

INSIGHTS, APPLICATIONS + SOLUTIONS

Steelcase®
EDUCATION

active learning spaces

active learning spaces

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Steelcase Education

Steelcase
EDUCATION

every space is a learning space

12 Learning Spaces

14 Classroom

48 Library

68 In-between

82 Café

92 Resident Life

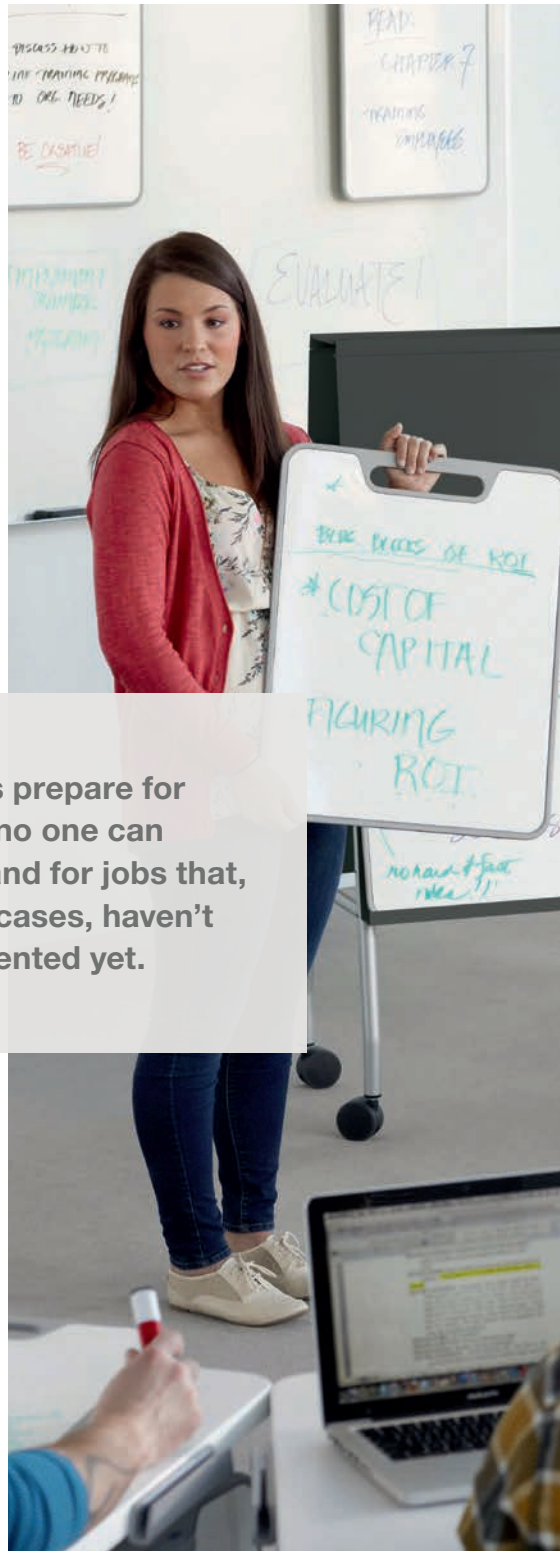
100 Office Spaces

106 Faculty Office

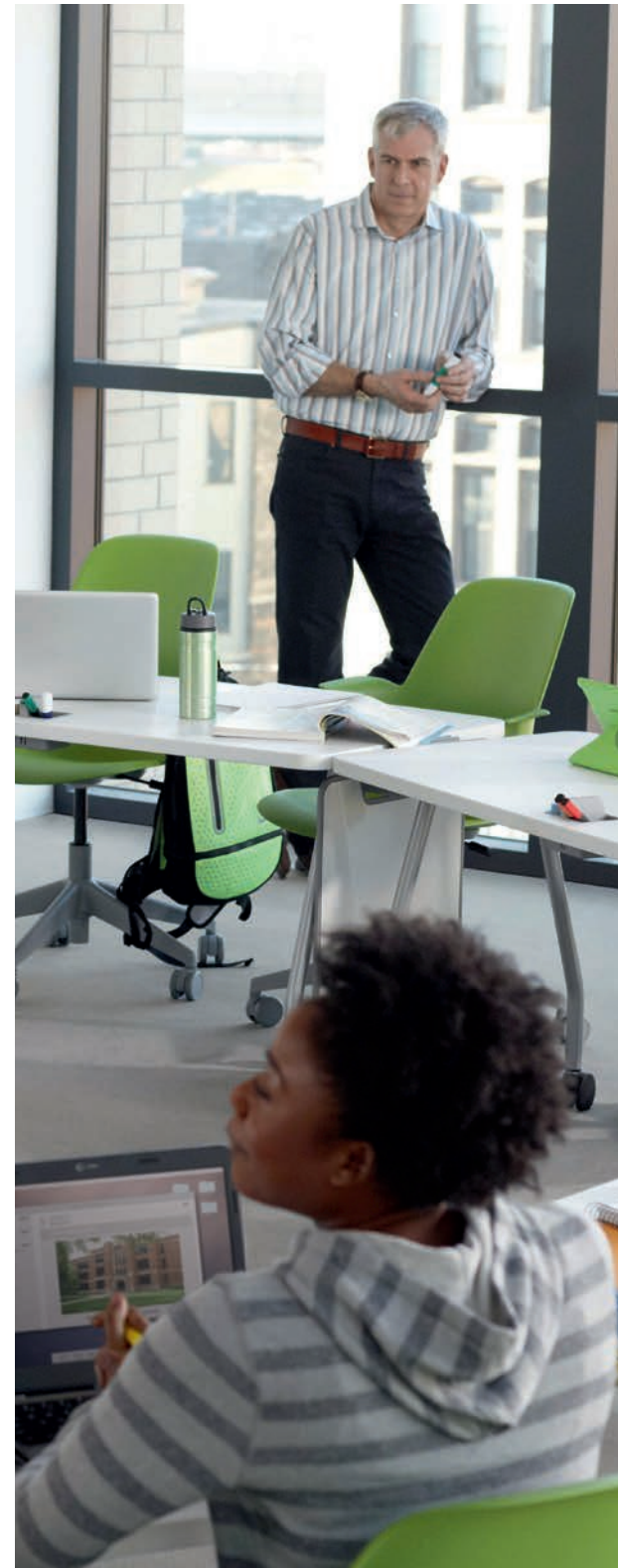
118 Office + Admin

128 Products

138 Glossary



Students prepare for a future no one can predict and for jobs that, in many cases, haven't been invented yet.



