Augmenting the Third Teacher

Christina Hoover

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AUGMENTING THE THIRD TEACHER
A study of the school environment in response to technologies, pedagogies and the architectural manifestations of both.

Christina Hoover
ARC 505 | Thesis Prep Book
Advised by Bess Kriitemeyer with Roger Hubeli
“[the success of todays young person] depends in large measure on the experiences s/he has in school. Those experiences will be shaped by adults, by peers and ultimately by places, by the physical environments where they learn. United in conviction that the environment is our children’s third teacher, we can begin anew a vital mission: designing today’s schools for tomorrow’s world.”

- The Third Teacher
Contemporary school design is presented with the opportunity to compensate for a child’s overuse of recreational and entertainment technologies in the home environment, which can be detrimental to a child’s sensory, social, and spatial development. Historically, schools have been able to compensate for the uses and effects of technology by means of an educational application of technology, as well as adapt to new pedagogical approaches formally and materially. The prolonged exposure of recreational technology however, has created a new set of needs for the school environment that have yet to be addressed.

The current trajectory for school design insists upon advancing forward in a technological integration of systems and materials that affect the quality and experience of the environment, which differs from an educational application of computational tools, displays and digital media. Educational technologies are provided to supplement the teacher directly, but it is key to note that children learn not only from the teacher, but even more so from their environment, both experientially/spatially and socially through interaction with peers.

By applying responsive materials to Chicago Public Schools, these materials can enhance the environmental quality of space for child developmental benefit, respond to changing pedagogical approaches in an architectural manner, and act as a prototype for the CPS, as they progressively address the district-wide issues of overcrowding and a diminishing focus on academics.
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KEY TERMINOLOGY

Recreational Technology
  technology and media used for recreational purposes

Educational Technology
  technology and media used to supplement the teacher’s instruction

Pedagogy
  method and practice of teaching

Reggio Emilia Approach
  pedagogical approach emphasizing the importance of an interactive environment

Montessori Method
  pedagogical approach emphasizing the importance of learning by doing

Spatial Pedagogy
  proximity and interaction of student to teacher, peers, and self that affects learning process

The Third Teacher
  the learning (and living) environment

Interactive Display and Material Systems
  dynamic wall systems that respond to external climate conditions and users within
“Early environments and experiences have an exceptionally strong influence on brain architecture. As a neural circuit is maturing and beginning to function, a child’s environment and experiences can have an enormous impact on that circuit, causing adjustments in its genetic plan and changing its architecture in fundamental ways.”

- NSCDC
PREFACE
"The first years of life are a very busy and crucial time for the development of brain circuits. The brain has the most plasticity, or capacity for change, during this time, which means it is a period of both great opportunity and vulnerability. The impact of [environmental] experiences on brain development is greatest during these years. It is easier and less costly to form strong brain circuits during the early years than it is to intervene or “fix” them later. “

sources: center on the developing child, harvard university
Strong brain connections are created through a child’s learning and living experience. The three ways and sources from which children learn and development are their experiences with teachers, with peers and with the environment. It is the role of architecture to design consciously to create specific environmental qualities in the school and classroom that encourage and foster interactions between a child and his/her teacher and peers. Therefore, the environments for those between ages 4 and 11, when the brain is most malleable, must be sensorially and spatially experiential.

Source: Architecture for Children
CHAPTER 1. INTRODUCTION TO THESIS TOPIC AND CLAIM

recreational use of technologies

image reference 3
Today’s society has become exceedingly more advanced in communication, information and entertainment technologies, such as mobile devices, gaming systems, and the internet. These recreational technologies have in many ways been beneficial to our lifestyles, however we are now learning of the unintentional negative impacts of their use on the sensory and spatial development of children. On average, today’s child spends 7.5 hours with recreational technology a day, but studies in conjunction with the American Academy of Pediatrics, show that any more than 5 hours of exposure and use results in what they call brain pruning. “Children are using 4-5 times the amount of technology recommended by Pediatric experts.”
avg 7.5 hrs/day with recreational technology
5+ hours = “brain pruning”

Mobile Media Ownership

Cell Phone Ownership

source: research review regarding impacts of technology on child's development, behavior and academic performance
1 in 11 children have an addiction to entertainment technology

1 in 10 children have ADHD as a result

1 in 3 children enter kindergarten developmentally delayed

% of children with developmental issues

Media Use and Grades

heavy use

moderate use

light use

sources: research review regarding impacts of technology + early learning partnership
As a result of the overuse of recreational technologies, there is a drastic increase in the percentage of children entering school with developmental issues, ranging from social ineptitude and attention deficiency. Research from the Early Learning Partnership at the University of British Columbia says that 1 in every 3 children now enter kindergarten developmentally delayed, and every 1 in 10 children have attention deficit hyperactivity disorder.

