REIMAGINAR LOS ENTORNOS DE APRENDIZAJE

orcutt | winslow

AGENDA

1. Introducciones – CUSD y Orcutt | Winslow
2. Retrato del Aprendiz + Camino a la Excelencia
3. Votación
4. Los resultados del aprendizaje <<>> Entornos de aprendizaje
5. Votación
6. Discusión

Introducciones

VISPI KARANJIA
PARTNER IN CHARGE

SARAVANAN BALA
AIA, NCARB, LEED AP, ALEP
PRINCIPAL ARCHITECT

SCOTT SOWINSKI
RA [AZ],AIA, WELL AP, ALEP
ASSOCIATE

ADAM STRONG
RA [AZ]
ARCHITECT

PHIL GEIMAN
RA [AZ]
ARCHITECT

MATTHEW BOYLAN
ASSOCIATE

SUNNY LEE

NENWE GEESO

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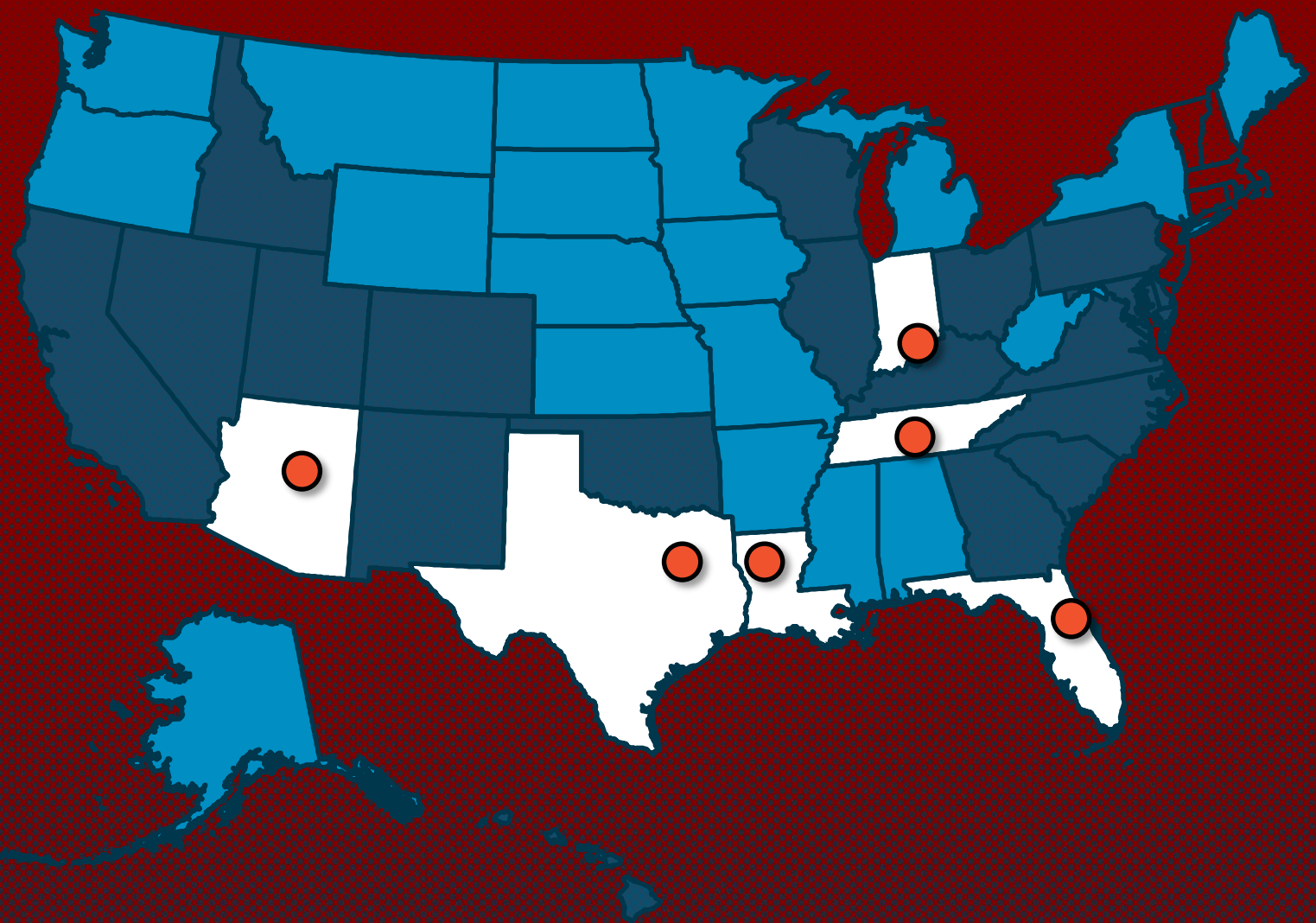
ARQUITECTURA • PLANIFICACIÓN • DISEÑO DE INTERIORES



