

# in-between



## WHAT WE OBSERVED

Wi-Fi and portable technology bring information and communication to the remotest corner of the campus, making any space a potential learning space.

Students working in teams often vacate classrooms for spaces that better support group work.

Lounge areas are comfortable but typically designed for a single purpose. Hallways often lack seating and workspaces where students and teachers can work before or after class.

Tech-wielding students need access to power, yet buildings typically don't provide enough outlets.

## WHAT WE HEARD

*"Our hallway lounge/collaboration space is the one place on campus where you'll always find people, even during semester breaks."*

**University Director of Planning and Construction**

## LEARNING SPACES IN-BETWEEN

### Every Space Is a Learning Space

Learning can and should happen everywhere on campus—from the classroom to the library to faculty offices. In between these destination sites are lounges, hallways and other informal areas that can be so much more than transition spaces. They can be flexible, friendly learning spaces for individuals and groups—all smart ways to better leverage valuable campus real estate.

Lounge spaces also should be used as great attractors—spaces where students can meet and work with others and build that most precious of campus commodities: a community. These spaces are remarkable for their energy and activity; even a small lounge area can buzz with the enthusiasm of a small team at work or a few students engaged in animated conversation.

To make any in-between space a learning space, consider each space in terms of control, comfort and collaboration.

**Control.** Allow students a measure of control over how they use the space, where furniture can be positioned and how it's used. To support students as they work in groups, pairs and individually, offer spaces that work for both collaborative and solo study.

Wi-Fi is a given; power access should be, too. Today's students tote laptop and tablet computers, mobile phones and other portable devices and are constantly looking for places to plug in.

**Comfort.** Traditional soft seating and hardwood hallway chairs are limiting and typically poorly suited for the work done in today's in-between spaces. Learning involves a variety of postures: stand-up conversations, groups gathered in discussion, a long project work session around a table covered with materials, etc. People are most comfortable (and most productive) when they can move in their chairs and still have good support and when furniture easily adjusts to suit various workstyles and postures.

Lounges and other intermediate spaces are often in open areas, so seating and workspaces can take many forms, from stacking chairs and meeting tables to ergonomic task chairs and mobile project tables. Seating for collaboration is especially useful since it's designed to support impromptu communication and information sharing.

**Collaboration.** A frequently missed opportunity with in-between spaces is to make them useful for the project work that has become integral to so many classes today. Students need tools that support collaborative learning both before and after class: methods for sharing digital and analog content; tools for informal brainstorming such as whiteboards and tackable surfaces; and workspaces that accommodate computers, books and other materials.



Whether students need focus time, team time or me time, Regard™ offers them the choice. The system supports a range of needs, while providing access to power and support for multiple postures.

## LEARNING SPACES IN-BETWEEN

### Tips for In-between Workspaces

Leveraging real estate in lounge spaces, hallways and common areas is simple: give users the means for control, comfort and collaboration. These attributes can change the simplest in-between space into a multi-purpose workspace, allowing students to maximize space and support choice and control over their learning.

#### PRIVATE/ALONE

- 1 Furniture should support the various postures of students while studying and working: standing, leaning, working at a table, seated in group discussions, hunched over a keyboard, relaxed reading, etc.
- 2 Offer booth spaces, which students often fill first because they offer larger worksurfaces and privacy for users.
- 3 Create spaces for focus and concentration for students throughout the day.

#### PUBLIC/ALONE

- 1 Connecting corridors with daylight-streaming windows attract students and can be easily equipped for study with tables, booths and comfortable seating.
- 2 Bring power to the people: it's almost impossible to provide too many power outlets for today's tech-loving students.