In summary, research shows that the longer children are exposed to recreational technologies, the more their cognitive, social, and spatial development decreases.

source: research review regarding impacts of technology + early learning partnership + kaiser foundation report
While the use of recreational technologies has increased, the educational application of modern learning technologies have also increased and begun to be integrated into the school system and pedagogical framework. Technologies, such as the iPad or the SmartBoard, are a great supplement to the teacher’s instruction as well as a new vehicle for digital discovery and self-dependent learning, even in elementary schools. Schools have consistently been attaining and integrating technologies into their curriculum as they manifested themselves, in hopes of keeping up with the advancing times and equipping students with the necessary skills to succeed professionally in their future.
Since the initial integration of technology in the school setting with the basic calculator and computer, more technologies have been introduced and put into effect in most schools settings. The level of integration is still up for debate in many cases due to how closely the technology works within the curriculum, but as schools progress further into the 21st century school ideal, this thesis speculates that technologies like the iPad, interactive projection screens, and digital media will ultimately become the standard platform for instruction and learning.
As a case study of educational technologies in the classroom setting, “Thinklab formed an experimental research, teaching, and collaboration environment in The Nancy Cantor Warehouse at Syracuse University. Running for two years, this environment facilitated experimentation in new media, collaboration, visualization, and interaction technologies [through the inclusion of] digital pens, interactive tables, and gesture-recognition systems.”

source: thinklab at the warehouse
In a similar fashion, the Einhorn Studio at Syracuse University’s School of Architecture acted as a test bed for technological integration of educational and modern learning technologies. “The studio’s greatest potential was for hands-on exploration with design technologies, and it sought to design an adaptable structure that not only would accommodate this, but which would explicitly encourage team-based learning and interdisciplinary work.”

A common observation of both modern classrooms is that the key to their successes is an integration with the curriculum, as some student are more attuned to exploration through learning varying means and media.
Through comparing the uses of both recreation and education technologies, one can hypothesize that we, as a society, have begun to see a plateauing of school’s ability to integrate educational technologies, while children continue to become more developmentally delayed.

This thesis contends that in order to continue countering the negative effects of recreational technologies, a different kind of technological integration needs to occur within the school environment. In tangent with the use of technologies as an educational supplement, this thesis explores the design potentials of technologically advanced material systems and their ability to enhance the learning environment, and furthermore a child’s sensory and cognitive development.
Integrate technologically advanced material systems that affect the environment of a child's learning space.
CHAPTER 2. EXISTING PEDAGOGY AND ARCHITECTURAL MANIFESTATIONS

Reggio Emilia Classroom
image reference 13

Montessori Classroom
image reference 14
Throughout history, pedagogy in the American school system has been constantly evolving and adapting to new means of instruction, from strict and direct instruction from the teacher to very open education and self-exploration in the 1960’s marking the first major educational reform. With these varying pedagogical approaches, the architecture of schools and classrooms have adapted formally and materially to aid in creating specific learning environments. Looking through the lens of two major approaches [the Reggio Emilia Approach and the Montessori Method], this thesis maps the progression of school design and begins to speculate on future design processes as today’s pedagogies become more integrated with educational technologies.

sources: educational facilities planning + linking pedagogy and space
Types of Learning

- **Passive**
  - physically inactive
  - can learn alone / at own pace
  - presenational set up

- **Interactive**
  - interactive in small groups
  - required to participate
  - various types of learning activities
  - *begin personal territory violations*

- **Active**
  - learning by doing
  - space consuming
  - cognitive
  - affective
  - psychomotor

Source: designing productive learning environments
Reggio Emilia Approach

Key Points
1. Children are capable of constructing their own learning
2. Children form an understanding of themselves and their place in the world through their interactions with others
3. Children are communicators
4. The environment is the third teacher
5. The adult is a mentor and guide
6. An emphasis on documenting children’s thoughts
7. The Hundred Languages of Children

source: what is the reggio emilia approach?
Montessori Method

Key Points
1. Children are to be respected as different from adults and as individuals who differ from each other
2. Children possess an unusual sensitivity and intellectual ability to absorb and learn from their environment that are unlike those of the adult both in quality and capacity
3. The most important years of children’s growth are the first six years of life when unconscious learning is gradually brought to the conscious level
4. Children learn by doing

source: what is the montessori method?

Ateliers in relationship to classrooms
Interactive communal space

McWillie Elementary School, Jackson MS
Major historical points related to the development of schools:

- **Colonial** (1650-1849)
  - Colonial School

- **Industrial Revolution** (1850-1949)
  - Greek School
  - Classical School
  - Modern School

- **Post World War II**
  - Standardize school plans + facades
  - Open education = open plan
  - Add library, gym, daycare etc

PEDAGOGICAL APPROACH:

- **Reggio Emilia**
  - Educational Facilities Laboratories

- **Montessori**
  - Create flexible spaces
  - Introduce new technologies

School Construction Reform

- Standard finger concept plan

MAJOR EDUCATIONAL REFORM

Focus on
- Instruction + curriculum

Source: Educational Facilities Planning

- i.r. 16
- i.r. 17
- i.r. 18
- i.r. 19 + 20
- i.r. 21
- i.r. 22
- i.r. 23

SECOND EDUCATIONAL REFORM
standardized testing
emphasize methods of instruction like 1960's
introduce the virtual school

THIRD EDUCATIONAL REFORM?

1950-20__

return to neighborhood schools in urban school districts
choice and voucher systems for magnet and charter schools
community integration with school
change means of teaching: ed. technology

and focus on community education
rise of alternate schools

neighborhood schools
community connection
integrate ed. technology
new material systems


rise of:
- alternate schooling
- charter schools + magnet schools
- homeschooling

Davidson Elementary

electro-dynamic display material systems
The 1950’s and 1960’s are exemplary of the major pedagogical and architectural shifts that occurred in the history of school design. The fifties marked an era when there was a rapid growth rate of student population due to the baby boomers, which resulted in an increase in school construction. Plans and facade aesthetics were becoming standardized with finger concept plan rather than the simple corridor, and more modern material use of glass and steel window wall construction. There also became a huge emphasis on the flexibility of spaces within the school with the initiatives of the Educational Facilities Laboratories.
Shifting into the sixties, the idea of flexible and open classrooms began to take on an entirely new identity. The concept of open education turned into open plan organization, which interiorized all activities. Simultaneously in Reggio Emilia, Italy, the Cluster concept plan organization became the ideal school for its translation of open education into open ateliers and a focus towards outdoor spaces, rather than barrier-free interiorized plans. In tangent with the varying approaches to open education, as white flight occurred from the cities, the suburbs were booming and lacked a sense of community. This marked the beginning of schools with public programming potential, such as the in-school libraries, gymasia, day care centers and recreational spaces.

