

Design for Learning: How Environment Influences Experience

This session brought to you by  **Bright Horizons.**

Guiding Principles for Today's Session

- The environment is the 3rd teacher and offers a “hidden” or “symbolic” curriculum
- Learners experiences environments through their senses
- Spaces foster well-being, confidence, and belonging
- Environmental features influence capacity for learning
- Spaces should be designed with learners in mind, the goal is to foster autonomy and agency
- Environments influence everything



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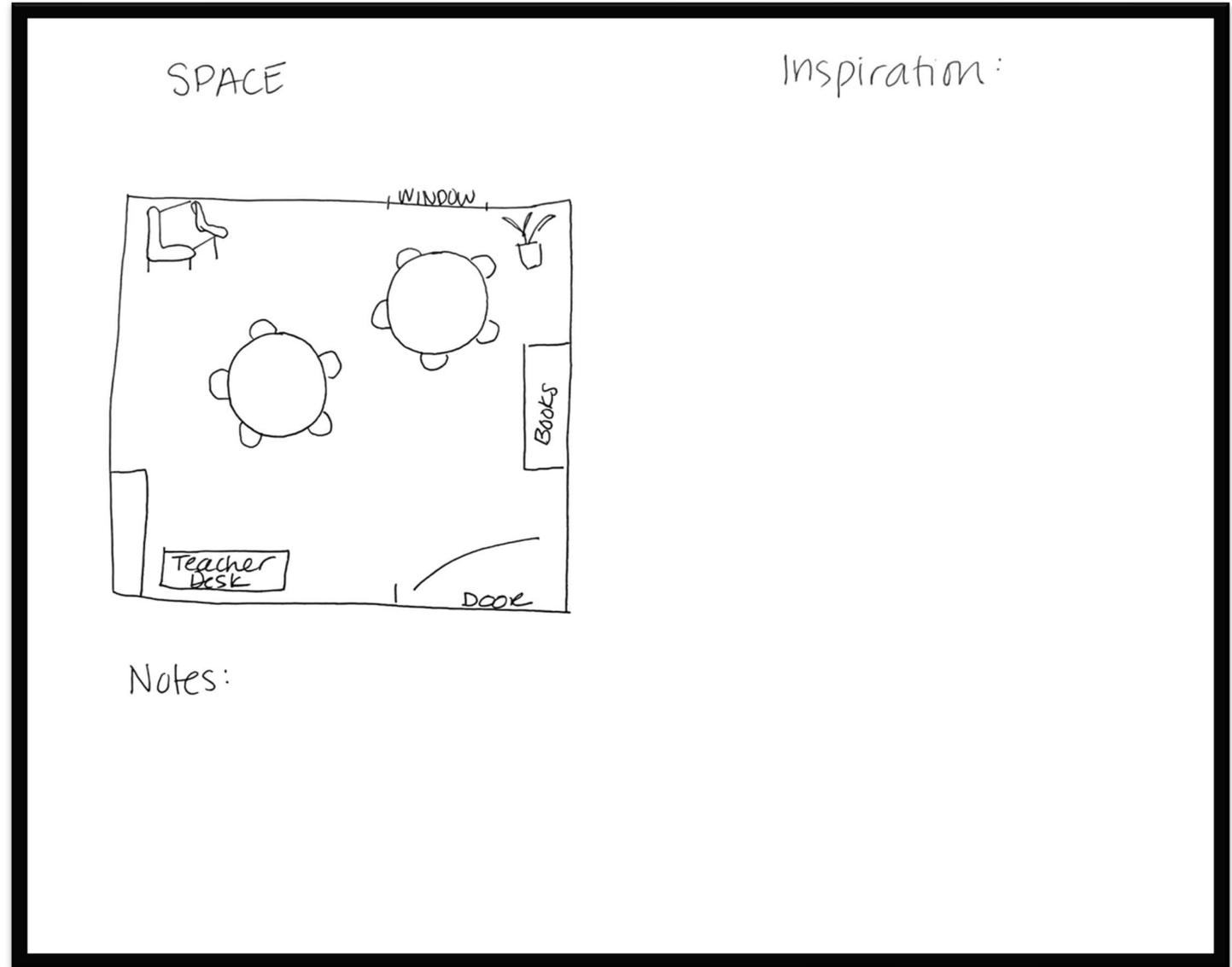
Director of
Education, Miami
Children's Museum