#### PRIVATE/TOGETHER

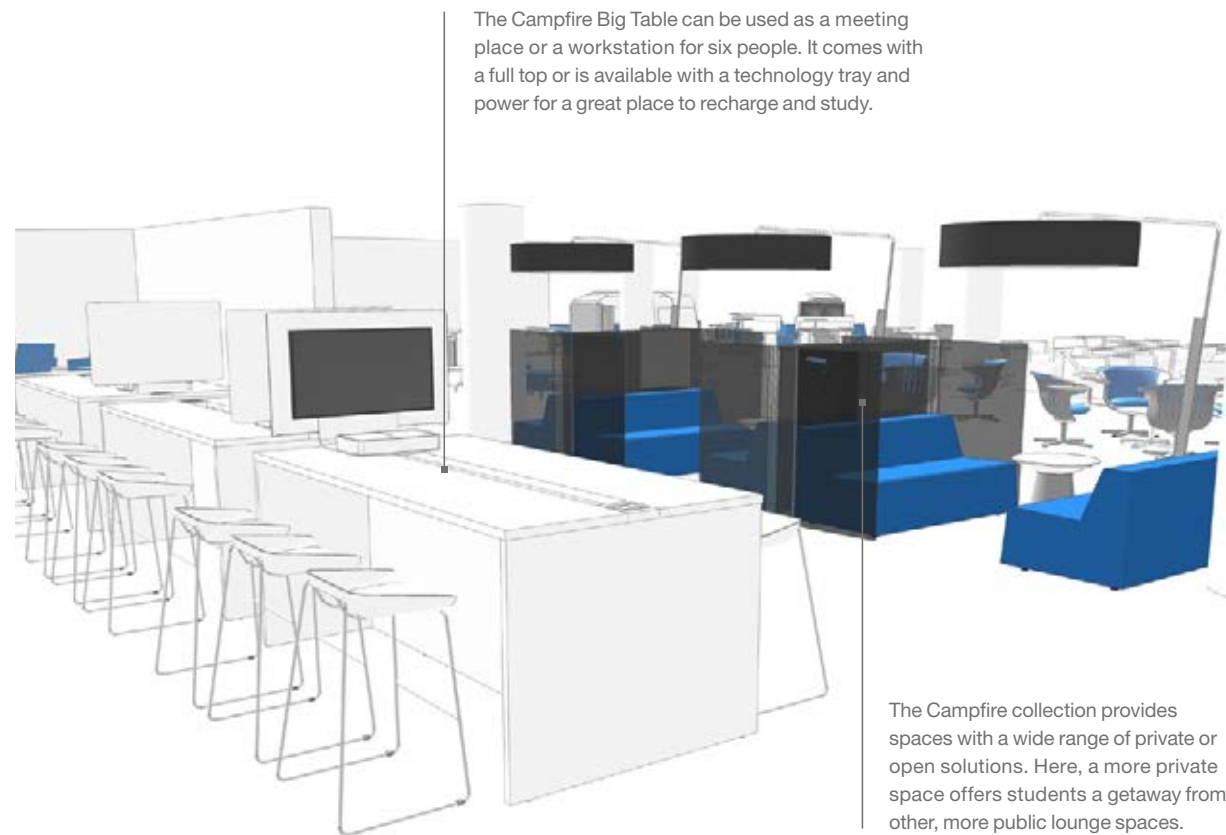
- 1 Whiteboards and lounge seating with tablet arms or small worksurfaces help define smaller, intimate spaces within a larger environment.
- 2 Portable whiteboards are inexpensive yet helpful tools for groups creating and evaluating content.
- 3 Small project rooms located near open areas provide workspace for student teams.
- 4 Mobile tables, chairs on casters, seating that nests or stacks and portable whiteboards let users set up quickly for the work at hand and allow them to make the space their own.

#### PUBLIC/TOGETHER

- 1 Students and educators typically have to quickly vacate a room at the end of class to make way for the next group. Small collaboration spaces located outside the classroom invite students to continue class discussions.
- 2 Informal seating areas near classrooms give students convenient places to connect before and after class.
- 3 Create niches in hallways for groups of instructors and students moving in and out of classrooms.
- 4 Postural changes support how students choose to work and provide choices to allow individuals, pairs or teams to work together.

### Collaborative choices

From standing-height tables to collaborative seating, this lounge provides students a variety of spaces to choose from, whether studying alone or with others.



The Campfire Big Table can be used as a meeting place or a workstation for six people. It comes with a full top or is available with a technology tray and power for a great place to recharge and study.

The Campfire collection provides spaces with a wide range of private or open solutions. Here, a more private space offers students a getaway from other, more public lounge spaces.

