

EdTechTeam Online: The Space Online Book Study

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Course Credit:	1.0 graduate credit
Dates & Times:	June 15, 2019 - June 29, 2019 2 weeks
	The student must spend a minimum of 7.5 hours per week online for two weeks working in the Learning Management System to complete course requirements.

COURSE DESCRIPTION:

This online learning opportunity provides teachers and leaders a chance to grow more intentional about the concepts of learning space design in schools. It is designed as a two week introduction to many of the concepts found in the book: *The Space: A Guide for Educators*. Our hope is for the learning habits of all students to be grown and nurtured in optimal learning habitats.

The features of this course include: images of learning spaces designed and observed around the country, videos with guidance on how to begin and what to consider, articles and research that provide insight and justification for putting resources into learning space design, weekly hangouts to discuss learning space design, action steps to begin the learning space design shifts needed, and a community of other educators on this same journey.

Each of the weeks will have a set of focus questions and resources for creating/designing your learning space, We hope that you enjoy the course. We will be using the hashtag #learningspaces and @spacethebook to share our work, ideas, and resources on Twitter as well.

STUDENT LEARNING OUTCOMES:

Upon completion of this course, the student will be able to:

1. Grow understanding on how to focus on how the space works before what the space looks like. (MINDSET)
2. Understand how to analyze current spaces for strengths and weaknesses. (ANALYSIS)
3. Begin to design solutions based on a vision of the importance of learning spaces on student success. (SOLUTION MAKING)

TEXTS, READINGS, INSTRUCTIONAL RESOURCES:

Required Texts:

[The Space: A Guide for Educators](#)

Resources:

bit.ly/dillonresources

Photo Inspiration:

bit.ly/dillonphotos

Video:

<https://drive.google.com/open?id=0B96g-yIPKpE5TmszNjB4WTB3OFU>

https://www.ted.com/talks/don_norman_on_design_and_emotion?language=en

<https://drive.google.com/open?id=0B96g-yIPKpE5TnZQN1YzSmhXb2M>

<https://youtu.be/UgmAloxc-JM>

<https://drive.google.com/open?id=0B96g-yIPKpE5TnZQN1YzSmhXb2M>

https://www.ted.com/talks/tony_fadell_the_first_secret_of_design_is_noticing

<https://drive.google.com/open?id=0B96g-yIPKpE5TnZQN1YzSmhXb2M>

https://www.ted.com/talks/tom_wujec_build_a_tower?language=en

<https://drive.google.com/open?id=0B96g-yIPKpE5TnZQN1YzSmhXb2M>

https://www.ted.com/talks/susan_cain_the_power_of_introverts

<https://drive.google.com/open?id=0B96g-yIPKpE5MkRhBS0tQVBwNTg>

https://www.ted.com/talks/tom_wujec_on_3_ways_the_brain_creates_meaning?language=en

<https://drive.google.com/open?id=0B96g-yIPKpE5YV10V1d5VTFDTE0>

<https://www.youtube.com/watch?v=ilQwPzy6mos>

Articles:

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

<https://www.bgsu.edu/content/dam/BGSU/master-plan/documents/space-matters.pdf>

http://www.shiverarchitects.com/resource/Room_Designs.pdf

<http://libjournal.uncg.edu/jls/article/view/282/278>

<http://www.edutopia.org/discussion/student-voice-your-learning-space-heres-how-and-why>

http://blogs.edweek.org/edweek/edtechresearcher/2016/04/use_design_thinking_to_develop_the_7_mindsets_of_the_mentally_wealthy.html

<https://www.marsdd.com/systems-change/mars-solutions-lab/news/spatial-design-collaboration-s-tanfords-d-school-ted/>

<http://www.hermanmiller.com/research/research-summaries/what-it-takes-to-collaborate.html>

