

Education Specifications

Learning is Flexible and Agile

Support a variety of learning styles

As education shifts from a teacher-centered model to more student-centered, supporting a variety of learning typologies including active, self-directed, and project-based learning in addition to standard instruction must all be considered. In the same day, students may collaborate in small groups early in the morning, watch a presentation later in the morning, study in an independent self-directed fashion in the afternoon, and play a whole class game at the end of the day—all within the same space. Using this illustration, the classroom performs like a design studio. It supports a range of group sizes in a variety of configurations. The example supports a variety of working styles, utilizes traditional resources to read and write, to offering technology tools, to messy, hands-on projects. In addition to facilitating variety, the classroom must be easily and quickly reconfigured by both students and teachers alike. Thus, to support a student-centered model classroom agility is essential.

How will we ensure that our students are continuously challenged?

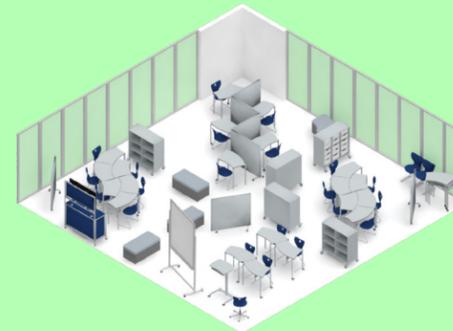
The Multimodal Classroom

Make the classroom agile. Furnishings and systems enable rapid reconfiguration of space.



Project Introduction: Presentation

In the morning, the teacher introduces students to the project. Every student has at least one “elbow partner” for “turn and talks”.



Project Preparation: Small Group

After the presentation, students rearrange the classroom for small group work. They discuss parameters, formulate questions, prepare and gather resources for the project. The teacher quickly visits each of the groups and offers feedback.



Project Work: Self-Directed and Small Group

Students rearrange the classroom into unique, smaller spaces and make configurations that support their preferred style of learning. Some students work on the project alone. Others, who struggle with self-directed work, continue working in small groups. The teacher has the ability to quickly visit all of the individuals and groups. The flexible arrangement supports classroom management and minimizes behavior issues.



Project Debate: Large Group

After project work, students make their thinking visible through “chalk talks”. They present their work, question one another and discuss what they are learning. Students form caucuses in preparation for a class-wide debate. Once debate starts, students continue rearranging the space. Groupings are dynamic; students’ positions shift, and the furniture responds in kind.