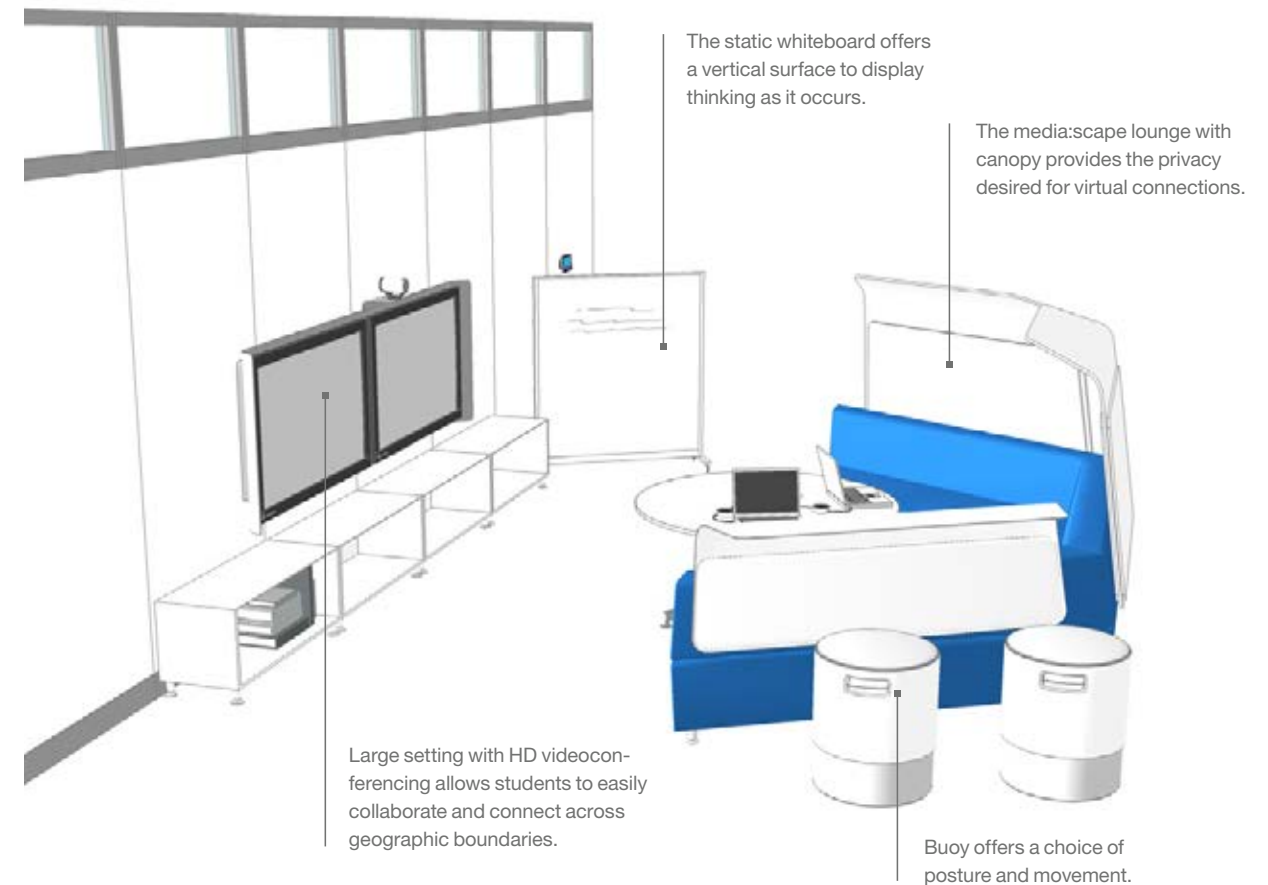


#### FEATURED PRODUCTS

Campfire big lounge .....	141	Campfire big lamp .....	149
Campfire big table .....	144	Campfire screen .....	149
Campfire paper table.....	144	Scoop stool	
media:scape mini.....	148		

### Blended learning collaborative

This space encourages informal interactions and is ideal for research projects when students need to connect with a remote expert or team.



The static whiteboard offers a vertical surface to display thinking as it occurs.

The media:scape lounge with canopy provides the privacy desired for virtual connections.

Large setting with HD videoconferencing allows students to easily collaborate and connect across geographic boundaries.

Buoy offers a choice of posture and movement.

