BREAKING DOWN THE SILOS

A SERIES OF DISCUSSIONS PRESENTED BY THE AIA-CAE RESEARCH SUBCOMMITTEE IN PARTNERSHIP WITH VS AMERICA
6 CONVERSATIONS
YOUR VOICE MATTERS.
A FUTURE FORWARD CALL FOR CHANGE.
Schoolhouse Rocked! The historic global pandemic has only proven how essential school, as a place for healthy living; and learning, as a lifelong endeavor, must be grounded in our common humanity. When the AIA-CAE Research Subcommittee created a pop-up series of conversations with international experts in education, design, and the built environment during the first wave of Covid-19, we did so with a sense of urgency. We felt the need to bring people together to discuss what change is needed in education to reimagine, repair, and rebuild new models for learning in the context of more and more global transformations and uncertainty.

This booklet serves as a memento of ideas freely exchanged during a rare time in human history. As the pandemic necessitated a reframe for how we think about schools, we wanted to gather as many perspectives as possible to inform the crafting of new visions and principles for education-for-all as starting points. Many themes emerged and one thing was crystal clear, we “need a new social contract for education that can repair injustices while transforming the future.” [UNESCO 2021] Breaking Down the Silos, the title of our series, aims to introduce six major themes that can inspire more dialogue and participation to bridge the divide between the 20th century schoolhouse and a future 21st century network of healthy, creative, caring, empowered, motivated learners.

Our hope is for large-scale change and innovation. We’re living through an unprecedented collective social and emotional experience, one that has made biased policies, and socio-economic disparities in our systems and designs a priority to address. Our hope is in the collective call for an equitable future, equitable citizenship through many voices, many facets of lived experience, and many cultures.

Our hope is that you will join us in this journey of transformation. The idea is for you to take any of these six peak ideas around six themes for change and use them as starting points in your own deep dive conversations. The six themes are transformational leadership, health and well-being, equity, agency, technology, and the science of buildings. Use these topics to explore what can be done today and well into the future by:

- Reframing critical questions that advance equitable progress for all
- Evolving practices to promote deeper learning and human resilience
- Identifying disruptive drivers of change and change readiness
- Innovating for better school-to-home learning and hybridized learning experiences
- Maximizing opportunities to build just, equitable, and sustainable futures through agency and creativity

Our deep dive concept for conversation reflects what we’ve learned by living through a global pandemic; that we are all in this together, there is no simple answer to complex problems, and that systems change is dynamic rather than fixed. In your own deep dive conversations, we hope you will harness the potential to address challenges while turning them into opportunities for positive impact for all learners. While these six areas have emerged to become differentiators for the future, there are many more you can add to the mix as you explore different voices and experiences within your communities.

The pandemic has verified that we are part of an interconnected learning ecosystem. Thank you for contributing to this movement for healing and change!

Dina Sorensen and Caroline Lobo

A NOTE FROM THE CO-CHAIRS
Caroline Lobo is founding principal of suoLL architects studio in Phoenix, Arizona. With over 25 years of experience, Caroline has designed and managed over 100 education projects. Her penchant for architectural research and design combined with her experience of working in different cultures brings a unique perspective to the studio. Her expertise lies in contextual design, sustainability, master planning and participatory planning. She leads her studio-based practice in designing learning and healing environments that are values based and culture specific. She is a speaker at local, national and international conferences, has been widely published and has chaired several design awards juries. She is Past-President of AIA-Arizona, Past Chair of the AIA-CAE (American Institute of Architects Committee on Architecture for Education) and Co-Chair of AIA-CAE Research sub-committee.

Dina Sorensen is founder of d.studio, an interdisciplinary design practice focused on the belief that everybody has a role to play in designing healthy, equitable, resilient futures for every learner to thrive in. Her approach to learning space design taps the creative capacity of every participant by weaving expertise together with the warmth of lived experiences to construct meaningful connections between people and place. She is an award-winning educational design leader, speaker, and author with notable achievement in health-promoting, eco-driven schools. Dina’s unique expertise combines art with architecture and interdisciplinary research to inform holistic designs that motivate and inspire learners of all ages. For nearly 20 years, her passion for collaborative research in practice has influenced school design and health-promotion, historical design stewardship, and the development of new innovative frameworks such as the Healthy Eating Design Guidelines for School Architecture© and Physical Activity Design Guidelines for School Architecture©. She and Caroline Lobo co-founded Dialogues: Emerging Research at the Intersection of Designs for Learning published annually by Learning by Design, VS, Shaw Contract, AIA-CAE Foundation.
SIX TALKS TO EXPLORE
WHAT A GLOBAL PANDEMIC IS TEACHING US...

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A conversation with distinguished leaders in education currently working at the intersection of innovation and learning at the state, district, and school levels across the United States. Moderated by Dina Sorensen, Assoc. AIA and Caroline Lobo, AIA, the panel discusses how transformational leadership matters in response to today’s challenges in education, while providing insights into both short- and long-term opportunities for change.

Featured guests include:

- Kathy Hoffman, State Superintendent of Public Instruction (AZ)
- Dr. RJ Webber, Assistant Superintendent of Curriculum and Instruction, Novi Community Schools (Novi, MI)
- Aaron Jetzer, Principal, Eastwood Elementary School (Irvine, CA)

WATCH HERE! CLICK OR TYPE IN THE LINK TO ACCESS THIS RECORDING:
in conversation with
TRANSFORMATIONAL Leaders in EDUCATION

KATHY HOFFMAN
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION
State of Arizona

DR. RJ WEBBER
ASSISTANT SUPERINTENDENT FOR ACADEMIC SERVICES
Novi Michigan

AARON JETZER
PRINCIPAL
Irvine Unified School District
Irvine California

JUNE 5TH 2020
ARIZONA IS DIVERSE!

How can we work for Equity? How can we lead in this COVID crisis?

IF I HAD A MAGIC WAND?

I would make our schools a part of economic recovery, leading solutions and leading in the CRISIS.

