



LearningSCAPES 2023

2023 LearningSCAPES Call for Presentations

Conference Theme: The Art and Science Driving the Transformation

We invite you to submit speaking proposals for LearningSCAPES 2023. Please submit your proposal by March 3, 2023.

**LearningSCAPES 2023
October 12-15, 2023
Chicago, Illinois**

Every day, real things happen in our world that profoundly transform the experience of our students, teachers, and communities and have a direct and immediate impact on the planning, design, and construction of learning environments. As stakeholders in the design and operation of learning spaces, we must respond to these ‘real things’ in the most effective ways possible, ensuring that learning environments support everyday experiences and normal day-to-day intentions, as well as more extraordinary life events. This theme explores the tracks of Research, Response, and Resiliency through the lenses of Art and Science. It provides a framework for describing the values, attitudes, knowledge, and skills required for effective collaboration among key constituents to improve the planning, design, and construction of school facilities. Art describes a process that is intuitive, imprecise, subjective, and reflects skills developed through practice and imagination. Science involves a process that includes research and measurement and strives to be objective. A series of school tours and workshops organized by track explores this theme.



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Conference Tracks

Please note that selected speakers for the Research Track, must submit a paper; all other speakers may submit a paper.

[Click here](#) to access the Writing Guidelines.

Track 1: Research

This track elevates Research on learning and learning environments and focuses on methodology, findings, and implications for practice. Tangible takeaways are encouraged, including tools and resources that support innovation and improvements to learning environments. There is Art in how we utilize Science to improve our design outcomes and our design and research process. To this end, dissemination of research findings is a priority so that learning environments are re-imagined and enhanced based on evidence and measured impact, not based on trends. Please note that selected speakers in this track are required to submit a white paper after the LearningSCAPES, which will be published by the end of 2023.

Track 2: Response

This track addresses the Response to real-world events and experiences that impact our daily life and our ability to function normally and be productive. The response to these occurrences is reflected in the learning environments we create and leads to the question - how can schools respond to real-world crises in a way that supports the well-being of occupants and our students' learning journey? How do we respond with approaches and strategies that may be used to balance the inability and lack of needed financial resources to address deficiencies within our learning environments' infrastructure? Topics expand on the Art approach to the theme, but also include Science in the form of findings and outcomes through case studies and examples of successful responses to real-world conditions and events such as the COVID-19 pandemic, climate change, declining student enrollment, economics, equity, and other topics. Please note that selected speakers for this track may submit a white paper after the LearningSCAPES, which will be published in 2023.

Track 3: Resiliency

This track focuses on Resiliency and addresses how learning environments support the development of students and communities that have the strength and flexibility to withstand adversity and adapt to change. The COVID-19 pandemic demonstrated the essential role that schools have in stabilizing communities during a time of crisis. How do schools support the development of strong community culture among teachers and students? How do schools foster physical and mental health and wellness to ensure all are ready and supported to learn? How do we create learning environments that are strong in intent yet adaptable to change? How do we learn from what does not work and further, learn to take risks daily to expand our comfort zone? What can we learn from research and our responses to past events to inform how to build toward a resilient future where we can withstand what crises and challenges the future brings? Topic areas, seen through the lenses of both Art and Science, include sustainability, physical and mental health, community, school climate and culture, safety, and security. Please note that selected speakers for this track may submit a white paper after the LearningSCAPES, which will be published in 2023.



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Presentation Information

* 1. Please select the track your proposal best fits.

- Research
- Response
- Resiliency

* 2. What is the title of your session?

* 3. Please provide a full abstract of your session. This will be posted on the website and event app. Please be sure to accurately describe your session- attendees will select which sessions to attend based on title and abstract.

* 4. Please indicate you agree to the AIA Commitment Statement. Your acceptance below indicates that you have read, understand, and agree to abide by the terms listed in the commitment statement. [CLICK HERE TO READ AIA COMMITMENT STATEMENT](#)

- Yes
- No

* 5. A4LE provides educational credits for AIA. Please select the most appropriate learning units.