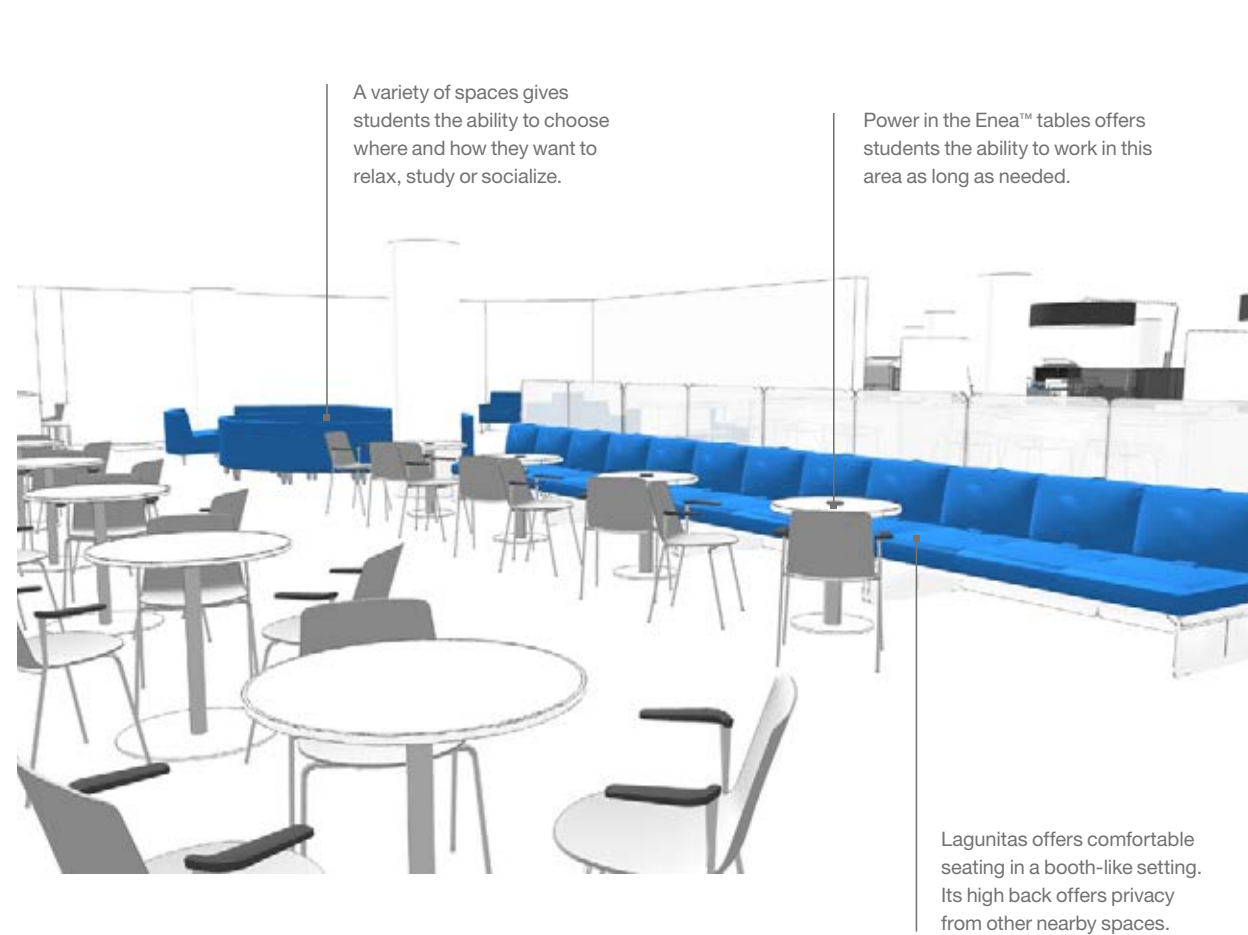


#### FEATURED PRODUCTS

Buoy .....	138	media:scape .....	148
media:scape lounge .....	142	c:scape low storage	
Groupwork mobile whiteboard .....	148		

### Collaborative lounge

This in-between space offers a unique lounge aisle with small collaborative tables on the left and soft seating with tables and power built in on the right, offering students and educators choice and control over where they work.



A variety of spaces gives students the ability to choose where and how they want to relax, study or socialize.

Power in the Enea™ tables offers students the ability to work in this area as long as needed.

Lagunitas offers comfortable seating in a booth-like setting. Its high back offers privacy from other nearby spaces.

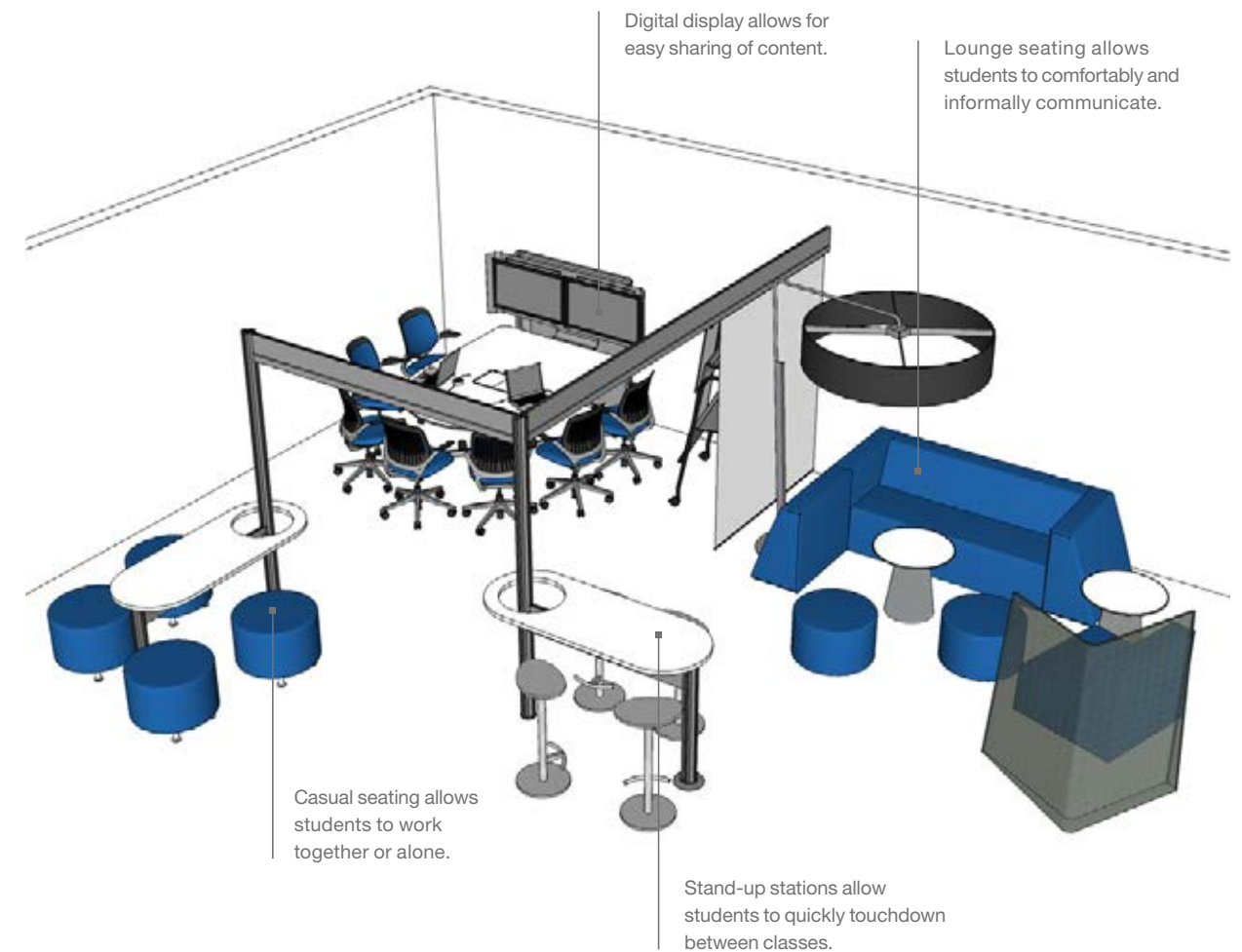


#### FEATURED PRODUCTS

Enea Lottus.....	138
Lagunitas.....	142
Enea.....	145

### Collaboration

Learning expands beyond the four walls of a classroom. Making use of in-between spaces allows every space to become a learning space.