WE'RE Elevating STUDENT VOICES WITH A Student Advisory Council with twenty 5th to 12th graders.

OUR ROADMAP for opening Schools has more innovation and online opportunities.

WHAT'S WORKING WELL?

- Flexible schedules
- Can operate at your own pace
- Finding ways to connect online

NOT WORKING WELL?

- Missing the hands-on
- Different learning opportunities

Digital Divide in AZ:

200,000 STUDENTS WITHOUT ANY INTERNET ACCESS!

NAVAJO NATION

Especially hard-hit by COVID. 20+ teachers positive, no internet access.

INNER CITY PHOENIX

faces very similar issues.

There are LAYERS of learning in online learning...

How to Balance?

Committee on Architecture for Education

Knowledge Community
STUDENT AGENCY IS CRITICAL! We must engage our students meaningfully and thoughtfully so they can participate in the process of education.

STUDENT SURVEY
K-12 students provided such important feedback, especially from the youngest students who are direct and honest! Students miss their connections deeply.

EDUCATIONAL INNOVATION?
Why not look back to Crow Island school ideas? Montessori ideas?

"I have 25 years of experience in education and this spring if I could teach my son well ONE DAY A WEEK, that was a win for me."
Aaron Jetzer  
Principal  
Irvine Unified School District  
Irvine, California

From the finance industry to inner-city LA, Aaron has a diverse background as a principal in Orange County, California.

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**Giving Kids Their Voice.**
That’s how you drive change: at the grassroots.
School is founded on connections and relationships. How can we build it into the environment?

→ IF I HAD A MAGIC WAND? Help kids take what they have learned to change the world.

**Social-Emotional-Human**

How do we help build this now?

**Kids are Honest!**

“I get my schoolwork done in an hour.”
Maybe 6 hours of school does not meet every student’s needs.

**Trading Compliance for What puts Students in a Position to Learn.**

**Flex and Engagement:**
How can we make school work? We’re finding what kids are most passionate about and pivoting to teach them reading, writing, and math.

How do we rebuild? How do you invite kids in? We don’t want to become sterile, like college.

“IDON’T CARE WHAT YOU KNOW UNTIL I KNOW YOU CARE…”

Connections ↔ Caring

**One Takeaway?**

We must leverage the staff we have into roles they aren’t comfortable in to support our kids. Flex into an environment that helps kids feel safe so they can learn.
Superintendent Kathy Hoffman has spent her entire career working in public education, first as a pre-school teacher and then as a speech therapist in Arizona’s public schools. She believes all students deserve equal access to a high-quality public education, and that only through committed investment and inclusive policies can Arizona bring its public schools to the top of our nation’s school system. Like her colleagues in the classroom, Superintendent Hoffman holds the adamant belief that Arizona’s future starts in our schools.
Dr. RJ Webber has been a passionate ally and advocate for students and teachers his entire career. RJ’s teaching career spanned two continents and three school districts. RJ has served as a middle school assistant principal, middle school principal, and high school principal. RJ also earned honors from the Michigan Science Teachers Association as their administrator of the year in 2010. RJ transitioned to his current role in 2010. His tenure in Novi has seen the articulation of a publicly searchable K-12 curriculum, the first of its kind in Michigan. The district has also launched extensive assessment and teacher evaluation efforts connected to the fully articulated curriculum. RJ has also led a community wide approach to social justice efforts that focus upon student and educator voice. He has partnered with the University of Michigan School of Social Work, Oakland Schools, and the Novi Community to offer training in culturally relevant instruction.
Aaron has been serving students and parents for 18 years as a teacher and principal. He is a visionary, forward-thinking educator who brings stakeholders together to create a shared vision that promotes a positive school culture. He has assembled a team at Eastwood that blends 21st century skills and leverages technology with the curriculum to best support student learning. He is approachable, visible, and highly engaged in all areas of the school. Aaron enthusiastically works with students, teachers, and parents to create a world-class elementary school where all students are valued and love coming to school.
In this conversation with leading experts from Johns Hopkins School of Education, we take a deep dive into the Center for Safe and Healthy Schools actionable research to create safe and healthy environments where all students can learn and thrive. The Center was created to inform national dialogue, and most importantly, catalyze action around the policies and practices that research shows support safe and healthy learning communities for whole child well-being.

Moderated by Dina Sorensen, Assoc. AIA, Caroline Lobo, AIA, and Karina Ruiz, AIA, the interdisciplinary panel discusses the science behind a holistic framework in support of better health and better learning. Panelists include: Annette C. Anderson PhD, Assistant Professor, Johns Hopkins School of Education; Center for Safe & Healthy Schools; Megan E. Collins, M.D. Johns Hopkins Consortium for School-based Health Solutions; Panagis Galiatsatos, M.D., M.H.S. Director of the Tobacco Treatment Clinic, Assistant Professor of Medicine; Co-Director, Medicine for the Greater Good, Johns Hopkins Medicine.

Informal conversation centers around three big ideas:

• What do we need to do to advance health promotion and health equity in schools?
• How have current disruptive drivers of change re-cast the future of safe, healthy learning communities?
• How has the global reversal of school-to-home learning forced us to re-evaluate initiatives centered around health and well-being in our physical environments, our networks, our infrastructure, our relationships?

WATCH HERE! CLICK OR TYPE IN THE LINK TO ACCESS THIS RECORDING:

The FUTURE of DESIGN and LEARNING

JOHNS HOPKINS UNIVERSITY CENTER for SAFE and HEALTHY SCHOOLS

ANNETTE C. ANDERSON PhD
ASSISTANT PROFESSOR
DEPUTY DIRECTOR
Center for Safe and Healthy Schools

PANGIS GALLIATSATOS M.D., M.H.S.
ASSISTANT PROFESSOR
CO-CHAIR, JHHS HEALTH EQUITY STEERING COMMITTEE
CO-DIRECTOR
Medicine for the Greater Good

MEGAN COLLINS M.D.
ASSISTANT PROFESSOR
Wilmer Eye Institute and Berman Institute of Bioethics
CO-DIRECTOR
Hopkins Consortium for School-Based Health Solutions

JUNE 18TH 2020
The Future of Design and Learning

Center for Safe and Healthy Schools

Began 2 years ago, after school shootings + violence led our Dean, Christopher Morphew of the Johns Hopkins School of Education to understand school safety and health.