51 *Años*

27 *estados*

6 *Ubicaciones*

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PHOENIX

85 *Local Arizona Personal*

50+ *Personal del estudio de educación*

10 *Diseñadores de interiores*

8 *Creativo Servicios*

200+ A ESCALA NACIONAL

ESPECTRO DE APRENDIZAJE

Valley View Leadership Academy

Madison Meadows

Cherokee Elementary

TRADICIONAL ← **CENTRADO EN EL APRENDIZAJE** → **CONTEMPORÁNEA**

Bélen Soto Elementary

Maricopa Institute of Technology

John S. McCain III Elementary

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JOHN S. MCCAIN ELEM

LEARNER CENTRIC

TECHNOLOGY

FLEX SPACE

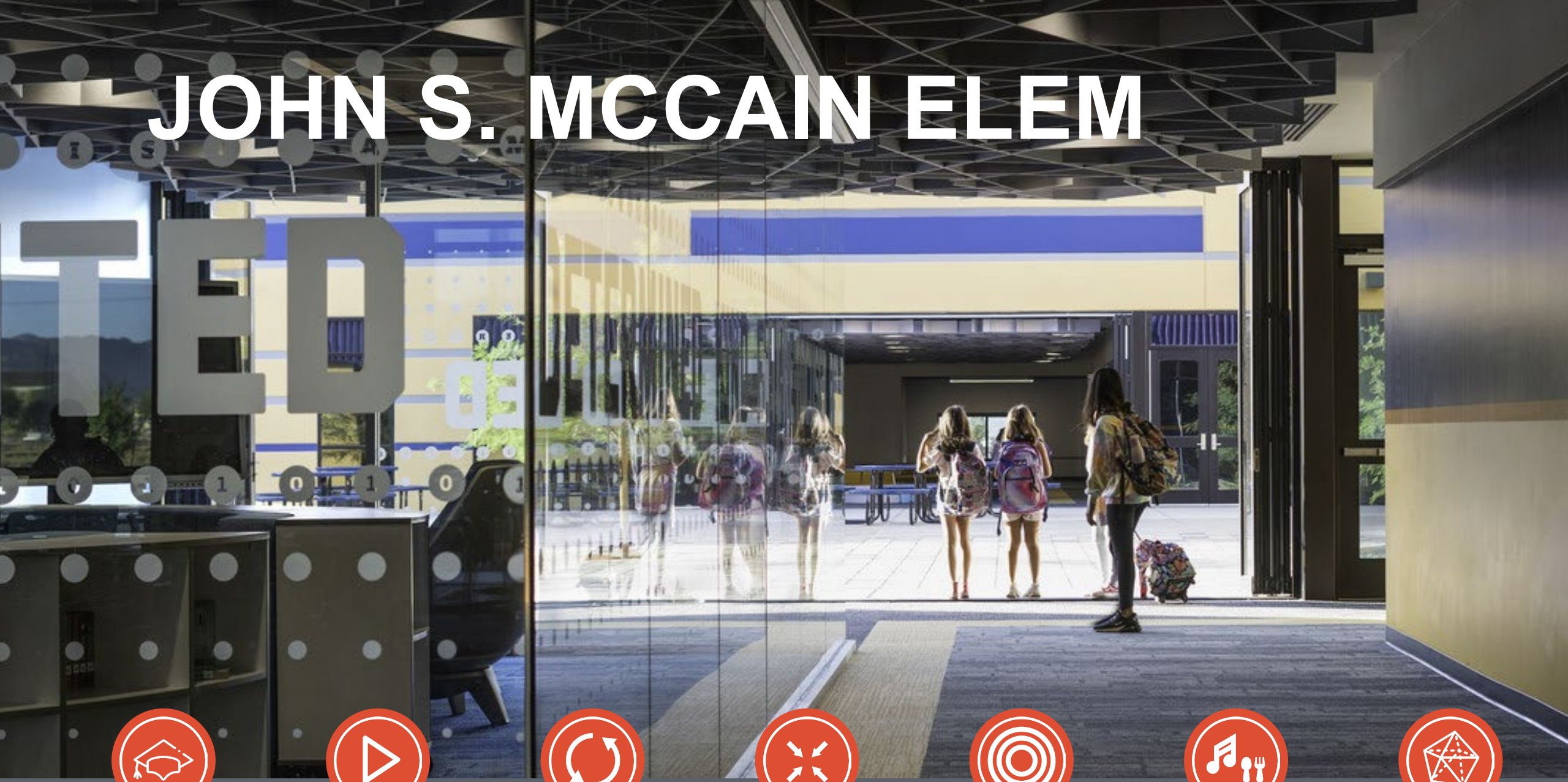
COLLABORATION

CAMPUS HUB

GYM/CAFE/MUSIC

GRAPHICS

JOHN S. MCCAIN ELEM



LEARNER CENTRIC

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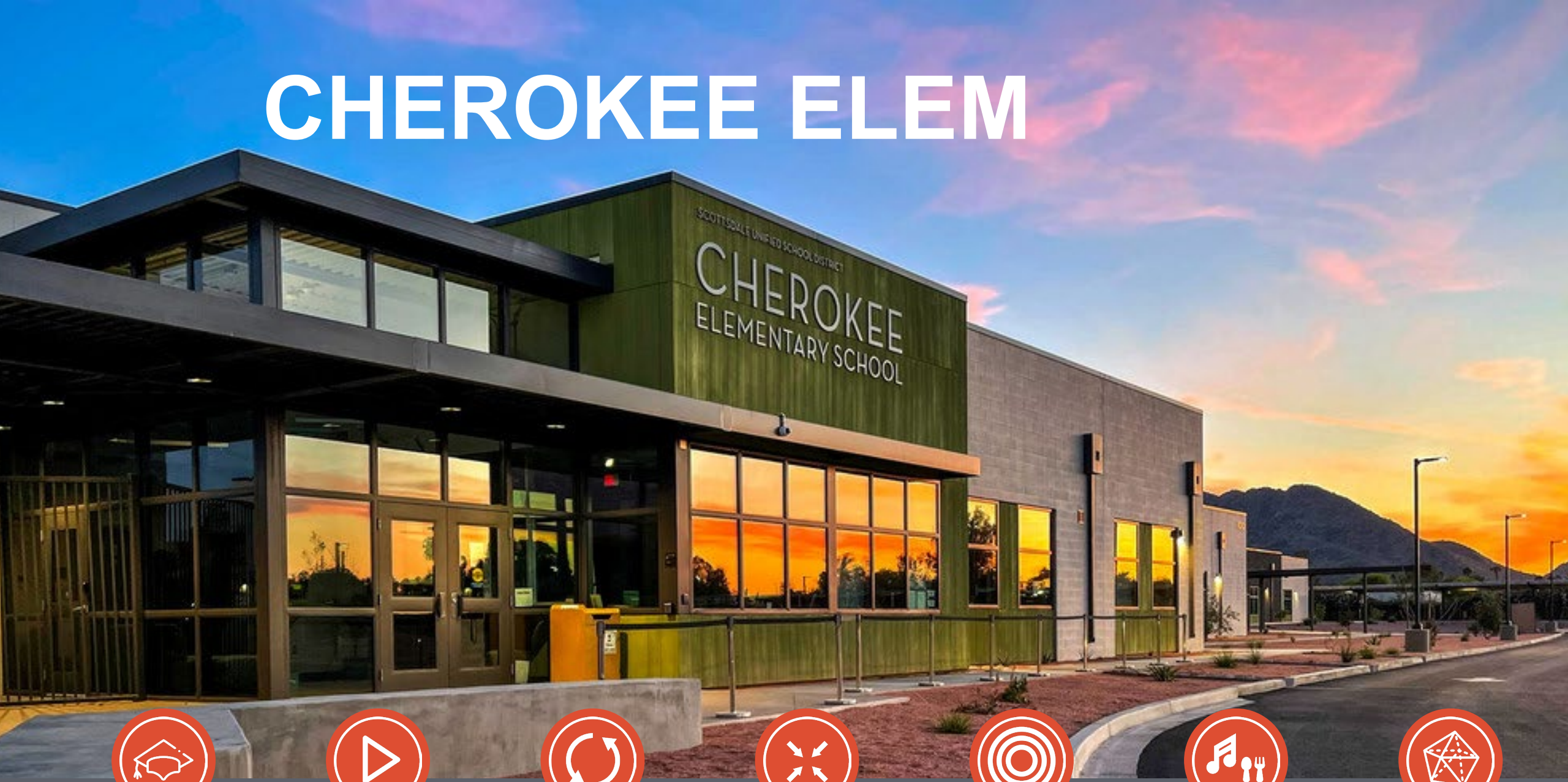
GYM/CAFE/MUSIC

GRAPHICS

CHEROKEE ELEM



LEARNER CENTRIC

TECHNOLOGY

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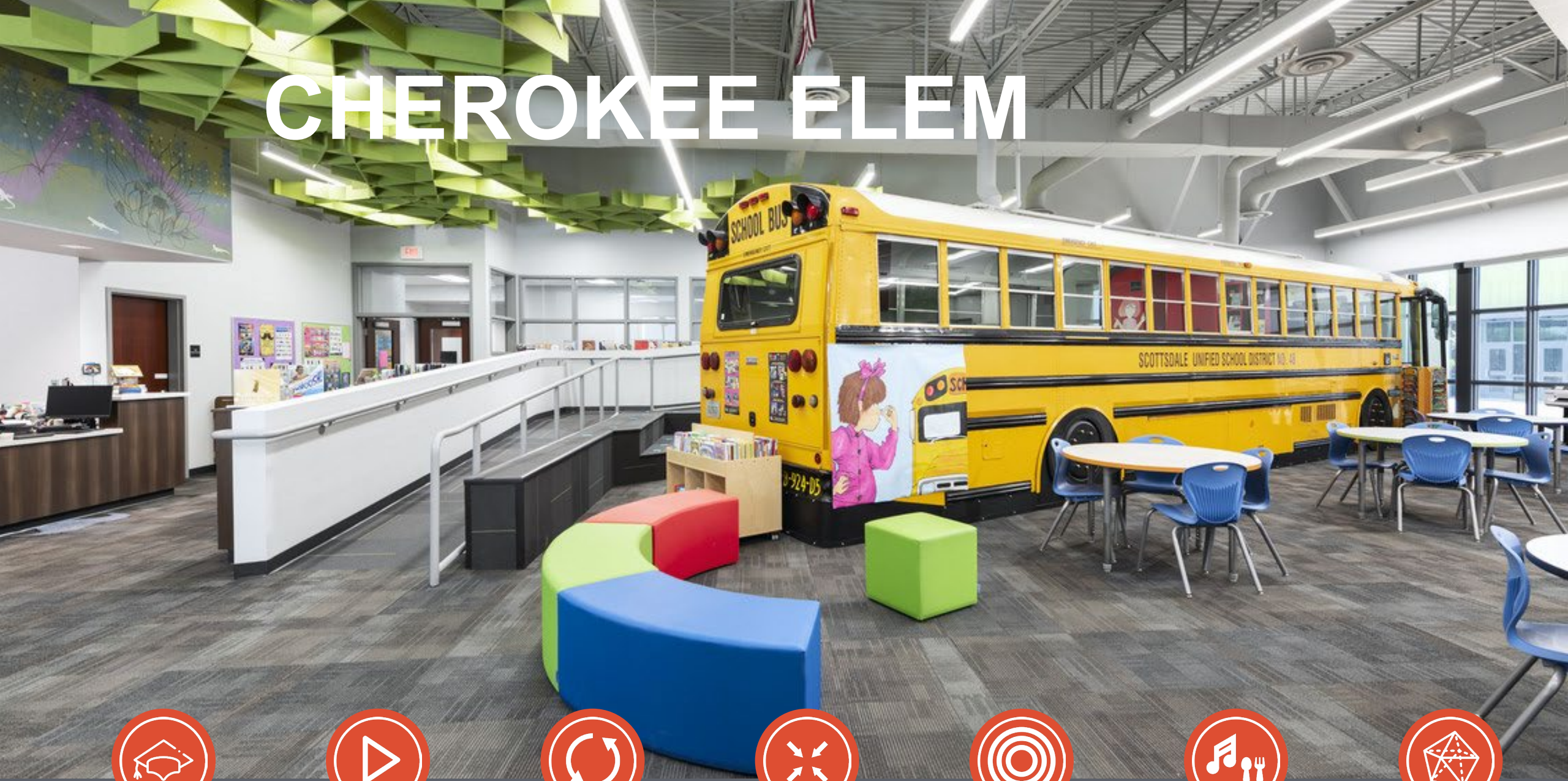