*source: educational facilities planning*
cooperative learning
develop thinking and application
open-ended peer teaching
is supportive and productive
cooperative peer teaching
case studies
connects with the community

1850's +
1950's +

DELIVER

CREATE

sources: designing productive learning environments + linking pedagogy and space
values of clarification experiences in students' needs reflected in program differentiated plans reproduction | image reference 26

1960's + Contemporary

APPLY

cluster/house
campus
open
interdisciplinary assessment evaluation locus of control
involves assessing and practice

discovery open education locus of control
"open vs. degree of openness"

promotes self-motivation, individuality + flexibility

FREE

COMMUNICATION

adaptation | image reference 27

"open vs. degree of openness"
Finger Plan Concept “Standard” | Crow Island Elementary, Eero Saarinen

source: educational facilities planning
Crow Island Elementary | finger concept plan

Classrooms in relation to ateliers

Central corridor with branches of classrooms

Connection to outdoor learning space
Finger Plan Concept “Modern” | Prieto Math and Science Academy, STL Architects
Prieto Math and Science Academy | finger / corridor concept plan

Classrooms in relation to ateliers

Central corridor with branches of program

Connection to outdoor learning space
Cluster Plan Concept “Standard” | Diana School, Reggio Emilia

source: amiable space in the schools of reggio emilia
Diana School | cluster concept plan

individual classrooms in relation to ateliers

central atelier with classroom clusters

division of spaces: Classroom mass, atelier, outdoors
Cluster Plan Concept “Modern” | Davidson Elementary School, Adams Group

source: designing a responsive school environment
Davidson Elementary School | cluster concept plan

individual classrooms bars in relation to ateliers

central atelier with classroom clusters

division of spaces: classroom mass, atelier, outdoors
CHAPTER 3. SPATIAL AND PROGRAMMATIC IMPLICATIONS

social-consultative space:
student - teacher relationship

reproduction image reference 38

adaptation | image reference 37
In addition to the varying pedagogical approaches of instruction, there have been studies on the spatial pedagogy of the classroom, relating to interactions between the student and teacher, student and peers, and student and themselves in the school environment. Spatial pedagogy, as defined by Dr. Kay O’Halloran of Curtin University, works in tangent with instruction techniques, is “realized through patterns of positioning and the directionality of movement,” and is classified through four types of space in the classroom. Those four spatial constituents are authoritative, personal, supervisory and interactive, which separately and collectively affect a child’s learning experience.

source: spatial pedagogy: mapping meanings in the use of classroom space
The four spatial zones of the classroom foster varying degrees of interaction among all parties. The authoritative and supervisory are used almost exclusively by the teacher and involve the least interaction. The interactive area facilitates interactions between a student, teacher and peers simultaneously. Research from the Lucy Brock Child Development Program highlights how different types of interactions benefit their spatial understanding and experience of the classroom environment. Through hands on activities as well as interaction by observation, children become more involved in the learning processes, are more open to spontaneous interactions and more likely to be attentive of their peers and the environment.

sources: early childhood research & practice + lucy brock child development laboratory program + what is the montessori method?
Each space in the classroom, as well as other spaces within the school, should be intentionally designed to cater to the adult but even more so the child and his/her area of perception. Children perceive experiences and space differently than adults but also differently than their peers. All users in a particular space can be quantitatively understood by their collective behavior but a qualitative understanding is based solely on an individual's behavior. Similarly, the quality of the space based on atmospheric effect and aesthetic character is entirely perception based, as is a user's response to the space. Architecture, therefore, must address the spatial parameters that affect both child and adult, such as the height at which they perceive the space and the tactility of materials.
Another spatial parameter that should be considered in all classrooms relates to spaces that encourage not only interactions but solitary play and exploration. Research done, in tangent with the Youth and Environments Center at the University of Colorado Boulder, analyzes how different encapsulating spaces promote varying means of play. The most successful structure type for interactive play was the closed space in both centers. In contrast, the open structure in center A provoked solitary play, while in center B, it was the closed structure.

When considering both interactive and solitary play, the more successful scenarios from centers A and B involved closed play areas.

sources: privacy in the preschool environment, children's environments. vol. 10
CASE STUDIES (child perception)

Sjötorget Kindergarten, Rostein Arkitekter
St. Clare’s Parish Child Center, Studio 16
Little School, Mark Horton Architects
Children’s School, No.MAD Arquitectos

Spatial Parameters:
- child perception height
- exterior glazing mullions
detailed undulating surfaces 30” or below

Interaction:
- occupiable niches
- levels of transparency stimulates group interaction

source: kindergarten architecture + architecture of early childhood
In addition to considering the spatial implications that school and classroom design has on the child, facilitating sensory stimulation is crucial. At the earliest stages of life and development, the child is exposed to many experiences that are essential in the development and growth of their senses as well as their skills.