Digital display allows for easy sharing of content.

Lounge seating allows students to comfortably and informally communicate.

Casual seating allows students to work together or alone.

Stand-up stations allow students to quickly touchdown between classes.

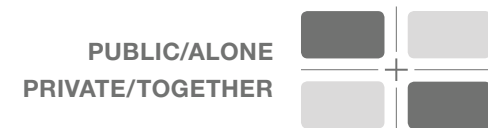
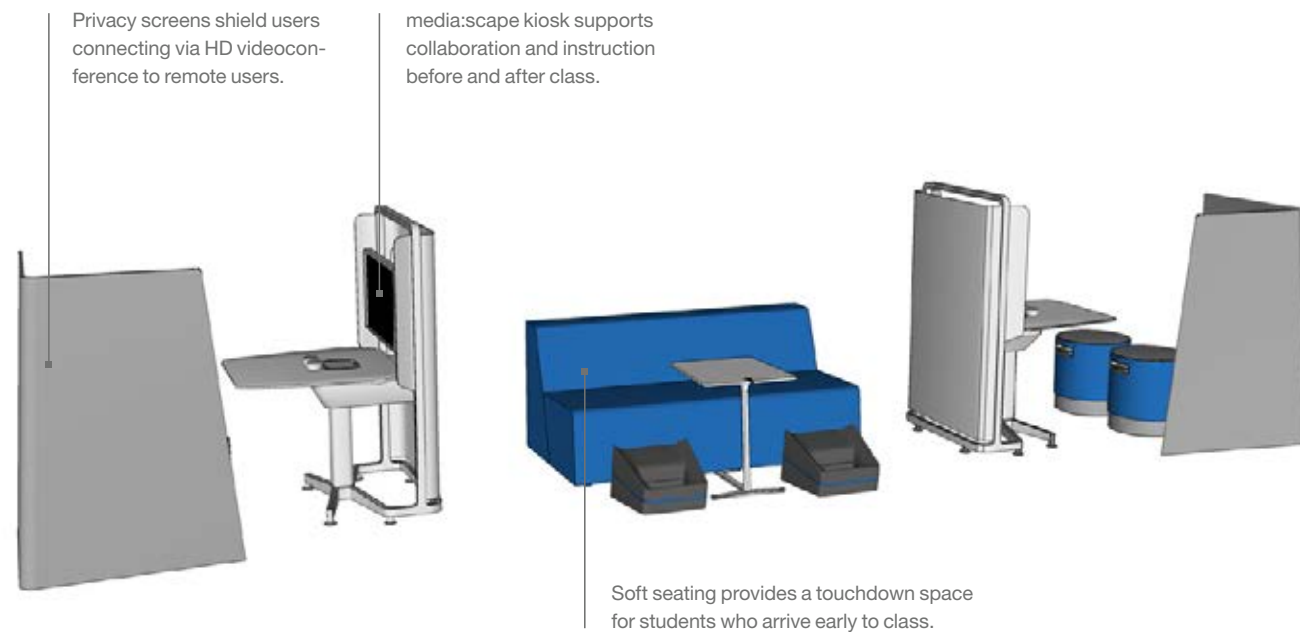


#### FEATURED PRODUCTS

cobi.....	138	Verb whiteboards.....	149
Campfire Big Lounge.....	141	Alight ottoman	
media:scape.....	148	Enea stool	
Verb easel.....	149	Post and Beam	

### Extending instruction

Instruction and collaboration no longer need to end with the class period. In-between spaces outside classrooms can work harder to continue class discussions.