LEARNER CENTRIC

TECHNOLOGY

FLEX SPACE

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CAMPUS HUB

GYM/CAFE/MUSIC

GRAPHICS

EASTMARK HS

LEARNER CENTRIC

TECHNOLOGY

FLEX SPACE

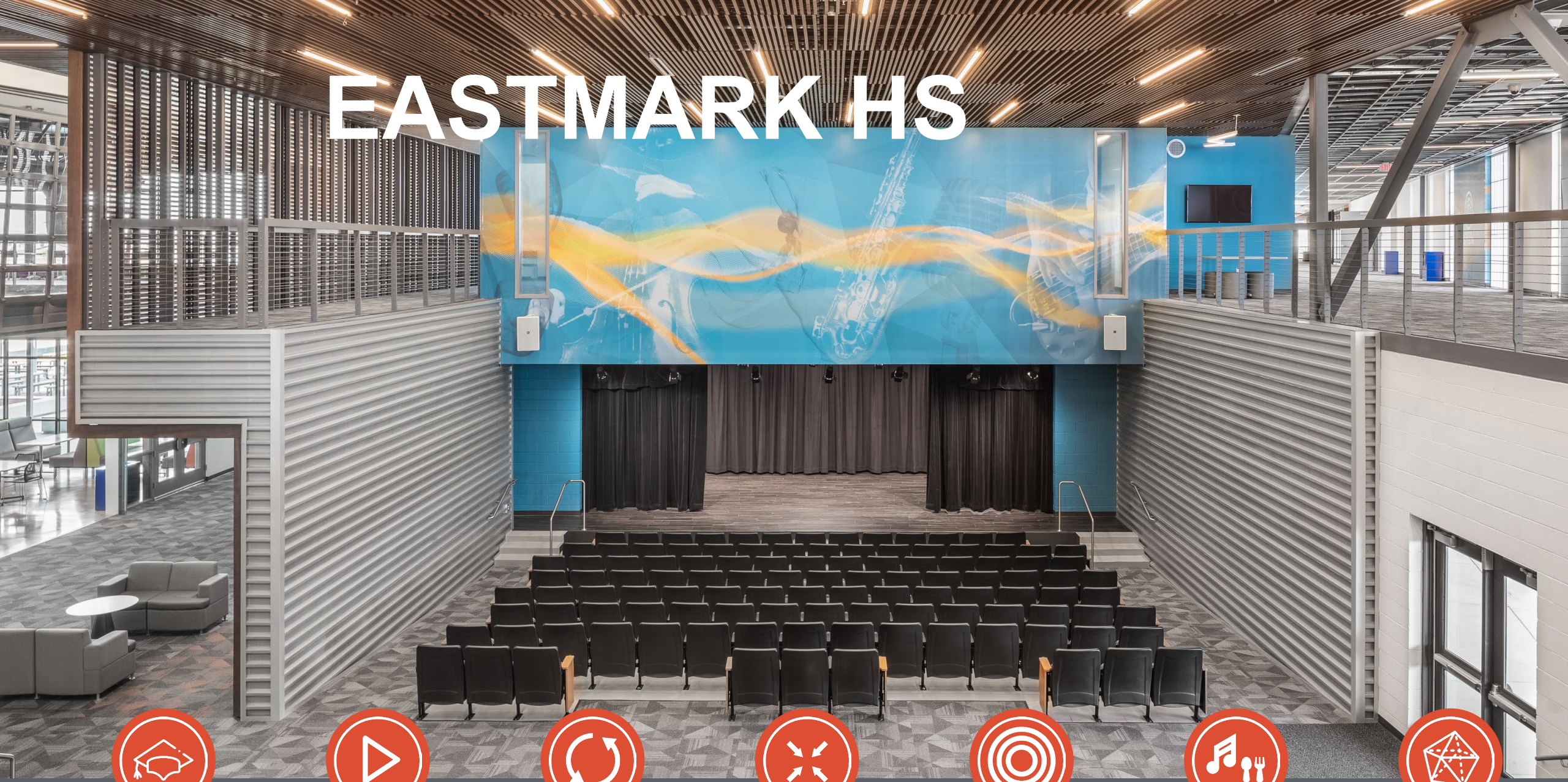
COLLABORATION

CAMPUS HUB

GYM/CAFE/MUSIC

GRAPHICS

EASTMARK HS



LEARNER CENTRIC

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CAMPUS HUB

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GRAPHICS

EASTMARK HS

LEARNER CENTRIC

TECHNOLOGY

FLEX SPACE

COLLABORATION

CAMPUS HUB

GYM/CAFE/MUSIC

GRAPHICS

MARICOPA INSTITUTE OF TECH

LEARNER CENTRIC

TECHNOLOGY

FLEX SPACE

COLLABORATION

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MARICOPA INSTITUTE OF TECH

LEARNER CENTRIC

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COLLABORATION

CAMPUS HUB

GYM/CAFE/MUSIC

GRAPHICS

MADISON MEADOWS

LEARNER CENTRIC

TECHNOLOGY

FLEX SPACE

COLLABORATION

CAMPUS HUB

GYM/CAFE/MUSIC

GRAPHICS

MADISON MEADOWS

LEARNER CENTRIC

TECHNOLOGY

FLEX SPACE

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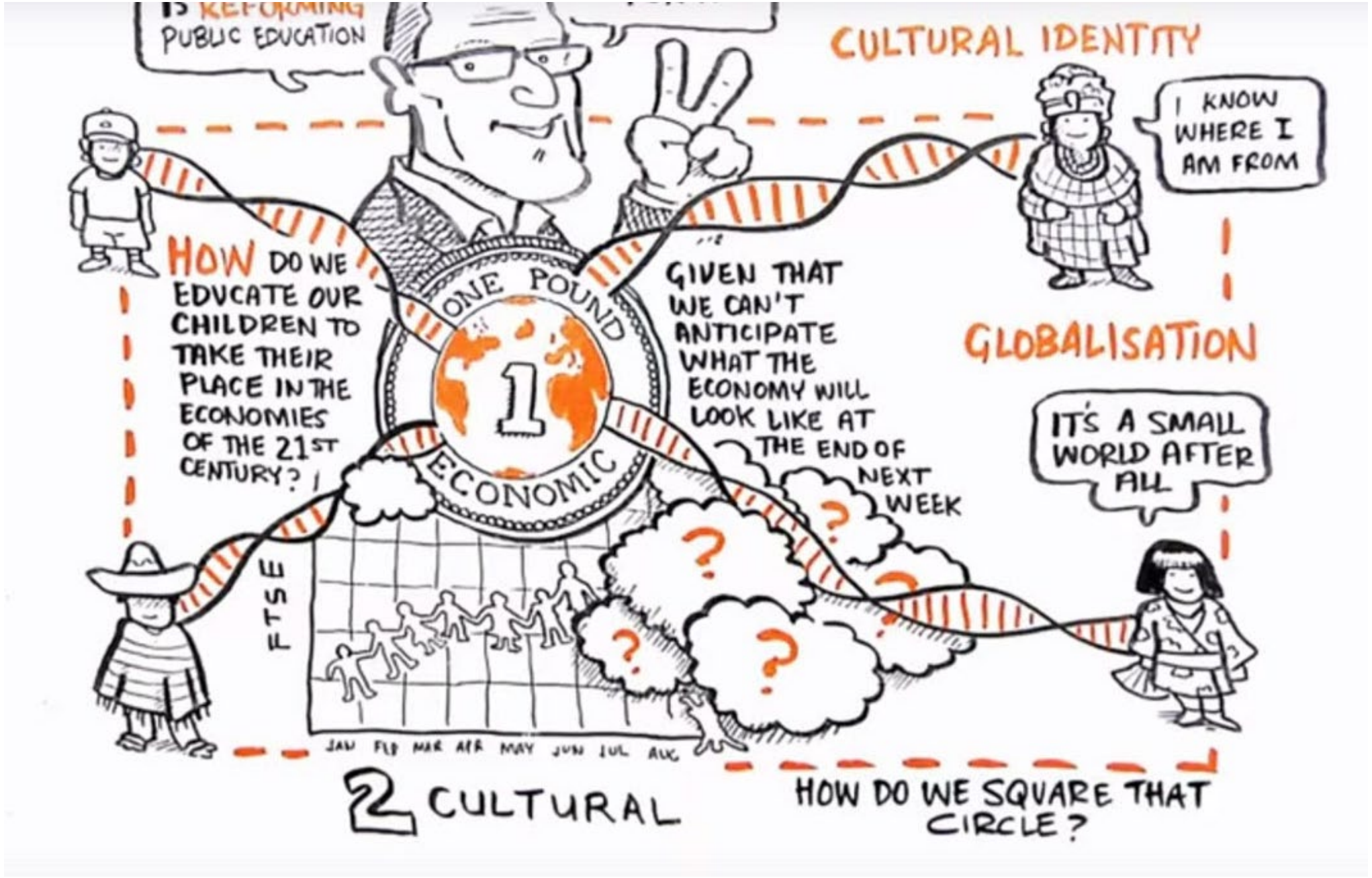
GYM/CAFE/MUSIC

GRAPHICS


IS REFORMING PUBLIC EDUCATION
CULTURAL IDENTITY
I KNOW WHERE I AM FROM
HOW DO WE EDUCATE OUR CHILDREN TO TAKE THEIR PLACE IN THE ECONOMIES OF THE 21ST CENTURY?
ONE POUND
1
ECONOMIC
GIVEN THAT WE CAN'T ANTICIPATE WHAT THE ECONOMY WILL LOOK LIKE AT THE END OF NEXT WEEK
GLOBALISATION
IT'S A SMALL WORLD AFTER ALL
FTSE
JAN FEB MAR APR MAY JUN JUL AUG
2 CULTURAL
HOW DO WE SQUARE THAT CIRCLE?

JOURNEY TO EXCELLENCE

Goal 1: Learning Experiences	Goal 2: Community Engagement	Goal 3: Innovative Organizations	Goal 4: Culture
• CUSD students and staff engage in meaningful and innovative learning experiences using essential skills and strategies that foster continuous growth to develop successful members of local and global communities	• CUSD families and community partners engage in the shared responsibility of personalizing experiences that contribute to the students personal, social, emotional, and academic growth.	• CUSD staff illustrate future focused, and adaptable instructional and operational practices that are equitable, efficient, fiscally responsible, and data driven to ensure high quality educational experiences.	• CUSD students, staff, families, and community members cultivate inclusive and supportive environments that enhance open collaboration, quality learning and pathways to achievement.

CUSD PORTRAIT OF A LEARNER

PORTRAIT OF A LEARNER

Chandler Unified School District

ADAPTABILITY

- Flexible
- Overcome barriers
- Demonstrate resilience
- Adjust to challenging conditions or change

COLLABORATION

- Value others' input
- Own team decision
- Work cohesively towards a common goal
- Balance individual goals with group goals
- Contribute respectfully when sharing ideas

COMMUNICATION

- Active listener
- Develop responsible digital footprint
- Adapts to the needs of the audience
- Articulate thoughts through written, oral, and non-verbal skills

CRITICAL THINKING

- Ask questions
- Persevere through problems to find a solution
- Identify, define, and solve authentic problems
- Collect, assess, and analyze relevant information
- Reflect on learning experiences, processes, and solutions

EMPATHY

- Seek to understand
- Demonstrate compassion and concern for others
- Respect and connect with others' feelings, opinions, and culture

GLOBAL CITIZEN

- Literate in technology and communication skills
- Demonstrate civic responsibility
- Apply learning to real world situations
- Empower self and others to make a difference in local and world community
- Value and respect diverse cultures and perspectives

EMPOWERED FOR ANY AND ALL OPTIONS

ENROLLED

EMPLOYED

ENLISTED

ENTREPRENEUR

Utilizing transferable, interdependent skills


El aprendizaje es
Un resultado de experiencias

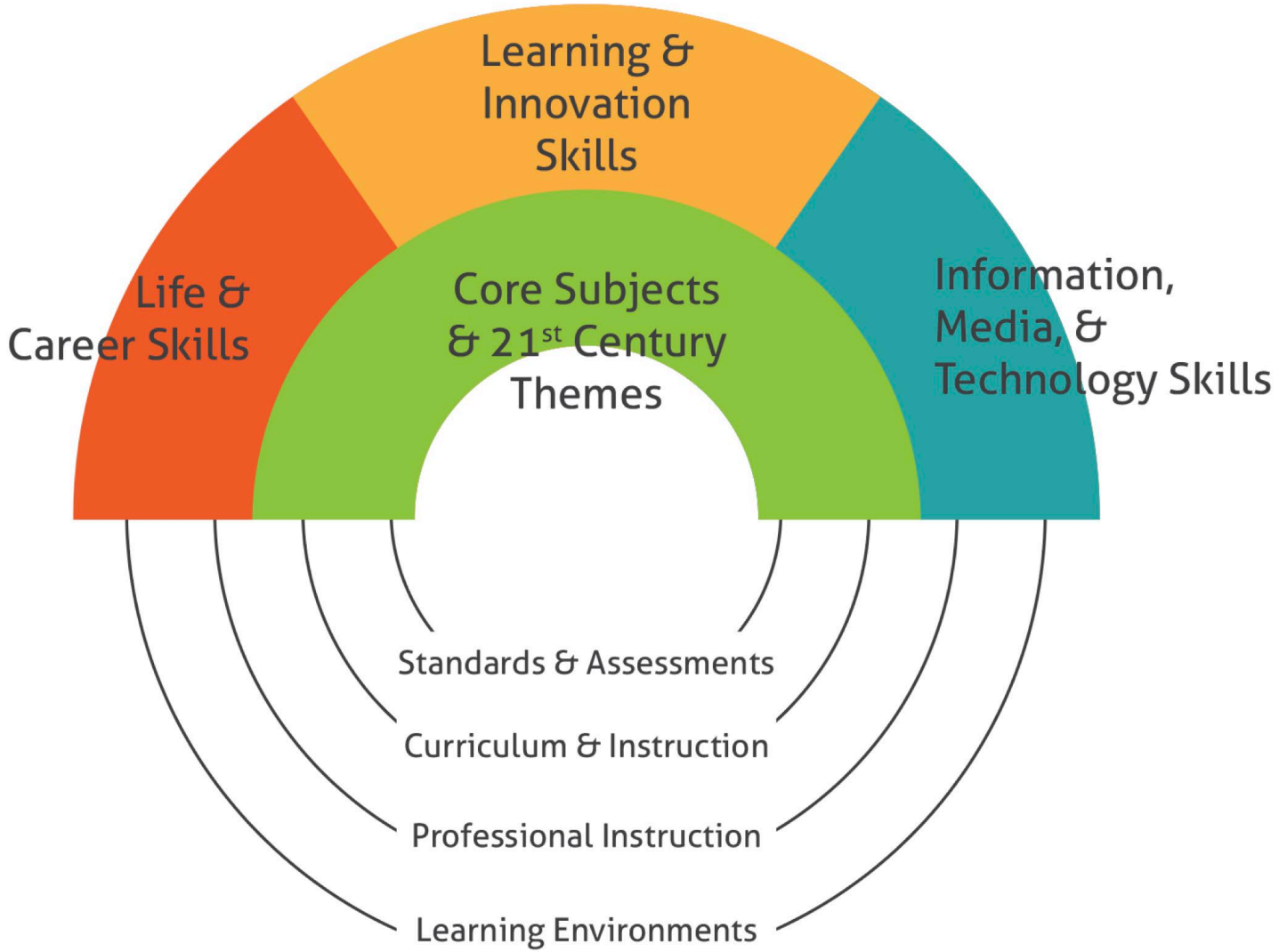
LAS ESCUELAS PROVEEN EL MARCO PARA EXPERIENCIAS DEL ESTUDIANTE

4La revolución Industrial

AI, Robotics, Internet of Things, Autonomous Vehicles, 3D Printing, Nanotechnology, Biotechnology, Materials Science, Energy Storage, Quantum Computing.