The future comes to the classroom every day. A new generation of tech savvy and connected students arrives with radically different experiences and expectations. Aware of the global economy and the competition it represents, students and their families are placing increasingly higher demands on education at all levels.

Technology is a force of its own. From interactive technologies and MOOCs to learning analytics, innovative technology offers educators new approaches for learning and instruction.

Educators are responding to these diverse forces with a refreshing openness. For the first time in decades, schools from elementary through post-secondary are making significant changes in how they teach. Educators are exploring what it means to be learner-centric, adopting active learning pedagogies and embracing technology that supports varied educational strategies.

Yet both students and educators still face the challenge of having to operate in facilities built for age-old ways of learning and teaching. Budgets are tight, so it's more important than ever to leverage every square foot of real estate.

Adoption of Active Learning

Students and teachers today suffer when outmoded learning spaces inadequately support the integration of the three key elements of a successful learning environment: pedagogy, technology and space. For too long, we have designed for what we know: classrooms designed in static rows and columns facing forward with little flexibility for the varied types of learning necessary today. Libraries designed to support books and quiet work, without the ability to support group learning and collaborative projects. In too many cases, these environments hinder learning rather than support.

Change is driven by pedagogy.

Teaching methods are evolving, with classes employing group projects and individual work along with lectures. And it's not just instructors teaching; peer-to-peer learning is on the rise. From one class to the next, sometimes during the same class period, classrooms need the flexibility to adapt to different learning preferences.

Technology needs careful integration.

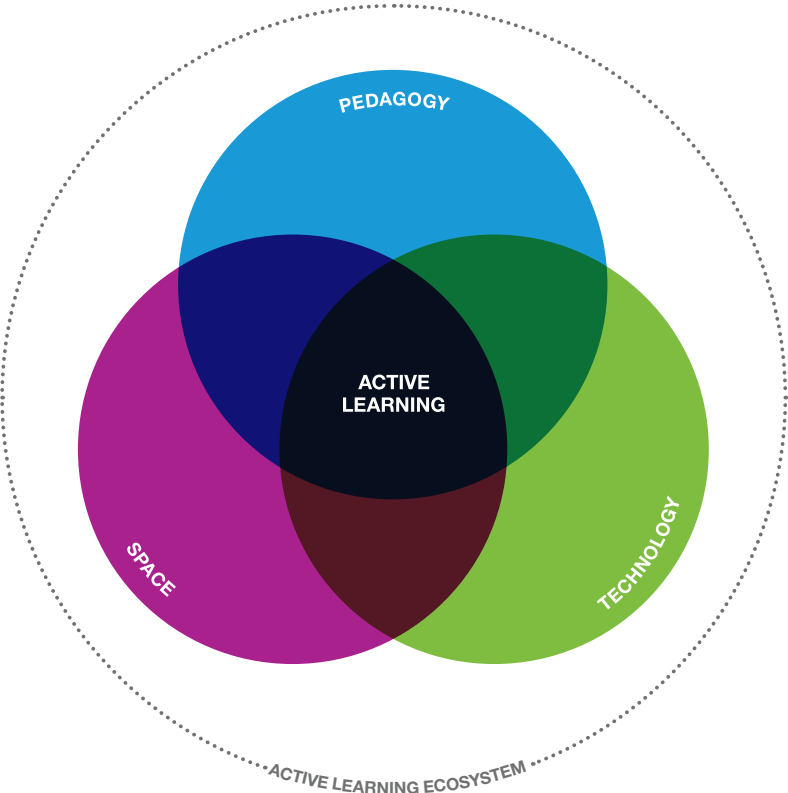
Students are digital natives, while instructors are usually digital adopters. Since technology must support the pedagogy used in the classroom, this divide often causes concerns for those who are untrained and uncomfortable developing instructional design protocols that truly engage learners.

Space impacts learning.

Interactive pedagogies require learning spaces where everyone can see and interact with content, instructors and other students, often at a moment's notice. Learning preferences vary; spaces must be flexible and fluid enough to support this diversity.

Every space can be a learning space if it is intentionally designed to support the pedagogy and technology in use, and it allows instructors to move among teams providing real-time feedback, assessment and direction for students in peer-to-peer learning.

Carefully considering the requirements and interdependencies of pedagogy, technology and space helps establish new protocols for advanced learning environment solutions. Pedagogy is intentionally placed at the top, signifying an active educator is required to employ active learning.



The Active Learning Ecosystem

Inspired by ongoing Steelcase research and insights, active learning has become the foundation of our solutions developed specifically for students and educators. Learning happens anywhere and can be synchronous or asynchronous, formal or informal.

The change from passive to active learning often creates tensions that hinder adoption of new ways of learning and teaching. To ease these tensions, Steelcase advocates an active learning ecosystem that equally supports and incorporates pedagogy, technology and space. By looking at how individuals learn and considering the requirements and inter-dependencies of these factors, new protocols for advanced learning environments are established.

The active learning ecosystem should be considered holistically—not only as part of the building master plan, but part of the *learning* master plan as well. This learning space strategy influences all spaces—from classrooms to libraries and cafés—and helps connect different stakeholders on their quest for higher level learning throughout the day.



The Rhythm of Learning

Effective planning for learning spaces requires a clear understanding of the rhythm of learning. Education is an ongoing, organic process that changes throughout a term, day and even class period and varies by learning place. The needs in the morning when classes begin are different from those in the evening.

During class time, classrooms must support quick transitions between learning modes, while also supporting digital and analog tools for students' active engagement. In the evening, learning places transition to support increased social study and group projects in informal learning spaces, as well as community events. Meanwhile, the middle and end of a term often drive increased individual work and an even greater need to consider the physical, cognitive and emotional needs of students during intense study periods.