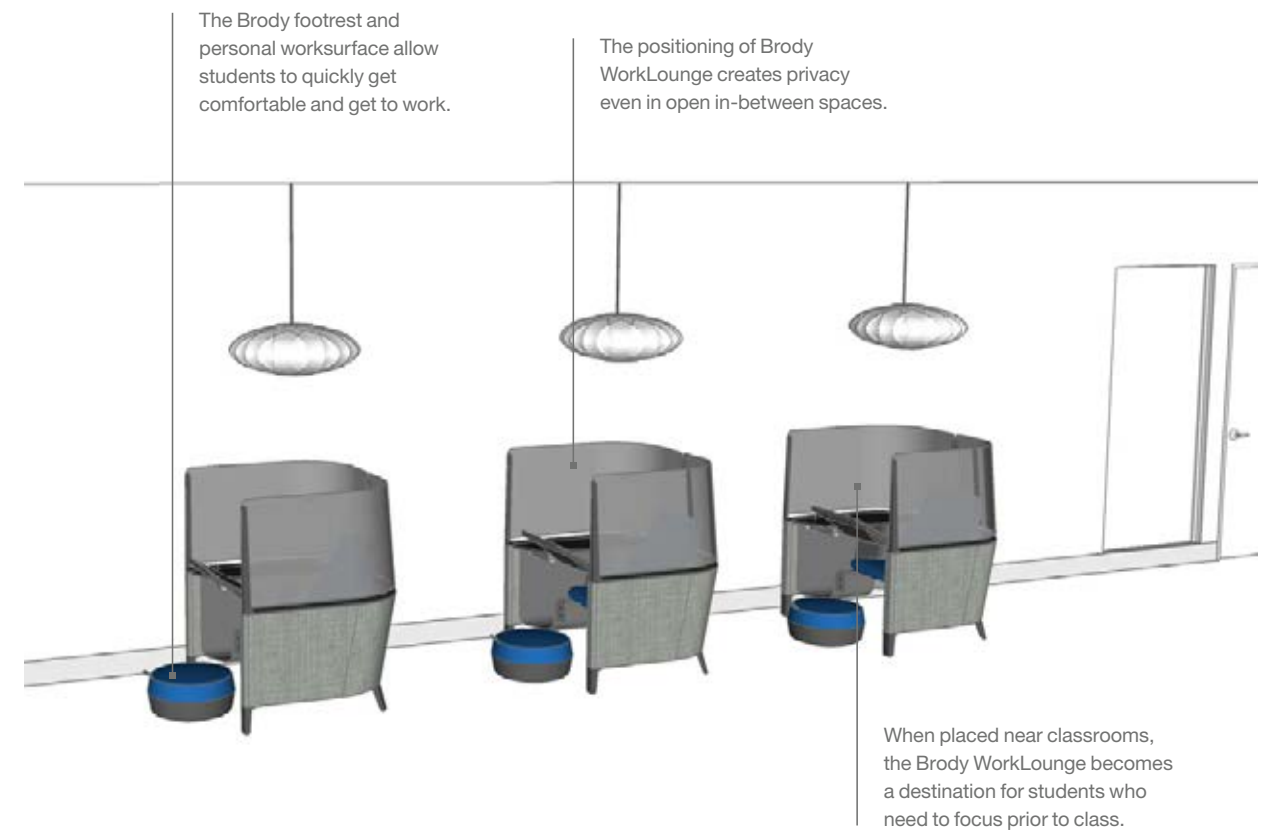


#### FEATURED PRODUCTS

Buoy.....	138	media:scape kiosk.....	148
Campfire Big Lounge.....	141	Campfire Screen.....	149
Campfire Skate Table .....	144	Campfire Footrest	

### In-between focus

Students and instructors need spaces to catch up on reading or for final review of materials before and after class. In-between spaces that offer privacy allow students to quickly settle in and get to work.



#### FEATURED PRODUCTS

Brody.....	141
------------	-----

## Customer Story Summit Public Schools Bay Area, CA

In-between space can—and should—be more than just space for occasional learning. At Summit Public Schools’ two San Jose high schools, a space between four breakout rooms is an integral part of the learning experience. Called The Intersection by faculty and students, it’s 3,800 square feet of learning space with a variety of seated- and stool-height furniture that supports students as they work alone or with peers and engage with instructors.

This learning space is part of the school’s pilot of blended learning, or as they call it, optimized learning. “It’s been so successful as an approach for teaching math that we’re moving to teaching all subjects this way in our new schools,” says Linda Stevenin, M.A., an architect and director of facilities development for Summit, a public charter school system in northern California.

**Their approach is based on constructivism: teachers actively involve students and guide them to construct meaning as they make their own discoveries during the learning experience.** “In sync with self-directed learning, we want students to have choices. If they take responsibility for their own learning, they develop self-awareness as a learner and what places and methods work best for them for learning different subjects. Maybe an individual learns best working with a peer for math but learns English best on their own. The furniture choices in The Intersection support the various ways students work and learn.”

“There are areas for small and large group collaboration, places for individual work, and areas expressly for teachers and students to work side by side. Our overall approach was, what kinds of spaces will kids enjoy working in?”

“The stool-height tables are the most popular places to work. The students think of them as café settings. It feels different working there. The key is that they can choose; they have control. This approach supports the independent and collaborative work they have to do, which in turn helps prepare them for the same type of work they’ll have to do in college and, of course, in the real world,” says Stevenin.

