



**SAN MARCOS ELEM.**



**REIMAGINAR LOS ENTORNOS DE APRENDIZAJE**

# AGENDA

- 1 Introducciones – CUSD y Orcutt | Winslow
- 2 Retrato del Aprendiz + Camino a la Excelencia
- 3 Votación
- 4 Los resultados del aprendizaje <<>> Entornos de aprendizaje
- 5 Votación
- 6 Discusión

# Introduction



**VISPI KARANJIA**  
PARTNER IN CHARGE



**SARAVANAN BALA**  
AIA, NCARB, LEED AP, ALEP  
PRINCIPAL ARCHITECT



**SCOTT SOWINSKI**  
RA [AZ], AIA, WELL AP, ALEP  
ASSOCIATE



**ADAM STRONG**  
RA [AZ]  
ARCHITECT



**PHIL GEIMAN**  
RA [AZ]  
ARCHITECT



**MATTHEW BOYLAN**  
ASSOCIATE



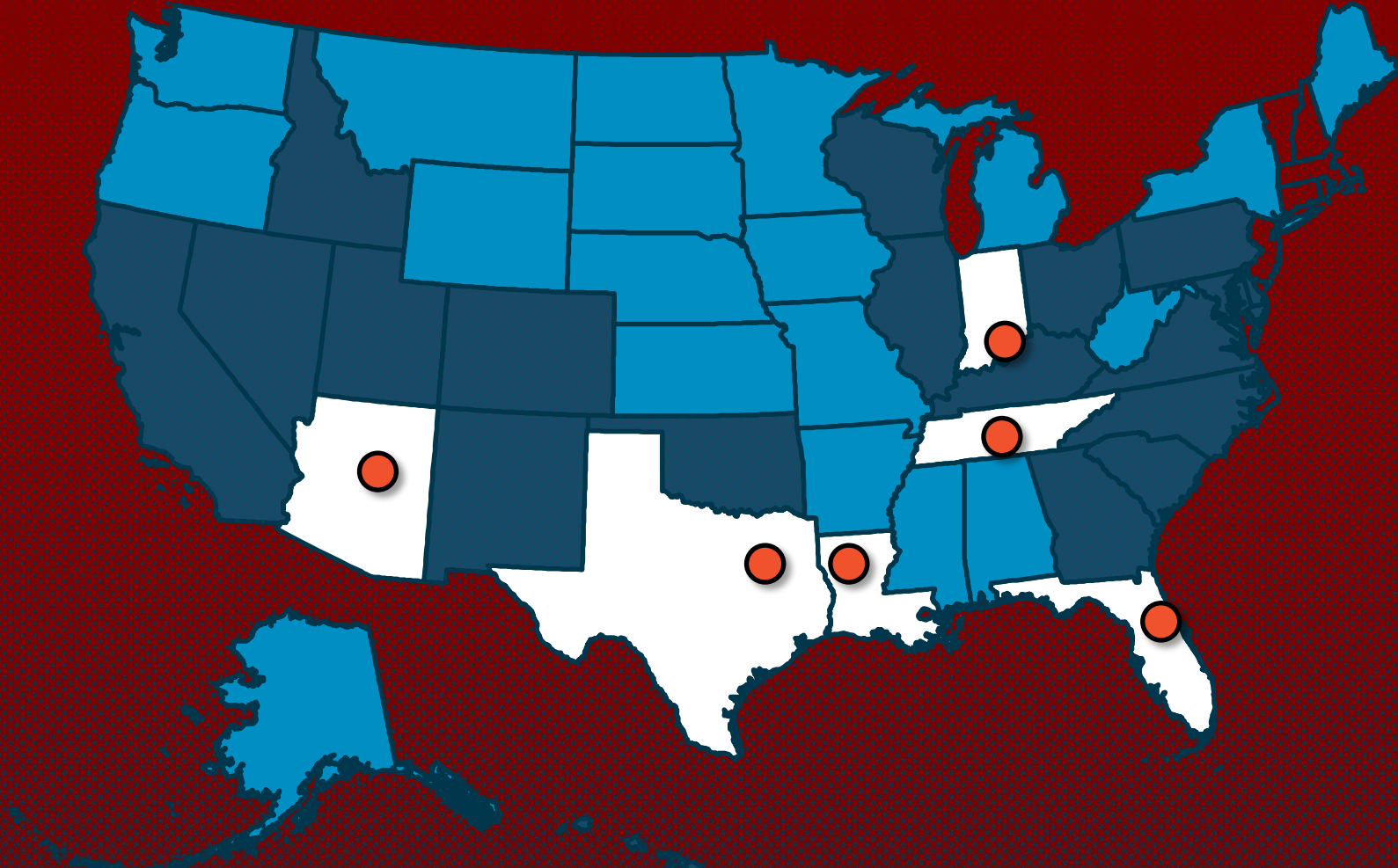
**SUNNY LEE**



**NENWE GEESO**

# orcutt | winslow

ARQUITECTURA • PLANIFICACIÓN • DISEÑO DE INTERIORES



**51** *Años*

**27** *estados*

**6** *Ubicaciones*

orcutt | winslow

# PHOENIX

**85** *Personal  
En  
Arizona*

**50<sup>+</sup>** *Personal del  
estudio de  
educación*

**10** *Diseñadores  
de interiores*

**8** *Creativo  
Servicios*



**2000+** *A ESCALA  
NACIONAL*

# ESPECTRO DE APRENDIZAJE



Valley View  
Leadership  
Academy



Madison  
Meadows



Cherokee  
Elementary

TRADICIONAL



CENTRADO EN EL APRENDIZAJE



CONTEMPORÁNEA

Bélen Soto  
Elementary



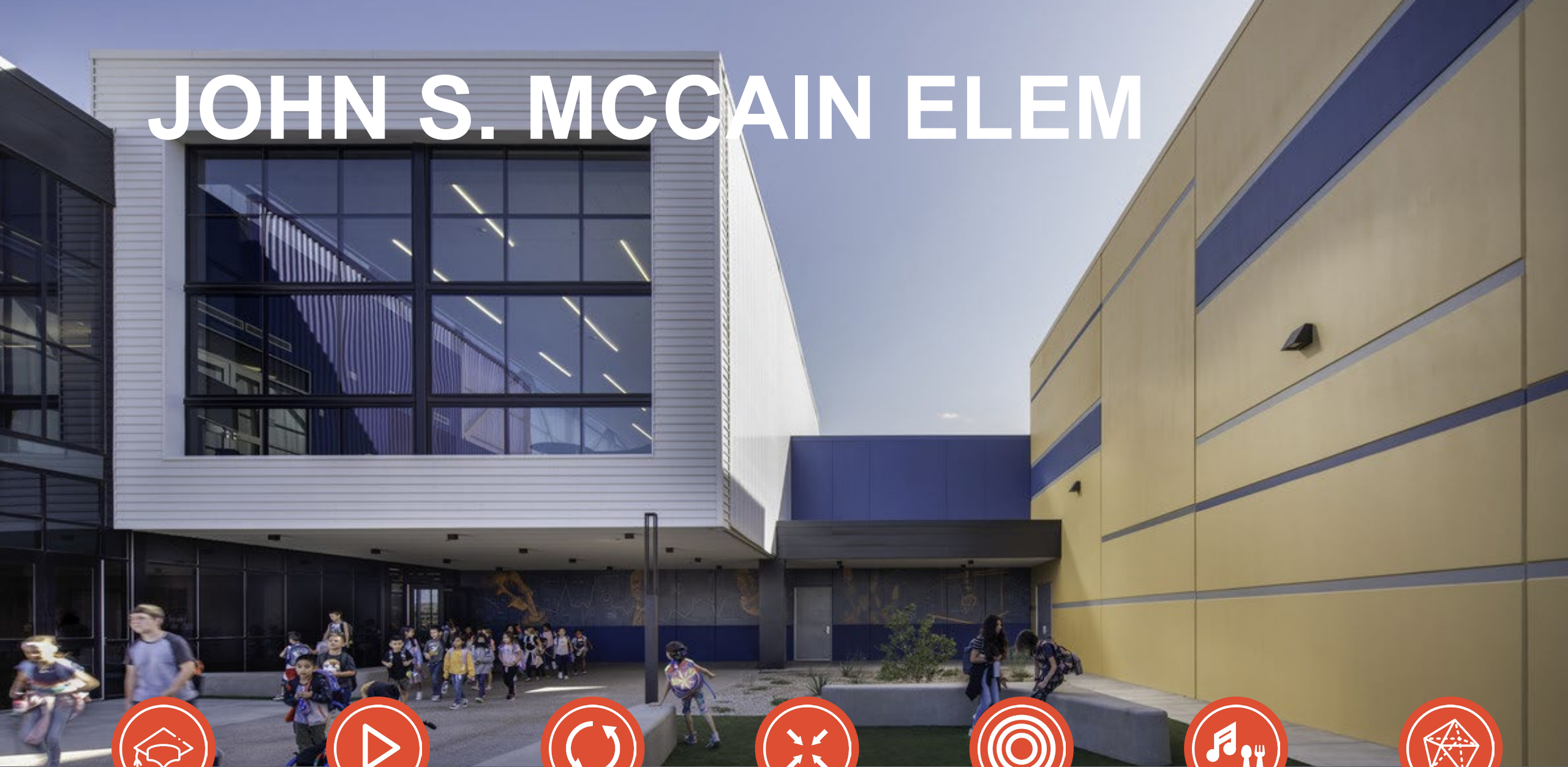
Maricopa  
Institute of  
Technology



John S.  
McCain III  
Elementary



# JOHN S. MCCAIN ELEM



CENTRADO  
EN  
ALUMNO



TECNOLOGIA



ESPACIO  
FLEXIBLE



COLABORACION



CENTRO DEL  
CAMPUS



GIMNASIO/  
CAFÉ/MUSICA



GRAPHICAS

# JOHN S. MCCAIN ELEM

TED



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# CHEROKEE ELEM



SCOTTSDALE UNIFIED SCHOOL DISTRICT  
CHEROKEE  
ELEMENTARY SCHOOL



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ALUMNO



TECNOLOGIA



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# CHEROKEE ELEM



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GRAPHICAS

# EASTMARK HS



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FLEXIBLE



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CENTRO DEL  
CAMPUS

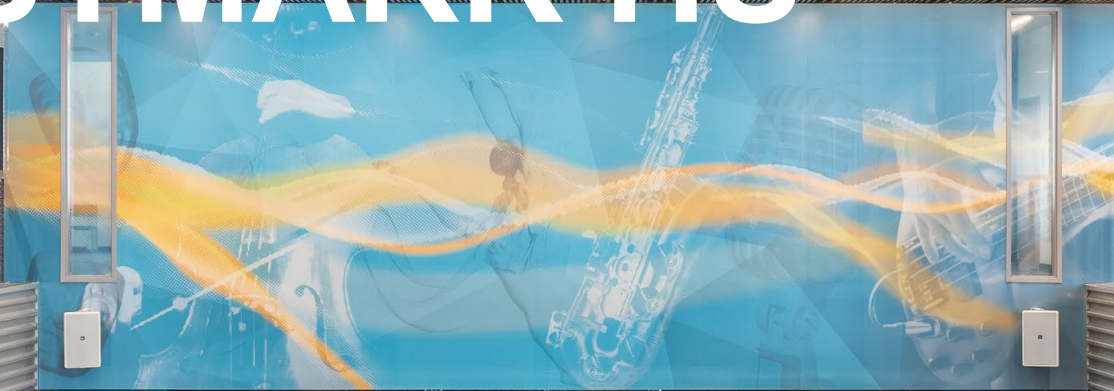


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CAFÉ/MUSICA



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# MARICOPA INSTITUTE OF TECH



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GRAPHICAS

# MADISON MEADOWS



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CAMPUS