A Palette of Place

Intentionally designed learning spaces accommodate this rhythm of learning by offering a palette of place. Students and educators should be offered a range of settings and the choice and control to select the best environment for their needs, while considering building adjacencies, demands for visual and acoustic privacy, and collaboration and user behaviors for each type of space.

Students analyze information, develop points of view, create new content and share it, and eventually must come to own their knowledge. This deeper learning might require a stimulating environment at times, a quiet place at others, or an environment in between these extremes. Access to varied learning spaces within one floor plan or across all real estate supports the active learning process for all learners.

A palette of place also supports students' sense of ownership. Active learning involves a level of autonomy for individuals and groups to determine how and where they learn best, while still providing access to instructors to help students learn most effectively.

To understand and design for these varying behaviors, a framework representing a range of spaces can be used. This framework demonstrates the need for private and public spaces that support individual work or work with others and can help guide building zoning, particularly as it relates to acoustic and visual privacy needs, user behaviors in various types of spaces and other needs.

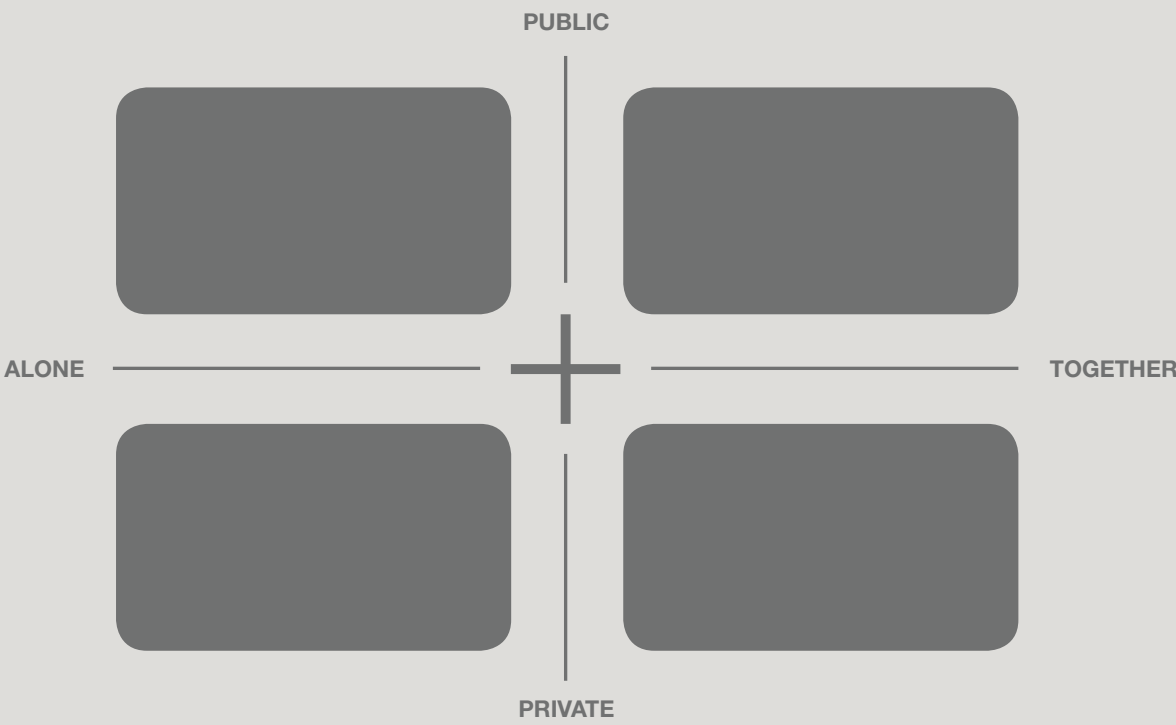
PRIVATE/ALONE Individual focused work with visual, physical and acoustical accommodations. Despite an increase in collaborative work, individual study is still necessary for learning. These spaces, such as study enclaves and small breakout rooms, provide privacy without distraction for maximum productivity. Cool color palettes may be used to support solitude.

PUBLIC/ALONE Individual work in the presence of others. Steelcase observational research repeatedly shows students studying alone together, such as at open tables in libraries and hallways. These spaces are used when social connections are important but individual study is required, for both quick touchdowns or lengthy stays. Mid-range cool colors should be used to support concentration and focused work in the presence of others.

PRIVATE/TOGETHER Group work with visual and acoustical accommodations. These spaces support team collaboration and study when visual or acoustic privacy is important. These spaces should accommodate a range of group sizes and learning modes, use vertical planes to display information, and allow users to easily share digital content. Warm hues should be used to reflect the energy of the place.

PUBLIC/TOGETHER Open group work with peers or faculty and staff. These spaces support impromptu brainstorming and sharing of information among group members while allowing opportunities for mentoring and learning among faculty and students. Spaces should support different group sizes and postures. Mid-range warm hues should be used in these spaces.

When space, furniture and technology easily adapt to pedagogies and learning preferences while supporting the rhythm of learning, campus planners and designers can make a significant contribution to the educational process.



Based on our research, this framework helps explain how space can support the rhythm of learning across a floor, building and campus.

human-centered design research process

For years, Steelcase has studied education with a unique, human-centered design research process.

The approach is both broad and deep, spanning schools of all types and levels from public to private, community colleges and universities, to primary and secondary education. We observe educators at work and test design

principles, product ideas and applications with the goal of improving student success, while immersing ourselves in the relevant research of others in such fields as learning research, cognitive neuroscience, environmental psychology, behavioral and social sciences and ergonomics.

UNDERSTAND	OBSERVE	SYNTHESIZE	REALIZE	PROTOTYPE	MEASURE
conduct secondary research	conduct primary research	share research findings	visualize concepts	build full-scale models	conduct experiments
review market research	ask, observe and engage	discover insights	package findings	run simulations	provide feedback
uncover trends and relationships	shadow, conduct contextual interviews and engage in participatory design activities	create design principles	circulate ideas	collect data	iterate and test



learning spaces

- 14 Classroom
- 48 Library
- 68 In-between
- 82 Café
- 92 Resident Life

classroom

LEARNING SPACES CLASSROOM

An Active, Flexible Ecosystem

Educational experiences are changing, influenced not only by new pedagogies and technologies, but also new understandings of brain science and the idea that students learn best with access to a range of tools.¹

Research suggests a multi-sensory approach to teaching and learning increases engagement, promotes deeper participation, maximizes student achievement and elevates the idea that learning is fun.² Steelcase research and other investigations suggest that the engagement and interaction of active learning provide a more effective way to learn than passive learning.³ However, as institutions adopt constructivist learning approaches, they often find themselves limited by density challenges and classroom environments designed for lecture-based instruction.