As direct result of their school environments and personal interactions, sensory maturation of the haptic, kinesthetic and synesthetic systems occurs.

Often the senses are understood to be composed of 5 fundamentals including:

- sight
  - vision

- touch
  - somatosensory

- sound
  - audition

- smell
  - olfaction

- taste
  - gustation

Sources: Zero to Three + Humans have a lot more than five senses
However, there are many more senses and skills that are relevant to the perception of the body in space. The remaining senses relating to perception include:

- **propioception**  
  Ability to locate body parts relative to other body parts

- **equilibrioception**  
  Sense of balance and body movement  
  [acceleration and directional changes]

- **thermoception**  
  Ability to sense heat and cold

- **nociception**  
  Sense of pain

- **time**  
  Ability to perceive time and the passing of it

- **acuity**  
  Perception of fine detail

- **binocularity**  
  Coordinated use of both eyes

*Sources: zero to three + humans have a lot more than five senses*
<table>
<thead>
<tr>
<th>HAPTIC SYSTEM</th>
<th>KINESTHETIC SYSTEM</th>
<th>SYNESTHETIC SYSTEM</th>
<th>NERVOUS SYSTEM</th>
</tr>
</thead>
<tbody>
<tr>
<td>skin, joints, and muscles</td>
<td>muscles and joints</td>
<td>neurological</td>
<td></td>
</tr>
<tr>
<td>exploration (through touch)</td>
<td>exploration (through movement)</td>
<td>sensory connection and transference</td>
<td></td>
</tr>
<tr>
<td>varying configurations of touch</td>
<td>varying positions and movement of body parts</td>
<td>memories</td>
<td></td>
</tr>
<tr>
<td></td>
<td>proprioception equilibrioception</td>
<td></td>
<td>thermoception nocioception</td>
</tr>
</tbody>
</table>

sources: technology of the senses + sensory design
<table>
<thead>
<tr>
<th>SYSTEM</th>
<th>ANATOMY OF ORGAN</th>
<th>ACTIVITY OF ORGAN</th>
<th>STIMULI AVAILABLE</th>
<th>SKILL</th>
</tr>
</thead>
<tbody>
<tr>
<td>sight</td>
<td>ocular mechanism</td>
<td>looking / fixating</td>
<td>variables of structures in ambient light</td>
<td>binocularity</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>acuity</td>
</tr>
<tr>
<td>touch</td>
<td>skin (hands)</td>
<td>touching / feeling</td>
<td>textures, weight etc.</td>
<td></td>
</tr>
<tr>
<td>hear</td>
<td>cochlear organs</td>
<td>orienting to sounds</td>
<td>vibrations in the air</td>
<td></td>
</tr>
<tr>
<td>smell</td>
<td>nasal cavity</td>
<td>sniffing</td>
<td>composition of a medium</td>
<td></td>
</tr>
<tr>
<td>taste</td>
<td>oral cavity</td>
<td>savoring</td>
<td>composition of ingested objects</td>
<td></td>
</tr>
</tbody>
</table>
matrix of program and related senses and systems that influence development

program/s
- classroom
- recreation room
- hallways

sense/s
- intuition
- acuity
- time
- equilibrioception
- proprioception
- thermoception
- binocularity

system/s
- Synesthesia
- Haptic
- Kinesthesia
- S + H
- S + H + K
- K

behavior/s
- controlled
- random
- transitional
The home and the learning environment are the primary locations where a child has the most potential to develop cognitively and emotionally. The latter of these includes day care facilities, community centers and schools and upon further research, the environments with the most consistent and dynamic experience potentials are found within the program of the school. As succeeding research suggests, the schools that require the most architectural and environmental consideration are public urban schools, rather than private or charter schools. Non-suburban schools are faced architecturally with issues of limited daylighting and exterior surfaces, closed plans, and limited expandability due to smaller lot sizes, while administratively they must address and constantly revisit inadequacies in academic and resource structure. The design criteria for the today's urban school acknowledges that the augmentation of the environmental conditions, as a means of compensating for deficiencies otherwise, is the main focus along with working in tangent with relevant pedagogical approaches to create appropriate opportunities for integrating technologies that supplement instruction.
99,000 public schools
education is free
reliant on federal state and local tax dollars
must follow state guidelines

free tuition
application for enrollment
independently run
for-profit private or funded by
government

depend on own funding
not regulated by state
standards
programs must undergo
review by outside sources
expensive tuition

religious elementary:
$3,700/yr
high school:
$8,200/yr

source: public vs. private vs. charter schools
directly effect children

indirectly effect children

flexibility, user type variations, potentials for privacy, climate control, natural lighting, variability in routine, spaces for interaction

open space, good ventilation

open space, climate control, area-specific lighting

flexibility, open space, climate control

source: designing productive learning environments
flexibility:
- few loadbearing walls
- movable partitions
- portable partitions
- operable walls

source: guideline for square footage requirements for educational facilities
UNO Galewood Elementary School, Chicago IL
UrbanWorks
Photographs by Christopher Barrett

Form:
corridor plan concept
community based vision
common spaces share with community during off hours
varying heights define varying program/space

Transparency:
controlling views outwards and inwards
varying degrees of privacy
create space for community
Robbins Elementary School, Beverly Hills CA
Urban Office Architects
Renderings by Urban Office Architects

Form:
- finger plan concept
- use of the exterior surfaces
- communicate with existing Historic buildings

