A Shockingly Interesting Session on Ethics

Shaping Future-Ready Schools

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Fielding
International

A4LE LearningSCAPES 2024 PORTLAND

Introductions

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What to Expect

1. **Experience a unique perspective** on the impact of ethical considerations in school design.

2. Help you face and **address the evolving challenges in educational architecture** with new tools and frameworks.
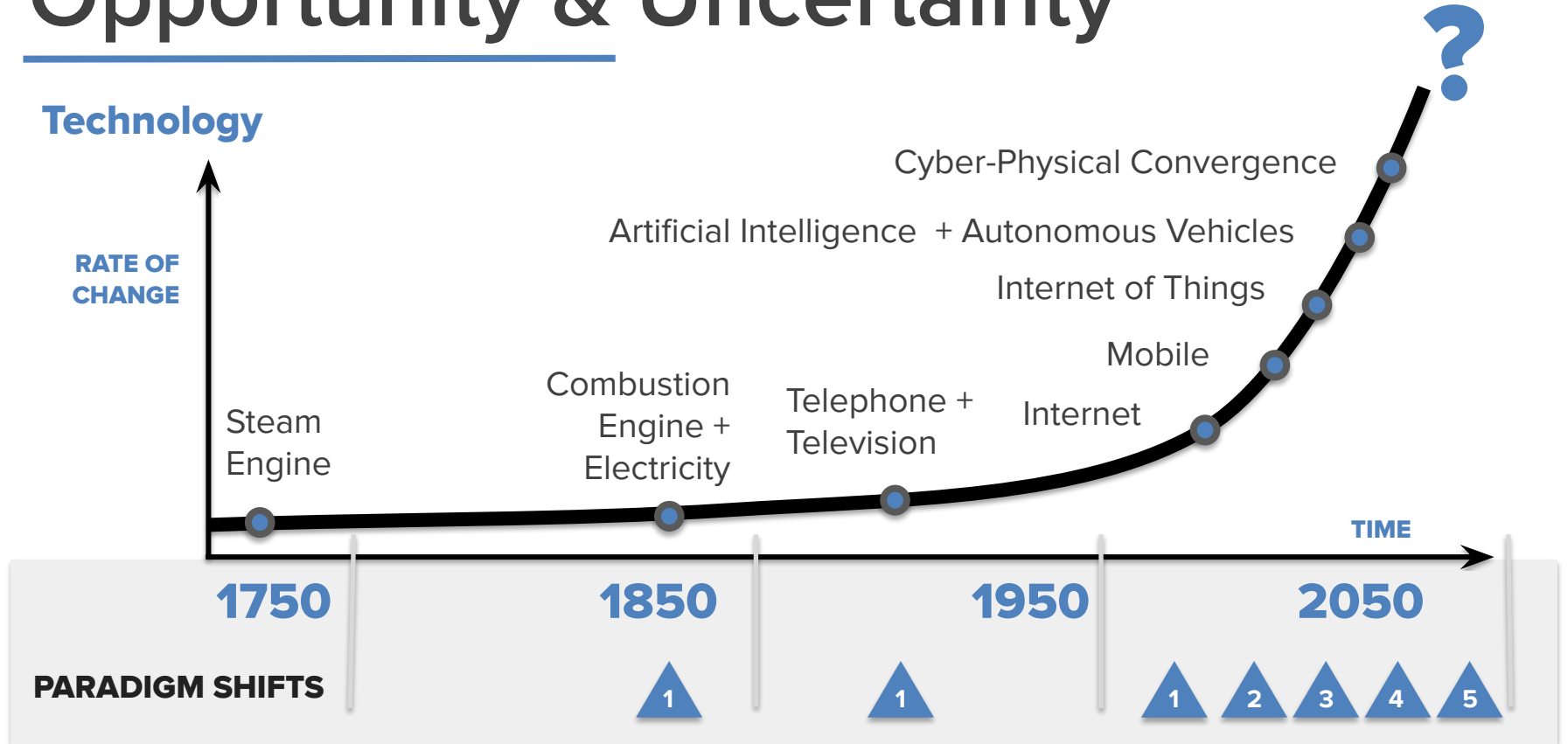
3. **Enjoy** the interactive experience.

The Why

The World is Rapidly Changing

Educational Systems are Stuck in the Past

Opportunity & Uncertainty

Technology

RATE OF CHANGE

?