To fully capitalize on the benefits of active learning, physical space must support and enhance the pedagogies employed in the classroom. Static furniture designed for one-way transmission of information simply cannot support active learning.

Active learning assumes student involvement in content sharing and building new knowledge, leading to greater student engagement, comprehension and ownership of the information. As learning becomes more interactive, classrooms must support multiple types of collaboration, including informative, evaluative and generative, as well as peer-to-peer learning and many other emerging modes.

These modes of learning all depend on equal access to analog and digital information, and the ability for every user, no matter where they're located, to join in the collaborative process.

Collaborative work is essential to active learning, suggesting that classroom spaces must be varied and flexible. One-size-fits-all classrooms neglect the modern day needs of educators and students. Different subjects and teaching methods require different mixes of furniture, technology and space. **Just as there is a variety of ways in which we learn, there must also be a variety of spaces in which learning occurs.**

When focused on active learning, institutions should consider how flexibility and variety work with pedagogy, technology and space to support how learning happens in active learning classrooms.

WHAT WE OBSERVED

The majority of classrooms in use today were built for traditional, “stand-and-deliver, sit-and-listen” pedagogies in a passive learning setting.

Inflexible layouts and furniture with limited mobility hamper interaction among students, instructors and content; in fact, the environment is the barrier.

Technology access is highly variable from classroom to classroom and often poorly integrated.

Instructors and students cannot easily leverage technology – either built-in or portable – to support problem-based pedagogies and hands-on learning.

Many schools are reconsidering how pedagogy, technology and space can be better integrated for a greater impact on teaching and learning.

WHAT WE HEARD

“We replaced typical cookbook experiments with guided inquiry exercises that encourage students to think and work as a group rather than follow recipes with predetermined results. These exercises develop skills that better prepare them for future work and give them the tools to help them retain knowledge long after the semester ends.”

Professor

“I bring a lot of stuff to class. And I use a lot of it – it’s not the old days, when we would just take notes in a notebook; it’s a multimedia and social experience. There aren’t a lot of classrooms that work for me.”

Student

¹ Wolfe, P. (2010). Brain matters: Translating research into classroom practice (2nd edition). Virginia: Association for Supervision and Curriculum Development (ASCD).
² Baines, L. (2008). A teacher’s guide to multi-sensory learning: improving literacy by engaging the senses. Alexandria, VA: Association for Supervision and Curriculum Development.
³ NSSE updated for 2013. *Promoting Student Learning and Institutional Improvement: Lessons from NSSE at 13*. Annual Results 2012. Retrieved March 9, 2013, from http://nsse.iub.edu/NSSE_2012_Results/pdf/NSSE_2012_Annual_Results.pdf.

Tips for New Classrooms

These tips for planning and designing new classroom environments have been developed with the Steelcase Human-Centered Design Research Process, conducted at schools and colleges across the U.S. and Canada. They are intended to provide guiding tenets to those who plan education spaces, assisting in the design of more interactive and flexible learning spaces that give permission to act differently.



PEDAGOGY

- 1 Design to support fluid transitions among multiple teaching modes: lecture, team project, discussion, etc.
- 2 Design for peer-to-peer learning.
- 3 Allow freedom of movement for the instructor, enabling frequent interactions and ongoing assessment.
- 4 Support the implementation of professional development to increase adoption of new teaching strategies.
- 5 Set expectations for what an active learning environment looks like – learning is messy, things move.
- 6 Expose students to how these environments enable, support and allow them to take ownership of their learning.
- 7 Support individual learning.

TECHNOLOGY

- 1 Design for sharing, leveraging both vertical and horizontal surfaces for display; use projection and interactive surfaces.
- 2 Integrate, use and allow access to BYOD and instructional technology tools and devices.
- 3 Allow for displayed information to be persistent over time.
- 4 Ensure thoughtful planning occurs when selecting technology so the tools are used as intended to enhance outcomes.
- 5 Be intentional about what technologies should be used and how to support pedagogical strategies.
- 6 Incorporate tools that support synchronous and asynchronous learning and collaboration.
- 7 Support learning styles with both analog and digital means to co-create.

SPACE

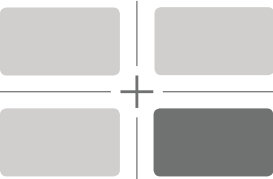
- 1 Design for visual and physical access, giving every student the best seat in the house and allowing the instructor and student access to each other.
- 2 Facilitate social learning by designing spaces where students can easily connect and collaborate.
- 3 Design to support quick reconfiguration among multiple modes: from lecture to project work to discussion, test taking and back again.
- 4 Include wall protection for table and chair movement.
- 5 Support a range of postures to enhance wellbeing.
- 6 Integrate the design to support and reflect the educational goals and mission of the institution.