Transparency:
- controlling views outwards + inwards
- encourage pedestrian dimension
- create space for community
Erie Elementary Charter School, Chicago IL
John Ronan
Photographs by Steve Hall ® Hedrich Blessing

Form
varying interior heights define varying program/space

Program:
annex to existing school
provide gymnasium, playground, outdoor space
elevated active space open to sky
hide services
International Elementary School: Morphopedia, Long Beach CA
Morphosis Architects
Photographs by Tom Bonner

Form:
- stacking program strategy
- free from enclosed volumes
- finger plan concept

Program:
- elevated outdoor community assembly
- school at ground, play above
CHAPTER 4. CHICAGO PUBLIC SCHOOLS AS SITE

The Chicago Public School system is the third largest in the nation made up of over 600 schools and serving 400,000+ students. After many building reformation initiatives and revisits to fiscal budgets over the past few years, the district has been able to concisely determine their main areas of focus as they move forward. These initiatives come in response to a need for change as over 50 schools closed in 2013 and many schools have over utilization rates that result in overcrowded classrooms.

The area that this thesis is examining is located in the O’Hare district, northwest of the Loop. Of the 1.6 million in additional funds for O’Hare’s fiscal year, much of this money is set aside for new school and annex construction to relieve the high rates of utilization. In a neighboring district, CPS has already begun work, similar in nature to their current endeavor, by building a LEED certified neighborhood school. Using Prieto Math and Science Academy as a case study for existing efforts to accommodate the new set of goals for CPS, this thesis will explore the design potentials of technologically advanced material systems with a renovation and annex design proposal for Arthur E. Canty Elementary school.

source: CPS capital improvement plan for fiscal years 2015-2019
CPS DISTRICT INITIATIVES

Empower Principal as School Leader
- $130 mil principal’s discretion
- $100 mil enrichment programs + hire teachers
- $60 mil supplemental services

Increase Access to Quality Education Programs
- develop 10-year neighborhood vision
- invest $$ in early education
- add magnet + gifted programs
- expand charter opportunities

Upgrade Information Technology
- career + tech education
- college + career suites
- upgrade learning technology

Building Interior Renovations
- modernize laboratories
- modernize + repair buildings
- add A/C units
- upgrade outdoor play areas
- protect health + safety

Address District Needs

Source: CPS 2013 + 2015 fiscal year plans
Downsize to Relieve Overcrowding

Arthur Canty Elementary School
- utilization rate or 150%
- modular units on campus
- no cafeteria
- small library
- hallways for storage

Transparency
- make balanced budget public
- increase public + community affairs
- engage family + community

Relieve Overcrowding
Arthur E. Canty Elementary School is a level 1 performing neighborhood school in the O’Hare district of the Chicago Public School system. Built in 1965, the two story building is in need of major repairs of its brick enclosure, as well as updated HVAC systems and aesthetic renovations. Its students are predominantly of Polish decent, as it is located within a heavily populated Polish neighborhood community, however it doesn’t have strong ties to the programs at Hiawatha Community Center, two blocks from its campus.

Currently CPS, mainly including the O’Hare and Fullerton districts are experiencing extreme cases of over utilization or overcrowding. Canty has a utilization rate of 150%, working with 300 students over maximum capacity.

source: Interview with Dr. Lucja Mirowska-Kopec and Collette D. Laurencell, of Canty Elementary
Due to the exceeding student capacity, Canty occupies four separate modular units, two of which are located on the campus ground while the remaining two are at a remote location six blocks away. The main entry is not very distinguished because of the fence barrier around the premises and there are accessibility issues. Parking for faculty is not located near an entrance, therefore the teachers and staff have to walk around the building to enter. The large plot of land that is not being utilized by building or landscape is ideal for the planned annex addition as a more permanent solution to their overcrowding issue.

source: Interview with Dr. Lucja Mirowska-Kopec and Collette D. Laurencell, of Canty Elementary
The layout of the school can be classified as both corridor and finger concept plans, however the site encourages both a finger and cluster plan organization. A major critique of the school is the minimal allocation of space for the auditorium, gymnasium and library. There is no cafeteria, so the already inadequate auditorium is currently doubling and the lunch room, with food warmers in the hallways for storage.

The current annex proposal requests for 15 new classrooms and a multipurpose room that will act as an addition gymnasium space, lunchroom, warming kitchen and potentially community activity center for after hours.

sources: Interview with Dr. Lucja Mirowska-Kopec and Collette D. Laurencell, of Canty Elementary
As for the classrooms themselves, they are equipped with ELMO projectors, while only 3 classrooms have SmartBoards. Each grade year has a designated iPad cart that holds both iPads and chromebook cards.