Learning programs directly covering Health, Safety, and Welfare topics will receive LU|HSW credit. For a learning activity to qualify as HSW, it must meet the following criteria:

1. Content must directly support the HSW definition
2. Content must include one of more of the AIA CES acceptable HSW topics
3. At least 75 percent of the content must be on HSW topics

[CLICK HERE TO READ WHAT QUALIFIES FOR HSW CREDITS.](#)

- Learning Units (LU)
- Learning Units/Health, Safety, Welfare (LU/HSW)

Please indicate how the topic is applicable to Health, Safety, Welfare Design credits (as described in the link). You must clearly demonstrate and explain how the program will meet the HSW criteria

* 6. Please identify 4 learning objectives of your session. If securing AIA Learning Units/Health Safety and Welfare credits (LU/HSW), at least 3 of the objectives must relate to acceptable HSW topics. DO NOT USE BULLETS OR NUMBERS

[CLICK HERE TO READ WHAT QUALIFIES FOR HSW CREDITS.](#)

* 7. Please select the PRIMARY Competency which the presentation addresses.

- Educational Visioning:** Exhibits an understanding of best and next practices related to educational leadership, programming, teaching, learning, planning and facility design. Establishes credibility with educators, community members and design professionals while conceiving and leading a community-based visioning process. Demonstrates the ability to articulate the impact of learning environments on teaching and learning and uses that ability to facilitate a dialogue that uncovers the unique needs and long-range goals of an educational institution and its stakeholders - translating that into an actionable written/graphic program of requirements for the design practitioner.
- Community Engagement:** Leads the internal and external communities through a discovery process that articulates and communicates a community-based foundational vision, forming the basis of a plan for the design of the learning environment. The vision is achieved through a combination of rigorous research, group facilitation, strategic conversations, qualitative and quantitative surveys and workshops. Demonstrates the skill to resolve stakeholder issues while embedding a community's unique vision into the vision for its schools.
- Educational Facility Pre-Design Planning:** Manages a master planning process that combines educational planning, facilities assessment and utilization, demographic research, capital planning and educational specifications with a community-based vision to establish a plan for learning environments. This includes the ability to translate existing or aspirational instructional models to specific programming and spatial relationships.
- Design of Educational Facilities:** Acts as a resource to the design team in providing ongoing guidance and support to ensure that the emerging and ultimate design aligns with the established community vision, education goals, future programming, written design standards, best/next practices and education policy.
- Educational Facility Implementation, Project Management/Project Delivery:** Has a working understanding of how the following areas impact the facility program: regulations and policies; project delivery methodologies; scheduling; preventative maintenance; life-cycle planning; and systems commissioning.
- Assessment of the School Facility:** The ability to objectively evaluate a learning environment post-occupancy and utilize that data to improve future projects. Implements a plan for educational commissioning that provides guidance on how to use and maximize the learning environment to meet the foundational vision established in the planning phase.
- Ethics/Professionalism:** Provides leadership and stewardship for the responsible investment of public and private funding into school facilities - while being a known advocate for the importance of the learning environment on a child's future. They lead and have a record of leading transparent processes that help communities find common ground in developing solutions to complex and sensitive issues - advocating for long term solutions that address the needs of all children and stakeholders including underserved groups.

* 8. Please select the SECONDARY Competency which the presentation addresses.

- Educational Visioning:** Exhibits an understanding of best and next practices related to educational leadership, programming, teaching, learning, planning and facility design. Establishes credibility with educators, community members and design professionals while conceiving and leading a community-based visioning process. Demonstrates the ability to articulate the impact of learning environments on teaching and learning and uses that ability to facilitate a dialogue that uncovers the unique needs and long-range goals of an educational institution and its stakeholders - translating that into an actionable written/graphic program of requirements for the design practitioner.
- Community Engagement:** Leads the internal and external communities through a discovery process that articulates and communicates a community-based foundational vision, forming the basis of a plan for the design of the learning environment. The vision is achieved through a combination of rigorous research, group facilitation, strategic conversations, qualitative and quantitative surveys and workshops. Demonstrates the skill to resolve stakeholder issues while embedding a community's unique vision into the vision for its schools.
- Educational Facility Pre-Design Planning:** Manages a master planning process that combines educational planning, facilities assessment and utilization, demographic research, capital planning and educational specifications with a community-based vision to establish a plan for learning environments. This includes the ability to translate existing or aspirational instructional models to specific programming and spatial relationships.
- Design of Educational Facilities:** Acts as a resource to the design team in providing ongoing guidance and support to ensure that the emerging and ultimate design aligns with the established community vision, education goals, future programming, written design standards, best/next practices and education policy.
- Educational Facility Implementation, Project Management/Project Delivery:** Has a working understanding of how the following areas impact the facility program: regulations and policies; project delivery methodologies; scheduling; preventative maintenance; life-cycle planning; and systems commissioning.
- Assessment of the School Facility:** The ability to objectively evaluate a learning environment post-occupancy and utilize that data to improve future projects. Implements a plan for educational commissioning that provides guidance on how to use and maximize the learning environment to meet the foundational vision established in the planning phase.
- Ethics/Professionalism:** Provides leadership and stewardship for the responsible investment of public and private funding into school facilities - while being a known advocate for the importance of the learning environment on a child's future. They lead and have a record of leading transparent processes that help communities find common ground in developing solutions to complex and sensitive issues - advocating for long term solutions that address the needs of all children and stakeholders including underserved groups.