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GRAPHICAS

# MADISON MEADOWS



CENTRADO  
EN  
ALUMNO



TECNOLOGIA



ESPACIO  
FLEXIBLE



COLABORACION



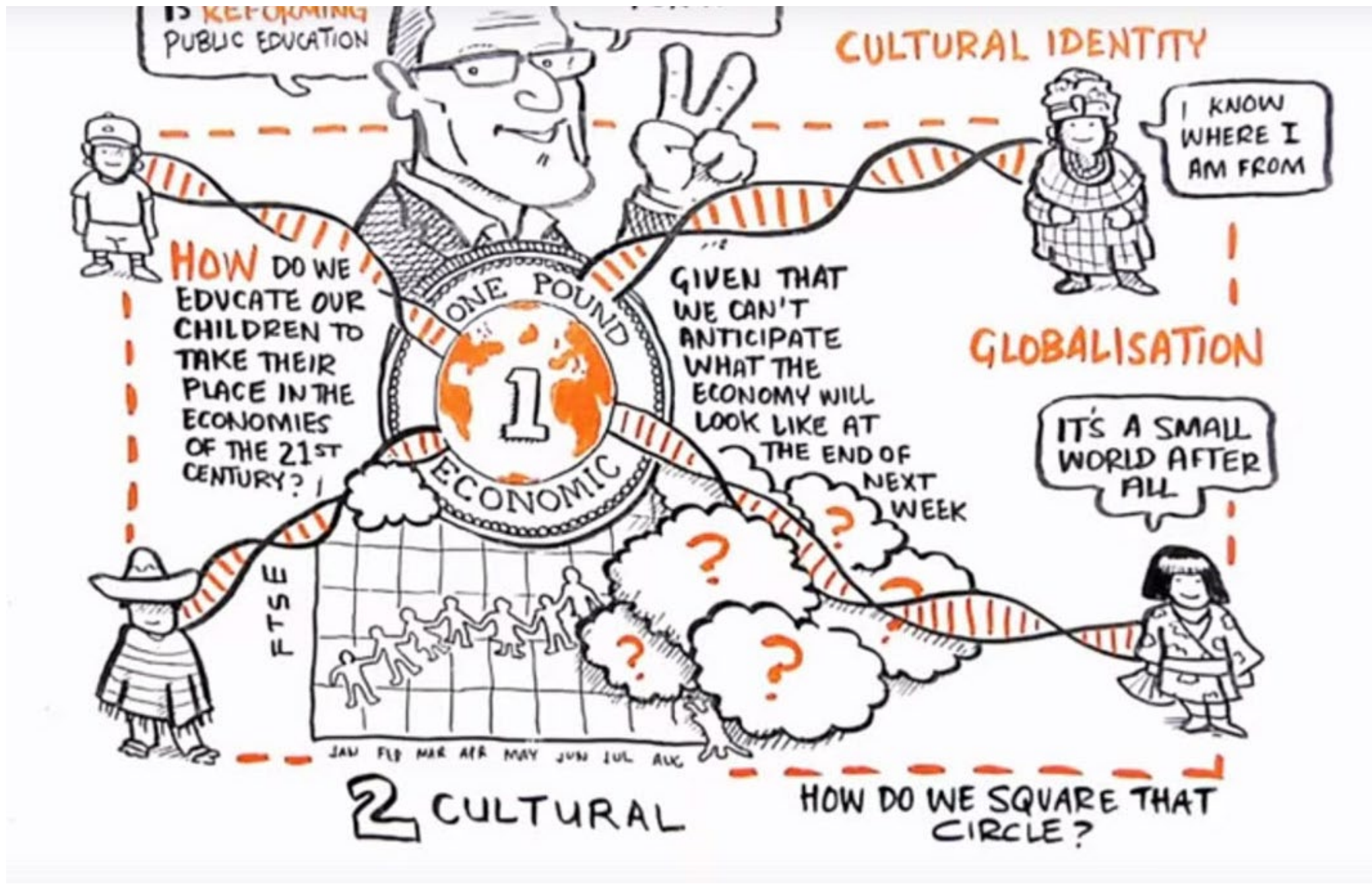
CENTRO DEL  
CAMPUS



GIMNASIO/  
CAFÉ/MUSICA



GRAPHICAS



# VIAJE A LA EXCELENCIA

## Meta 1: Experiencias De Aprendizaje

- Estudiantes y el personal de CUSD participan en experiencias de aprendizaje significativas e innovadoras utilizando habilidades y estrategias esenciales que fomentan el crecimiento continuo para desarrollar miembros exitosos de comunidades locales y globales

## Meta 2: Participación de la Comunidad

- Las familias y los socios comunitarios de CUSD participan en la responsabilidad compartida de personalizar las experiencias que contribuyen al crecimiento personal, social, emocional y académico de los estudiantes.

## Meta 3: Organizaciones Innovadoras

- El personal de CUSD ilustra prácticas educativas y operativas enfocadas en el futuro y adaptables que son equitativas, eficientes, fiscalmente responsables y basadas en datos para garantizar experiencias educativas de alta calidad.

## Meta 4: Cultura

- Los estudiantes, el personal, las familias y los miembros de la comunidad de CUSD cultivan entornos inclusivos y de apoyo que mejoran la colaboración abierta, el aprendizaje de calidad y los caminos hacia el logro.



# CUSD RETRATO DEL ALUMNO



# PORTRAIT OF A LEARNER

Chandler Unified School District



## ADAPTABILITY

- Flexible
- Overcome barriers
- Demonstrate resilience
- Adjust to challenging conditions or change



## COLLABORATION

- Value others' input
- Own team decision
- Work cohesively towards a common goal
- Balance individual goals with group goals
- Contribute respectfully when sharing ideas



## COMMUNICATION

- Active listener
- Develop responsible digital footprint
- Adapts to the needs of the audience
- Articulate thoughts through written, oral, and non-verbal skills



## CRITICAL THINKING

- Ask questions
- Persevere through problems to find a solution
- Identify, define, and solve authentic problems
- Collect, assess, and analyze relevant information
- Reflect on learning experiences, processes, and solutions



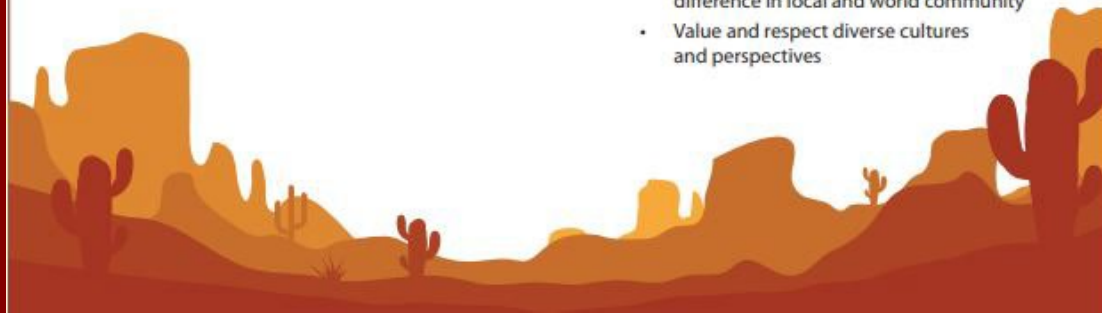
## EMPATHY

- Seek to understand
- Demonstrate compassion and concern for others
- Respect and connect with others' feelings, opinions, and culture