Cyber-Physical Convergence

Artificial Intelligence + Autonomous Vehicles

Internet of Things

Mobile

Steam Engine

Combustion Engine + Electricity

Telephone + Television

Internet

TIME

1750

1850

1950

2050

PARADIGM SHIFTS

△ 1

△ 1

△ 1 △ 2 △ 3 △ 4 △ 5

The New Paradigms

Post-COVID Realities

+ More technology than ever in students hands

+ Emerging inequity in digital experience

+ The social-emotional and academic demands on school continue to accelerate

Artificial Intelligence

+ Unprecedented changes to the ways we work and live

+ Deficits in training for adoption and effective use

+ Movement from knowledge domains to competencies and skills

Which Skills Are Growing in Demand?

Businesses' top 10 skill priorities for 2027

WORLD ECONOMIC FORUM

1. Analytical thinking
2. Creative thinking
3. AI and big data
4. Leadership and social influence
5. Resilience, flexibility and agility
6. Curiosity and lifelong learning
7. Technological literacy
8. Design and user experience
9. Motivation and self-awareness
10. Empathy and active listening

Type of skill

▪ Cognitive skills ▪ Self-efficacy ▪ Technology skills ▪ Working with others

Which Skills Are Growing in Demand?

Linkedin Economic Graph — Workf...

August 2023

Future of Work Report

AI at Work

Download the report

In the US, the fastest-growing **in-demand skills** since November 2022 are:

Flexibility	+158%
Professional ethics	+120%
Social perceptiveness	+118%
Self-management	+83%

WHAT We Teach Must Evolve

ISTE

Math → Computational Thinking → Computational Modeling

Literacy → Multimodal Literacy → Global Communication

Civics → Digital Citizenship → UN Sustainability Goals

Group Work

⬇

Problem-Based Learning

Digital Consumers

⬇

Digital Creators

Knowledge Acquisition

⬇

Purpose Driven Expertise Development

Turn & Talk

How do you see a changing world impacting the way we design schools?

Ethics Gallery Walk

8 Tough Questions

Around the room you see eight questions on poster board.
For a short time, you are going to have a chance to walk around and **respond individually to as many of the questions as you wish**. We will use your responses as a springboard into our first activity.

Exploratory Dive

Go to a question poster you'd like to explore deeper. Introduce yourself to the group.

Exploratory Dive

Now that you're at a question, we want you to **explore it in more depth**, considering different perspectives. You will be **sharing your findings** with the larger group.

Feel free to use AI for inspiration.

Share Out
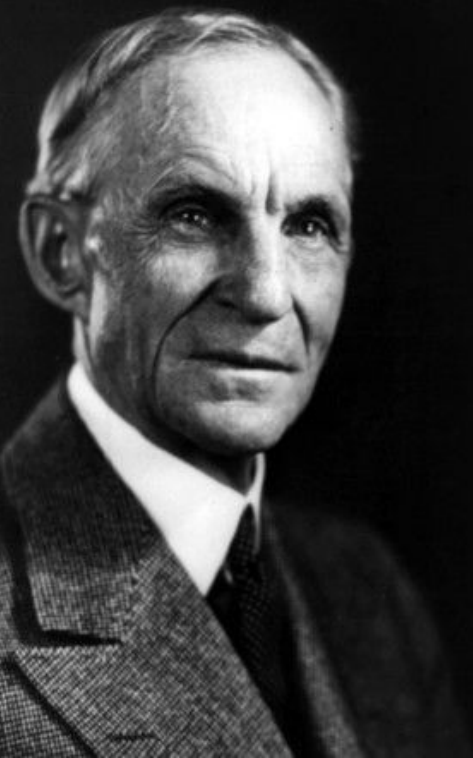
" IF I HAD ASKED PEOPLE WHAT THEY WANTED, THEY WOULD HAVE SAID: **FASTER HORSES...**"

Henry Ford

"If there is any one secret of success, it lies in the ability to get the other person's point of view and see things from that person's angle as well as from your own."

Henry Ford

Let's Explore

Form small groups around you.
Discuss what the two Ford quotes have to do designing future-ready schools.

"If I had asked people what they wanted, they would have said faster horses."