Lastly, in addition to the annex, the funding Canty received has been speculatively set aside to expand the classroom-sized library, update the interiors with better insulated enclosures and up to date wall and floor finishes, and to equip the remaining classrooms with the most relevant educational technologies.

source: Interview with Dr. Lucja Mirowska-Kopec and Collette D. Laurencell, of Canty Elementary
Dr. Jorge Prieto Math and Science Academy is a level 3 performing neighborhood school in the Fullerton district of the Chicago Public School system. The three story building was designed by STL Architects and completed six years ago. It is the first LEED Silver certified school within the CPS system and includes solar panels, a green roof, recycled materials, native landscaping and a rain garden. Its students are primarily of Hispanic decent, as it is located within a predominantly Hispanic neighborhood, and through after school activities, Prieto creates a connection the community as well as the parents of the students that attend.

source: Interview with Amber Richard, of Prieto Math and Science Academy
The major critique of this school is the inadequate consideration of the number of students attending. Prieto is another school operating at a utilization rate higher than maximum capacity. Since overcrowding is a common trend among the neighborhood schools in this area of Chicago, modular units have become the standard fix. Prieto occupies two modular units that hold 8 classrooms each, accessible by an uncovered walkway beyond the rain garden. The modular units do not match the aesthetics or LEED certification of the main campus building, however each classroom is equipped with their own SmartBoard, and computer cluster.

source: Interview with Amber Richard, of Prieto Math and Science Academy
Prieto is classified as both a corridor and finger concept plan, which includes carved out niches in the hallways that act as group teaching spaces. A reoccurring theme throughout the building is the access to communal atrium spaces, which can be found in the main lobby area, through the hallways, and at the ends of each floor. The intent for these was to create a common ground between classes, and encourage group learning exercises outside the confines of their home classroom. Due to their utilization issue, however, many of these spaces were taken over by classroom entirely, which created less-than-ideal classroom environments, filled with external noise and distraction.

sources: Interview with Amber Richard, of Prieto Math and Science Academy
Most of the elective classrooms, including art and science laboratories were also taken over by classrooms, to accommodate the number of students. The larger elective spaces, such as the library, gymnasium, cafeteria and music hall have minimal complaints architecturally, but again, during transition periods, the claustrophobic halls of children become hazardous. Lastly, Prieto is furnished with a 32-desktop computer lab that sits within the library. Each grade class has access to an iPad cart while each classroom has a SmartBoard. Prieto Academy will be used as a key case study for the renovation and annex proposal of Canty Elementary because of its green initiatives, proximity and solutions to similar issues to those at Canty.

source: Interview with Amber Richard, of Prieto Math and Science Academy
CHAPTER 5. DESIGN CONSIDERATIONS AND CRITERIA

SITE
ENVIRONMENT
TECHNOLOGY
CHAPTER 5.1 PRELIMINARY MASSING DIAGRAMS
connection to the Hiawatha Park Community Center

reconnect to community, utilize open space on lot
existing campus layout

potential annex locations

new potential entry condition
“A child’s experience of a place is directly affected by the spatial [and atmospheric] properties of the environment.”
- Ismail Said, Architecture for Children

CHAPTER 5.2 DESIRED ENVIRONMENTAL QUALITIES

The built environment plays a major role in the development of a child’s brain, sensory function, communication skill level and ability to interact with other users physically. Interactive means of tactility and responsivity have been proven to have a positive effect on the atmospheric quality of a space and a child’s cognitive growth.

The designer must consciously address each particular user group and provide a range of atmospheric characteristics for each environment that involves lighting, color, acoustics, controlled interior climatic conditions and material application.

ie. designing for:
- social interaction, self-motivated engagement, and responsive interactions in conjunction with systems that provide heating/cooling, lighting, and acoustics.
LIGHT

Lighting in the classroom is an important aspect of design that can immensely improve a child's ability to stay attentive. It becomes a visual material when it is explored and controlled autonomously by children. It is key to emphasize natural daylighting but to also incorporate it with artificial lighting to create various types of lighting. Natural light creates a relaxing effect when its provenance is multidirectional because children feel in harmony with the environment outside of the school. Artificial and indirect lighting blended with natural exploits different expressive and inhabited characteristics of a room. Above all else, the key is manipulability of both natural and artificial light sources.

sources: children spaces, relations + designing productive learning environments
Children’s School, Sondika
No. MAD Arquitectos
Images from *Preschool + Kindergarten Architecture*, Mostaedi, Arian 2006
Photographs by César San Millán

Exterior glazing:
- natural sunlight
- diffuse lighting
- solar heat gain
- passive heating and cooling

Transparency:
- informing children of exterior natural forces
- controlling views outwards and inwards
- varying degrees of privacy
Kensington High School for the Creative and Performing Arts, Philadelphia PA
SMP Architects
Photographs by Barry Halkin

Exterior glazing:
fritted glass, sunshades and wheatboard
natural sunlight
borrowed light in corridors
artificial light off 98% of daylit time

Transparency:
controlling views outwards and inwards

Orientation:
building oriented with maximum southern exposure
COLOR

Color plays an important role in defining the perspective and layout of environments, while stimulating the formation of knowledge and identity building processes. Some colors are perceived as being in the forefront, like reds and yellows while cooler colors are pushed to the background like blues and greens. The perceptive richness and chromatic variety create a sense of harmony in both the children and adults of a particular space.

passive participation/learning use blues or greens

- calm
- warm
- exciting active
- depressing

larger and service spaces use pale colors

- larger and service spaces use pale colors

sources: children spaces, relations + designing productive learning environments
‘Els Colors’ Nursery School, Barcelona SP
RCR Architects
Photographs by Eugeni Pons

Color:
- components identifiable by color
- any metal is red orange or yellow
- exterior paving is green

Architectural provision:
- color signifies separation between rooms
- spatial awareness
The VM Houses Nursery School, Ørestad, Copenhagen DK
Plot
Photographs by Rikke Guldborg Hansen

Color:
- used to characterize rooms
- soften monotone colors
- color applied to transparent materials

Architectural provision:
- each room has its own identity
Sound waves affect the entire body and its understanding of the spatial qualities of the space in which it is situated. It is a subjective sensation, however studies show that all bodies react to the pulses and rhythms of background noise. As a design parameter, reverberation and loudness should be controlled to minimize echoes, which lower mental and physical health. Higher decibels of sound increase the heart rate and the chance of stress reactions including attention deficiency and in extreme cases, loss of muscle coordination, nausea and fatigue.
“Temperature, relative humidity, air movement, odor, and air cleanliness are important when providing a comfortable environment for learning. The human organism is highly adaptive, but a student cannot attend, perceive, or process information easily when his or her physical environment is uncomfortable.”