Blockchain Analyst, NFT Professional, Driverless Mobility Engineer, Metaverse Influencer, Telemed Physician, Cloud Architect, DevOps Engineer, Drone Pilot, Chief Listening Officer, Bud Tenderer.

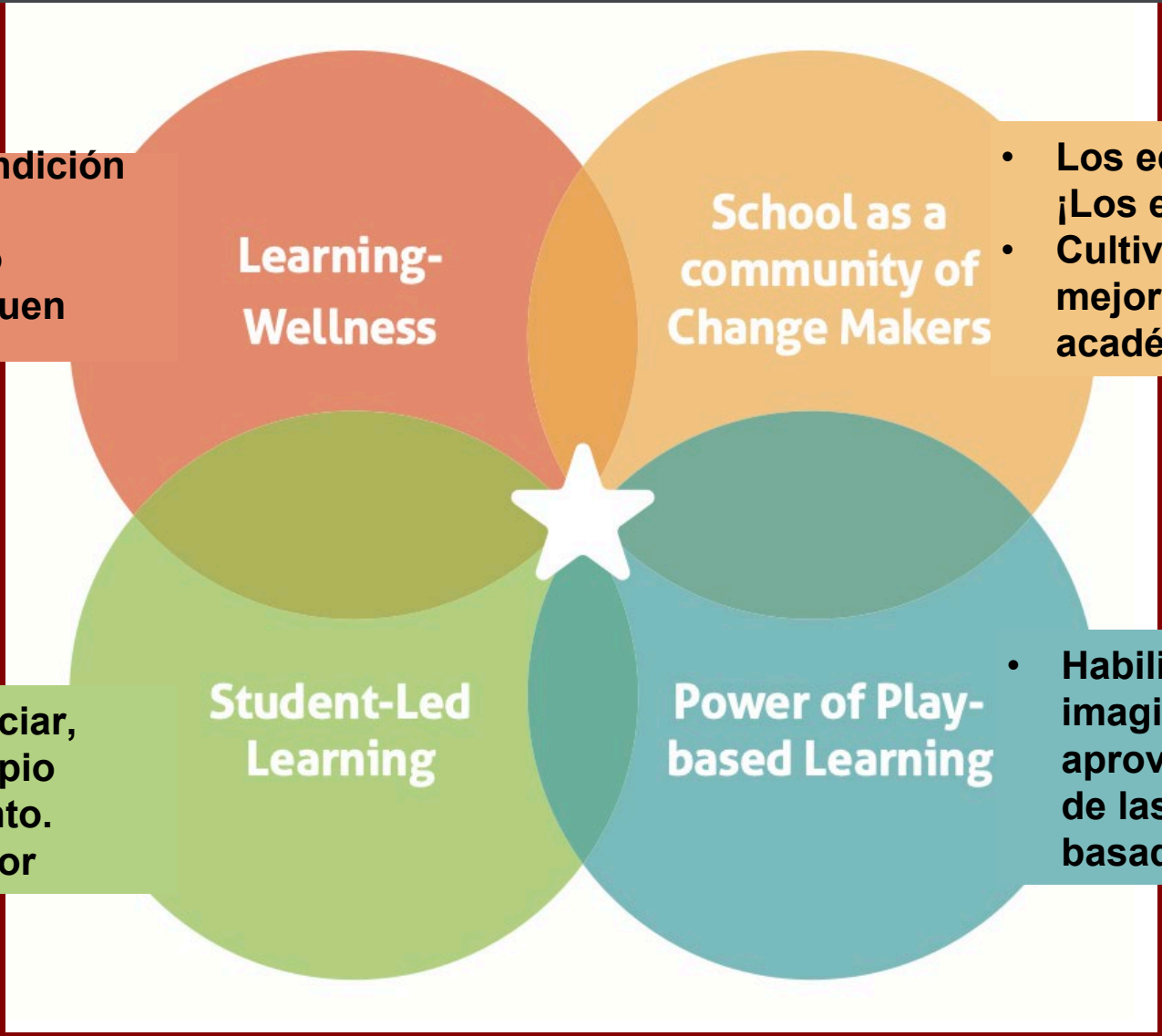
Contenido vs. Habilidades



Source: Chan-Zuckerberg Initiative Whole child Framework

Paradigmas Para El Aprendisaje futuro

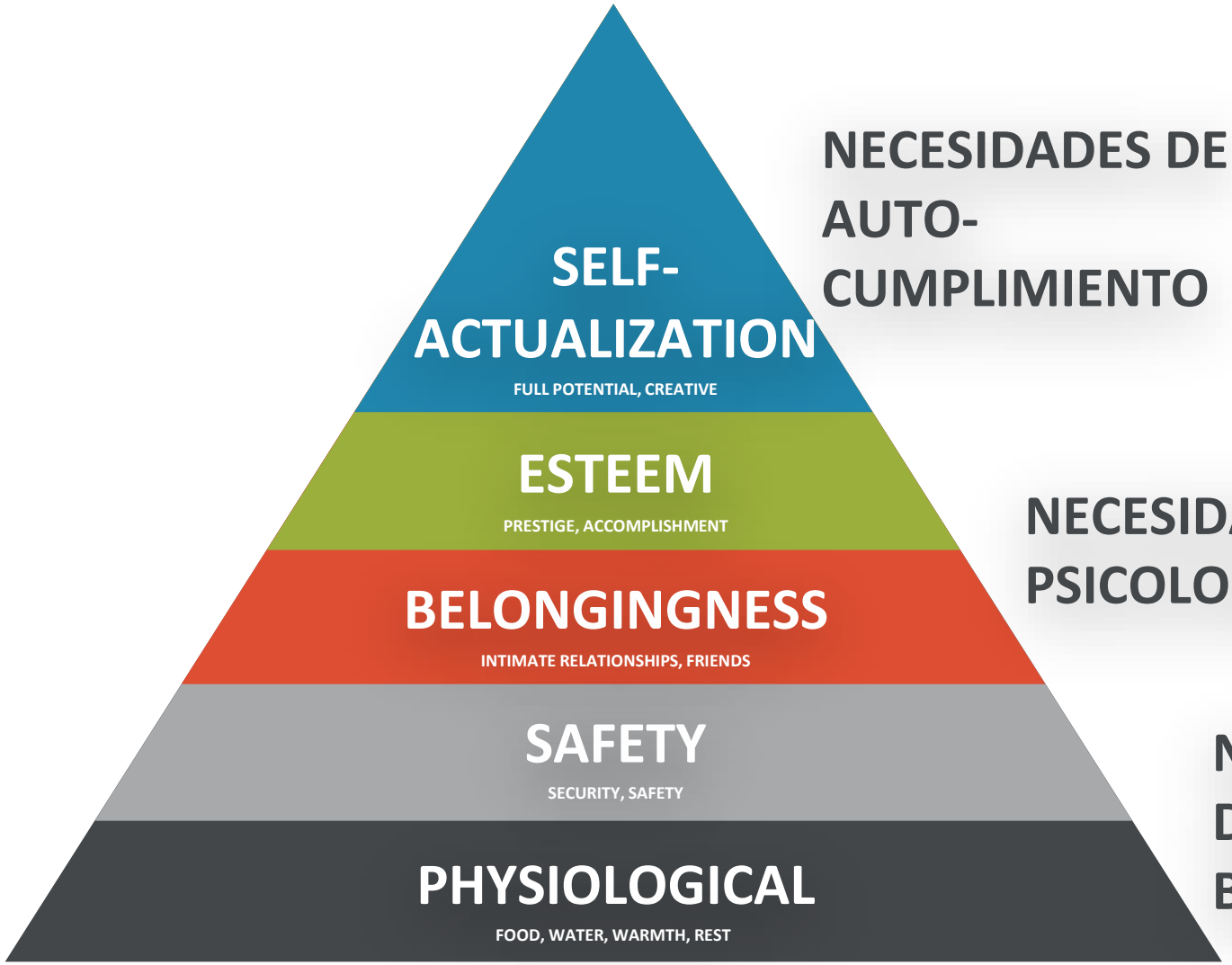
- La buena salud es una condición previa para la educación
- El bienestar es un atributo esencial que favorece el buen aprendizaje



- Los educadores colaboran <<>> ¡Los estudiantes se benefician!
- Cultivo de relaciones positivas <<>> mejora emocional y académicamente

- Agencia Estudiantil: iniciar, diseñar y liderar su propio aprendizaje y crecimiento.
- Profesor <<>> Facilitador

- Habilite la curiosidad, la imaginación y la creatividad: aproveche los múltiples beneficios de las experiencias de aprendizaje basadas en el juego



NECESIDADES DE AUTO-CUMPLIMIENTO

NECESIDADES PSICOLOGICAS

NECESIDA DES BÁSICAS

Autorealización

Plan de estudio, Pedagogía Enseñanza

Dedicación al estudio

Desarollo Profesional

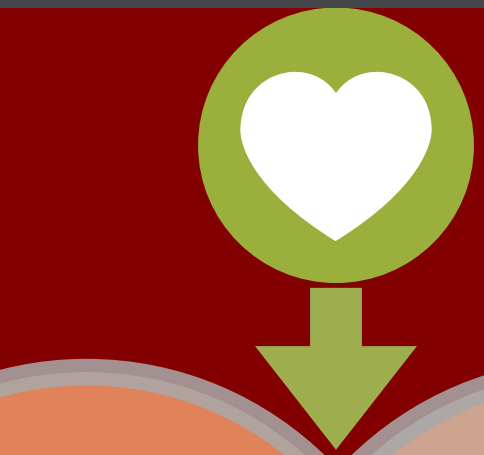
deseño Sano y Seguro

deseño Centrado alrededor del aprendíz

deseño Inclusivo y informado sobre el trauma

deseño Sano y Seguro

DIseño Sano y Seguro- SEGURIDAD



PSYCHOLOGICAL SAFETY

- *STUDENT ENGAGEMENT*
- *INTERVENTION [EARLY, THERAPUTIC]*
- *BULLYING PREVENTION*
- *COMMUNITY & PARENTAL INVOLVEMENT*
- *COUNSELING/MENTAL HEALTH*
- *SUICIDE PREVENTION*

Causas de los Problemas

Cómo se ven esos Problemas?

PHYSICAL SAFETY

DETER
DETECT
DELAY
DEFEND

EQUILIBRIO SEGURIDAD FÍSICA Y PSICOLÓGICA!!!