-Henry Ford

"If there is any one secret of success, it lies in the ability to get the other person's point of view and see things from that person's angle as well as from your own."

-Henry Ford

Socratic Seminar

1) What are the pitfalls of simply asking a school some version of "What do you want?"

2) What is our role as architects and planners to challenge schools and districts to think beyond their comfort zone?

3) What are ways to authentically engage school communities throughout the school design process?

Socratic Seminar

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The How

An Aligned Ecosystem

Where a school's vision, educational program and physical environment are designed to strengthen and support one another.

It takes courage to accept where they are misalignments and take action to tackle the challenges those misalignments create.
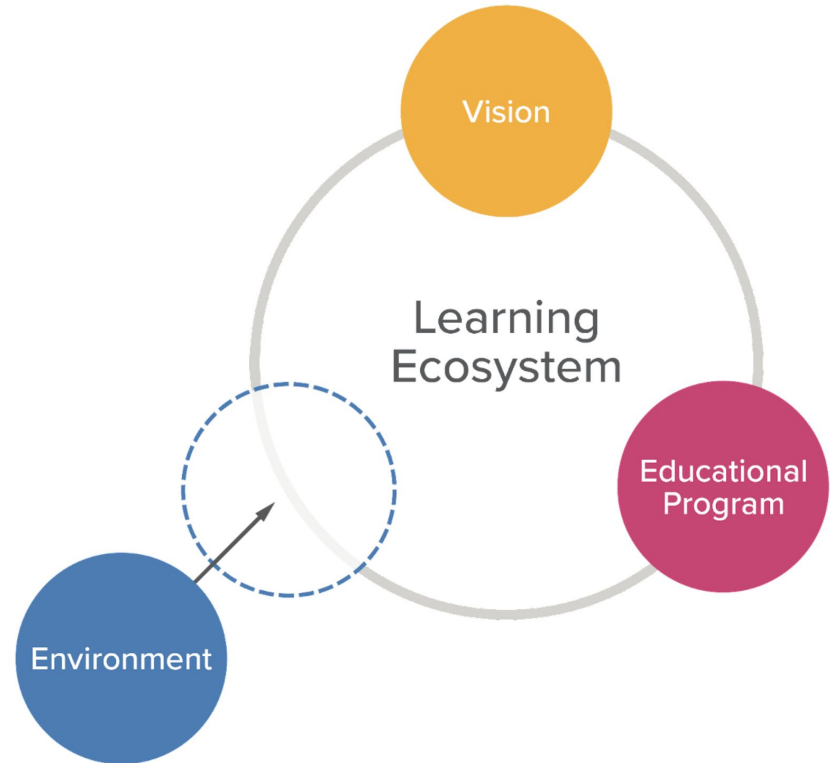
VISION

