activities

c 2009 Child Educational Center



4 separation of activities



4 separation of activities



4 separation of activities

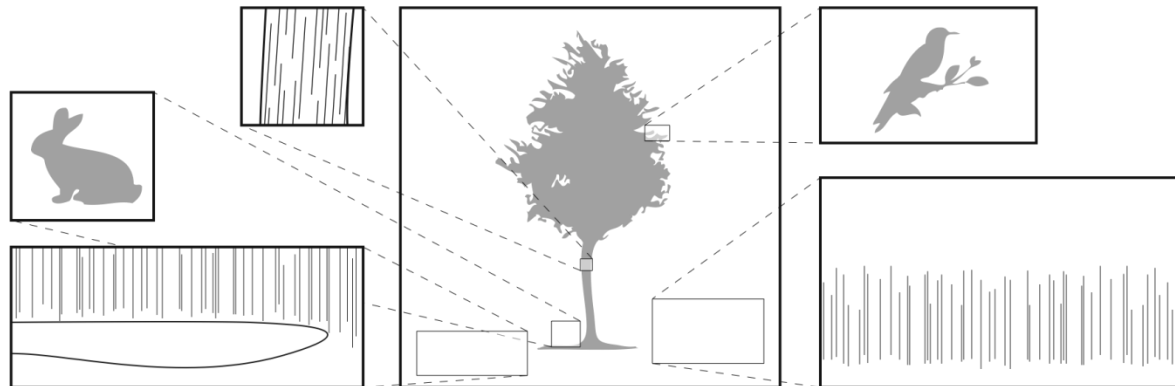
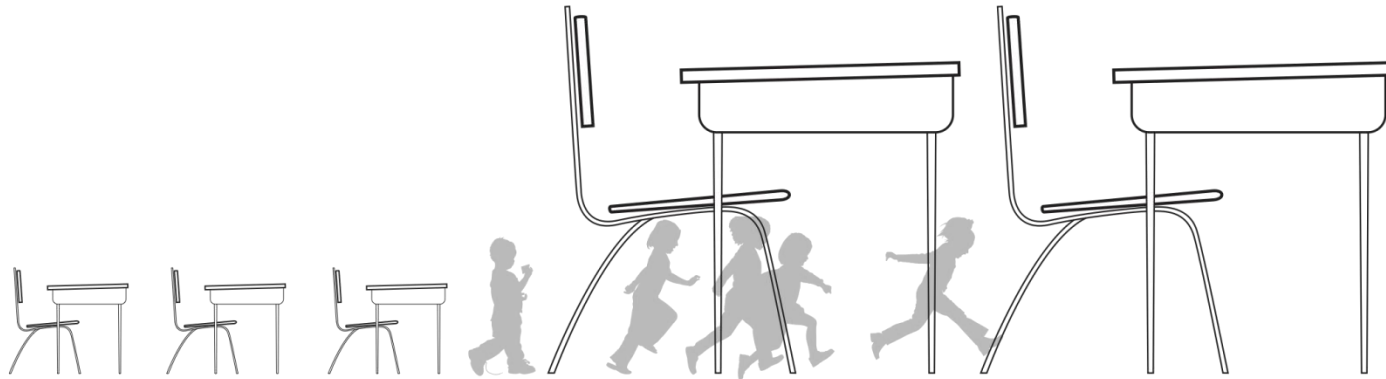