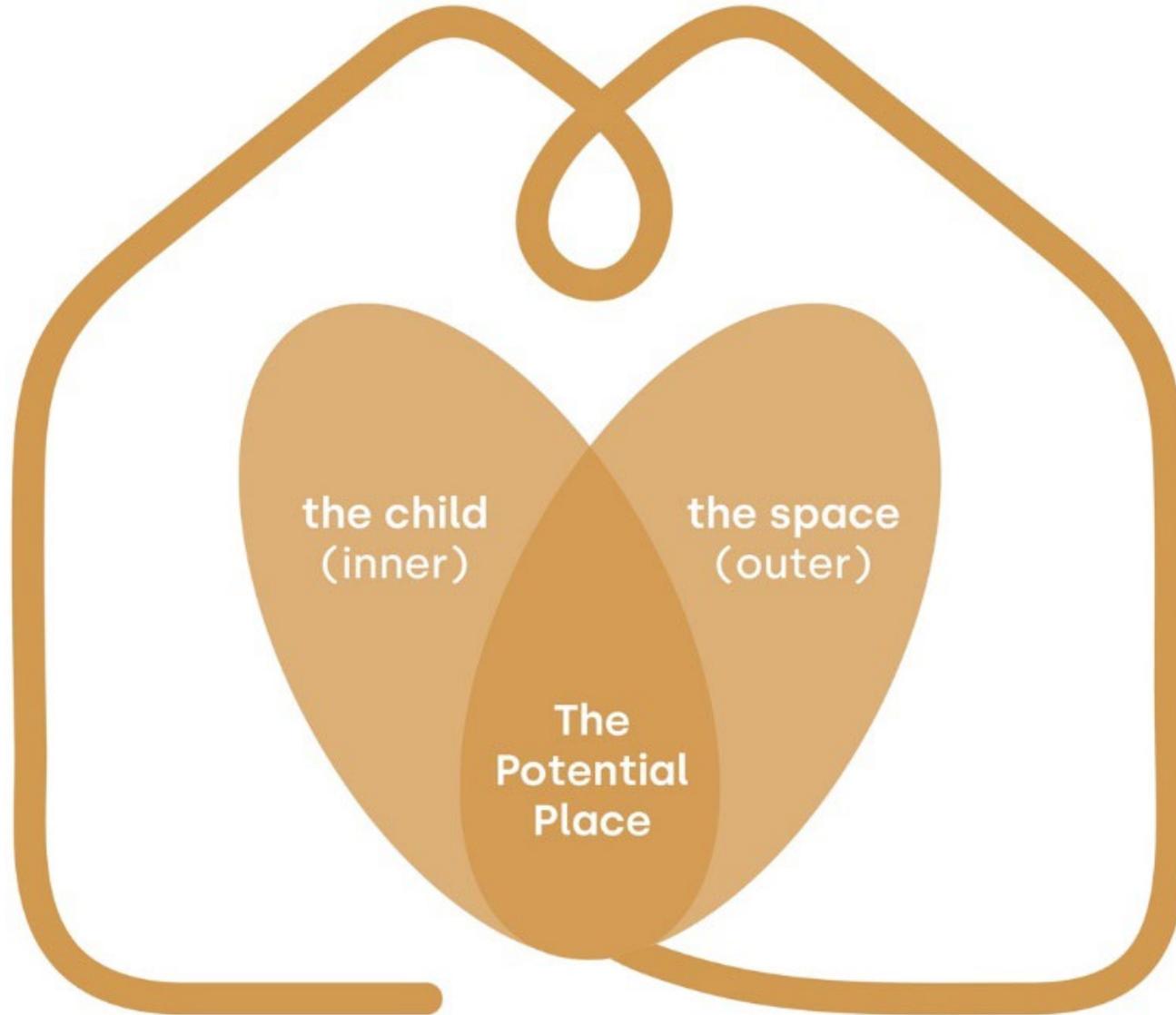
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Learning Space Vision Board Sample