Vision describes your belief system including school mission, learner goals, ideal roles, and core values.
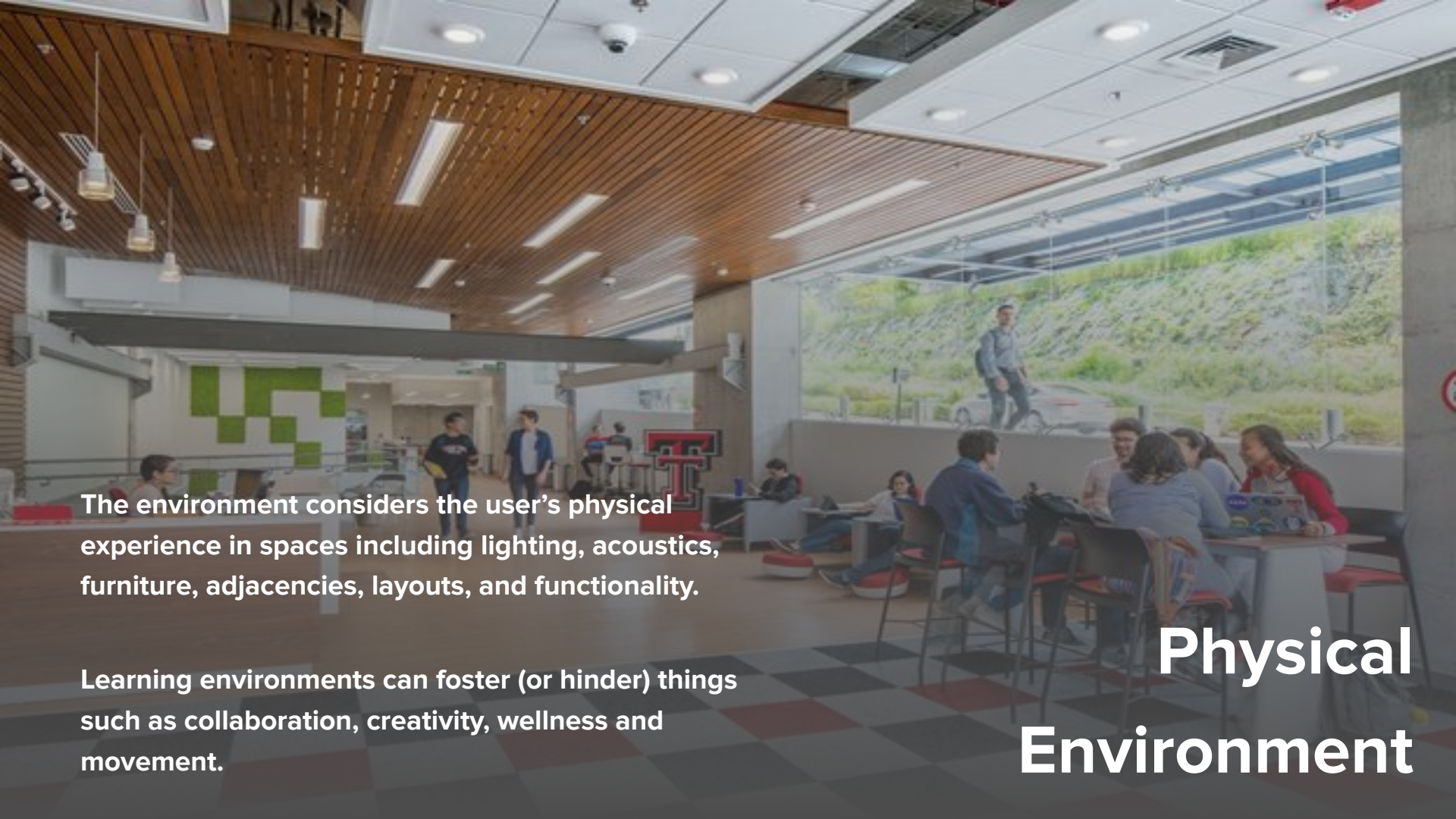
A living vision is collectively owned and should uniquely capture your local context.

EDUCATIONAL PROGRAM

Educational program includes curriculum, pedagogy, and educational structures such as use of time and assessments.

An equitable education program adapts to the unique gifts, needs, and life experiences of every individual.

The environment considers the user's physical experience in spaces including lighting, acoustics, furniture, adjacencies, layouts, and functionality.

Learning environments can foster (or hinder) things such as collaboration, creativity, wellness and movement.

Physical Environment

Identifying Ecosystem Misalignments

"We want _____...

...and yet we _____."

Examples

We want to foster students' creativity and curiosity, and yet students only identify our art room as a creative space.

We want to disrupt the way we've always done things, but there's an undercurrent that keeps us risk averse.

We want interdisciplinary learning, and yet we are currently locked into siloed environments.
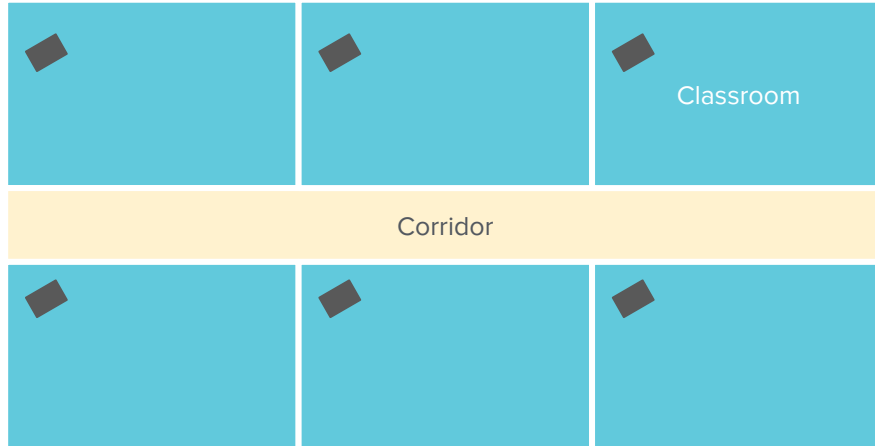
Client Role Play

1. Imagine yourself as one of your clients

(Pick a real one or make one up as a mashup of all your clients)

2. Write down as many misalignments you would write from their perspective

"We want _____...