A child’s ability to perform certain tasks deteriorates in overheated environments as well as under heated environments. The most simple solution to circulating heat flows in a space involves air conditioning, but natural heating and ventilation as result of responsive enclosure materials is ideal.
Climate: climatic “materialities”
gradient climate zones vary by season
large role in programs use
program linked to exterior environment

Goal:
meet program needs with seasonal planning
Climate: varying intensities of material variabilities that exist simultaneously humidity, air temperature, scent, light spectrums emerged sources of gradient zones boundaries implied by gradient conditions

Control: create microclimates organized by gradient intensities
“The tactile nature of space is expressed in perceptive as well as physical terms; that is, by synthesis that involve the individual’s processes of orientation and spatial judgment.” The tactile materiality of environments for young children is essential for a child’s development of sensation. Children sense materials through exploring by touching everything within reach. In the contemporary design world, manipulating “natural” materials has transformed the basis of material application. The focus has transferred from solely aesthetic and structural needs to varying duration periods, permanency and tactility, thus adding a layer of complexity to each surface.

sources: children, spaces, relations + what is the montessori method?
International Elementary School: Morphopedia, Long Beach CA
Morphosis Architects
Photographs by Tom Bonner

Material:
wrapping perforated metal wall
typical parts of architecture assume new roles
didactic surfaces

Provision:
weather protection
security
cohesive aesthetic
transparency | soft | sensory stimulation

“Nido Stella,” Nursery School, Modena, Italy
ZPZ Partners
Photographs by Antonio Marconi

Materials:
- transparent materials stimulate visual connections and interactions
- provide light passing through rooms
- soft materials stimulate exploration

Provisions:
- sound absorption
- acoustic quality
- stimulate touch and interaction
CHAPTER 5.3 MATERIAL SYSTEM AS SOLUTION

image reference 49
use and development

child and technology matrix

thesis intervention

how?

integrate technologically advanced material systems that affect the environment of a child’s learning space
The question remaining is how can architecture utilize the aforementioned design criteria in a way that further enhances the child experience? School design has been evolving materially and formally in response to today’s techno-centricity and varying pedagogical approaches but have we reached the pinnacle level of advancement? This thesis studies and claims that the trajectory for school design must include the integration of responsive technologies and material systems to work in tangent with the pre-existing environmental design parameters as well as with technologies that supplement instruction and learning. If applied, the criteria that already strengthens cognitive development (micro climate control, flexible spaces, sensory experience, interactivity etc) would be enhanced and furthermore ingrained in the architectural form and identity.

source: designing productive learning environments
Responsive display systems, as of late, have drastically transformed the way in which we (architects) imagine efficiency and aestheticism in design. As an external application, they offer climate control by responding to external forces of sunlight, wind and temperature, privacy by mapping user location, and can translate image or video to facade.

sources: electroactive dynamic display systems + designing material behaviors
When applied internally, they respond to user proximity, enable sensory exploration, provide patterned lighting and color to a space, while creating dynamic divisions of spaces and programs.
The means by which these technologies perform involve programmable electrodes that move automatically in response to outside climatic conditions of solar heat gain and infrared light. These electrodes can also respond to user proximity to the surface and can be programmed to clear or fill pixels. At its current state of development, the responsive wall system allows for single-faced user interaction, but one can speculate about the future of its design catering to user proximity on both sides of the wall. Lastly, the system's dynamic nature can be classified into emotive or utilitarian capabilities, which affect the school environment simultaneously.
image reference 51

image reference 52

sources: electroactive dynamic display systems
emotive capabilities

- dynamic flexibility
- aesthetic
- climate control
- light
- color

responsive interactive

pragmatic service

- utilitarian capabilities
- privacy
- alert
- information display

sources: designing material behaviors + an enviro-aesthetic dance of agency
utilitarian needs exist in all programs
CASE STUDIES (technology)

Sources: see yourself sensing

Weave Mirror, Daniel Rozin
Snow Mirror, Daniel Rozin
Paradise Institute, Janet Cardiff + George Bures Miller
Paradise Institute, Cardiff + Bures Miller
Nature Walk, Jason Bruges
NYC Public Covered Plaza Proposal, SOM + CASE

Experience:
distortion of reflection
distortion of time
pixelation
deceptive perception
physical reaction

Technology:
projection
moving parts
tracks movement of users
aural and visual landscape
“Responsive environments may not be as geometrical or mystical, but they are unpredictable. They modify both themselves and their inhabitants and create feedback loops that change the variables of space and habitation... whether its fluctuations in light and enclosure, we will need to co-evolve with our new environments.”

“Our behavior, social interaction and perception will be transformed as the relationship between humans and animated surroundings becomes more complex”

Experience:
- interactive animated surfaces
- embedded at various heights
- atmospheric patterning
- filter sunlight

Technology:
- led panels
- patterns of light
- electroactive dynamic display system
- multifunctional building envelope

sources: see yourself sensing + an enviro-aesthetic dance of agency
MOVING FORWARD

How does the Responsive material system affect the appearance of the school? Will it redefine the school aesthetic?