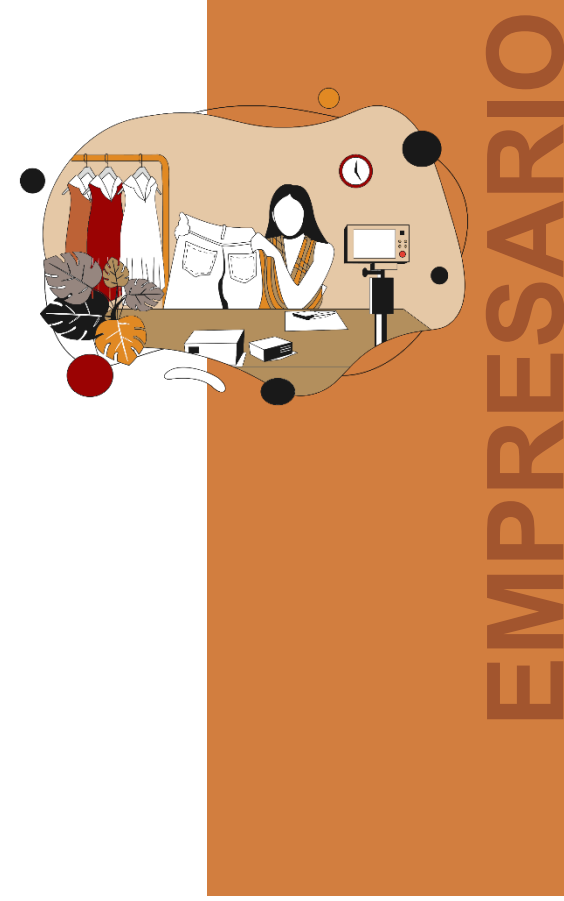
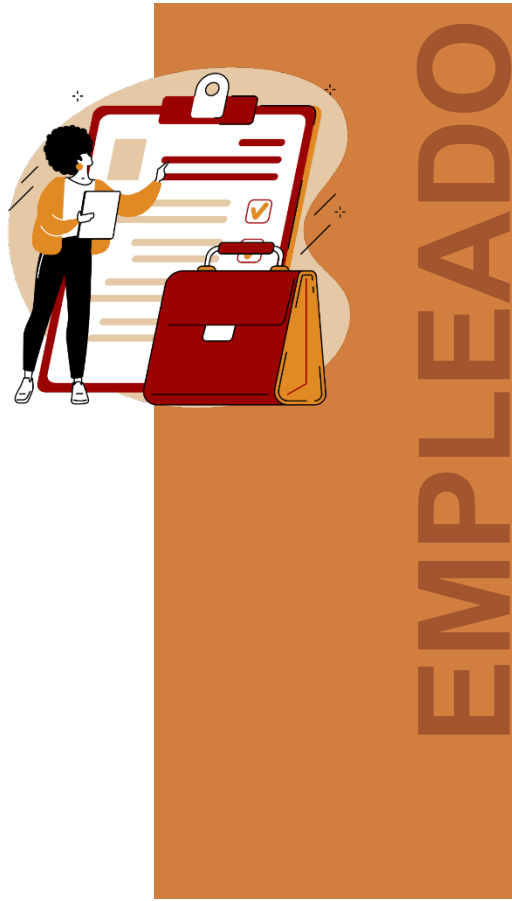


## GLOBAL CITIZEN

- Literate in technology and communication skills
- Demonstrate civic responsibility
- Apply learning to real world situations
- Empower self and others to make a difference in local and world community
- Value and respect diverse cultures and perspectives