COVID has taught us the value of capacity planning + agility.

What we're doing: E-School Plus

- We're tracking states to see what they're doing and NOT doing across 12 indices.

Checklists:
- School Closure around
- School Opening equity

How can we leverage school's role in a COVID + post COVID world?

1. School as facility: What is our capacity?
2. Operational plans to service capacity?
3. ROSTERING - who is going to sit in which classroom?

School buildings are still very powerful, even at partial capacity.

- TRUSTED connection point
- FOOD
- HOUSING SUPPORT
- SPECIAL ED
- ART CLUB
- HEALTH

How can we support in-person and distance learning effectively?
- Instructional rigor
- Supporting STRESSED teachers
- Adapt to new ways of LEARNING!
- Training school leaders like principals
The FUTURE of DESIGN and LEARNING

"You're the FIRST line of defense: Education. As a doctor, I'm your LAST." This PANDEMIC - WE DON'T KNOW WHEN IT WILL END, SO WE'LL HAVE TO ASSIMilate TO THESE NEW NORMS.

Masks Handwashing Distancing

These are NOT normal for us or society - yet we must address these new NORMS BEHAVIORALLY.

My Highest priority? Schools to Redefine Relationships WITH OTHER COMMUNITY RESOURCES - LIKE Hospitals!

WE'RE ALL IN THIS TOGETHER!

Partnerships are KEY to getting the most out of learning experiences.

Health experts out in our schools, teaching COVID-19. So teachers can just TEACH.

FUTURE BUILDINGS

Must be designed to better prepare for future pandemics + epidemics.

⭐ Social Re-Engineering of NETWORKING

Blowing up the SILOS!
The Future of Design and Learning

Silver Lining of COVID

Is cross-pollination of people interested in health and in doing different things to advance school and health equity – because of the virus.

I focus on delivering health care in the schools.

We know that Unhealthy Kids Suffer Academically

School closings stop community services that students rely upon.

Challenging Our

Ability to deliver needed health services in physical buildings.

Vision for Baltimore, Ex:

1. School access to testing and glasses
2. Parents and teachers buy-in
3. Glasses for students

Very challenging delivering this service with COVID.

5 Core Things Schools Provide:

1. Continuity of Learning
2. Food Security
3. Daytime Supervision
4. Daytime Housing
5. Health Services

Not a one-size-fits-all solution for every state or every one of these 5 areas.

Not all or nothing! We can be adaptable!

Budgetary Constraints are often viewed as obstacles:
I see them as opportunities. School districts are forced to adapt and get creative!

Telehealth may not be perfect but we can learn and do it.

We rely so much on our schools:
How can we reimagine this?
Annette C. Anderson is a native of Baltimore and a graduate of Baltimore City Public Schools, an experience that has left an indelible mark on her career interests in educational equity and adequacy. Besides her research pursuits, she has served in a variety of school-based positions, including classroom teacher, teacher leader, curriculum coordinator and assistant principal. She served as the Chief Executive Officer and Founding Principal of Widener Partnership Charter School, the first university-assisted charter school in Pennsylvania. The school quickly became known to state and local education officials as a successful model for university-public school partnerships. She currently serves as the Director of Academic Programming for the Center for Safe and Healthy Schools. She is also the Faculty Lead for the School Administration & Supervision programs at the Johns Hopkins School of Education. She holds a Ph.D. and master’s degree in public policy from Georgetown University and a bachelor’s degree from Syracuse University.
Dr. Galiatsatos is a pulmonary and critical care medicine physician. He is an expert in the diagnosis and treatment of obstructive lung disease, tobacco cessation, and in the care of critically ill patients in the Medical ICU. He is a member of the Obstructive Lung Disease Group at Johns Hopkins, oversees the Tobacco Treatment Clinic and provides teaching to medical students and residents at Johns Hopkins.

PANAGIS GALIATSATOS M.D., M.H.S.
Principal, Eastwood Elementary School, Irvine, CA

Dr. Galiatsatos is a pulmonary and critical care medicine physician. He is an expert in the diagnosis and treatment of obstructive lung disease, tobacco cessation, and in the care of critically ill patients in the Medical ICU. He is a member of the Obstructive Lung Disease Group at Johns Hopkins, oversees the Tobacco Treatment Clinic and provides teaching to medical students and residents at Johns Hopkins.
Megan E. Collins is an assistant professor of ophthalmology at the Wilmer Eye Institute. She specializes in pediatric ophthalmology and adult strabismus, including amblyopia (lazy eye), congenital cataracts, retinopathy of prematurity, vascular anomalies and craniofacial malformations. Dr. Collins received her medical degree from the University of Chicago, where she also completed a fellowship in clinical medical ethics. After an internship in internal medicine at the University of Maryland, she returned to the University of Chicago for her residency in ophthalmology, followed by a fellowship in pediatric ophthalmology and adult strabismus at the University of Toronto's Hospital for Sick Children. Since becoming a faculty member at Wilmer she has focused on researching the doctor-patient relationship, barriers in access to eye care, epidemiology of pediatric eye disease, and the impact of refractive error on academic performance. As part of all of these research areas she currently leads Hopkins' activities for Vision for Baltimore (V4B), a collaborative school-based vision program providing vision screening, eye exams, and eyeglasses to every child preK-8th grade in Baltimore City Public Schools. She is one of the co-founders of the Johns Hopkins Consortium for School-Based Health Solutions.
3

TECHNOLOGY AND LEARNING IN THE TIME OF COVID

JUNE 25, 2020

In this deep dive conversation with leading global experts in education, technology, and architecture, we explore the domain of technology as a lens for the future of learning and space design. As contributors to large scale learning ecosystems and global school networks, our guests talk more about their experience pivoting from in-person learning to a global online learning experience across three continents, including China. This talk takes on both practical and aspirational exploration as we address the potential for the future of learning as an interconnected network for human engagement, holistically infused with healthy, safe, equitable, and culturally sensitive learning environments.