4 separation of activities

c 2009 Child Educational Center



4 separation of activities



5 completeness

STUDIO 1032 ARCHITECTURE and Environmental Design



5 completeness



5 completeness



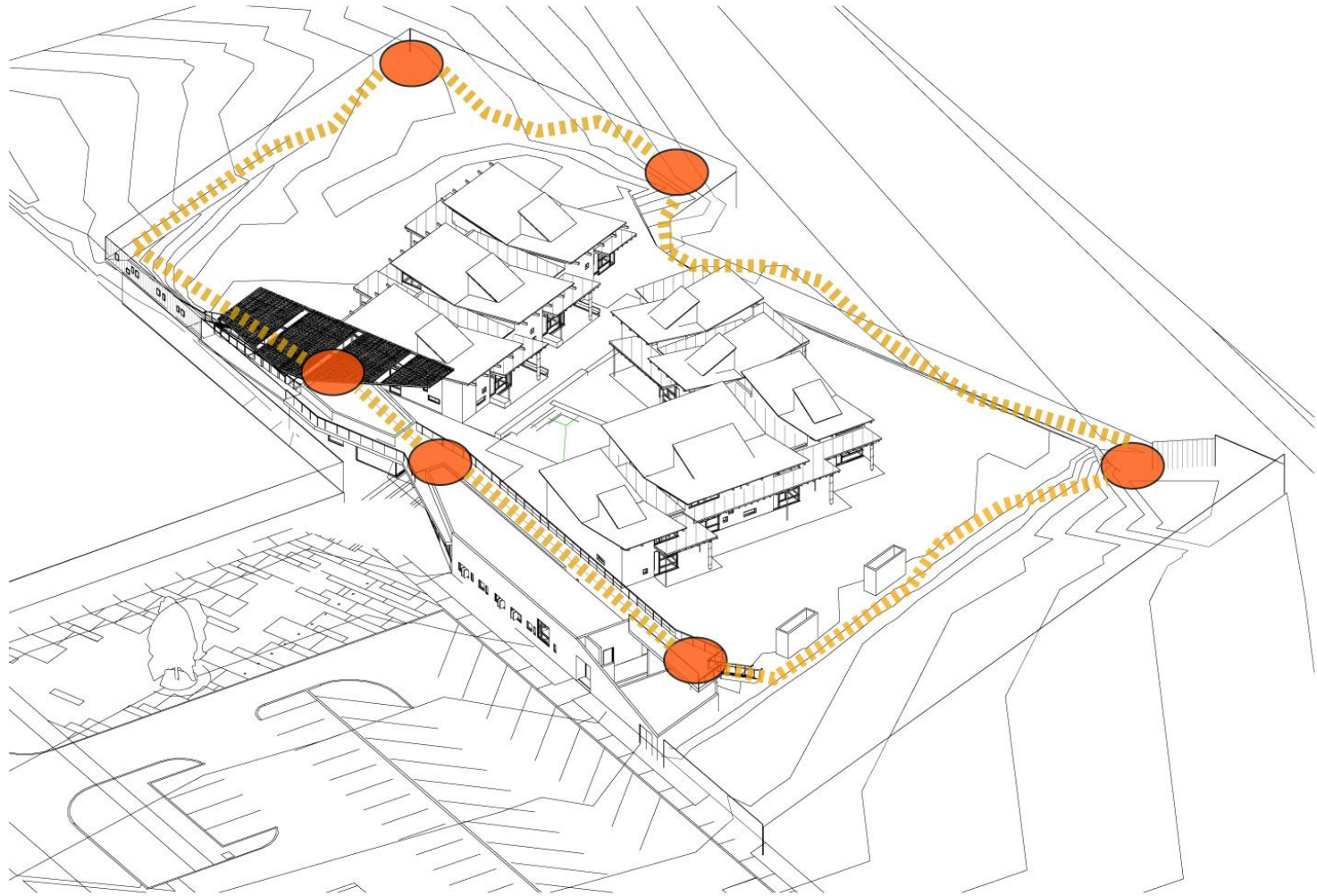
5 completeness



5 completeness



5 completeness



5 completeness



5 completeness

c 2009 Child Educational Center



6 materials + equipment



6 materials + equipment



6 materials + equipment



6 materials + equipment



7 storage



7 storage



7 storage



c 2009 Child Educational Center



8 challenge



8 challenge



8 challenge



8 challenge

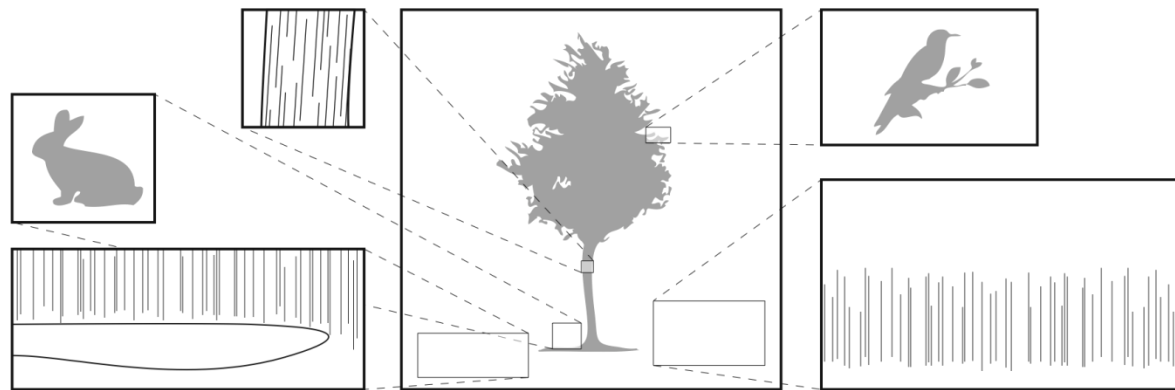




8 challenge



8 challenge



9 nature



9 nature

Roy Diblik
Northwind Perennial Farm



9 nature



9 nature



9 nature



9 nature



9 nature



9 nature