How can Responsive and Dynamic material systems instigate exploration through various spaces?

How does the use of Responsive and Dynamic material systems affect the architectural process of design?

Are these limited to rigid materials? Or can they be applied to malleable materials like fabric or finishes?

How can these materials be interpreted as more than simply information technologies or digital projections?

How would these materials work in tangent with existing educational and communication based technologies in the school.
METHODS AND PROJECTED SCHEDULE

METHODS AND TECHNIQUES

**Draw.**
experiential drawings [ref sean lally]
storyboarding
photo montage | collage

**Model.**
conceptual models
experiential models
site model 1/32" or 1/64"
massing models for site
sketch models 1/16"
physical model 1/8"
protoype diagram model 1/4" or 1/2"

**Animate.**
walk through animation
simulation at CoE with EDDS

DECEMBER/JANUARY
revise diagrams from final prep review
storyboarding experiences of child v adult
site model lasercut tiles
test simulation/animation styles
portfolio review and edit
revise sample page[s]
contact firms

JANUARY

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site model
programmatic diagramming | concept models
collage montages | massing model studies
**January**

- Methods and techniques

**February**

- Model:
  - Prototype diagram model 1/4" or 1/2"
  - Physical model 1/8"
  - Sketch models 1/16"
  - Massing models for site
  - Site model 1/32" or 1/64"
  - Experiential models
  - Conceptual models

**December/January**

- Collage montages | Massing model studies
- Programmatic diagramming | Concept models
- Site model
- Simulation at CoE with EDDS
- Walk through animation
- Animate.Draw.
- Design charrette
- Midereview
- [Material] design | Test animation at CoE
- Design | Start computer modeling

**March**

- Design
- Visit firms | Site visit 2? | Finalize design
- Final design charrette
- Last week of design [Fingers crossed]
- Drawings drawings drawings

**April**

- Begin model | Laser cut templates
- Physical model
- Lineweight drawings | Renderings | Collages
- Animation[s] |
  1. Simulation of climate control
  2. Child experience
- Thesis book | Presentation layout | Print

**May**

- Thesis book
- Reviews | Thesis book
GLOSSARY

Book


Article

Dyson, Anna, Krietemeyer, Bess, and CASE RPI/Stark, Peter. “ElectroActive Dynamic Display Systems (EDDS).” Architecture in Formation, CASE RPI.
GLOSSARY

Article
Hiskey, David. “Humans have a lot more than 5 Senses.” Today I found out, 2013.
Hoover, Dana and Chester, Timothy. “iPad: Effective Use in the Classroom.” Academic Impressions.
Moore, Gary. “Designed Environments for Young Children: Empirical findings and Implications for Planning and Design.” University of Syndey, 1996.
Online Resource


Institutional Research

American Academy of Pediatrics
American Psychological Association
Center on the Developing Child, Harvard University
Center on Media and Human Development
Children’s Digital Media Center @ Los Angeles
Early Childhood Research & Practice
HUMAN, Early Learning Partnership
International Society for Technology in Education
iPad Research Team, Pepperdine University
Kaiser Foundation
Lucy Brock Child Development Laboratory Program
The Seven Senses Foundation
Zero to Three: National Center for Infants, Toddlers, and Families
Image + Graphic Reference

2. adaptation of Pat Levitt’s ability to change brains and behavior decrease over time, from Center on the Developing Child, Harvard University, 2009.
4-7. adaptation of graphs from the Kaiser Foundation Report.
9. adaptation of Dana Hoover’s, iPad Effective Use in the Classroom.
10. reproduction of Kathleen Brandt and Brian Lonsway’s ThinkLab plan, 2012.
15. adaptation of Dr. Kenn Fisher’s, key pedagogical approaches, from Linking Pedagogy and Space, 2005.
22. image source: courtesy of Perkins & Will, Architects.
23. image source: courtesy of Lella Gandini, from Amiable Space in the Schools of Reggio Emilia, 1993, pg 118.
24. image source: courtesy of Perkins & Will, Architects.
26. reproduction of Frederick G. Knirk's sample floor plans, from Designing Productive Learning Environments, pg 36.
27. adaptation of Scott Webber’s linking pedagogical activities to spatial settings, from Linking Pedagogy and Space.
28. image source: courtesy of Perkins & Will, Architects.
29. source: https://crowisland75th.files.wordpress.com/2012/05/crow-island-park-your-bike-next-to-class.jpg.
30. image source: courtesy of Perkins & Will, Architects.
32-33. source: http://space.comune.re.it/girareggio/ita/geo/diana_ha.htm.
34. image source: courtesy of Reggio Children/Divulgação.
35-36. images source: courtesy of Adams Group Architects.
37. adaptation of Scott Webber’s linking pedagogical activities to spatial settings diagrams, from Linking Pedagogy and Space, 2005.
38. reproduction from Matthiessen’s, Multisemiosis and context-based register typology, 2009.27.
39. adaptation of Robin Moore’s multilevel wedge methodology, from Childhoods’ Domain, pg 9.
Interview

Personal Interview by Author at Arthur E. Canty Elementary School with Dr. Lucja Mirowska-Kopec, lmirowska@cps.edu and Collette D. Laurencell, cdlaurencell@cps.edu

Personal Interview by Author at Prieto Math and Science Academy with Amber Richard, alrichard@cps.edu