# HABILITADO PARA TODAS Y CADA UNA DE LAS OPCIONES



**Utilizar habilidades transferibles e interdependientes**



**El aprendizaje es  
Un resultado de experiencias**



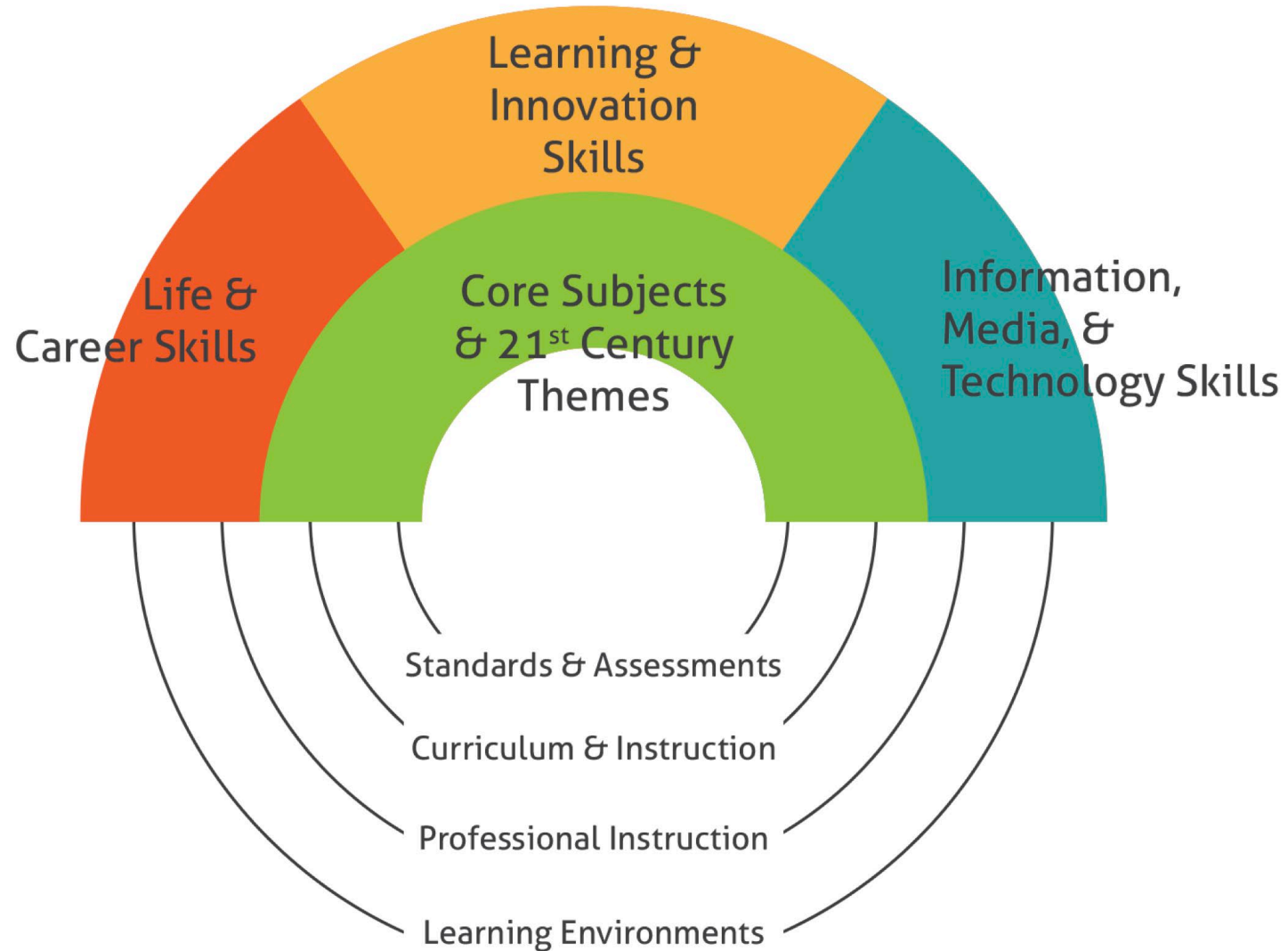
# LAS ESCUELAS PROVEEN EL MARCO PARA EXPERIENCIAS DEL ESTUDIANTE

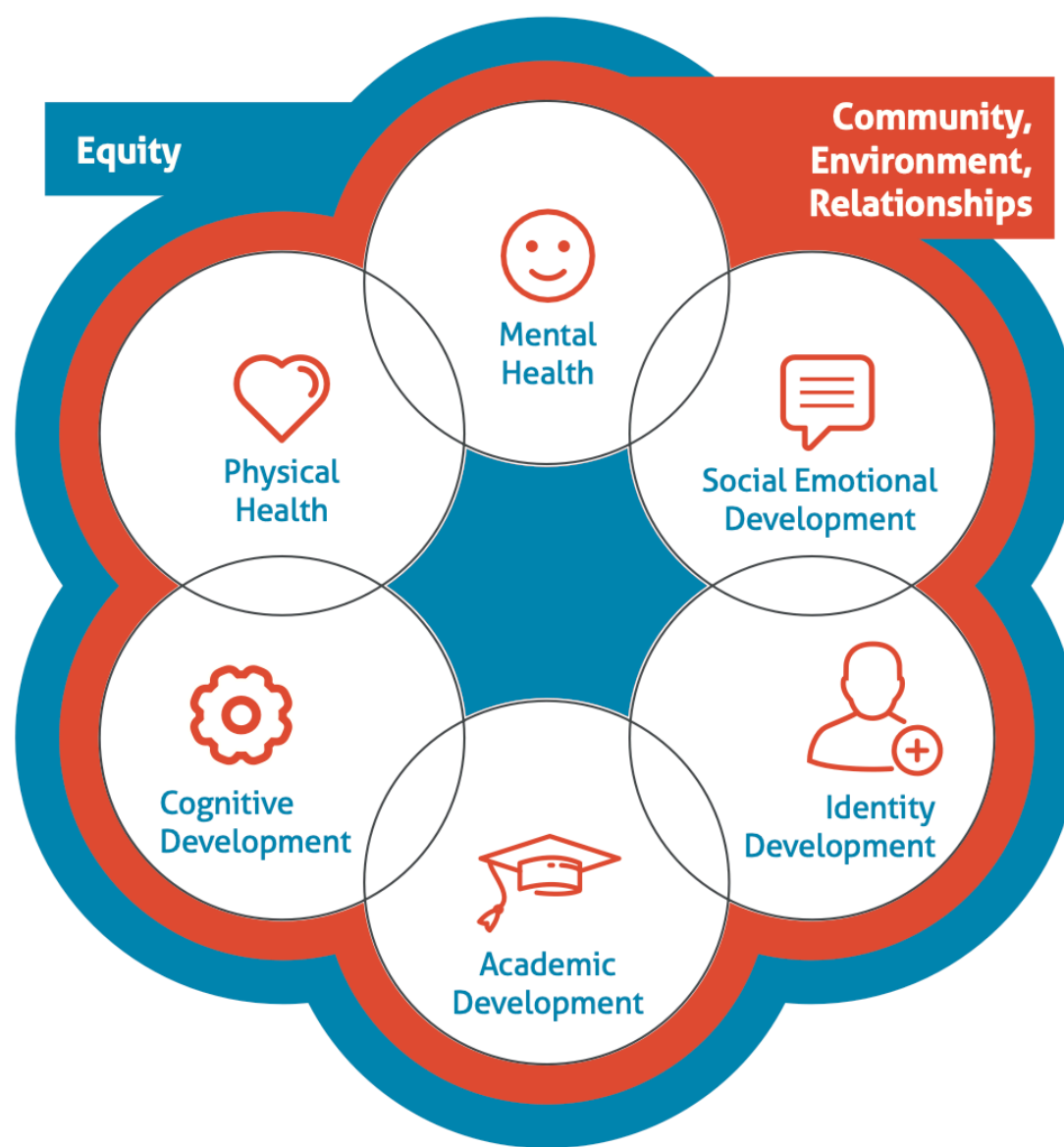
# 4<sup>a</sup> revolución Industrial

IA, robótica, Internet de las cosas, vehículos autónomos, impresión 3D, nanotecnología, biotecnología, ciencia de materiales, almacenamiento de energía, computación cuántica.

Blockchain Analyst, NFT Professional, Driverless Mobility Engineer, Metaverse Influencer, Telemed Physician, Cloud Architect, DevOps Engineer, Drone Pilot, Chief Listening Officer, Bud Tenderer.

# Contenido vs. Habilidades





*Source: Chan-Zuckerberg Initiative Whole child Framework*

# Paradigmas Para El Aprendizaje Futuro

- La buena salud es una condición previa para la educación
- El bienestar es un atributo esencial que favorece el buen aprendizaje

**Learning-Wellness**

**School as a community of Change Makers**

- Los educadores colaboran <<>> ¡Los estudiantes se benefician!
- Cultivo de relaciones positivas <<>> mejora emocional y académicamente

**Student-Led Learning**

**Power of Play-based Learning**

- Agencia Estudiantil: iniciar, diseñar y liderar su propio aprendizaje y crecimiento.
- Profesor <<>> Facilitador

- Habilite la curiosidad, la imaginación y la creatividad: aproveche los múltiples beneficios de las experiencias de aprendizaje basadas en el juego





Autorealización



Plan de estudio, Pedagogía  
Enseñanza



Dedicación al estudio



Desarrollo  
Profesional



Diseño Sano y Seguro



Diseño Centrado alrededor del aprendiz

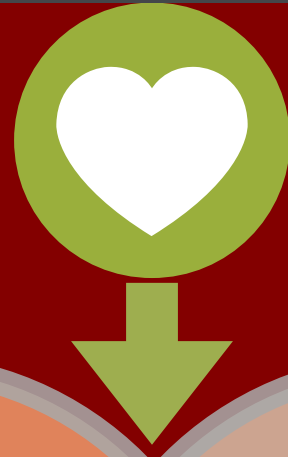


Diseño Inclusivo  
e informado sobre el trauma



Diseño Sano y Seguro

# Diseño Sano y Seguro- SEGURIDAD



Causas  
de los  
Problemas

Cómo se  
ven esos  
Problemas?

## PSYCHOLOGICAL SAFETY

- *STUDENT ENGAGEMENT*
- *INTERVENTION [EARLY, THERAPUTIC]*
- *BULLYING PREVENTION*
- *COMMUNITY & PARENTAL INVOLVEMENT*
- *COUNSELING/MENTAL HEALTH*
- *SUICIDE PREVENTION*

## PHYSICAL SAFETY

*DETER*  
*DETECT*  
*DELAY*  
*DEFEND*

**EQUILIBRIO SEGURIDAD FÍSICA Y PSICOLÓGICA!!!**

# Diseño Basado en la Ciencia Cognitiva



The average test score gain is **3.3x HIGHER** in the biophilic classroom

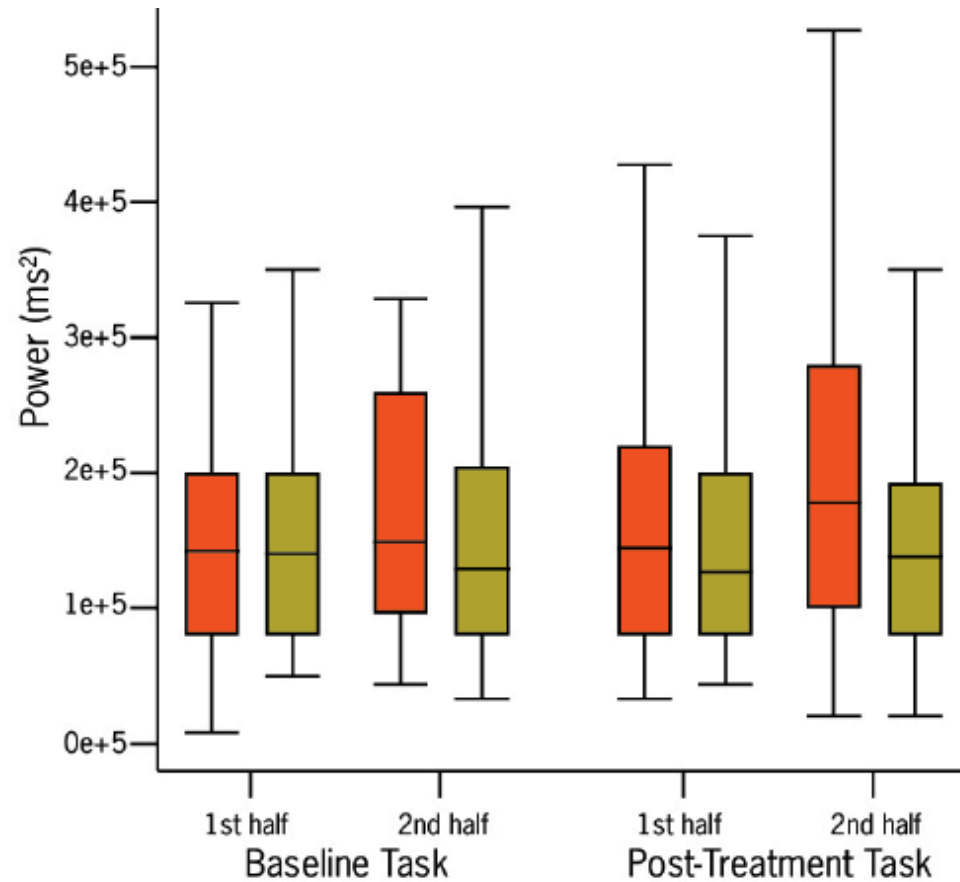


# Diseño Basado en la ciencia cognitiva

- ESCALA Y REPETICIÓN [**estimulación cognitiva**]
- COMPLEJIDAD MODELADA, BELLEZA, INCLUSIÓN, DIVERSIDAD [**mejora el comportamiento pro social**]
- LUZ NATURAL [**Promueve los ritmos circadianos**]
- VISTAS AL EXTERIOR, ESPACIOS DE APRENDIZAJE AL AIRE LIBRE [**reduccion del cerebro**]
- PROSPECTO Y REFUGIO [**reduce estres, mejora la concentración, la atención**]
- MISTERIO, RIESGO/PELIGRO [**liberación de dopamina, aumenta la autoestima**]



# Diseño Basado en la ciencia cognitiva



**Figure.** Boxplot of the median and variance of moment-to-moment response variability (reported as power). Participants viewed a concrete (orange boxes) or green (green boxes) roof. Data shown for the 1st and 2nd half baseline task, and the 1st and 2nds half post-treatment task indicates a significant difference between participants viewing a concrete and green roof. Source: Lee et al. 40-second green roof views sustain attention: The role of micro-breaks in attention restoration. *Journal of Environmental Psychology* 42(2015):182-189.