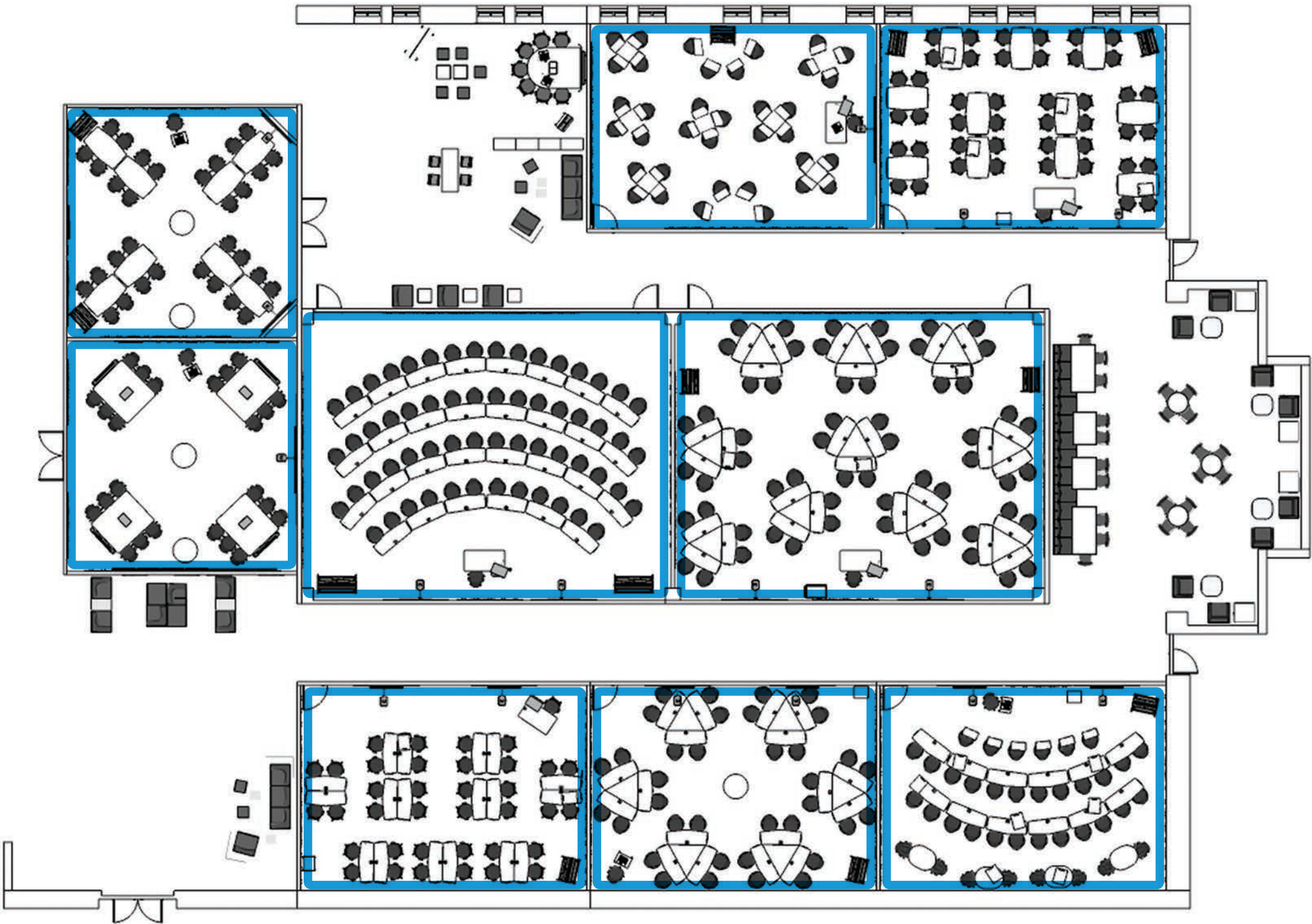
Movement is key to active learning. When students can move about easily, they are more interactive, collaborative, comfortable and engaged in class. The Verb™ classroom collection reinvents the table-based classroom, allowing easy movement between lecture-based and team-based modes and providing the tools needed for collaboration and group engagement.

Application Ideas: Classrooms

These are classrooms that rethink “the box” and move away from the traditional setting of rows of fixed tablet chairs and a lectern. Here you will find learning spaces that can easily morph from lecture mode to teamwork to group presentation, discussion and back again. Every seat is the best seat, with access to content, other students and instructors who are available to everyone. Technology is integrated, providing democratic access for all. These are classrooms that engage and inspire by putting control of the learning space in the hands of students and instructors.