<http://www.theatlantic.com/education/archive/2015/09/introverts-at-school-overlook/407467/>
http://www.huffingtonpost.com/entry/silence-brain-benefits_us_56d83967e4b0000de4037004
<http://www.quietclassrooms.org/library/bronzaft2.htm>
<http://www.letthekidrenplay.net/2013/03/be-reggio-inspired-documentation-and.html>
<http://www.pz.harvard.edu/projects/visible-thinking>
http://www.visiblethinkingpz.org/VisibleThinking_html_files/02_GettingStarted/02d_StartingDoc.html
<http://www.hermanmiller.com/research/research-summaries/innovation-through-experience.html>
http://www.slate.com/articles/technology/future_tense/2012/06/maker_faire_and_science_education_american_kids_should_be_building_rockets_and_robots_not_taking_standardized_tests.html

COURSE REQUIREMENTS:

In order to receive a Passing grade, the participant must:

1. Complete required readings and watch the required videos to learn about how Space affects learning
2. Complete the following activities:
 - a. Complete the learning matrix and activities assigned
 - b. Tweet learning and pictures with #learningspaces
3. Final Project
 - a. Create a classroom redesign
 - b. Implement the Classroom redesign
 - c. Reflect on the Classroom redesign
4. Complete the Learning Matrix that includes evidence of learning

GRADE DISTRIBUTION AND SCALE:

Grade Distribution:

Activities and Readings	90%
Final Project	10%

Grade Scale:

90-100%	A
80-89%	B
70% and below	F

GRADING RUBRICS:

Learning Matrix:

	Learning Matrix Activities	Learning Matrix Reflections
Exceeds Expectations (90-100%)	Activities are thoughtful and complete. All expectations for	Reflection shows a thorough thoughtfulness of the project and

	each section were met or exceeded.	its implications in the classroom. Explains thinking and learning process and implementations for future learning. Extensive evidence of personal growth through this course.
Meets Expectations (80-89%)	Activities are complete. All expectations for each section were met.	Reflection is thoughtful and describes the project and its implications in the classroom. Explains thinking and learning process and might include implementations for future learning. Evidence of personal growth through this course.
Does Not Meet Expectations (60-79%)	Activities are not fully complete.	Reflection is describes the project but might not include its implications in the classroom. Little evidence of personal growth through this course.
Incomplete (under 59%)	No evidence of activities completed..	No evidence of reflection

Final Project: Classroom Design Plan

Exceeds Expectations (90-100%)	Classroom design plan is highly detailed, and integrates almost all of the concepts of the course in a seamless and innovative way. .	Classroom design plan goes above and beyond to integrate research based elements that can foster emotional and academic growth of students.
Meets Expectations (80-89%)	Classroom design plan is detailed, and integrates many the concepts of the course in a seamless and innovative way.	Classroom design plan integrate research based elements that can foster emotional and academic growth of students.
Does Not Meet Expectations (60-79%)	Classroom design plan is detailed, and integrates some the concepts of the course in a	Classroom design plan mentions research, but doesn't integrate research based elements that can

	seamless and innovative way.	foster emotional and academic growth of students.
Incomplete (under 59%)	Classroom design plan lacks detail, and integrates a few the concepts of the course in a seamless and innovative way.	Classroom design plan doesn't mention research, and doesn't integrate research based elements that can foster emotional and academic growth of students.

COURSE SCHEDULE:

WEEK ONE: NOTICING THEIR SPACE AND OTHERS

FOCUS QUESTIONS:

- What do we mean by designing spaces to amplify learning?
- How can we empower our students to be co-designers of our learning spaces?
- How do we begin to develop a designer's mindset?
- How can collaboration be maximized through learning spaces?
- How do we support our students with spaces for quiet?

WEEK TWO: PLANNING, ACTING, and EXECUTING CHANGE

FOCUS QUESTIONS:

- How will you tell the stories of learning through the walls of the classroom?
- How can we incorporate spaces to create and ways for learners to design, make, and solve?
- How will you transfer learning into practices?
- What are the major learnings that you could share with other educators?