Informal conversation centers around these big ideas:

• Has the global disruption in education changed the trajectory for research and innovation across technology, space, and learning?

• What are some emerging techno-brightspots and how might those drivers of change help us reimagine the future of deeper learning and inhabiting space?

• Let’s talk about human creativity and human engagement. How might technology, space, and pedagogy combine to foster human engagement even at a distance, or hybrid experience?

WATCH HERE! CLICK OR TYPE IN THE LINK TO ACCESS THIS RECORDING:

TECHNOLOGY and LEARNING in the TIME of COVID and BEYOND

CHINA CAMPUS pivoted to ONLINE first, then the D.C. CAMPUS pivoted next.

D.C. had quite different obstacles and scenarios.

- TECHNOLOGY FIRST, then CONTENT.

PBL → Jumped into projects with students who we knew had certain passions — it gave asynchronous time to the students

PROJECT BASED Learning

Mastery BASED Learning

Focused students on their literacy and math skills to AMP THEM UP in this unusual time.

Contextualized exploration ALLOWED STUDENTS TO HAVE POWERFUL REAL-WORLD EXPERIENCES!

Students + Space = RELATIONSHIP.

WE FOCUSED ON CROSSING DEPARTMENTS

Because departments had a tendency not to interact.

CURRICULUM: Focused on the Student performance to see how they're learning through PROJECTS.

Immersive + EXPERIENTIAL LEARNING in context + AUTHENTIC for our STUDENTS.

Efficacy Focus:

- How will teachers teach the content effectively?
- How will students be assessed?

DISTANCE LEARNING is a global opportunity.
TECHNOLOGY and LEARNING in the TIME of COVID and BEYOND

ANAND PADMANABHAN
GLOBAL CHIEF INFORMATION & TECHNOLOGY OFFICER
Whittle School & Studios

THE CRISIS OPENED UP a lot of DISRUPTIONS in the LEARNING SPACE.
It was an opportunity to re-think education in a short timeframe:

We tried to build something out that SCAFFOLDS by having a Smaller set of tools for both teachers and students.

Asynchrony vs. SYNCHRONOUS LEARNING started asynchronous → Synchronous with known tools. 90% satisfaction for teachers, students, and parents.

FEEDBACK was KEY!
Technologists at the table for the PLANNING and DESIGN stages was key to our success. NOT an afterthought – INTEGRATION.

INTERNET WAS A CHALLENGE in CHINA
From a cost perspective, so we had to get creative with bandwidth.

ADMINISTRATORS have a chance to take risks now to integrate and help develop the WHOLE CHILD.

K12 SPACES applied to MIDDLE SCHOOL:
Flexible Spaces and TECHNOLOGY GET OVERLAID.
TECHNOLOGY and LEARNING in the TIME of COVID and BEYOND

The abrupt shift to school at home was like learning to swim at the POLAR BEAR CHALLENGE!!

PRE-COVID

90% SCHOOL

POST-COVID

95% TECH

It’s possible to have school without the buildings - now we need to determine what we missed about buildings.

- WHAT CAN WE TAKE FROM HOME?
- HOW WILL WE CALCULATE OCCUPANCY?
- WHAT WILL TECH INTEGRATION LOOK LIKE?

How can we take what we have learned from school at home to make school at school better?

OVERLAY HEALTHY PROTOCOLS on PHYSICAL and DIGITAL SPACE INTEGRATION.

HOW TO DESIGN

MAKE SURE THE RIGHT PEOPLE ARE AT THE TABLE AND LEADING WITH THE EDUCATION TEAM.

HOW DO WE MAKE MORE HUMANE SPACES?

PETER BROWN FAIA
PRINCIPAL/FOUNDER
Agency for Design
Vriti spends most of her time reimagining learning for the modern world, as an independent consultant. She believes the most important question to ask now is not how to optimize virtual environments, but how to optimize human engagement. Most recently, as the Global Director of Professional Learning at Whittle School & Studios, a progressive network of prek-12 private schools with two start-up campuses in Shenzhen, China, and Washington DC, she built a global ecosystem of programs that cultivated educator potential. She also co-led the development of Whittle’s Early Learning Center programming inspired by Reggio Emilia and Social Emotional Learning model for all campuses. Before that, she was the Network Director of Professional Development at Ascend Public Charter Schools, a network of 15 schools in Brooklyn, NY, where she founded their first Teacher Residency Program and provided personalized coaching to all Instructional Deans. Vriti started her career as a Teach for America teacher and later served as an Instructional Dean at Ascend as well. Somewhere in between, she served as an adjunct professor at Relay Graduate School of Education and developed higher education science products at Pearson Education.
Anand holds global responsibility for leading Whittle School & Studios’ technology organization and its technology portfolio ranging from digital strategies, learning technologies to infrastructure and technology platforms. Anand has significant experience and achievement in leading technology strategy and innovation in educational organizations. He has been a CIO at multiple universities around the world and has led strategies for statewide and university-wide initiatives on various aspects of using technology in teaching and learning, data security, high-performance computing, among others. Anand was named a 2018 CIO 100 (U.S.) and 2013 CIO 100 (India) award recipient for being an inspiring example of how IT leadership, business partnership, and customer engagement can reshape the future. He has received multiple recognitions nationally and internationally, including the 2017 Cloud Leadership Award; and Campus Technology's Innovation in Teaching and Learning award. He has served on multiple boards and has published papers in peer-reviewed journals.
The abrupt shift to school at home was like learning to swim at the POLAR BEAR CHALLENGE!!

The abrupt shift to school at home was like learning to swim at the POLAR BEAR CHALLENGE!!