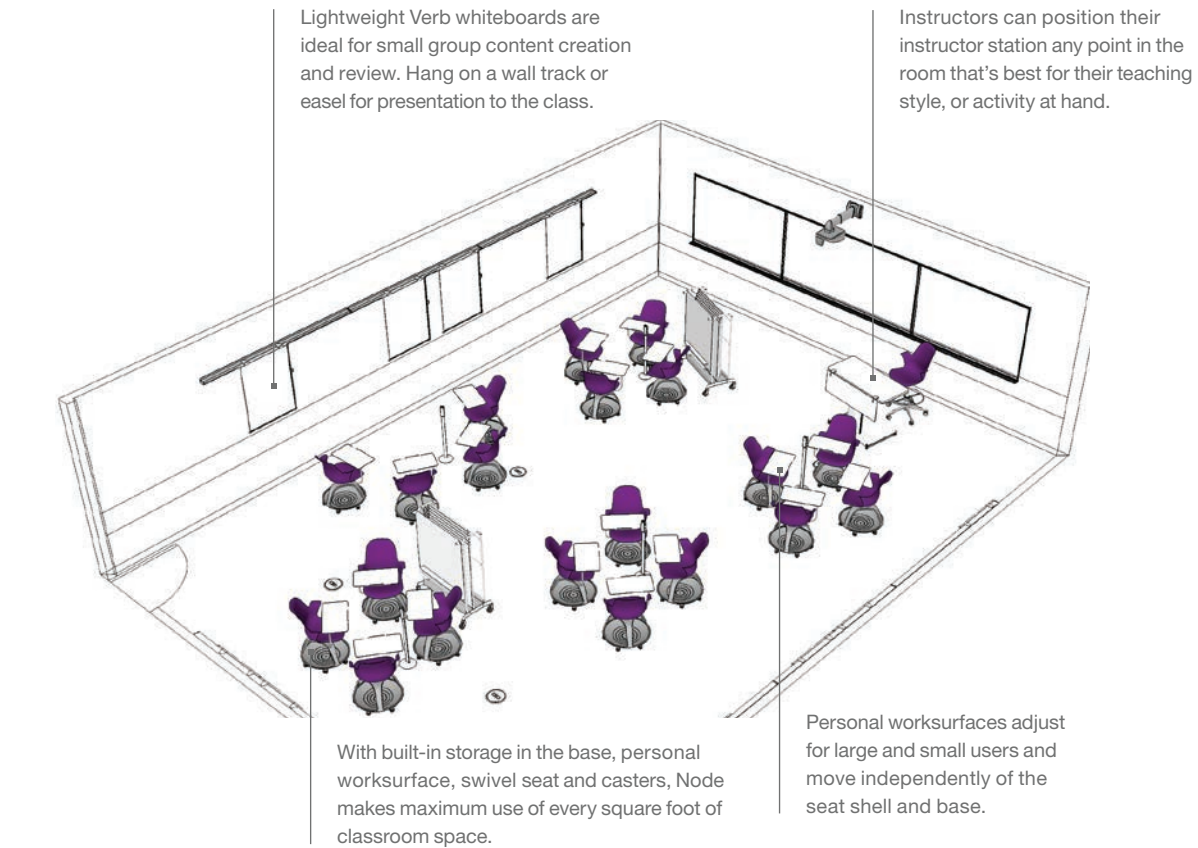


Classroom spaces should be designed with the principles of private/together spaces.

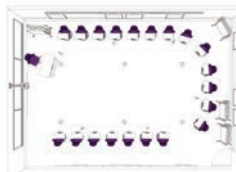


Node® classroom

This classroom features Node on casters with personal worksurfaces, portable Verb easel with whiteboards and an instructor station for maximum flexibility and comfort.



Node enables fluid, quick transitions between teaching modes.



Node's swivel seat and mobile casters provide open sightlines to the instructor and other students.



Real estate is precious. Node can handle density as well as any seating solution, with the added advantages of comfort, flexibility and mobility.

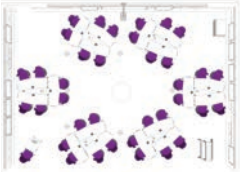
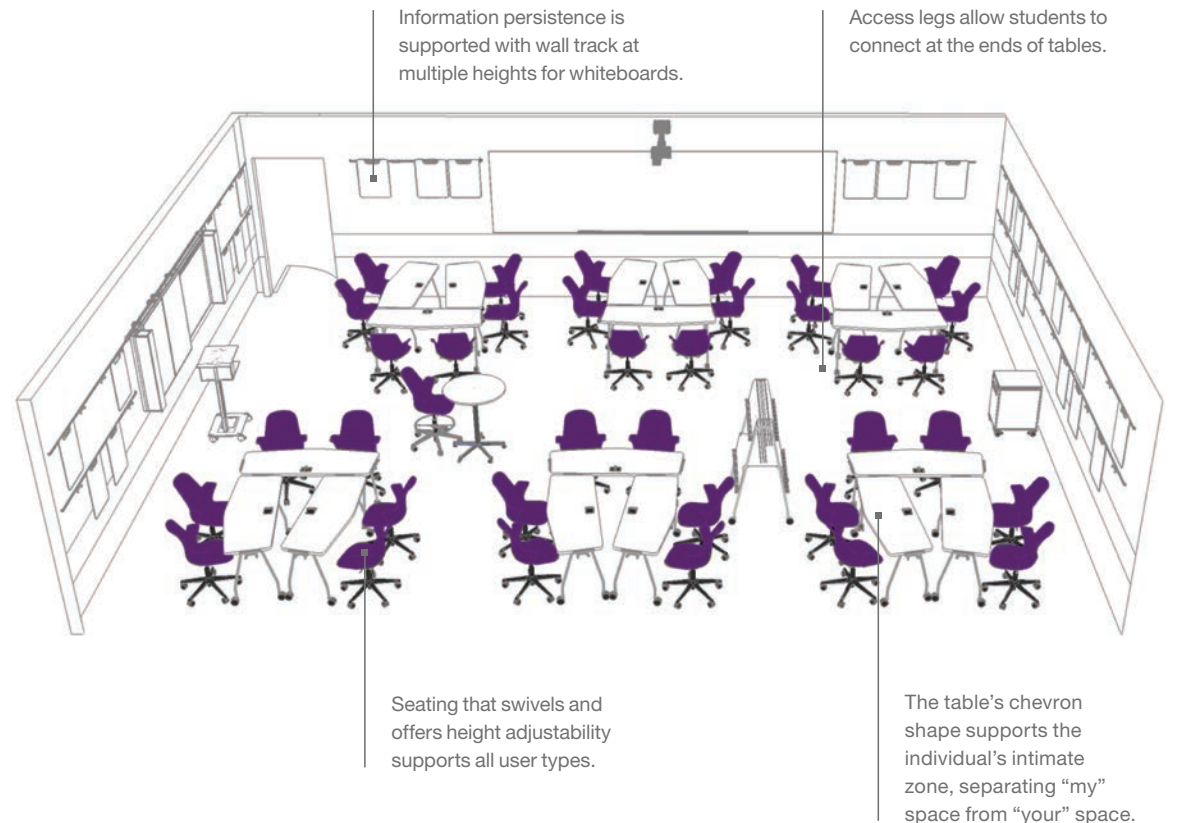
FEATURED PRODUCTS

Node.....	130	Verb wall track	136
Verb instructor station	135	Verb whiteboard	136
H. System.....	135	Moby	137
Verb easel	136		

*The applications shown do not reflect actual surface material options and are for illustration purposes only.

Verb classroom

Verb is an integrated system of classroom furniture designed to support a variety of learning and teaching styles on demand. The freedom to move and engage means wall protection is required in all active learning settings.



Team modes support longer duration projects.