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Speaker Information and Requests

1. Special Requests: The session rooms will be set to maximize seating for attendees. Please note that A4LE will make every effort to accommodate special room set up requests; however, ***we do not guarantee it.***

I understand there is a charge for a room change, additional equipment and that if I change the room from the original set up the charge will be at my personal expense.

Please select your room set up preference.

- Theater Style (seating in rows)
- Workshop Style (round tables)
- Classroom Style (oblong tables)
- Combination of Classroom/ Theater Style
- Learning Environment Style- supplied by furniture partners

2. Please indicate which session length is the best fit for your presentation. Please note that there are limited 90 and 120 minute sessions and submissions should have the ability to adjust to a 60 minute session.

- 60 Minutes
- 90 Minutes
- 120 Minutes

3. Audio Visual Requests: A4LE will make every effort to accommodate special requests; however, we do not guarantee it. I understand that A4LE will provide a projector, screen, microphone and speakers for the room.

I further understand that I am required to supply a laptop or device with applicable adapters to run my presentation.

Please indicate any additional requests here:

* 4. Please provide the following information for the PRIMARY SPEAKER of the session.

First Name:

**Last Name &
Designation(s):**

Title:

Company:

Email Address:

Phone Number:

* 5. Please provide a brief bio of the primary speaker of the session. This should highlight your career or educational experience, awards, etc. (75 words maximum)

6. Speaker 1: Please upload the speaker photo according to these requirements: PNG or JPEG image; best results at 240px square and under 100kB. TITLE PHOTO: SPEAKER NAME YEAR

Choose File

Choose File

No file chosen

7. Please provide information for the second speaker, if applicable. Please remember to fill out all information on co-speakers.

First Name:

Last Name & Designation(s):

Title:

Company:

Email Address:

Phone Number:

8. Please provide a brief bio of the second speaker, if applicable. (75 words maximum)

9. Speaker 2: Please upload the speaker photo according to these requirements: PNG or JPEG image; best results at 240px square and under 100kB. TITLE PHOTO: SPEAKER NAME YEAR

No file chosen

10. Please provide information for the third speaker, if applicable. Please remember to fill out all information on co-speakers.

First Name:

Last Name & Designation(s):

Title:

Company:

Email Address:

Phone Number:

11. Please provide a brief bio of the third speaker, if applicable. (75 words maximum)

12. Speaker 3: Please upload the speaker photo according to these requirements: PNG or JPEG image; best results at 240px square and under 100kB. TITLE PHOTO: SPEAKER NAME YEAR

Choose File

Choose File

No file chosen

13. If you would like someone in addition to the presenter(s) to be contacted regarding this session, please enter their contact information below.

PLEASE NOTE: All of the presenters will also be notified directly in regards to this session.

Name:

Email Address:

Phone Number:



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Thank you for submitting your presentation for consideration for LearningSCAPES 2023. We appreciate your commitment to bringing quality sessions to our event.

Speakers will be notified via email if the session was accepted on/or about May 1, 2023.

If your proposal is selected by the Program Committee, all speakers will be expected to register for the conference. A discount of \$100 will be offered to selected speakers for *full conference registrations*. No compensation will be provided for speaking, expenses, travel, or lodging.

For any questions, please contact [Donna Robinson](#).

PLEASE NOTE: You will not receive a confirmation of submittal, once you click submit below, your submission has been received.

Thank you for submitting your presentation.