The Potential Place



Intersection between child and space

Spatial Conditions of Emotions



THRILL

Attributes of thrill include -

- Prospect
- Novelty
- Surprise
- Monumental
- Bright



KINSHIP

Attributes of kinship include -

- Collaboration
- Connection
- Teamwork
- Belonging
- Community



AWE

Attributes of awe include -

- Wonder
- Joy
- Nature
- Stimulating
- Inspiring



REFUGE

Attributes of refuge include -

- Respite
- Reflection
- Soothing
- Safe
- Enclosed



POWER

Attributes of power include -

- Autonomy
- Change
- Choice
- Active
- Self-Actualization



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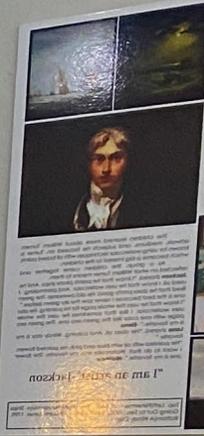
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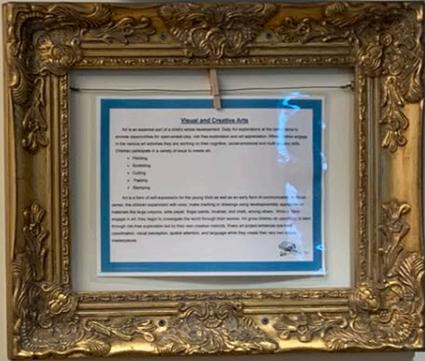


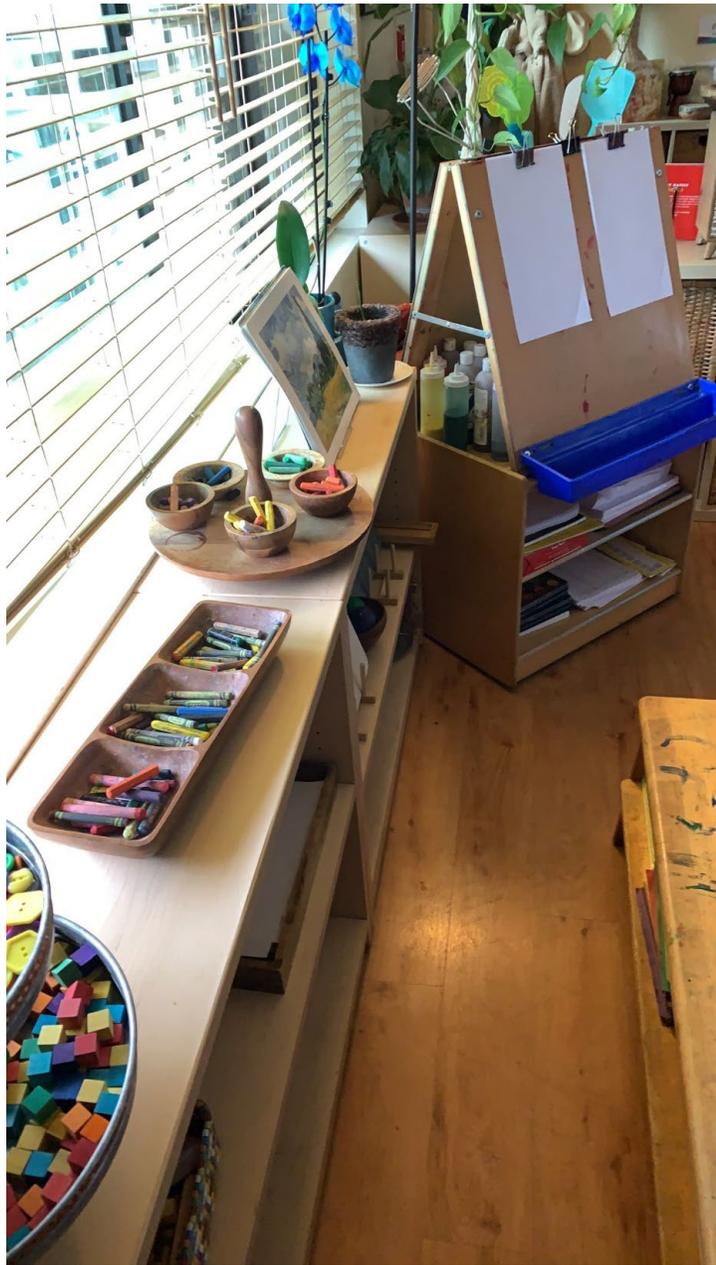
Self-Portraits
Inspired by the artist Frida Kahlo, the children participated in creating their own self-portraits. Through this experience, the children were able to explore their own facial features, recognize the importance of being the creator when you suggest to look at themselves in the mirror, and understand that each person is different and special. As the children created their self-portraits, they were able to demonstrate their understanding of themselves, their own unique characteristics, and their own identity. This activity was designed to help children develop their self-awareness and self-esteem, and to encourage them to express their own thoughts and feelings through their art.