Diseño Centrado  
alrededor del aprendiz

# APRENDIZAJE BASADO EN EL CEREBRO

## Campfire



A place for a community of learners to sit together, listen to each other and learn from storytellers

**EJEMPLO:  
AULAS**

## Watering Hole



A place for learning from peers in small groups

**EJEMPLO:  
ESPACIO DE COLABORACIÓN**

## Cave



An area to be alone and to reflect or work independently, without interruption or distraction from others.

**EJEMPLO:  
ESPACIOS DE REFUGIO**

## Swamp



**For when we** get stuck on a task or concept and need to meet in a group with an expert.

**EJEMPLO:  
ESPACIOS FABRICANTES**

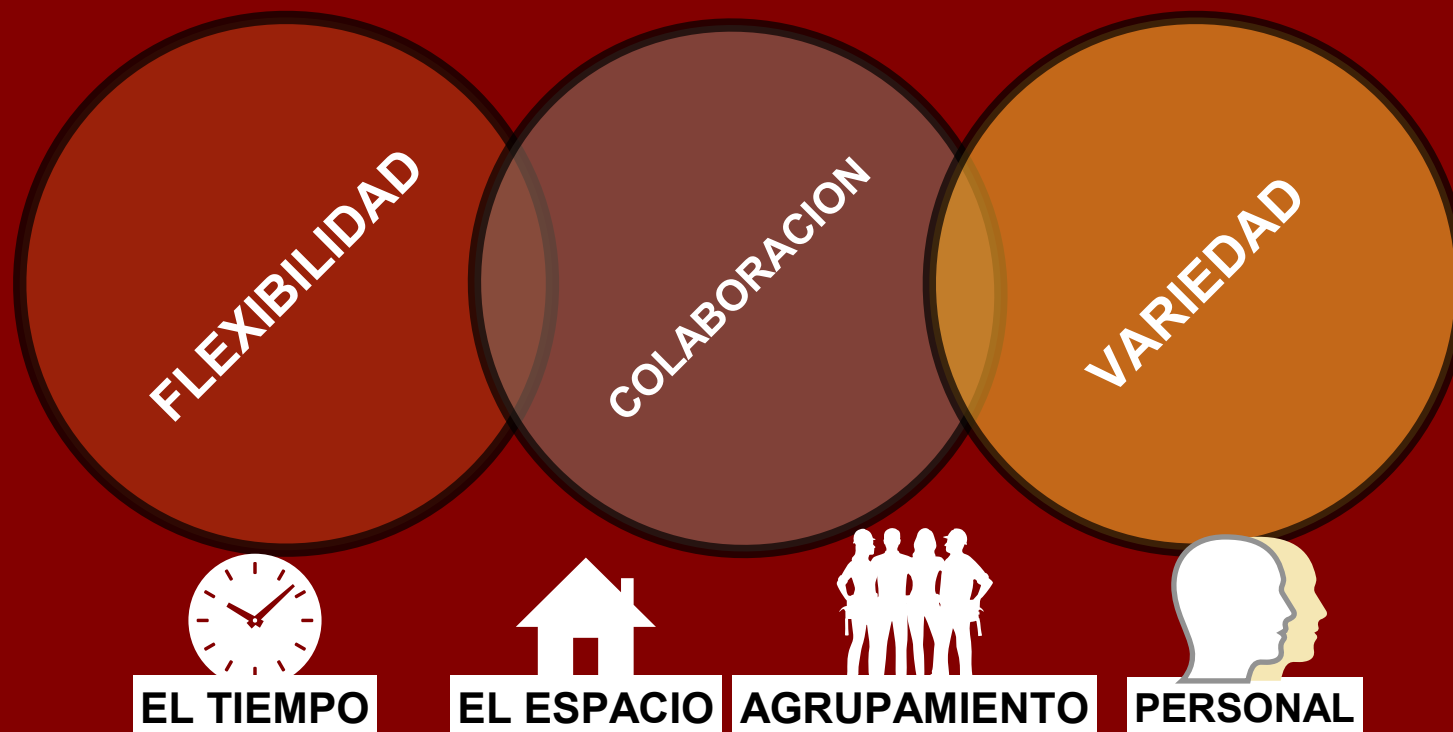
## Plains



For when everyone is working independently, spread out wherever they need to be.

**EJEMPLO:  
ESPACIOS FABRICANTES**

# Características del diseño central alrededor del aprendiz



# LA NOVEDAD



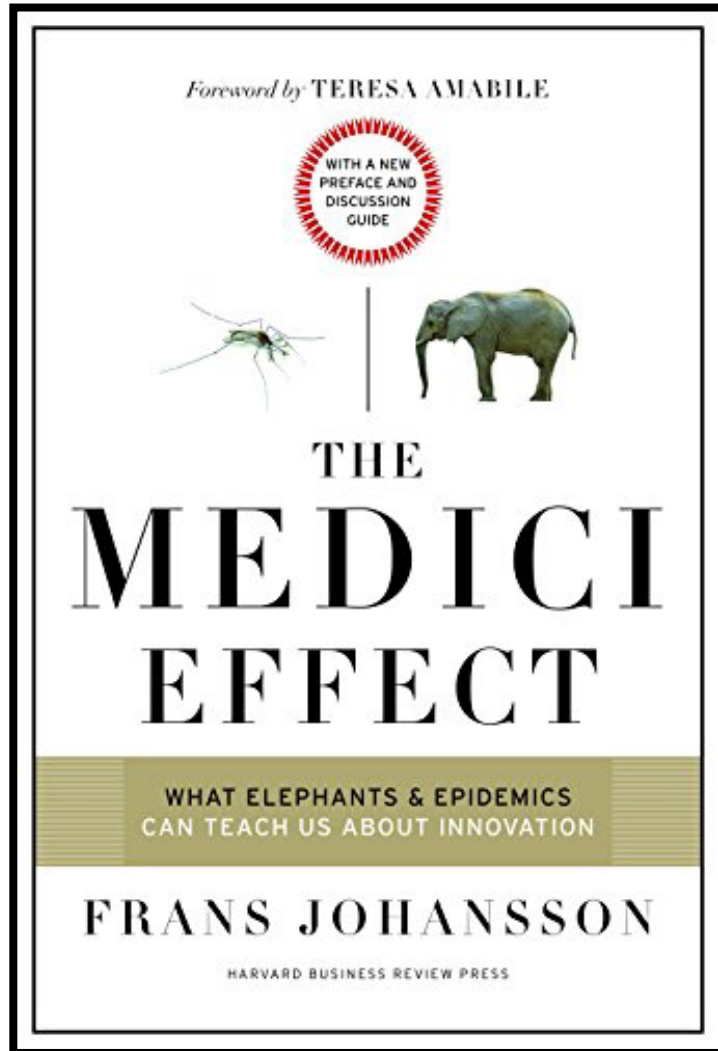
# EL APRENDIZAJE SOCIAL





dlseño Inclusivo  
y informado sobre el  
trauma

# DIVERSIDAD E INCLUSIÓN



¡La diversidad y la inclusión son impulsores de la innovación!

# DISEÑO INCLUSIVO

¿Cómo promueve o disminuye el ambiente escolar un sentido de inclusión dentro de la población estudiantil y la comunidad en general?

¿Cómo refuerzan o socavan las escuelas la idea de que todos los estudiantes reciben un trato equitativo a través del entorno construido?

¿De qué manera la infraestructura física de una escuela se conecta positivamente o se desconecta negativamente de la idea de que la diferencia es buena?

¿Qué mensajes pueden mandar los edificios escolares en relación a “la idea de pertenecer contra la idea de no formar parte”?

# DISEÑO INCLUSIVO

**67%** de la población general ha tenido al menos una experiencia infantil adversa (ACE)

**83%** de las personas de color han tenido al menos una experiencia infantil adversa (ACE)

[Source: SAMHSA-USDHHS]



bienvenida,  
Alta visibilidad,  
pertenencia

Personalizada,  
a escala infantil,  
menos  
institucional.

colaborativo,  
Flexible, adaptativo,  
variado

Comunidad  
comprometida y  
conectada



Dedicación al estudio

# ENFOQUE ESTUDIANTIL





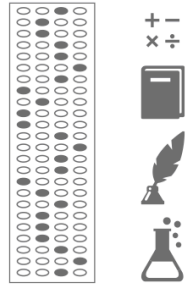
Plan de estudio, Pedagogía  
Enseñanza

# PEDAGOGÍA

## TRADITIONAL

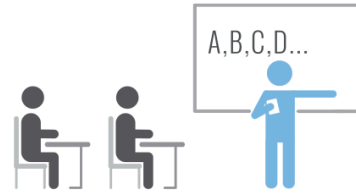
The traditional classroom is in a rank and file organization with all desks facing the front or the instructor. This organization is typically used for classes that are primarily lecture based. The teacher is usually positioned at the front of the classroom with a white board and the teachers desk near by. Furthermore, in the traditional model the instructors are seen as the knowledge or content providers while the students are receivers. The classroom area is 960 square feet and often has very few daylight openings if any. The classroom teacher to student ratio is desired to be between 1:16 to 1:24 but it is not common for classrooms to exceed those numbers, especially in public schools.