Diseño Basado en la ciencia cognitiva

The average test score gain is

3.3x HIGHER

in the biophilic classroom

orcutt | winslow Chandler Unified School District

Diseño Basado en la ciencia cognitiva

- SCALE AND REPETITION [cognitive stimulation]
- PATTERNED COMPLEXITY, BEAUTY, INCLUSIVITY, DIVERSITY [improves pro social behavior]
- NATURAL LIGHT [promotes circadian rhythms]
- VIEWS TO THE OUTSIDE, OUTDOOR LEARNING SPACES [brain downshifting]
- PROSPECT & REFUGE [reduces stress, improves concentration, attention]
- MYSTERY, RISK/PERIL [dopamine release, builds self-esteem]

Diseño Basado en la ciencia cognitiva

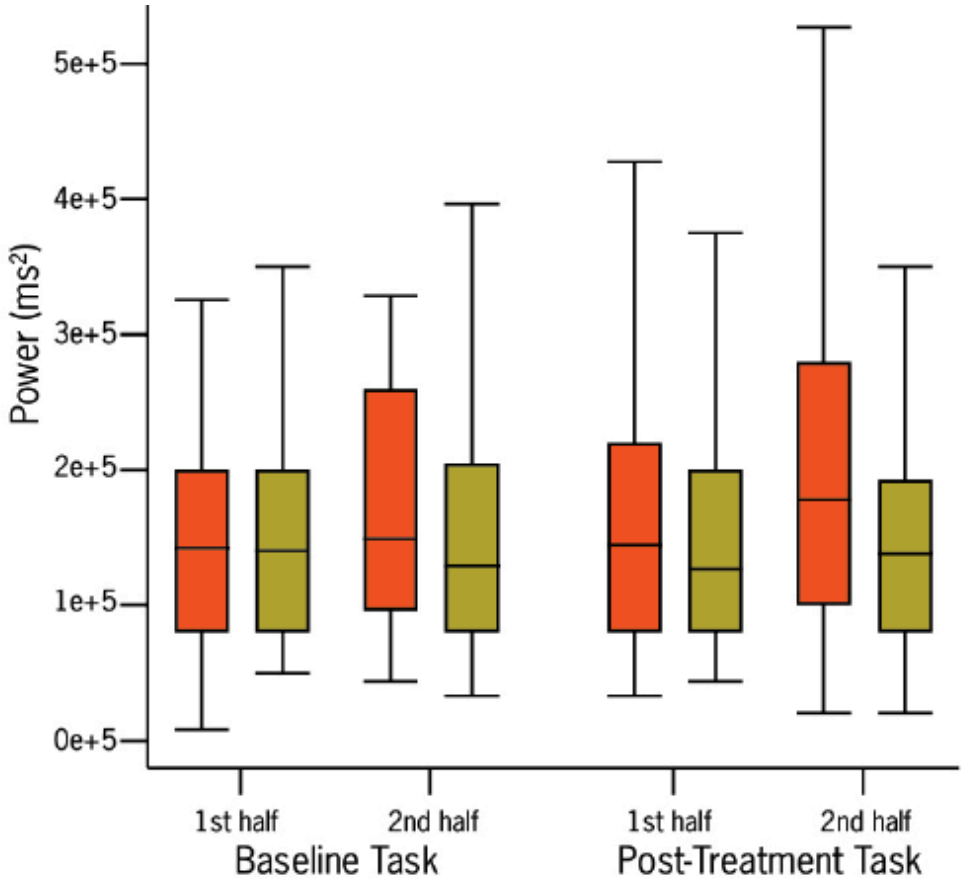
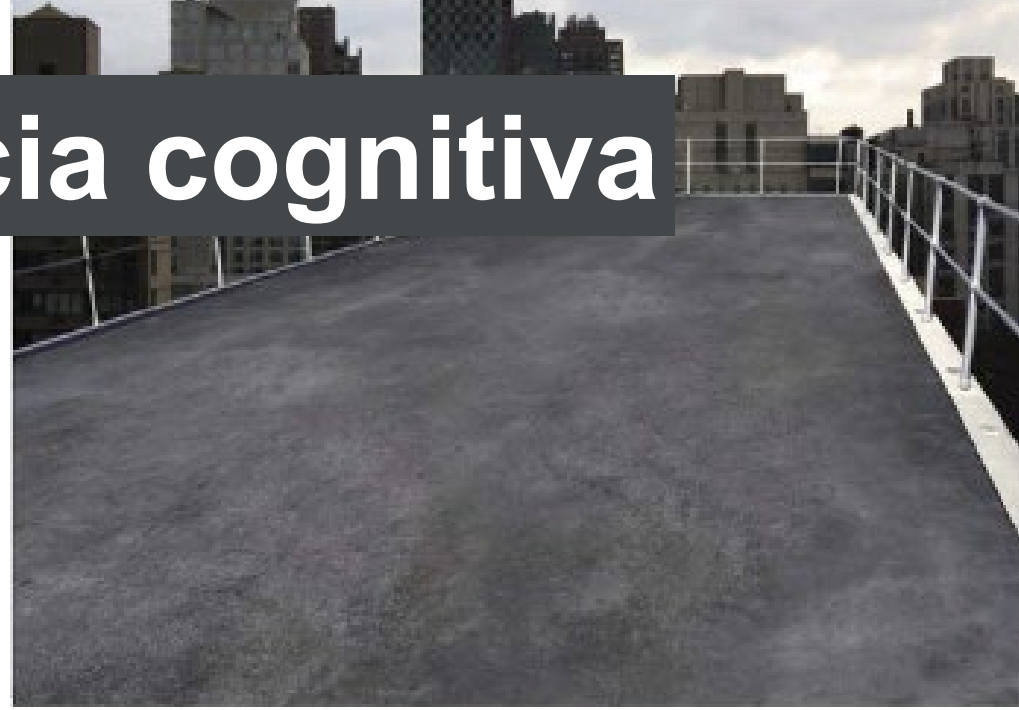


Figure. Boxplot of the median and variance of moment-to-moment response variability (reported as power). Participants viewed a concrete (orange boxes) or green (green boxes) roof. Data shown for the 1st and 2nd half baseline task, and the 1st and 2nds half post-treatment task indicates a significant difference between participants viewing a concrete and green roof. Source: Lee et al. 40-second green roof views sustain attention: The rolde of micro-breaks in attention restoration. *Journal of Environmental Psychology 42*(2015):182–189.



deseño Centrado
alrededor del aprendíz

BRAIN BASED LEARNING

Campfire

A place for a community of learners to sit together, listen to each other and learn from storytellers

EX:
AULAS

Watering Hole

A place for learning from peers in small groups

EX:
ESPACIO DE COLABORACIÓN

Cave

An area to be alone and to reflect or work independently, without interruption or distraction from others.

EX:
ESPACIOS DE REFUGIO

Swamp

For when we get stuck on a task or concept and need to meet in a group with an expert.

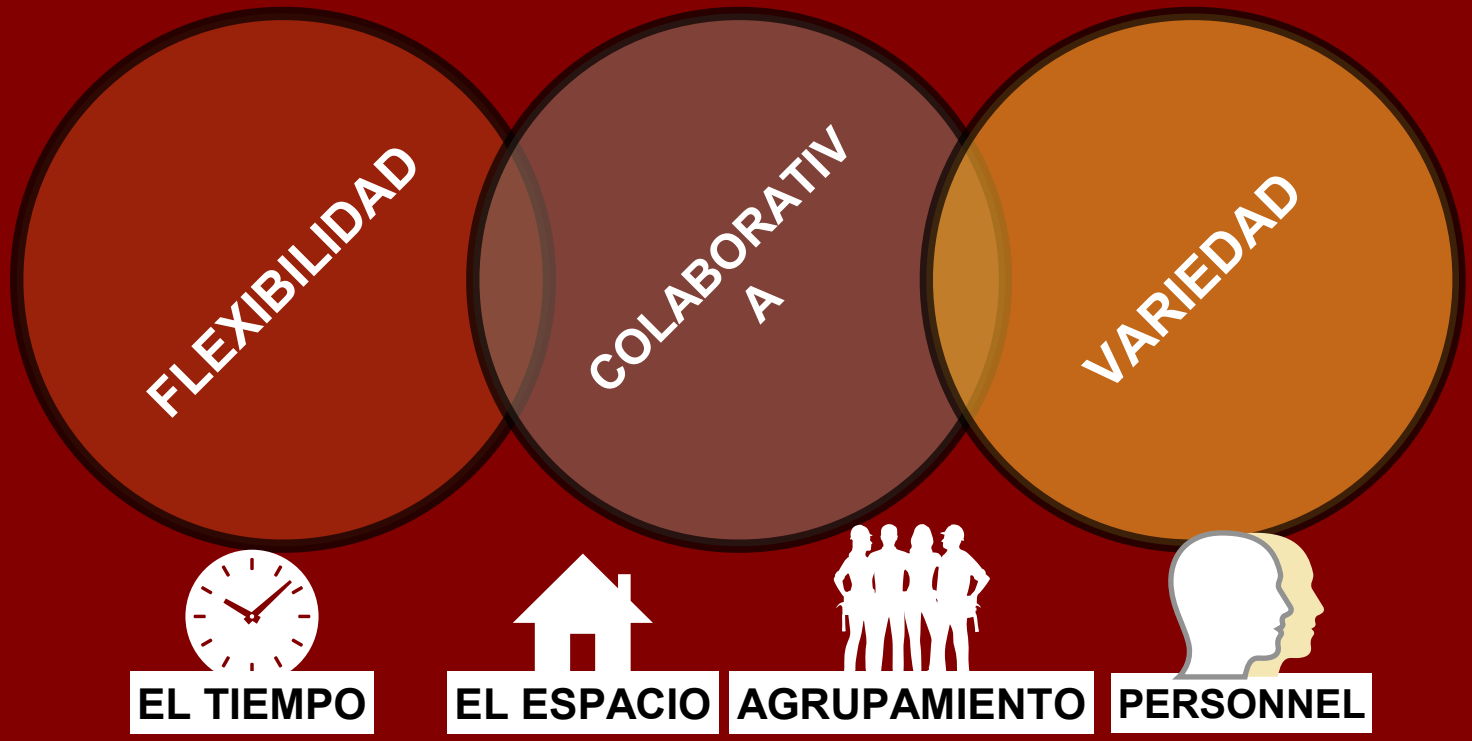
EX:
ESPACIOS FABRICANTES

Plains

For when everyone is working independently, spread out wherever they need to be.