9 nature



9 nature

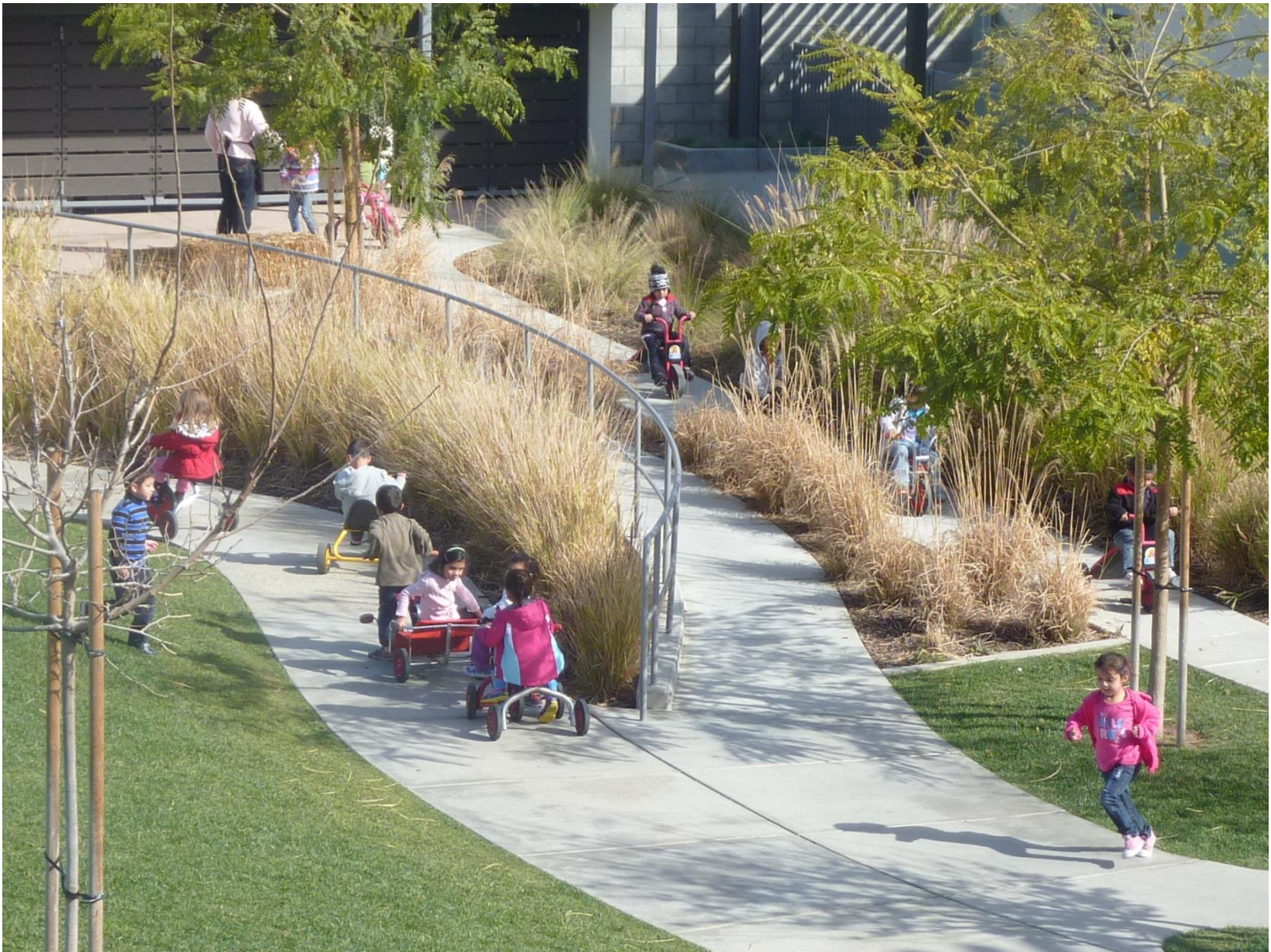


9 nature





9 nature



9 nature



9 nature



9 nature



10 philosophy



10 philosophy



10 philosophy





10 philosophy

5 Evaluation + Assessment

learning landscapes

Cultivating Outdoor Classrooms

Cultivating Outdoor Classrooms

Designing and Implementing
Child-Centered Learning Environments

Foreword by Elizabeth Jones, PhD



The Outdoor Classroom Project

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No child left inside..
learning landscapes
Cultivating Outdoor Classrooms
everything you can learn
inside....you can learn outside

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The survey closes at 11:30 pm ET on Monday, September 17, 2012. For questions contact: Knowledge Communities | knowledgecommunities@aia.org