PETER BROWN
FAIA Peter Brown Architects

Peter collaborates with exemplary educators and architects to design engaging environments for teaching and learning. Fluent in all aspects of educational operations, Peter works with owners, school organizations, and architects to construct thoughtful connections between program and place. Focusing on the ‘where’ of learning, Peter often serves as a translator of educational ideas to architectural responses. His firm, Peter Brown Architects, is an agency for design practicing nationally and internationally. Notably and recently, he served as Global Head of Design for Whittle School & Studios, a network of modern schools with a vision toward 30 campuses in 30 of the world’s most vibrant cities. In this role, Peter engaged renowned firms – including Renzo Piano Building Workshop, Arup, and Perkins Eastman – to envision design and experience as foundational components in reimagining education. In fall of 2019, sites in Shenzhen and Washington DC opened. Campuses Suzhou and New York City are underway.
Changing the conversation in design: race, equity, bias

Design, as a process, has the power to bring about an architecture that evolves from the unique cultural, social, and economic opportunities of a people within a given place. But in cultivating a ‘sense of place’ and belonging, the design process often defaults to replicate bias and inequity through the dominant notion that architecture is a neutral object created by one group, only to be used by another group. This critical discussion on race, equity, and bias led by experts in human-centered design Lesley Ann-Noel PhD [Tulane U] and George Aye [Co-Founder, Greater Good Studio] is the beginning of an authentic breakdown of the design process to address coded meanings and power structures at play.

Pre-readings to prime your mindset before the conversation:

• It’s Time to Define What “Good” Means in Our Industry: Design Observer
• Dismantling White Supremacy Culture Within AIGA

WATCH HERE! CLICK OR TYPE IN THE LINK TO ACCESS THIS RECORDING:
CHANGING the CONVERSATION in DESIGN: RACE, EQUITY, BIAS

LESLEY-ANN NOEL Ph.D.
Professor of Practice in Design Thinking,
Associate Director Design Thinking for Social Impact
Phyllis M. Taylor Center for Social Innovation
and Design Thinking

GEORGE AYE
Co-Founder
Greater Good Studio

JULY 2ND 2020
9 STEPS TOWARDS CHANGING THE CONVERSATION IN DESIGN.

1. START WITH POSITIONALITY. Recognize who you are and your position in the world.

2. HELP STUDENTS SEE COLOR, OPPRESSION, JUSTICE, AND BIAS. Help students see diversity in the group—or lack of diversity.

3. FORGET DIVERSITY AND INCLUSION... EMBRACE PLURALITY, PLURIVERSITY, AND ANTI-HEGEMONY. Include others that aren’t like me. Design isn’t just for one group.

4. CENTER THE EXPERIENCES AND EXPERTISE OF PEOPLE OF COLOR.

5. INTENTIONALLY SHIFT POWER. See people of color as experts to be learned from—not studied.

6. SHOW BLACK & LATINOX joy. NOT ONLY PAIN. Hopes, futures, happiness!

7. INTRODUCE MORE CRITICAL ANALYSIS OF PROBLEMS.

8. INTRODUCE CRITICAL THEORY AND LANGUAGE.

9. HIRE MORE BIPOC FACULTY AND STAFF. Attract and welcome BIPOC students.
CHANGING the CONVERSATION in DESIGN: RACE, EQUITY, BIAS

DOES Equity BECOME A PROGRAM ELEMENT—JUST LIKE SPACE?

EDUCATION IMAGINARY WORLDS!

I do choose to bring equity into the room—even though as a black woman it’s difficult. I’m getting better at it.

Q: WHAT CAN I DO IF I HAVE LIMITED POWER?
We may have much more POWER than we think—we have to recognize potential power.

Q: WHAT HAS TO STOP?
Focus on white experience ONLY, in favor of plurality—more than assuming one universal experience.

Q: HOW DOES A TEACHER REDESIGN A SYLLABUS?
Understand and see where in their curriculum WHITENESS is assumed. A false universal experience. How can you make curriculum less teacher-centered and plural experience-centered.

Q: HOW WOULD YOU MAKE A SCHOOL FROM SCRATCH?
Parents + students make content for learning. CONTEXTUAL!

★ DESIGNERS need to be part of the solution earlier on by defining the problem and not just giving Solutions.

QUESTIONS ARE NECESSARY!

LESLEY-ANN NOEL Ph.D.
Professor of Practice in Design Thinking, Associate Director Design Thinking for Social Impact
Phyllis M. Taylor Center for Social Innovation and Design Thinking

Committee on Architecture for Education
CHANGING THE CONVERSATION IN DESIGN: RACE, EQUITY, BIAS

Designing solutions for systemic racism like it’s just another app trivializes the effort.

**POWER**

The ability to affect an outcome.

**POWER IS OFTEN LOPSIDED (ASYMMETRY)**

- Police
- Doctors
- Teachers
- Detainees
- Patients
- Students

If designers are here you’re on the power side.

**WHITE SUPREMACY CULTURE...**

How long did it take me to bring it up?

1 HOUR IN NOW.

Centering around the reality of culture built around one group. I have to get it out!

I’m still learning how to do this and I’m TERRIFIED of what MIGHT HAPPEN.

Q: WHAT CAN I DO IF I HAVE LIMITED POWER?

Ask framing questions:

- Why is this project pressing for you now?
- What attempts have been made to try projects like this in the past? How did it go last time?

This helps avoid bad situations.

BRING THIS UP BEFORE YOU SIGN CONTRACTS.

You have power until you sign the agreement.

"IF I'M NOT WHITE... WHAT ELSE COULD I BE?"

"I've been addicted to whiteness a long time."

Comfort and SMUGNESS.