### COMMON CORE TESTING

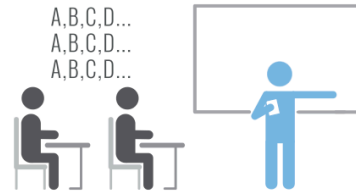


### STANDARDIZED TESTS

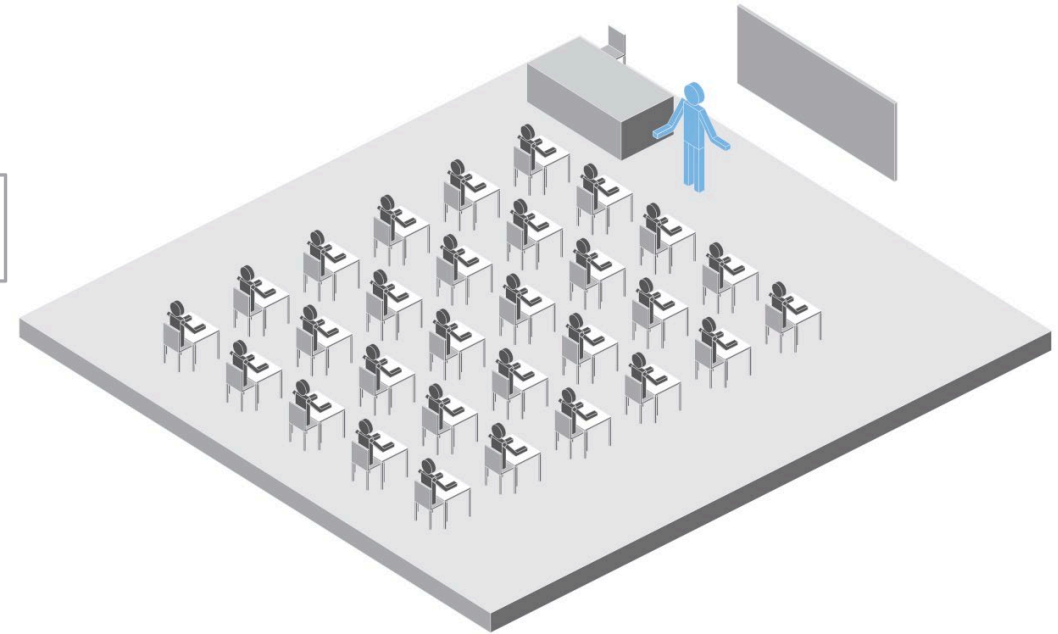
### ONE-WAY TEACHING METHODS



### BANKING METHOD



### ROTE LEARNING



RANK & FILE SEATING  
Used for one-way Teaching

# PEDAGOGÍA

## PROJECT BASED LEARNING

Project-Based Learning (PBL) is any programmatic or instructional approach that utilizes multifaceted projects as a central organization strategy for educating students. Students are typically assigned a project or series of projects that require them to use research, writing, interviewing, collaborating or public speaking skills to compose various work products that may include papers, scientific studies, public policy proposals, multimedia presentations, video documentaries, art installations, or musical and theatrical performances ("Project-Based Learning," 2013). An open-ended real world problem or challenge drives the project and a tangible product, performance or event is created (Larmer, 2014). Through project development, students integrate many subjects and skills into a multidisciplinary learning experience. Projects may take several weeks, months or semesters ("Project-Based Learning," 2013).

THE 8 ESSENTIALS OF PROJECT-BASED LEARNING INCLUDE:

1. **Significant Content** to students' lives.
2. A **Need to Know** feeling given by project.
3. A **Driving Question** to focus student effort.
4. **Student Voice & Choice** in communicating learned content and skills.
5. **21st Century Competencies** that include research, critical thinking, collaboration and creativity/innovation.
6. **In-Depth Inquiry** that lead students to research, discover, test and draw new conclusions.
7. **Critique & Revision** to emphasize trial and error and recalculating in the process.
8. **Public Audience Presentation** to add value to the work produced (Larmer & Mergendoller, 2012).