Visual and Creative Arts


The Colors of Our School
Created by the children and staff
at the Sunny Meadows Center







THE GATHERING PLACE

where friends become family

8:00 Outdoor Exploration

9:00 Morning Meeting Time

9:20 Indoor Exploration/ Snacks

10:15 Clean-up/ Meeting

10:45 Outdoor Exploration

11:15 Clean-up

11:30 Lunch

12:15 Story Time

12:30 Rest Time

2:00 Indoor Exploration

3:35 Clean-up/ Meeting

3:45 Meeting

4:00 Outdoor Exploration

4:45 Meeting

5:00 Indoor Exploration/ Snacks

5:00 Home

Classroom Helpers

Line Leader

Clips

Lunch

Lunch Helper

Classroom Inspector

Xavier

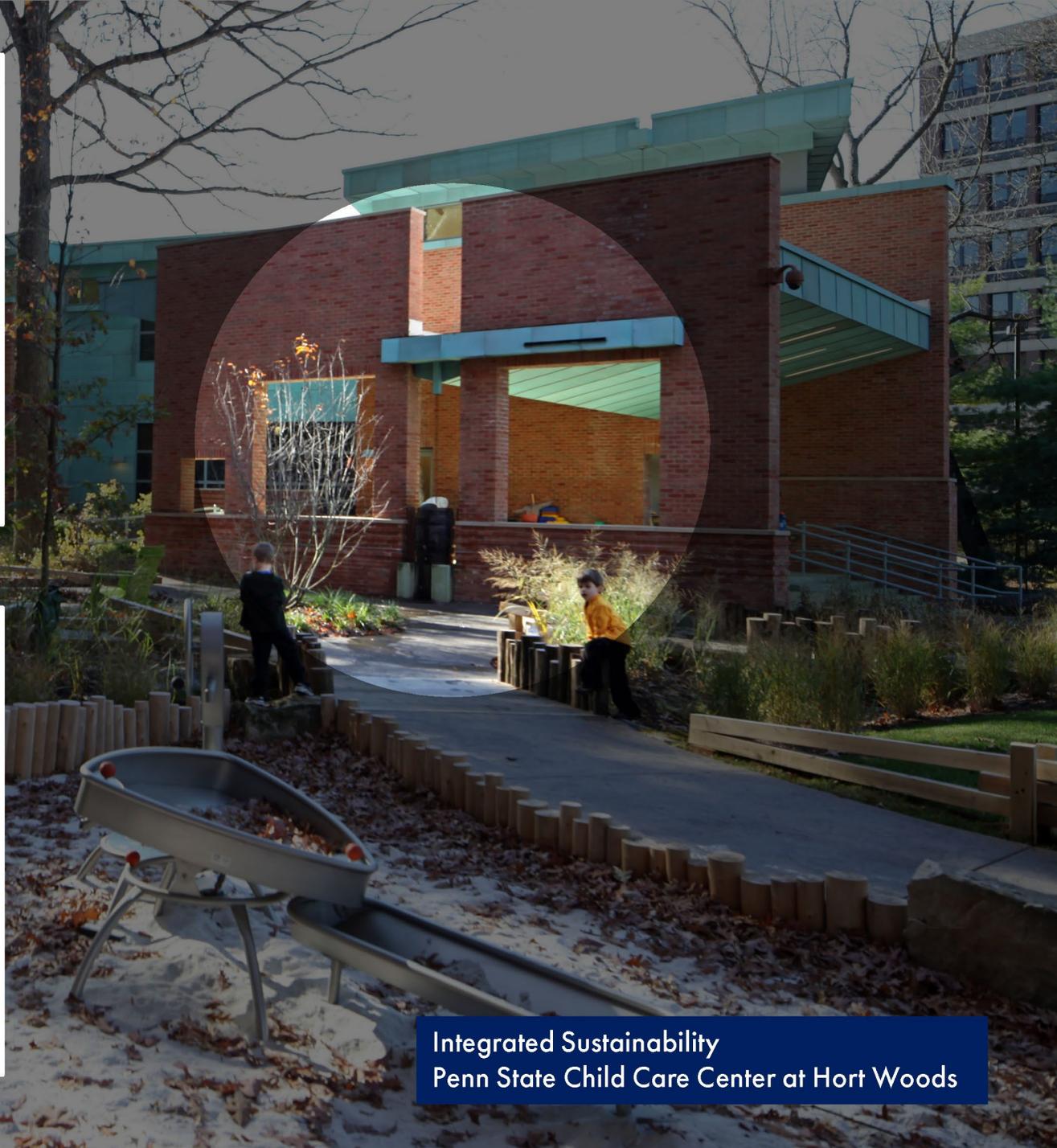
Zoe

February 2023

SUN	MON	TUE	WED	THU	FRI	SAT
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25

The Human Body

What we Know	What we want to know	What we learned
<ul style="list-style-type: none"> We have bones we have blood We have a heart we have a brain we have rib cage our heart keeps us alive we have muscles The skull holds our brain in. Our lungs help us breath 	<ul style="list-style-type: none"> • why do we have a mouth • How do our hands move • How do our feet move. • why do we have a gallpladder • why do we have a neck • why do we get cramps 	



Integrated Sustainability
Penn State Child Care Center at Hort Woods



Project-based Learning
Nurtury Learning Labs





Putting it into Practice
Lycée Français de San Francisco







BRITAIN LANE GARDENS
CASTLE OF DREAMS

by
The
Public
in honor of
ETHEL & W. GEORGE ENNES
FAMILY FOUNDATION

Public







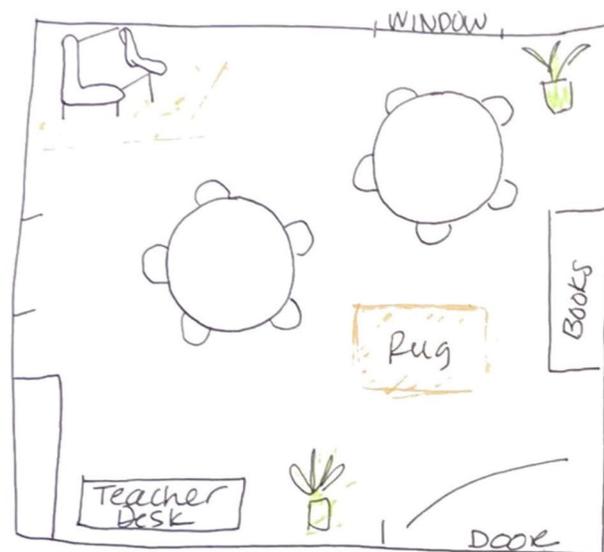




movement
exploration nature