IT'S FICTION.
Lesley-Ann Noel teaches design thinking courses for the Social Innovation and Social Entrepreneurship Minor. She is also building capacity for design thinking education through facilitations, consultations, and trainings at the Phyllis M. Taylor Center for Social Innovation and Design Thinking. Noel was part of the 2018-2019 Ocean Design Teaching Fellowship, co-hosted with the Stanford d.school, where she also served as a lecturer. In her professional practice, she draws on the fields of design, anthropology, business, and education to create product development and business strategy with stakeholders. Her research practice is guided by an emancipatory philosophy. Noel focuses on developing design curriculum for non-traditional audiences and promoting the work of designers outside of Europe and North America. Noel completed her Ph.D. in Design at North Carolina State University in 2018. Her Ph.D. research focused on design thinking at a rural primary school in Trinidad and Tobago. She also holds a master’s degree in business administration from the University of the West Indies and a bacharelado (equivalent to bachelor’s degree) in industrial design from Universidade Federal do Paraná. Lesley-Ann is a former Fulbright Scholar and a lecturer at the University of the West Indies, St. Augustine Campus in Trinidad and Tobago.
George co-founded Greater Good Studio with the belief that design can help advance equity. Previously, he spent seven years at global innovation firm IDEO before being hired as the first human-centered designer at the Chicago Transit Authority. Since founding Greater Good, he has worked across complex social issues such as criminal justice, civic engagement, public education, public health and youth development. He speaks frequently across the US and internationally. George holds the position of Full Professor (Adj) at The School of the Art Institute of Chicago. http://greatergoodstudio.com/.

GEORGE AYE
Co-Founder – Greater Good Studio

POWER
THE ABILITY TO AFFECT AN OUTCOME.
POWER IS OFTEN LOPSIDED (ASYMMETRY)

- POLICE
- DOCTORS
- TEACHERS
- DETAINES
- PATIENTS
- STUDENTS

IF DESIGNERS ARE HERE YOU’RE ON THE POWER SIDE.
COVID-19 has radically shifted our opportunities to explore new contexts for learning with students as experts and explorers for the future of school. This conversation centers around the lived experiences of six remarkable students across the U.S. from high school to higher education as communities across the country start to unpack their plans to re-open schools. We are so excited to amplify the ideas of our students for the creation of a powerful and socially inclusive learning experience whether at home, on campus, or on-the-go. Now more than ever, inventing new ways to navigate learning and the social life around new platforms requires a new mindset – one that needs to be fostered by giving our students the agency to create.

Co-moderated by the AIANY-Social Science and Architecture Committee Co-Chair and AIA-CAE Research ThinkTank member Eve Klein [CUNY/Pratt], Dina Sorensen [Assoc. AIA], and Caroline Lobo [SuoLL Architects] with provocations by Dr. RJ Webber @ NoviAcademics.

WATCH HERE! CLICK OR TYPE IN THE LINK TO ACCESS THIS RECORDING:

Changing the conversation in education: Student Experts Reimagine School

July 16th 2020

Meaghan Wheat
Sunidhi Majalikar
Marina Ackerman
Ely Vazquez
Emely Balaguera
Noor Ul Ain
Evie Klein
Dr. R.J. Webber

Moderators
Changing the conversation in education: STUDENT EXPERTS REIMAGINE SCHOOL

ELY VAZQUEZ
Graduate, Novi High School
YOUTH ACTIVIST
Congress of Communities
482 Forward
Detroit, Michigan

"Build trust with the youth around you."

STUDENT VOICE:
Detroit Public Schools
UNION REACTION TO THE PANDEMIC TOOK
ONE MONTH
When other nearby school districts had reacted in a few weeks.

FALL PLANNING?
Leadership never really asked students their opinions. It would have helped to calm students & families to know what was going on and to have our voices HEARD by leadership.

CREATE SAFE SPACES
So shy, introverted and disadvantaged students are enabled to step forward.

WHAT STUDENTS NEED?
Teachers can talk to us like people: eye to eye.
Give us your perspective.

STUDENT SURVEYS
Become teacher & administrator training!
Changing the conversation in education: STUDENT EXPERTS REIMAGINE SCHOOL

STUDENT VOICE:

We students come from such different parts of the country, but these are all issues we can relate to. We’ve all had instances where we feel we have not been heard.

I DON’T WANT TO FEEL I HAVE TO BE A FRIEND OF A PROFESSOR TO BE LISTENED TO. EVERY STUDENT HEARD.

Students at Pratt had a voice in choosing a new Dean of Architecture out of 5 possible candidates. Students met each person and asked frank questions of them. But it was a lot of exhausting work on top of our normal studies.


IN ANOTHER SITUATION Students had a lot of BACKLASH to get a student seat at the table with our core design curriculum in faculty meetings.

WE FOUGHT and found that the table wasn’t designed for us as students to have a seat at it.

WE NEED TO DESIGN BETTER TABLES!

BECAUSE FACULTY failures have traumatized students.

EMELY BALAGUERA
Student, Pratt Institute (B. Arch)
Brooklyn, New York

If you list of issues keeps coming up - something isn’t working! Take a second look and listen.
Chang[ing] the conversation in education: Student experts reimagine school

Why hearing students is hard:
Many dynamics exist:

Older vs. Younger

Power vs. Weakness

Learned vs. Beginners

Sometimes you just have to go and create your community!

Students provide resources for each other!

In schools there is often a severe lack of accountability.

Noor Ul Ain
Northeast Quad Director
American Institute
of Architecture Students
New York, NY

“Transform silence into language and action.”
STUDENT VOICE:

BY A LUCKY CHANCE I WAS GIVEN THE OPPORTUNITY TO BE HEARD.

Unless I kept adamant in my position in these kinds of conversations — then I wouldn’t have opportunities for contribution.

Millions of students across the country don’t have this kind of voice. It’s not ACCEPTABLE anymore — we have to take it a STEP FURTHER.

STUDENTS AT NOVI created student-led ADMINISTRATOR training and it was AMAZING! We tackled tough subjects!

WITH ONLINE LEARNING BUILDING genuine relationships with students and teachers is KEY. That makes me feel more safe in class.

SUNIDHI MAJALIKAR
Senior, Novi High School
YOUTH ACTIVIST
Metro Detroit Area
Novi, Michigan

"Remember that education is the basis for all change and STUDENTS are the center of education. Apply their voice to schools."