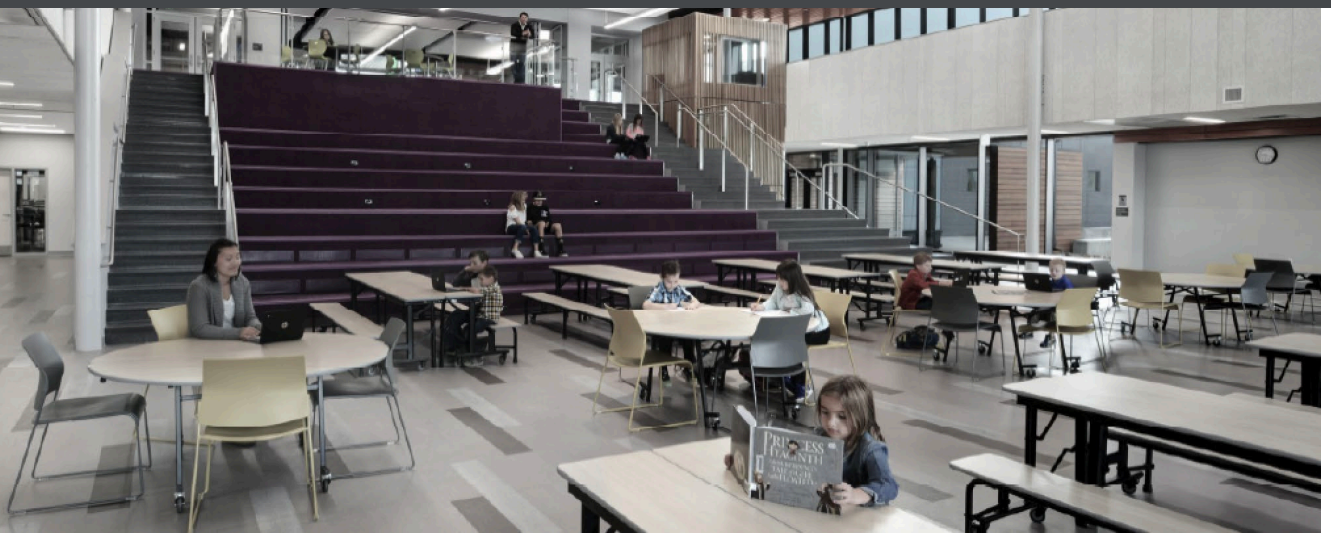
EX:
ESPACIOS FABRICANTES

Características del diseño central alrededor del aprendiz



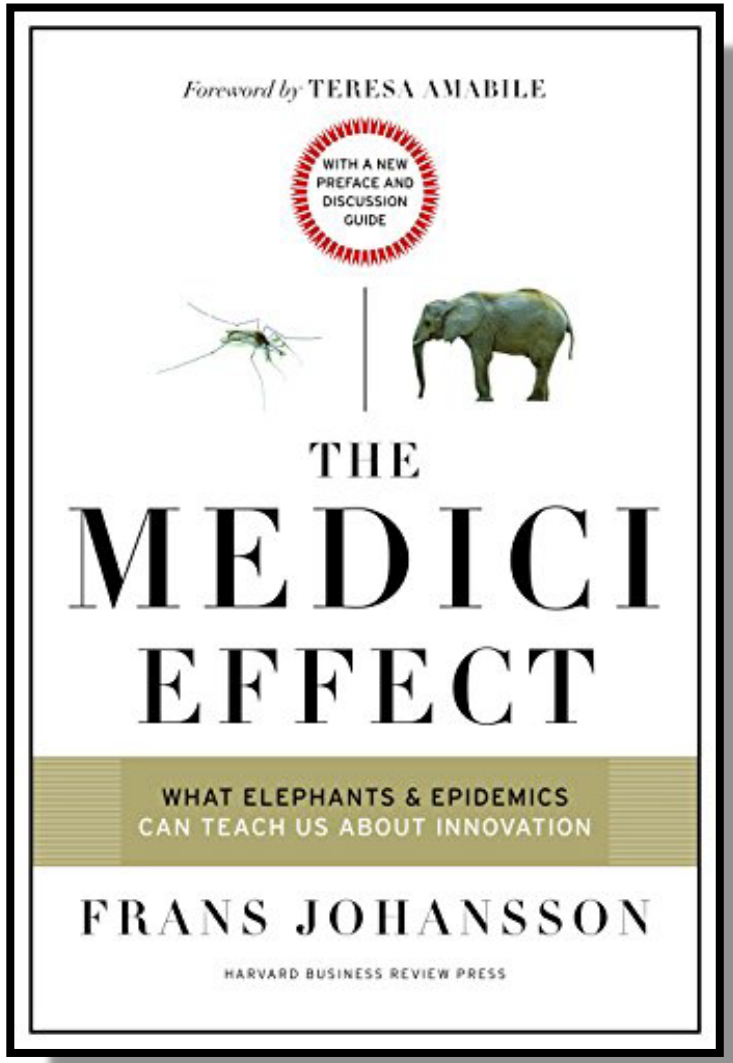
LA NOVEDAD

EL APRENDIZAJE SOCIAL



deseño Inclusivo
y informado sobre el
trauma

DIVERSIDAD E INCLUSIÓN



¡La diversidad y la inclusión son impulsores de la innovación!

DISEÑO INCLUSIVO

¿Cómo promueve o disminuye el ambiente escolar un sentido de inclusión dentro de la población estudiantil y la comunidad en general?

¿Cómo refuerzan o socavan las escuelas la idea de que todos los estudiantes reciben un trato equitativo a través del entorno construido?

¿De qué manera la infraestructura física de una escuela se conecta positivamente o se desconecta negativamente de la idea de que la diferencia es buena?

¿Qué mensajes pueden mandar los edificios escolares en relación a “la idea de pertenecer contra la idea de no formar parte”?

DISEÑO INCLUSIVO

67% **de la población general ha tenido al menos una experiencia infantil adversa (ACE)**

83% **de las personas de color han tenido al menos una experiencia infantil adversa (ACE)**

[Source: SAMHSA-USDHHS]

bienvenida, Alta visibilidad, pertenencia

Personalizada, a escala infantil, menos institucional.

colaborativo, Flexible, adaptativo, variado

Comunidad comprometida y conectada

Dedicación al estudio

ENFOQUE ESTUDIANTIL

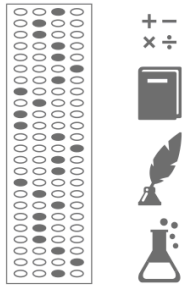
Plan de estudio, Pedagogía
Enseñanza

PEDAGOGÍA

TRADITIONAL

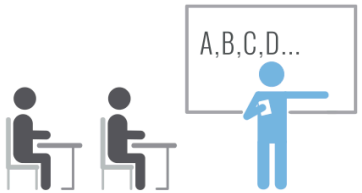
The traditional classroom is in a rank and file organization with all desks facing the front or the instructor. This organization is typically used for classes that are primarily lecture based. The teacher is usually positioned at the front of the classroom with a white board and the teachers desk near by. Furthermore, in the traditional model the instructors are seen as the knowledge or content providers while the students are receivers. The classroom area is 960 square feet and often has very few daylight openings if any. The classroom teacher to student ratio is desired to be between 1:16 to 1:24 but it is not common for classrooms to exceed those numbers, especially in public schools.