...and yet we _____."

Classroom & Corridor

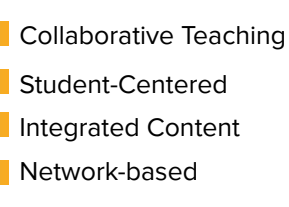Classroom

Corridor
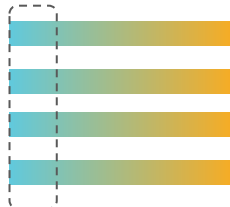
Conventional Techniques		Modern Techniques
Solo Teaching		Collaborative Teaching
Teacher Directed		Student-Centered
Discipline-based		Integrated Content
Room-based		Network-based

Classroom & Breakout Spaces
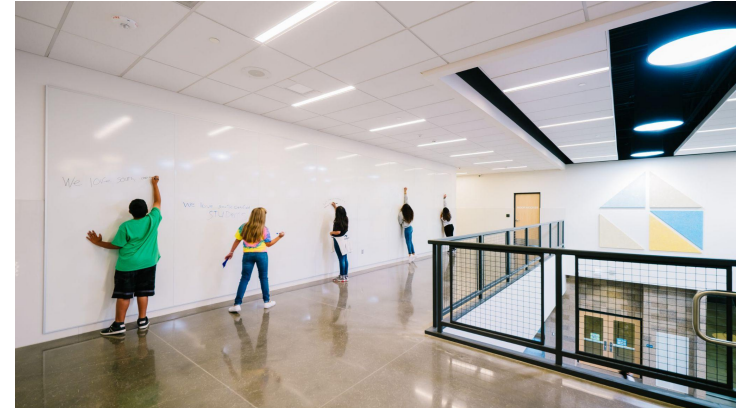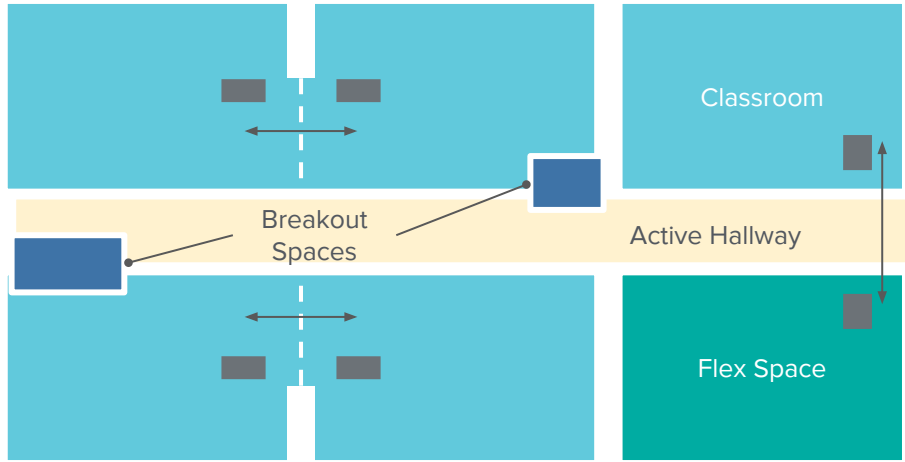
Classroom