Committee on Architecture for Education Knowledge Community
Changing the conversation in education: Student Experts Reimagine School

Student Voice:

At Novi I really felt I had a voice and that my voice was heard and respected.

I saw the contrast between high school – where my voice was heard and wanted to a large university where I felt small.

At college I was very lucky to find someone to help – in that environment I have to work harder to be heard.

Being heard shouldn’t be so difficult!

“Schools are for students and if gone making them more functional, why not just ask students themselves?”

Adults hearing better?

1:1 Coaching in a proactive way

What questions do you have to ASK ME?

Technology + Social media has real power to fill the gap and have huge impact and a voice!!

Just because classes are online doesn’t mean students can chop everything for your lecture!

“...The secret to education lies in the student.”

- Ralph Waldo Emerson
In my undergrad, I had to work hard and put as much effort into being heard as I spent studying. It was hard work getting heard and showing I was serious about bringing ideas to fruition.

One of the projects I worked on was an effort to add a Social Class in Equality Studies minor for 20 hours/week for 3 years. I felt heard: I received credit for the effort and a professor became a Champion.

Action!
In my undergrad, I had to work hard and put as much effort into being heard as I spent studying.

MEAGHAN WHEAT
Graduate student, University of Michigan School of Social Work and School of Education
Ann Arbor, Michigan

BY A LUCKY CHANCE I WAS GIVEN THE OPPORTUNITY TO BE HEARD.

SUNIDHI MAJALIKAR
Senior, Novi High School
Youth Activist, Metro Detroit Area
Novi, Michigan

“Schools are for students and if you’re making them more functional, why not just ask students themselves?”

MARINA ACKERMAN
2019 Graduate, Novi High School
Sophomore, Michigan State University
East Lansing, Michigan
**ELY VAZQUEZ**
Graduate, Novi High School
Youth Activist, Congress of Communities, 482 Forward
Detroit, Michigan

**EMELY BALAGUERA**
Student, Pratt Institute (B. Arch)
Brooklyn, New York

**NOOR UL AIN**
Northeast Quad Director
American Institute of Architecture Students
New York, NY
Given that “modern humans are essentially an indoor species,” spending 90% of time inside, more and more scientists have turned their investigative attention to our ever expanding indoor worlds. In this deep dive conversation with award-winning science journalist and author, Emily Anthes, we discover the unexpected ways buildings can shape our lives, discussing some of the cutting-edge research featured in her new book, The Great Indoors: The Surprising Science of How Buildings Shape Our Behavior, Health, and Happiness. Moderated by Susan S. Szenasy [Director of Design Innovation - Metropolis Magazine], this conversation brings fresh insight to the power of architecture and design to build a healthier, more resilient world.

WATCH HERE! CLICK OR TYPE IN THE LINK TO ACCESS THIS RECORDING:

THE GREAT INDOORS: THE SURPRISING SCIENCE OF HOW BUILDINGS SHAPE OUR BEHAVIOR, HEALTH, AND HAPPINESS

EMILY ANTHES
AWARD-WINNING SCIENCE JOURNALIST
AND AUTHOR OF:
The Great Indoors
AND Frankenstein’s Cat

SUSAN S. SZENASY
DIRECTOR OF DESIGN INNOVATION
FORMER EDITOR-IN-CHIEF
Metropolis Magazine

JULY 30TH 2020
THE GREAT INDOORS: THE SURPRISING SCIENCE OF HOW BUILDINGS SHAPE OUR BEHAVIOR

EMILY ANTHES
AWARD-WINNING SCIENCE JOURNALIST
AND AUTHOR OF:

The Great Indoors

AND

Frankenstein's Cat

OUR DESIGN NEEDS TO HELP CONNECT TO NATURE, DAYLIGHT TO BENEFIT PEOPLE SO MUCH.

JOURNALS I READ AWAKENED ME TO THE REVELATION THAT I WAS LIVING IN THIS PLACE THAT WAS REALLY A VIBRANT ECOSYSTEM.

LIFE IS INSIDE OUR BUILDINGS!

MICROBES ARE PARTNERS IN OUR LIVES:

- 50% HUMAN CELLS
- 50% MICROBIAL CELLS

WE CANNOT LIVE WITHOUT MICROBES!

MICE BRED WITH STERILE SYSTEMS WERE NOT LONG FOR THIS WORLD. WE NEED MICROBES.

FLORENCE NIGHTINGALE ADVOCATED FOR:

- Fresh Air-flow in wards
- Sunlight in the wards
- Nature in the wards

BEFORE GERM THEORY!

There are 2 criteria for the book I wrote:

1. Synthesizing technical, scientific literature into understandable writing.
2. Looking more broadly at related topics like: designing for public health creativity and productivity, and building for resilience.

SPACE AS A THOUGHT EXPERIMENT:

We can start from scratch, considering our values in design.
EMILY ANTHES
AWARD-WINNING SCIENCE JOURNALIST
AND AUTHOR OF:

The Great Indoors
AND Frankenstein’s Cat

WE’RE SEEING MORE EMPHASIS ON
MORE DIVERSE USERS. THERE
NEEDS TO BE MORE CARE TO INCLUDE
OCCUPANTS IN DESIGN.

FOCUS ON HOSPITALS AS A
FACTORY FOR PATIENTS SHIFTING
TO SPACES TO HEAL WHOLE PEOPLE:

RESEARCH IS
SHIFTING THINKING!
MANY HOSPITALS NOW FEATURE WINDOWS,
SINGLE-PERSON ROOMS W/ SLEEPER SOFAS
TO INCLUDE FAMILIES IN CARE.

WORKPLACES ARE FARHER
BEHIND - THE PANDEMIC MAY
HAVE AN IMPACT ON HEALTHIER
WORKPLACES - THOUGH OPEN OFFICE
SPACES ARE CHEAPER BUT NOT AT
ALL HEALTHIER FOR THE WORKERS.

SCHOOLS ALSO EMPHASIZE THE SAME
CHALLENGES AS WORKPLACES. CHOICE + CONTROL

OFFICES ARE
A TOUGH CHALLENGE.