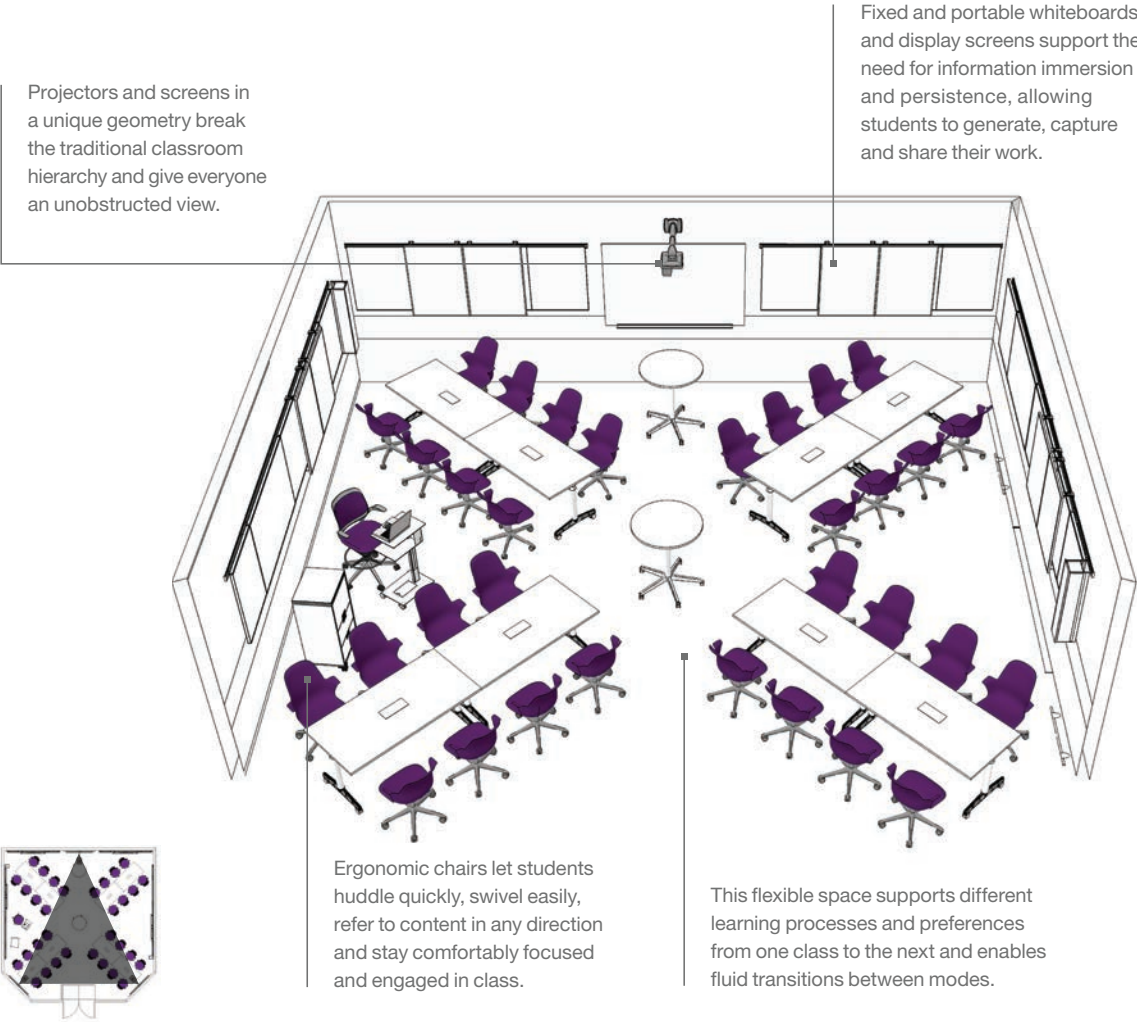
As a system, Verb supports multiple pedagogies and learning styles, allowing for fluid transitions between modes.

FEATURED PRODUCTS

Node.....	130	Verb wall track	136
Verb instructor station	135	Verb whiteboard	136
Verb table.....	135	Moby	137
Verb easel	136		

LearnLab™

LearnLab integrates furniture, technology and worktools to support a variety of teaching methods and learning preferences. Multiple stages make it easy for both students and instructors to share content, and a unique “X” configuration gives everyone clear sightlines to digital and analog content. LearnLab reclaims and redistributes the classroom real estate, providing democratic access for all.



LearnLab’s unique geometry ensures that there is no “front” of the room and that every student has a clear view. It is a square with a center door, using all corners.