Breakout Spaces

Active Hallway

Flex Space

Conventional Techniques

Modern Techniques
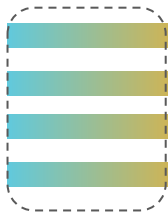
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Learning Communities
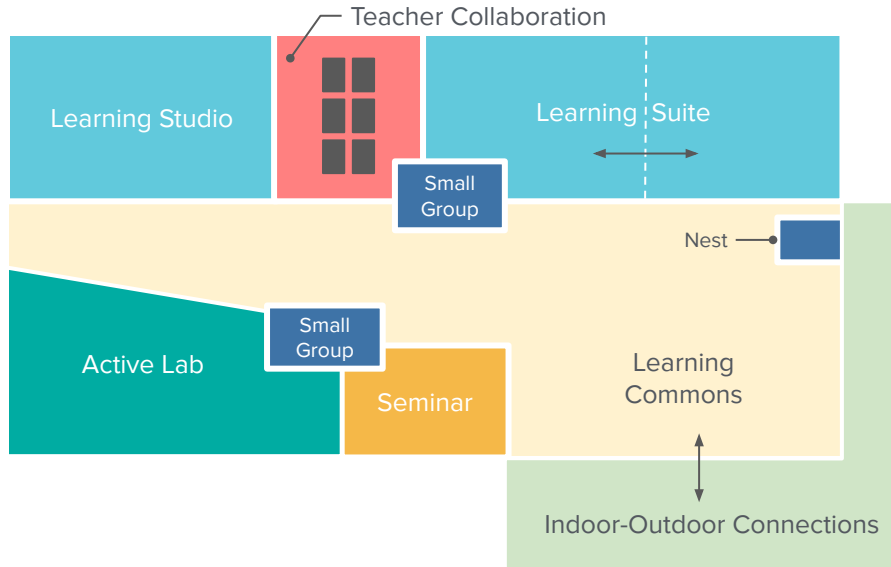
Teacher Collaboration

Learning Studio

Learning Suite

Small Group

Nest

Active Lab

Small Group

Seminar

Learning Commons

Indoor-Outdoor Connections
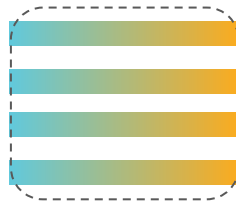
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Fielding International's Spatial Paradigms for Schools

Conventional Paradigm

The school building operates as a series of segregated, fixed learning spaces	A classroom-based approach to learning	Corridors function as arteries to get from one place to another	School safety is mostly focused on building security	Outdoor spaces are primarily used for recess and sports	Institutional, static furniture & fixtures that tend to support lots of sitting and obedience	Good lighting and acoustics are seen as a luxury	The physical environment lacks a strong sense of local ethos, often isolated from the rest of the surrounding community

Thriving Paradigm

|						
The school building operates as a fluid environment of connected, agile learning spaces	A community-based approach to learning	Circulation areas function as diverse learning spaces that foster connectivity end collaboration	School safety takes a holistic approach that addresses building security and each student's mental, physical & social-emotional health	Outdoor spaces are seen as essential places to learn, connect with nature, and engage in physical activity	Comfortable, diverse, and agile furniture & fixtures that tends to support more movement and choice	Good lighting (especially natural light throughout the school) and acoustics are prioritized	The physical environment embodies local values and context often aiming to become more of a whole community asset