**The Intersection includes a range of learning spaces:**

- **two- and four-person spaces with Move seating and Alight ottomans**
- **lounge spaces created with Campfire Big Lounge and Screens and low tables**
- **counter-height Groupwork “tutoring bars” for students who need a teacher’s assistance**
- **stand-up height Groupwork tables and Move stools**
- **seated collaboration furniture, Campfire Personal Tables and Alight ottomans that configure to fit any group size**
- **Verb rectangular tables with side docks and hooks for team project work**

**“Forget past assumptions. Forget the word ‘classroom.’ Instead, think about what kind of spaces kids need to support learning.”**

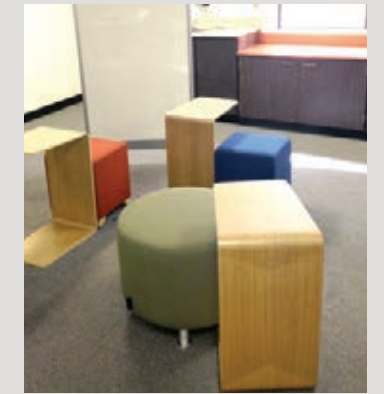
**Linda Stevenin, M.A.  
Director of Facilities Development**



Stool-height tables and chairs are “the most popular places for the students to work,” says Stevenin. “The students think of them as café settings.” Teachers also like these spaces; having students and teachers at the same eye level creates a more personal experience.



Booths in The Intersection have screens and tables that move easily. “We can pull the screen out a bit, make it a little more open so the students stay in the teachers’ view.”



Personal tables, ottomans and whiteboards can be arranged quickly in The Intersection. “We can rearrange based on what needs to happen each day, how the students need to work on a particular subject, whatever we need,” says Linda Stevenin, director of facilities development.

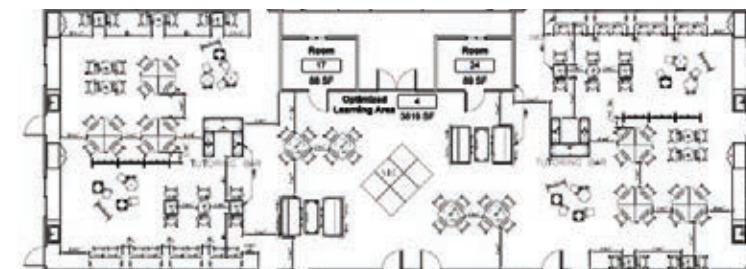
There’s an added bonus to the café-height workspaces. “They also help teachers. As they move around the room, they can easily see what’s on the students’ laptops and tablets, so they can help keep the kids on task. They’re at eye level with the students; it’s a more personal experience for the students and teachers. Students feel the teachers are not just looking over their shoulder, they’re helping them learn.”

Practically all the furniture—chairs, tables, tutoring bars, etc.—is on casters or is light enough (ottomans, personal tables) to pick up and move easily. “We can rearrange The Intersection based on what needs to happen each day,” says Stevenin. “Recently, student

volunteers and teachers rearranged the entire Intersection in one hour. That’s pretty cool to be able to do that.”

The Intersection strategy not only ensures that in-between space is an effective learning environment, it exemplifies Summit’s overall philosophy of learning. As Stevenin notes, “We believe students should be able to learn anywhere, anytime and at their own pace.”

“Forget about the assumptions from past experience and be open to what’s possible. Forget the word ‘classroom.’ Instead, think about what kind of spaces kids need to support learning.”



Make in-between spaces integral to learning; The Intersection, a space between four breakout rooms, includes spaces for learning individually, in pairs and in groups, as well as settings for assessment and instructor guidance.

## Customer Story University of Florida Gainesville, FL

Most colleges and universities face a common challenge: infrastructure, furniture and technology that don't support active learning.

The University of Florida tackled this problem by turning some infrequently used space into learning spaces for the College of Journalism and Communications, a place ideally suited for students to hone collaboration skills.

"Students today need to learn more skills, and the challenge is, how do you do that without increasing the number of credit hours? The answer is collaboration," says David Carlson, a professor in the college.

The school had an area with an elevator lobby, kitchen/break room and some generic offices, none of which were particularly well-liked or well-used. Jason Meneely, associate professor in the Department of Interior Design, redesigned the space into an open classroom and collaborative suite of breakout rooms, and in the process turned a forgettable space into the AHA! Colab, one of the busiest spaces on campus.

In 2,500 square feet, the space includes an open, flexible classroom that doubles as a study space and social area, four smaller rooms with media:scape collaborative settings, and a collaborative kitchen. Teaching, learning, studying, socializing: it's a busy place almost around the clock.

"When I arrive to teach at the AHA! Colab, the students are already there, meeting, working together, studying. The nature of the space changes students and learning," says Juan-Carlos Molleda, Ph.D., a professor in the Department of Public Relations.