### 8 ESSENTIALS OF PROJECT BASED LEARNING



1. SIGNIFICANT CONTENT



3. DRIVING QUESTION



5. 21<sup>ST</sup> CENTURY COMPETENCIES



7. CRITIQUE & REVISION



2. NEED TO KNOW



4. STUDENT VOICE & CHOICE



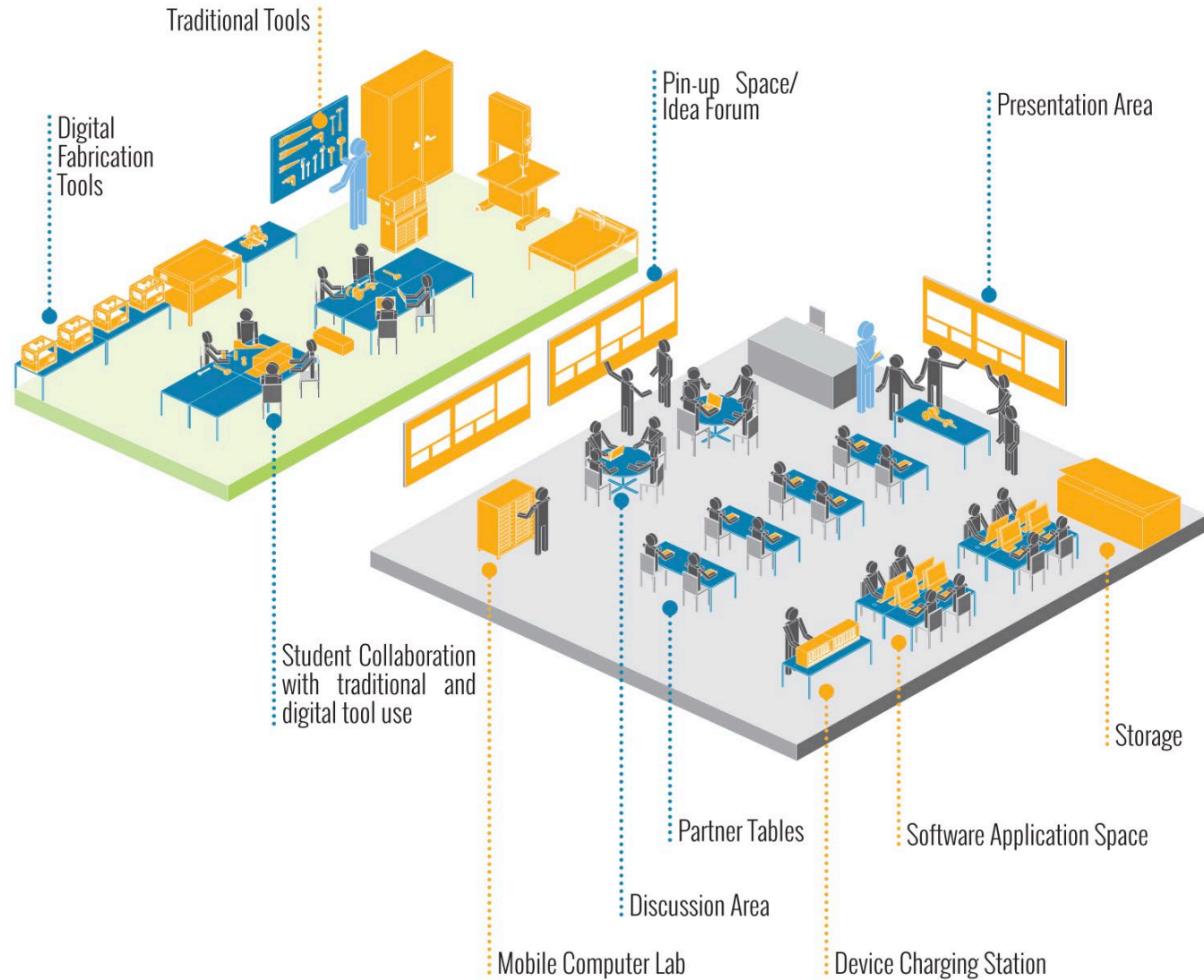
6. IN-DEPTH INQUIRY



8. PUBLIC PRESENTATION

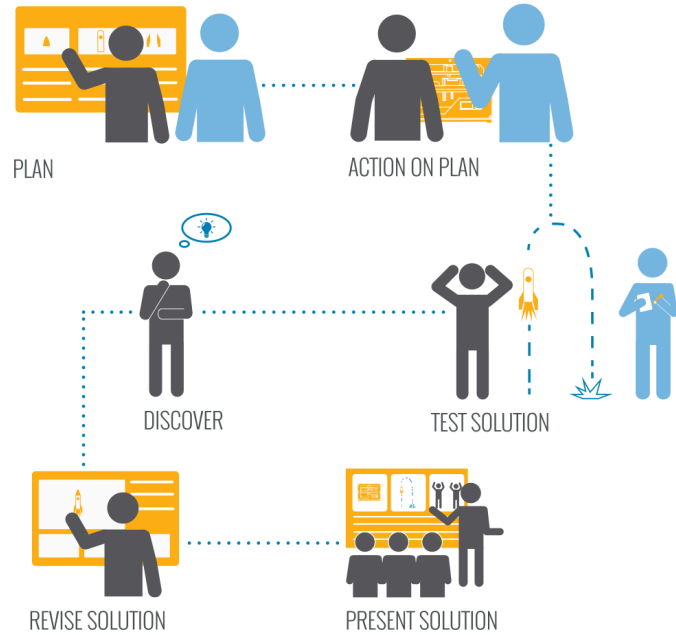
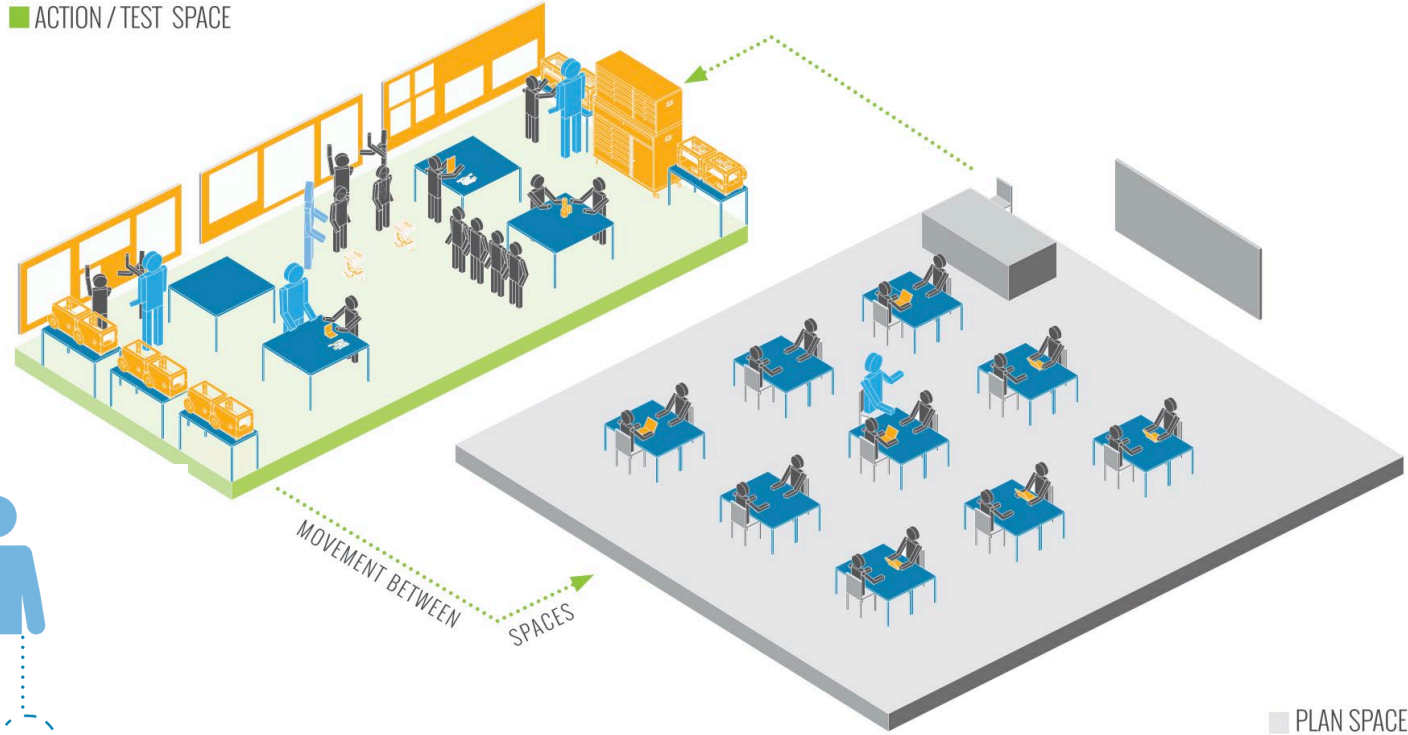


### FABLAB



# PEDAGOGÍA

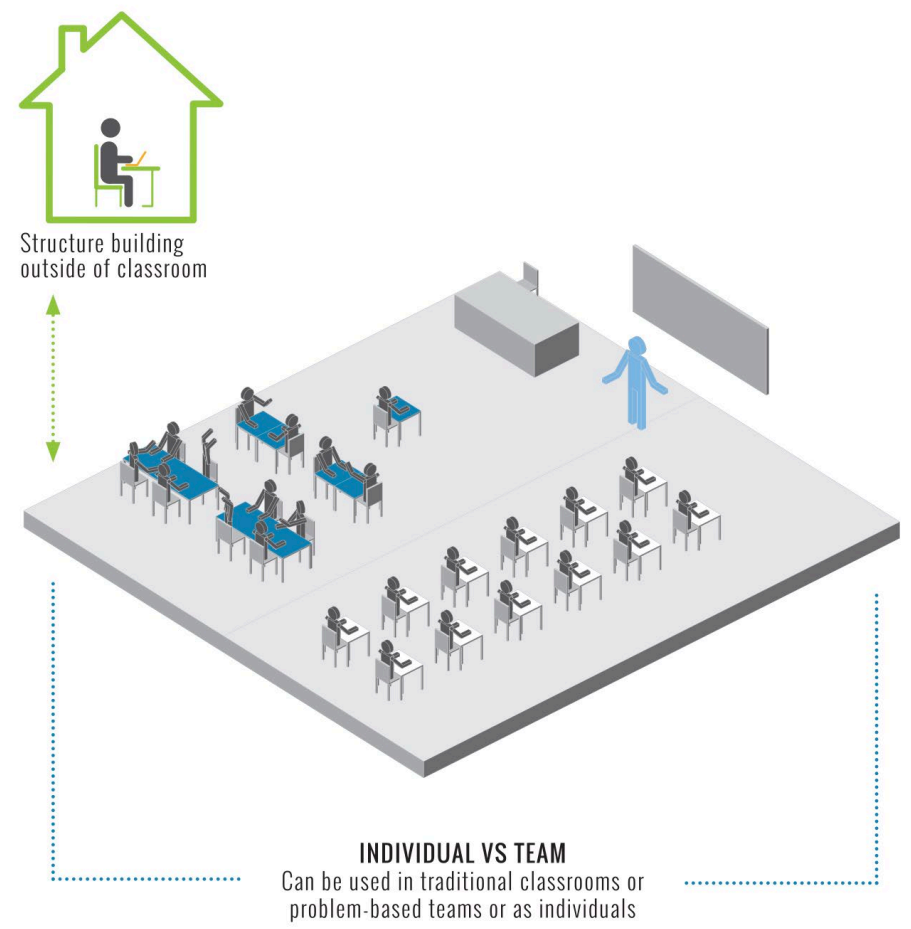
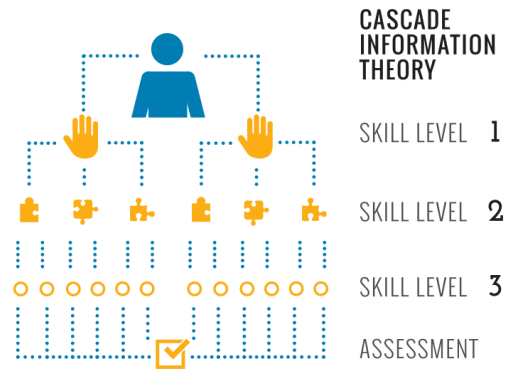
ACTION / TEST SPACE



## DESIGN-BASED LEARNING

Design-Based Learning focuses on design and creativity. The students create physical objects that reflect themes, concepts and standards. The steps to this process is to plan, experiment, discover, interpret, discriminate, revise and then justify their learning. Visual learning, spatial and holistic thinking are all at the center of this educational trend along with needing to work simultaneously in different media. (About Design-Based Learning, 2009)

# PEDAGOGÍA



## FORMING HABIT



## THE HABIT LOOP



# GAMIFICATION

Gamification is the use of game theory as a means of educating or acquiring skills. gamification is not the same as game-based as gamification can go unnoticed as a game while still using game theory. Game theory entails starting with a teaching goal in mind, proposing a challenge to reach that goal, provide skills along the way through cascade theory, and then reward that challenge when the goal is completed (Kiang, 2014) (Teachthoughtstaff, 2014).

# FORMACIÓN DE DOCENTES

1. Bridge technology with pedagogy



2. Mold teaching with 21st century knowledge and skills



3. Project-Based learning



4. Child and adolescent development



5. Wide range of assessment strategies



6/7. Collaborate/ Mentor



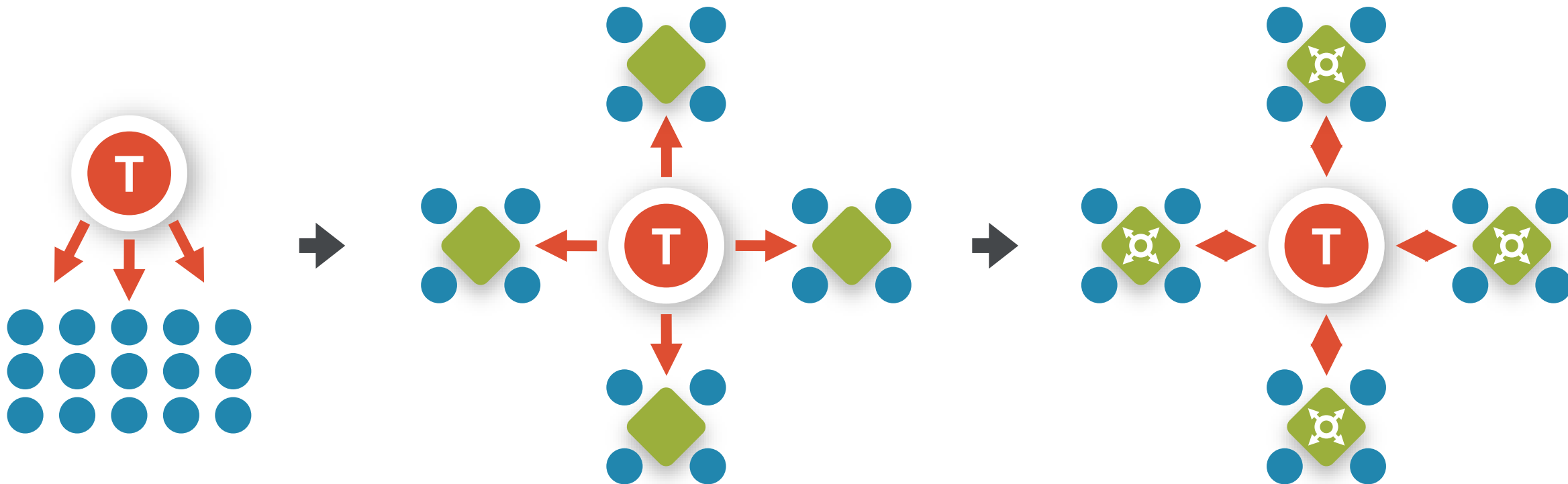
8. Many types of learning methods to reach each student