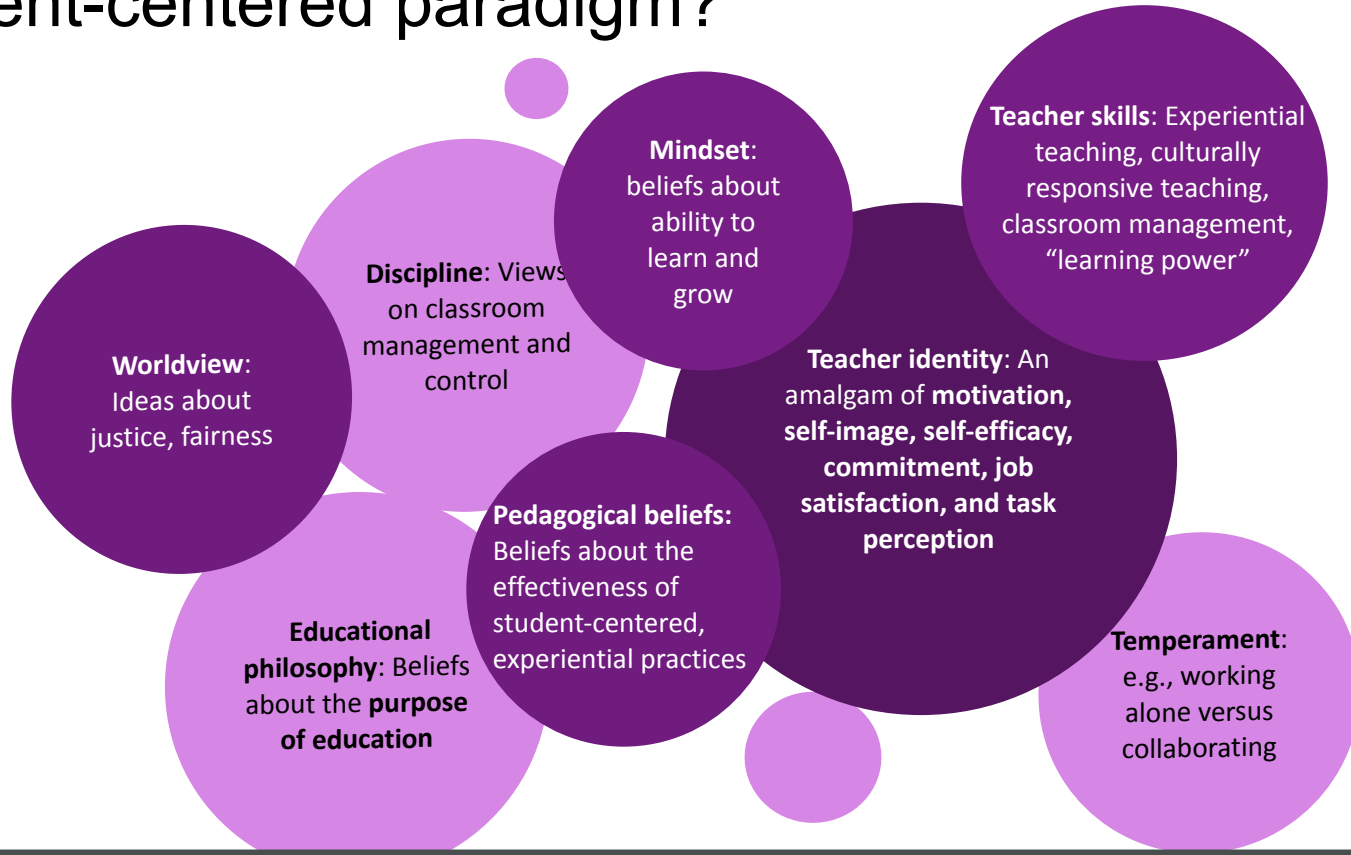Reflect

Take Action | Make Your Own Fortune

Based on what you've experienced today, write something that you can commit to doing.

"I will..."
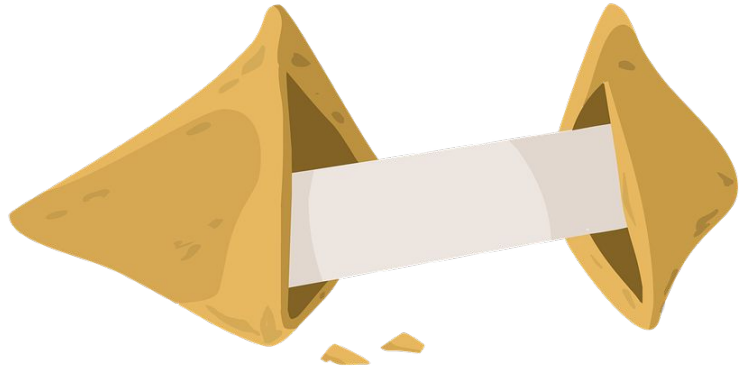
Q&A

What does it mean for a teacher to be "ready" to teach in a school committed to the future of Teaching & Learning? In a student-centered paradigm?

Mindset: beliefs about ability to learn and grow

Teacher skills: Experiential teaching, culturally responsive teaching, classroom management, "learning power"

Discipline: Views on classroom management and control

Worldview: Ideas about justice, fairness

Teacher identity: An amalgam of **motivation, self-image, self-efficacy, commitment, job satisfaction, and task perception**

Pedagogical beliefs: Beliefs about the effectiveness of student-centered, experiential practices

Educational philosophy: Beliefs about the **purpose of education**

Temperament: e.g., working alone versus collaborating

What's Important Now?

Learning Agility
Learning & Unlearning,
Learning Styles

**Uniquely
Human Skills**
Empathy,
Social Intelligence,
Creativity, etc.

Adaptability
Navigate Ambiguity,
Unstructured
Problems

Agency
Motivation,
Self Awareness,
Self-Efficacy

Fielding International