### A learning space where students linger

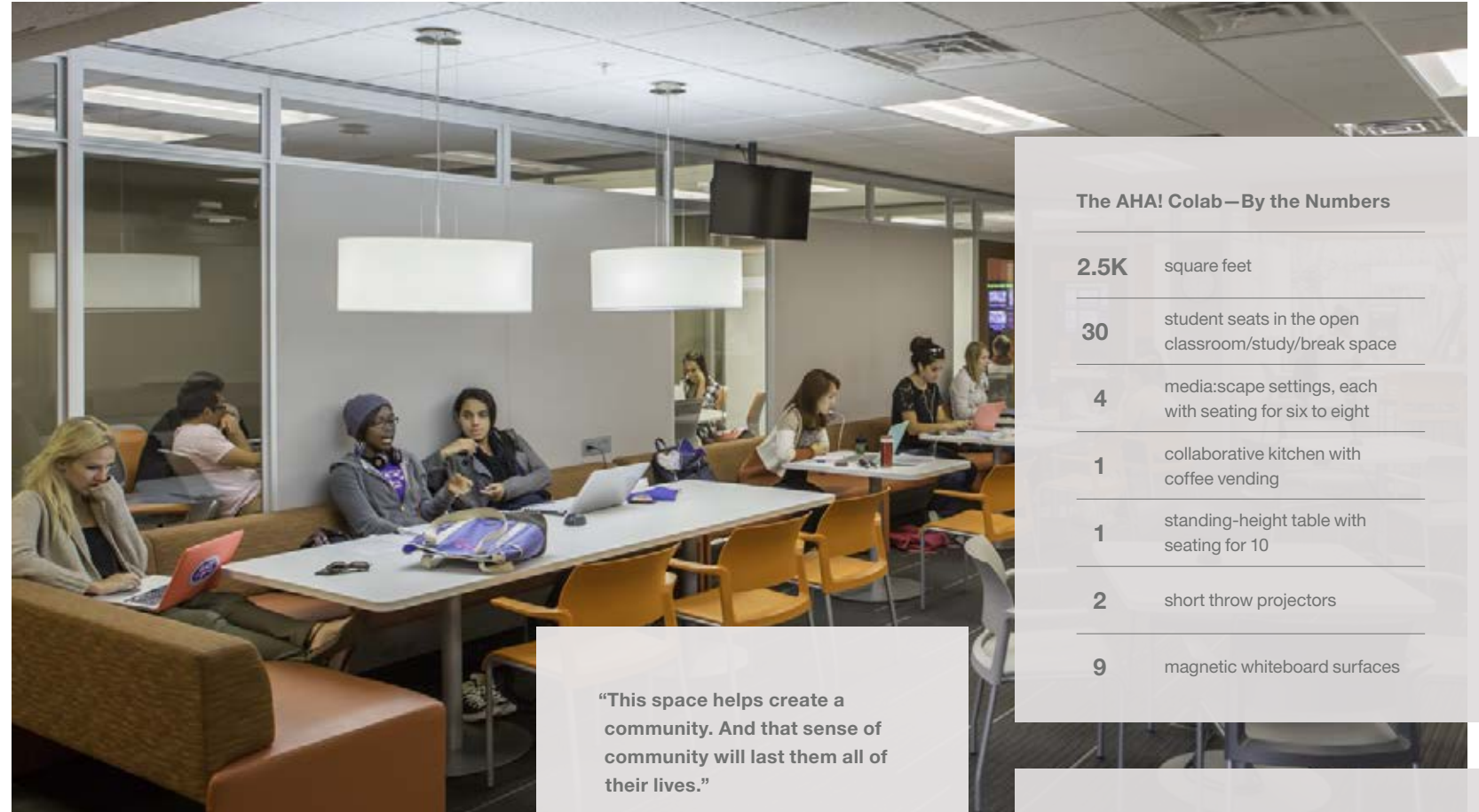
"The class period just ended, but did it really?" asks Meneely, as students continue working in the AHA! Colab, equal parts classroom, study hall, common area and project space with a kitchen, coffee machine, and workspaces that range from a standing-height group table to booths and small tables.

### Space that changes teaching and learning

Despite sophisticated technology in the AHA! Colab, students and faculty comment less on the tools than on how effectively students work with their content and each other.

"It begins with simple technology, such as plenty of power outlets. I always tell my students, 'A-B-C: always be charging, and always be collecting ideas and content,'" says Carlson. Wi-Fi and easy connections to content-sharing technology support active learning, too.

"I've taught courses in many different places at the university, but I've never seen the results I get in this space," says Ann Christiano, a professor in the Department of Public Relations. "I wish every classroom was like this."



**"This space helps create a community. And that sense of community will last them all of their lives."**

**Ann Christiano, Professor  
Department of Public Relations**

### The AHA! Colab—By the Numbers

<b>2.5K</b>	square feet
<b>30</b>	student seats in the open classroom/study/break space
<b>4</b>	media:scape settings, each with seating for six to eight
<b>1</b>	collaborative kitchen with coffee vending
<b>1</b>	standing-height table with seating for 10
<b>2</b>	short throw projectors
<b>9</b>	magnetic whiteboard surfaces

### Students rate the AHA! Colab

**"Every break I get between classes, I'm here. I can work by myself, or with groups. It's convenient, comfortable, a good place to get away from the crowds at the library."**

**"In the library you have to be so quiet. Here it's more casual, you have the microwave and the coffee machine."**

**"I live in here. Three or four times a week I'm here writing, working on papers. My friends study here, too."**

**"I love this place, especially the small rooms. I work here by myself or meet up with someone on a project."**

She says students are not only learning how to collaborate and solve intricate problems, they are building key professional skills and relationships that will last long past graduation. "Here students meet, collaborate, talk, group, regroup, and it all happens naturally because this space helps create a community. And that sense of community will last them all of their lives. Their friends and future colleagues will be around much longer than I will."