purposeful draw
inclusion light agency choice
community complexity
curiosity beauty
texture awe variety
color flexibility
curate respectful
no-bad-ideas innovation

Learning Space Vision Board Sample - Revised

SPACE



Notes:

- natural - baskets, plants?
- open plan - move shelf
- student agency - visual schedule
- Add lamps
- reduce primary colors!

Inspiration:



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I am only one, but still I am one. I cannot do everything, but still I can do something; and because I cannot do everything, I will not refuse to do something that I can do.

Helen Keller

This session brought to you by  **Bright Horizons.**

“When a flower doesn’t bloom, you fix the environment in which it grows, not the flower.”

Alexander Den Heijer

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Related Research:

https://ilabs.uw.edu/sites/default/files/14Cheryan_etal_Meltzoff_Designing%20Classrooms.pdf

<https://files.eric.ed.gov/fulltext/EJ1152568.pdf>

<https://cdispaces.ca/insights/how-classroom-design-affects-student-performance>

https://www.usg.edu/facilities/assets/facilities/documents/foc/9_Influence_of_Design_on_the_Learning_Environment.pdf

<https://www.k12dive.com/news/how-school-building-classroom-design-can-affect-learning/422537/>

<https://www.fastcompany.com/1671627/study-shows-how-classroom-design-affects-student-learning>

<https://www.sciencedirect.com/science/article/pii/S0360132315000700>

<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC8005866/>

<https://www.edutopia.org/article/the-science-of-classroom-design>