COMMON CORE TESTING

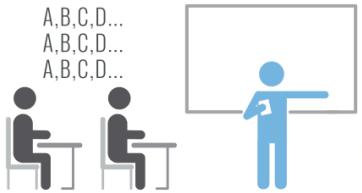


STANDARIZED TESTS

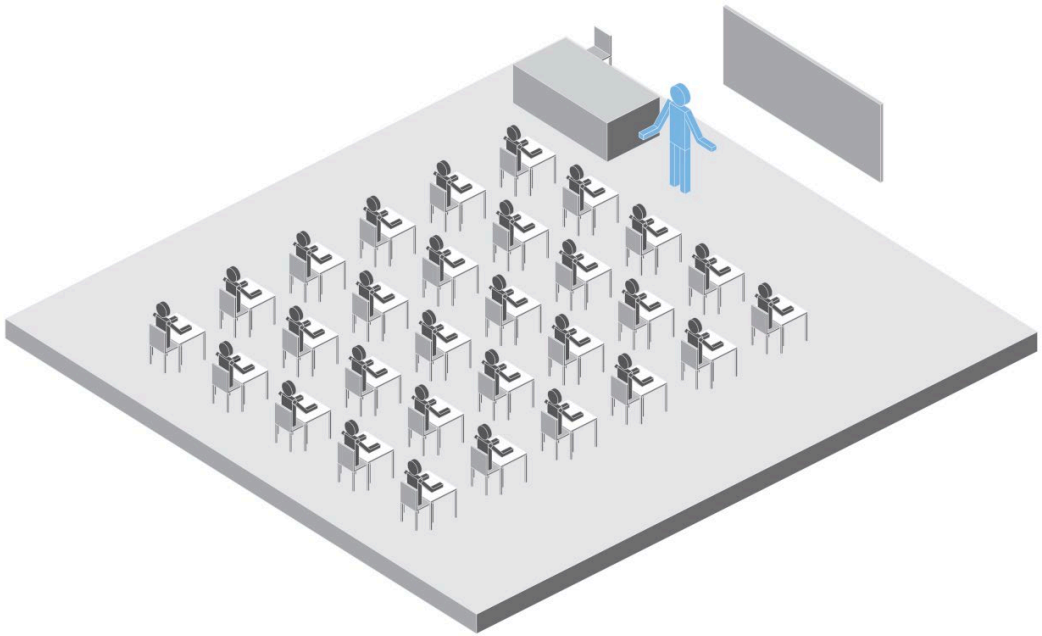
ONE-WAY TEACHING METHODS



BANKING METHOD



ROTE LEARNING



RANK & FILE SEATING
Used for one-way Teaching

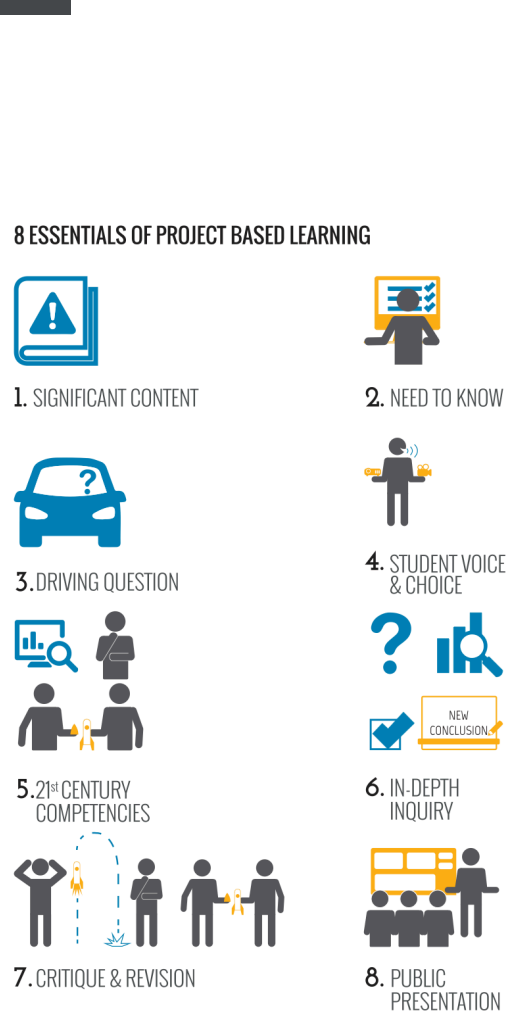
PEDAGOGÍA

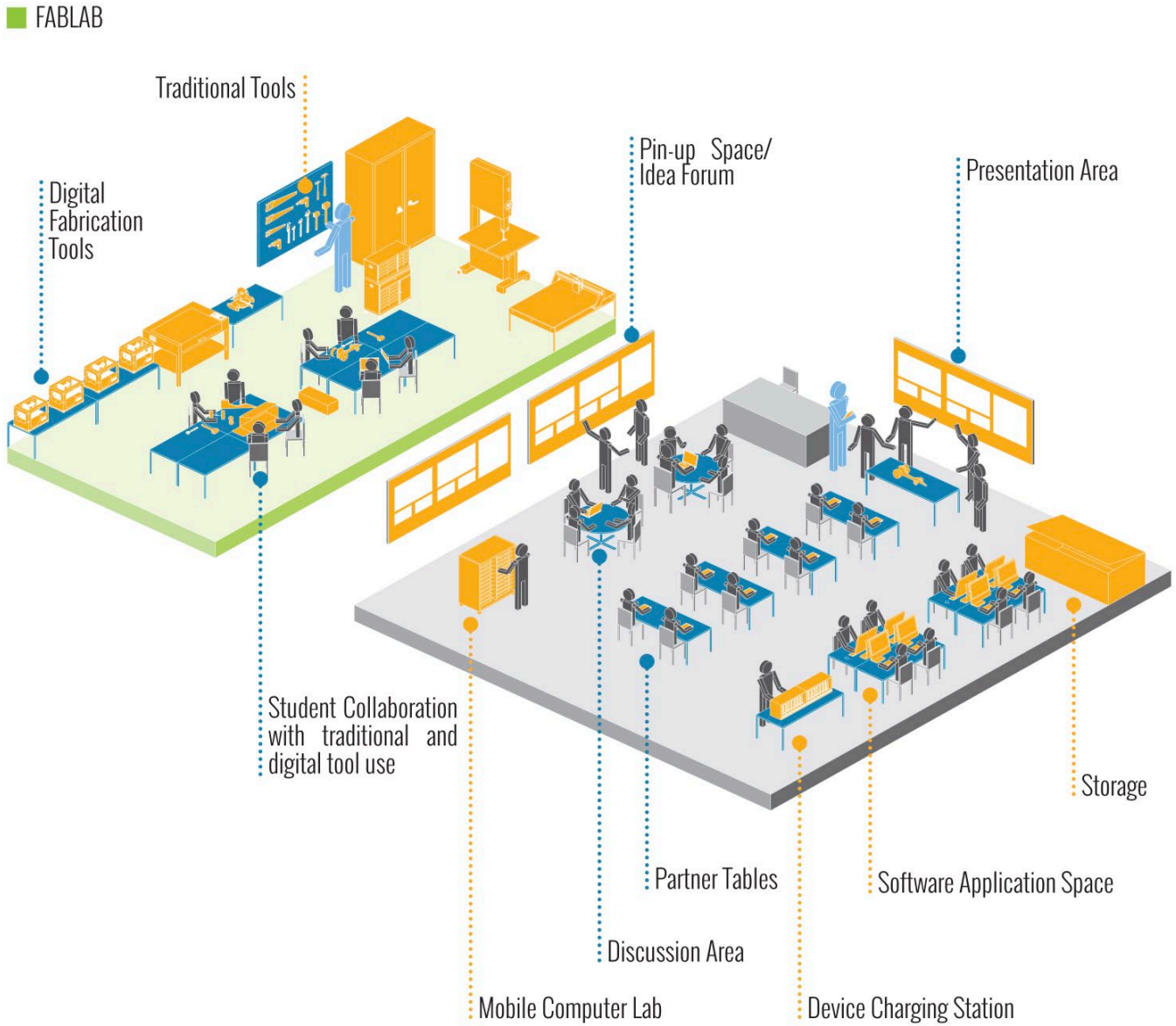
PROJECT BASED LEARNING

Project-Based Learning (PBL) is any programmatic or instructional approach that utilizes multifaceted projects as a central organization strategy for educating students. Students are typically assigned a project or series of projects that require them to use research, writing, interviewing, collaborating or public speaking skills to compose various work products that may include papers, scientific studies, public policy proposals, multimedia presentations, video documentaries, art installations, or musical and theatrical performances ("Project-Based Learning," 2013). An open-ended real world problem or challenge drives the project and a tangible product, performance or event is created (Larmer, 2014). Through project development, students integrate many subjects and skills into a multidisciplinary learning experience. Projects may take several weeks, months or semesters ("Project-Based Learning," 2013).

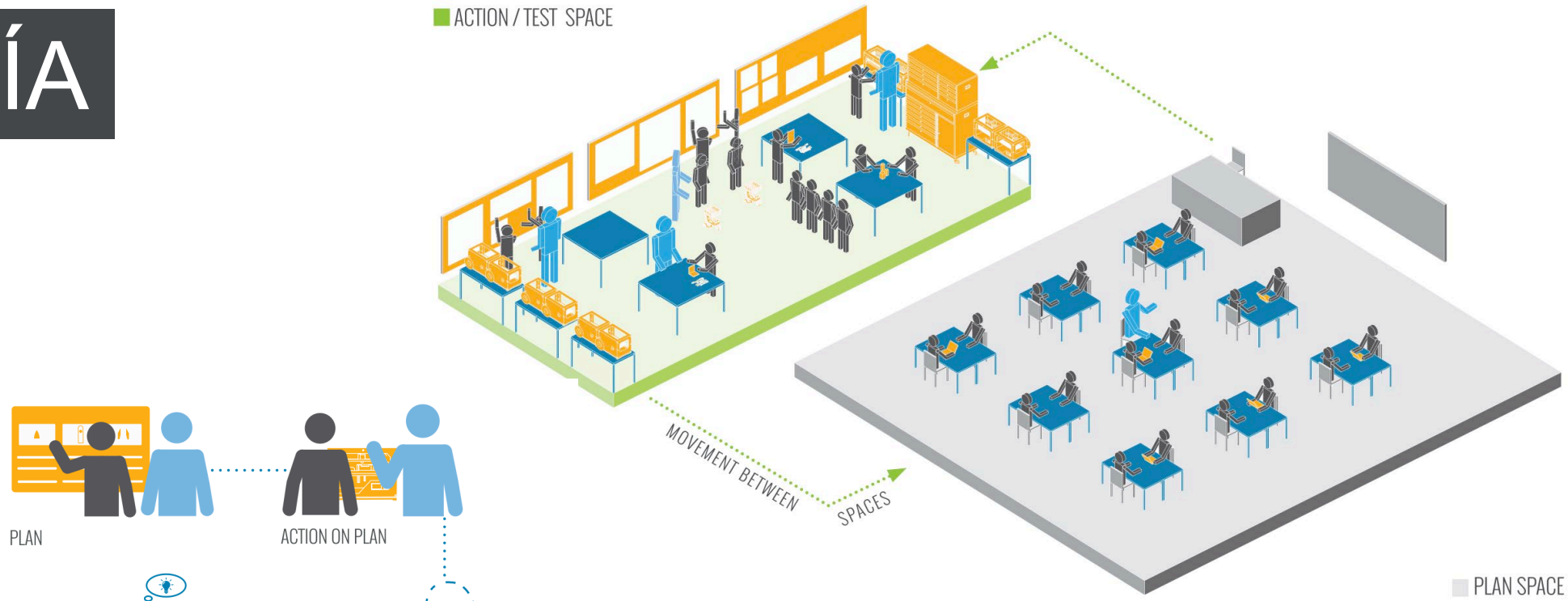
THE 8 ESSENTIALS OF PROJECT-BASED LEARNING INCLUDE:

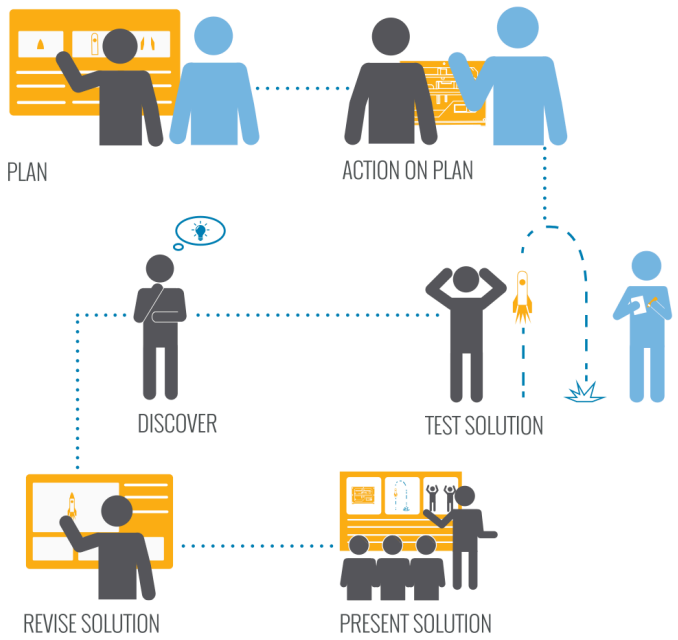
1. **Significant Content** to students' lives.
2. A **Need to Know** feeling given by project.
3. A **Driving Question** to focus student effort.
4. **Student Voice** & **Choice** in communicating learned content and skills.
5. **21st Century Competencies** that include research, critical thinking, collaboration and creativity/innovation.
6. **In-Depth Inquiry** that lead students to research, discover, test and draw new conclusions.
7. **Critique & Revision** to emphasize trial and error and recalculating in the process.
8. **Public Audience Presentation** to add value to the work produced (Larmer & Mergendoller, 2012).