9. Life-long learning



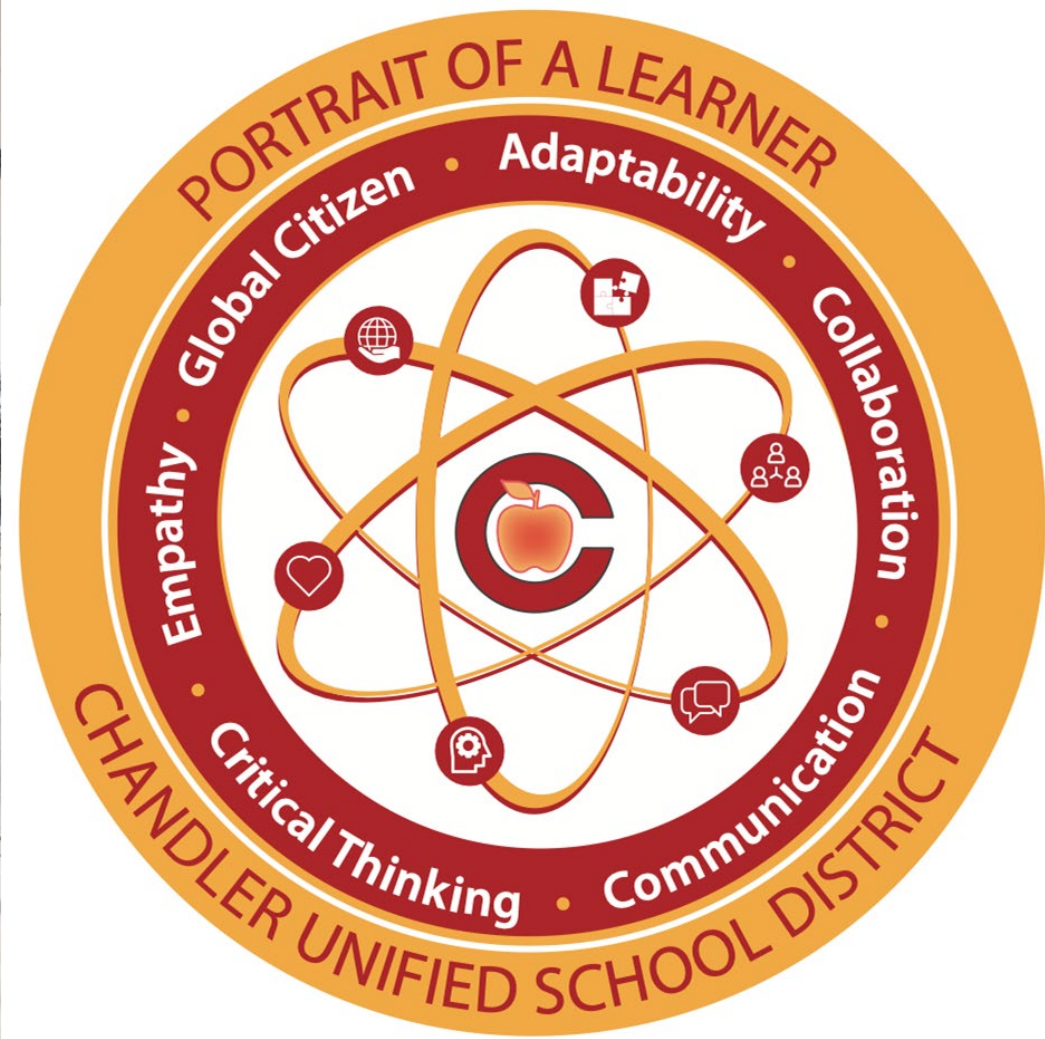
# Profesor como facilitador



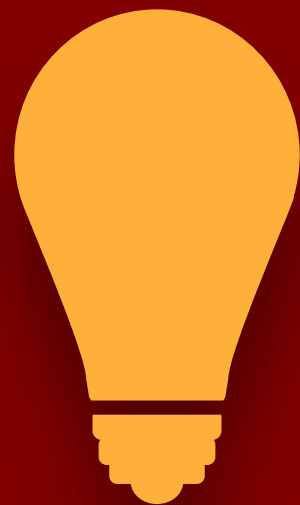


Autorealización

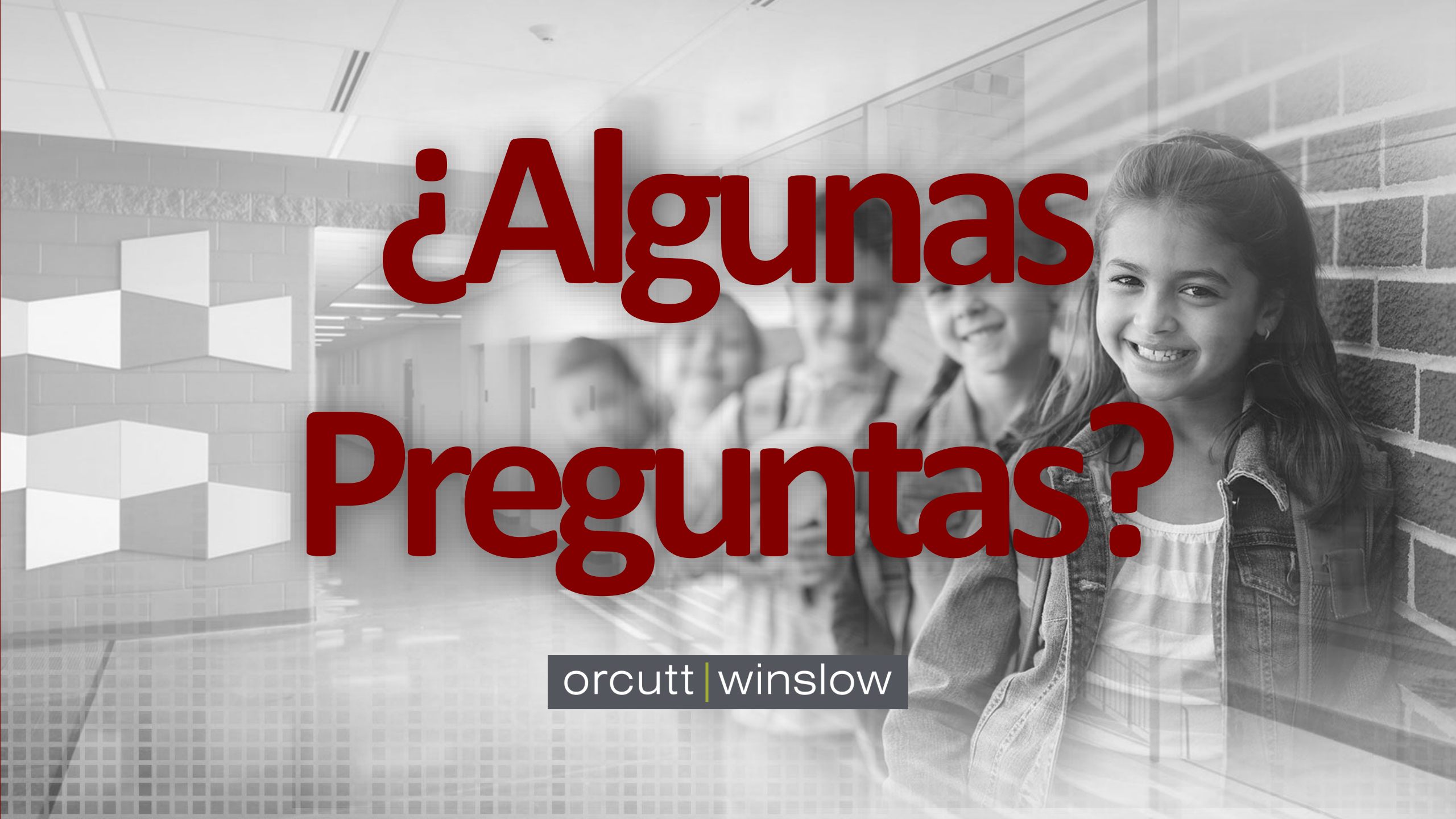
# AUTOREALIZACIÓN







**!Piensa a lo grande**



# ¿Algunas Preguntas?

orcutt | winslow