EMBRACE THE IDEA OF MICRO
ENVIRONMENTS; FOR MANY, WITH
A FOUNDATION OF TRUST IN THE
EMPLOYEE BY MANAGEMENT TO
CHOOSE THEIR BEST ENVIRONMENT.

NYC HEALTHY DESIGN
GUIDELINES
- CENTER FOR ACTIVE DESIGN
- GROWTH OF GREEN SPACE
THE GREAT INDOORS: THE SURPRISING SCIENCE OF HOW BUILDINGS SHAPE OUR BEHAVIOR

HOSTILE CLIMATES LIKE MARS REQUIRE DESIGN OPTIMIZED FOR INTERIOR SPACES.

IT’S ABOUT UNDERSTANDING WHO WE ARE!

WHEN WE GO TO SPACE WE CARRY OUR HUMANITY WITH US.

OUR INTERIOR environments are incredibly UNIQUE TO US.

We are biological creatures of the EARTH and its SYSTEMS: We must stay connected to this – we cannot broad jump this fact!

This idea was INCREDIBLY POWERFUL FOR ME!

I LOVE how you’ve brought history into your book to help us learn – like Florence Nightingale in the Crimean War.

CIRCADIAN LIGHT:

I was a proponent until I realized it only MIMICKED sunlight without benefits sunlight can bring to us.

I WANT TO SEE THE SUN!!

WAY DO ARCHITECTS interview the users? Why not occupant?

GALLAUDET UNIVERSITY worked with architects to design for their needs.
Emily Anthes is a science journalist and author. Her new book, *The Great Indoors: The Surprising Science of How Buildings Shape Our Behavior, Health, and Happiness*, was published in June. She is also the author of *Frankenstein's Cat: Cuddling Up to Biotech's Brave New Beasts*, which was longlisted for the PEN/E.O Wilson Literary Science Writing Award. Emily’s work has also appeared in *The New York Times, The New Yorker, The Atlantic, Wired, Nature, Slate, Businessweek, and elsewhere*. Her magazine features have won several awards, including the AAAS Kavli Science Journalism Award and the NASW Science in Society Journalism Award. Emily has a master’s degree in science writing from MIT and a bachelor’s degree in the history of science and medicine from Yale, where she also studied creative writing.
Susan S. Szenasy is known as a design advocate, historian, and educator. She taught history and ethics at New York's Parsons School of Design; was director of design innovation and the long-time editor-in-chief at Metropolis Magazine. Among the many recognitions she received are the Cooper Hewitt National Design Award, and four honorary doctorates. She is advisor to NYSID's Masters in Sustainable Environments, Parsons Materials Lab, and LAF Board of Emeritus.
CALL TO ACTION

YOUR VOICE MATTERS.
A FUTURE FORWARD CALL FOR CHANGE.
Your voice makes a difference. Take time to connect to your community to help move schools forward, focus resources to help the most vulnerable, and work on changes we all need. A few resources are below to help you find the actions you believe in for a healthier, more equitable education for all. Click or type in the link to find out more!

UNESCO FUTURES OF EDUCATION
REIMAGINING OUR FUTURES TOGETHER: A NEW SOCIAL CONTRACT FOR EDUCATION
INTERNATIONAL COMMISSION ON THE FUTURES OF EDUCATION - 2021
A global initiative to reimagine how knowledge and learning can shape the future of humanity and the planet. UNESCO’s Futures of Education initiative aims to rethink education and shape the future. The initiative is catalyzing a global debate on how knowledge, education and learning need to be reimagined in a world of increasing complexity, uncertainty, and precarity. Click link to download the report: https://en.unesco.org/futuresofeducation/.

THE ASPEN INSTITUTE - K12 CLIMATE ACTION PLAN
Their mission is to unlock the power of the education sector to be a force toward climate action, solutions, and environmental justice to help prepare children and youth to advance a more sustainable, resilient, and equitable society. They are building a coalition of people and organizations from across the country who believe our schools will be an essential tool in the fight against climate change and want to support our schools to be a force toward climate action, solutions, and environmental justice. Join this coalition and share your ideas about what schools should do: www.k12climateaction.org/.

OECD - THE STATE OF GLOBAL EDUCATION 18 MONTHS INTO THE PANDEMIC
The OECD – in collaboration with UNESCO, UNICEF and The World Bank – has been monitoring the situation across countries and collecting data on how each system is responding to the crisis, from school closures and remote learning, to teacher vaccination and gradual returns to in-class instruction. This report presents the findings from this survey, providing an overview of educational responses from OECD member and partner countries 18 months into the COVID crisis. OECD (2021), The State of Global Education: 18 Months into the Pandemic, OECD Publishing, Paris. Link to access the publication www.oecd-ilibrary.org/education/the-state-of-global-education_1a23bb23-en.

LEARNING POLICY INSTITUTE - WHOLE CHILD EDUCATION
Decades of research has demonstrated the need for an education system that recognizes the connections between children’s social, emotional, cognitive, and academic development, as well as their physical and mental health. A “whole child” education prioritizes the full scope of a child’s developmental needs as a way to advance educational equity and ensure that every child reaches their fullest potential. A whole child approach understands that students’ education and life outcomes are dependent upon their access to deeper learning opportunities in and out of school, as well as their school environment and relationships. Click the link to use the Design Principles for Schools https://k12.designprinciples.org/.
VS America, Inc. is a leading manufacturer of educational furniture for K-12 schools, colleges, and libraries. Focused on best practices for educational facilities worldwide, VS develops adaptable, ergonomic, and sustainable furniture solutions which allow for the creation of agile learning environments.

At VS, we believe successful learning should balance the needs of the body, mind, and soul. We always encourage mobility and natural curiosity. From our fully-adjustable chairs to modular tables that encourage collaboration, we believe that learning is an active process. When students engage their senses while learning, the long-term benefits include a heightened focus, stronger motivation, and a sense of well-being. For more information, please visit www.vsamerica.com.