PEDAGOGÍA





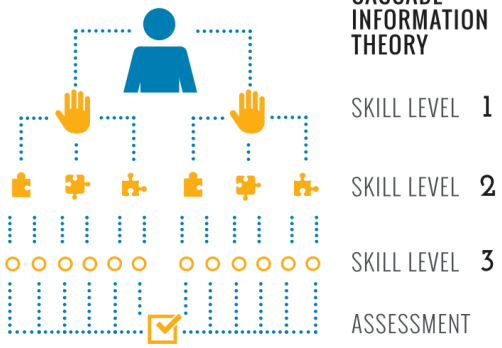
DESIGN-BASED LEARNING

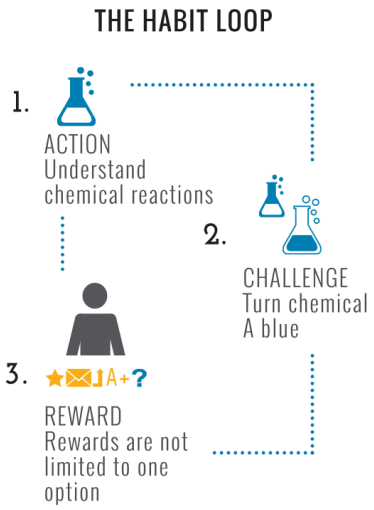
Design-Based Learning focuses on design and creativity. The students create physical objects that reflect themes, concepts and standards. The steps to this process is to plan, experiment, discover, interpret, discriminate, revise and then justify their learning. Visual learning, spatial and holistic thinking are all at the center of this educational trend along with needing to work simultaneously in different media. (About Design-Based Learning, 2009)

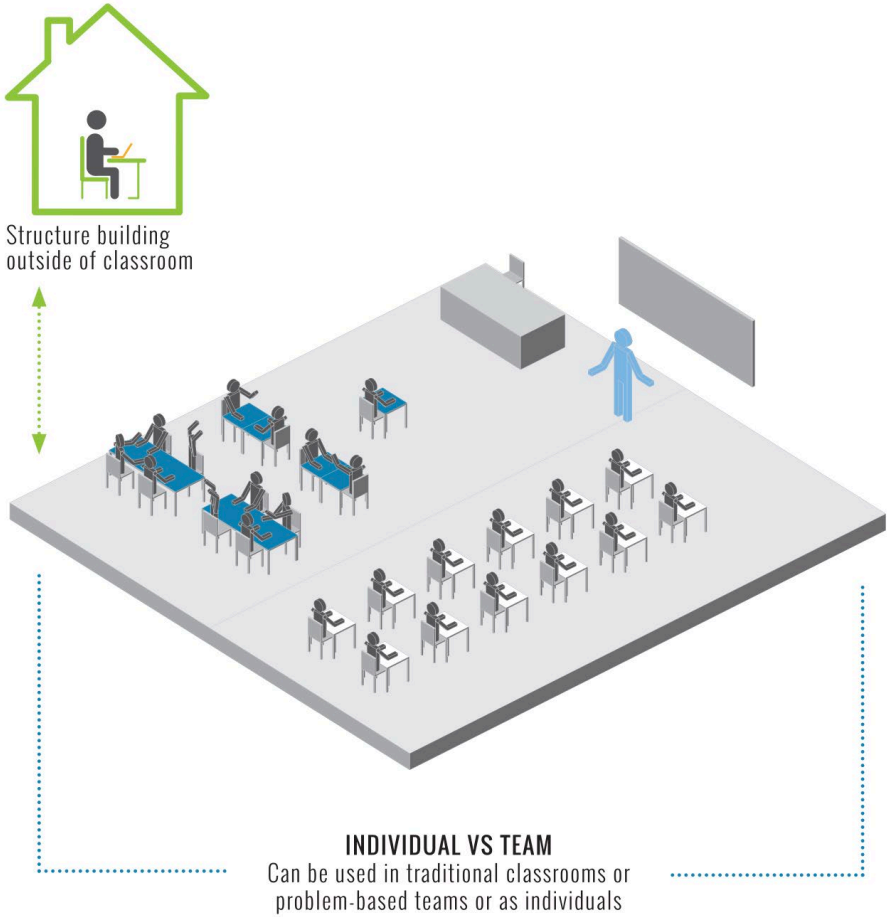
PEDAGOGÍA

GAMIFICATION

Gamification is the use of game theory as a means of educating or acquiring skills. gamification is not the same as game-based as gamification can go unnoticed as a game while still using game theory. Game theory entails starting with a teaching goal in mind, proposing a challenge to reach that goal, provide skills along the way through cascade theory, and then reward that challenge when the goal is completed (Kiang, 2014) (Teachthoughtstaff, 2014).







FORMACIÓN DE DOCENTES

1. Bridge technology with pedagogy

2. Mold teaching with 21st century knowledge and skills

3. Project-Based learning

4. Child and adolescent development

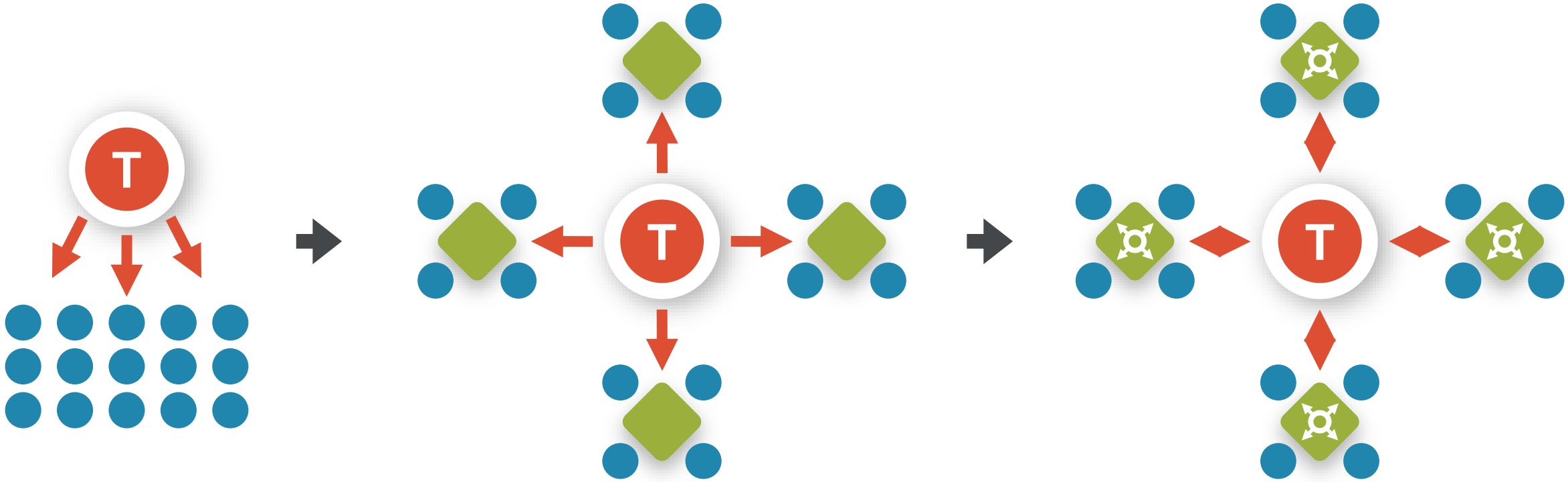
5. Wide range of assessment strategies

6/7. Collaborate/ Mentor

8. Many types of learning methods to reach each student

9. Life-long learning

Profesora como facilitadora



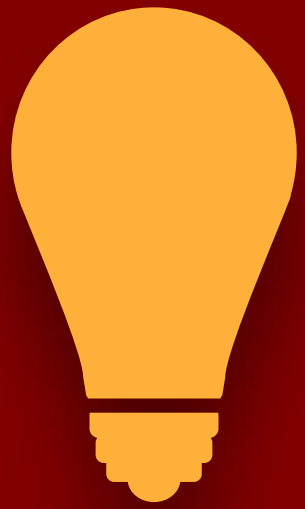
Autorealización

AUTOREALIZACIÓN

PORTRAIT OF A LEARNER

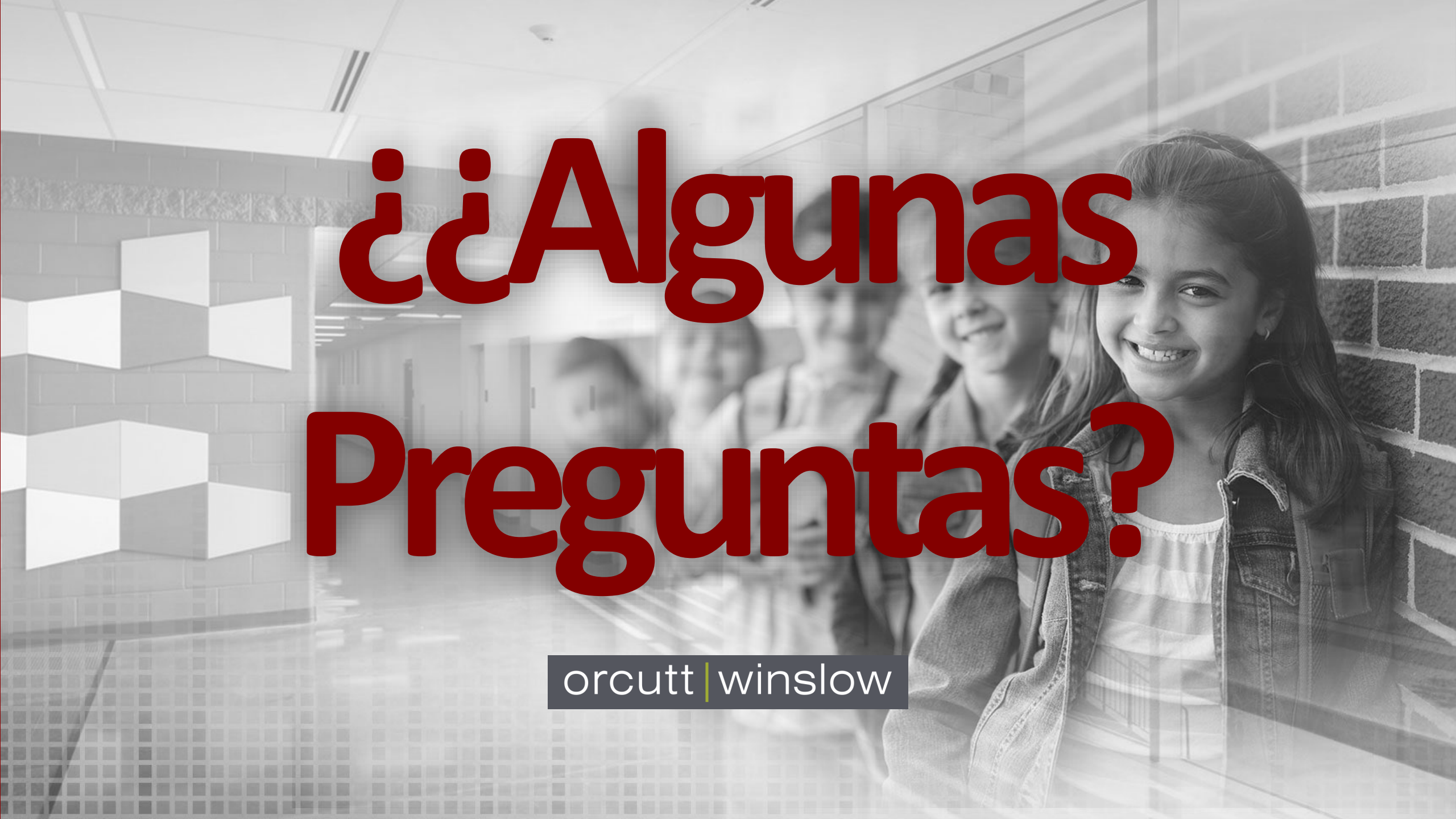
Empathy • Global Citizen • Adaptability • Collaboration • Critical Thinking • Communication

CHANDLER UNIFIED SCHOOL DISTRICT



Piensa a lo grande!

¿¿Algunas Preguntas?



orcutt | winslow