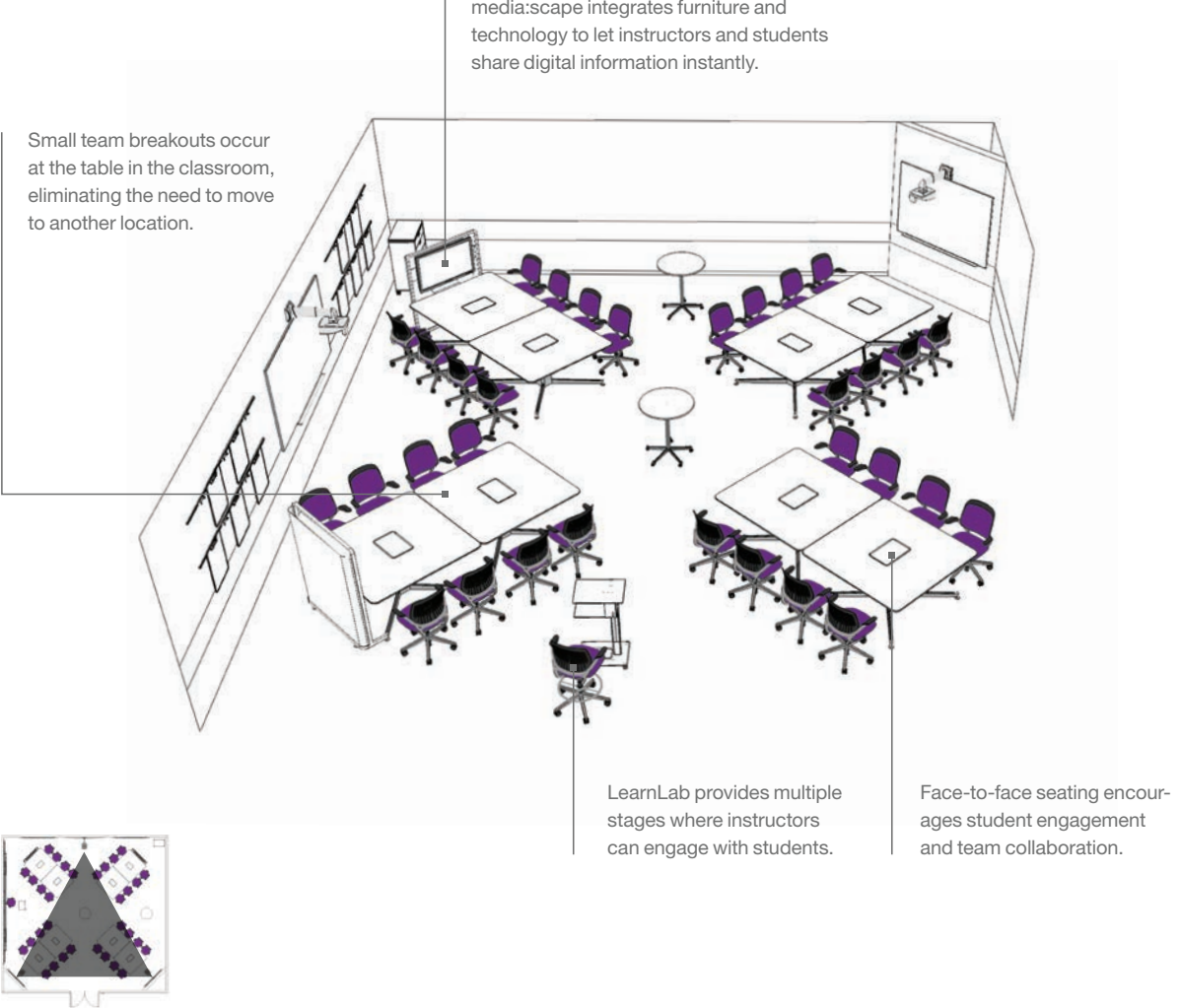
FEATURED PRODUCTS

Node.....	130	TouchDown	134
cobi	130	H. System.....	135
FlipTop Twin	133	Moby	137

*The applications shown do not reflect actual surface material options and are for illustration purposes only.

media:scape® LearnLab

Combining innovative LearnLab design with unique media:scape technology creates the opportunity for three distinct modes of sharing digital content: small team co-creation, group sharing and lecture.

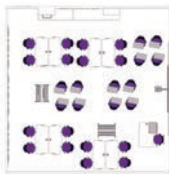


FEATURED PRODUCTS

cobi	130	Mobile Elements presenter	135
TouchDown	134	media:scape	135
H. System.....	135	Moby	137

Choices with storage

Node mid-back supports flexibility and active learning in the classroom, even in dense environments.



A mix of solutions provides students choice and control when working in small groups.



Moveable furniture allows students to shift among learning modes.

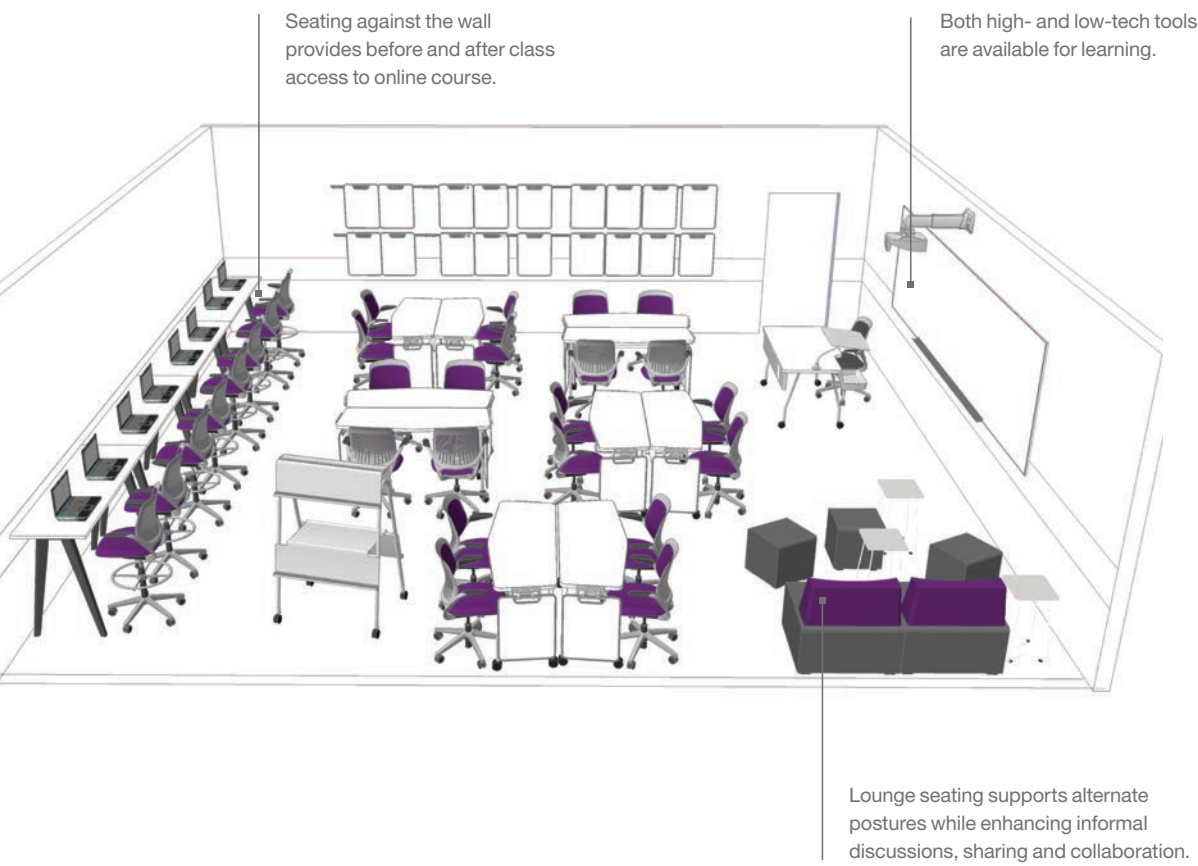
FEATURED PRODUCTS

Node.....	130	Verb easel	136
Verb table.....	135	Verb whiteboard	136
Verb instructor station.....	135		

*The applications shown do not reflect actual surface material options and are for illustration purposes only.

Flipped classroom

Flipped learning means more collaboration and hands-on learning in the classroom. It provides a range of settings to enhance self-paced learning.



Groups allow the instructor to move fluidly among teams, offering more personalized instruction.



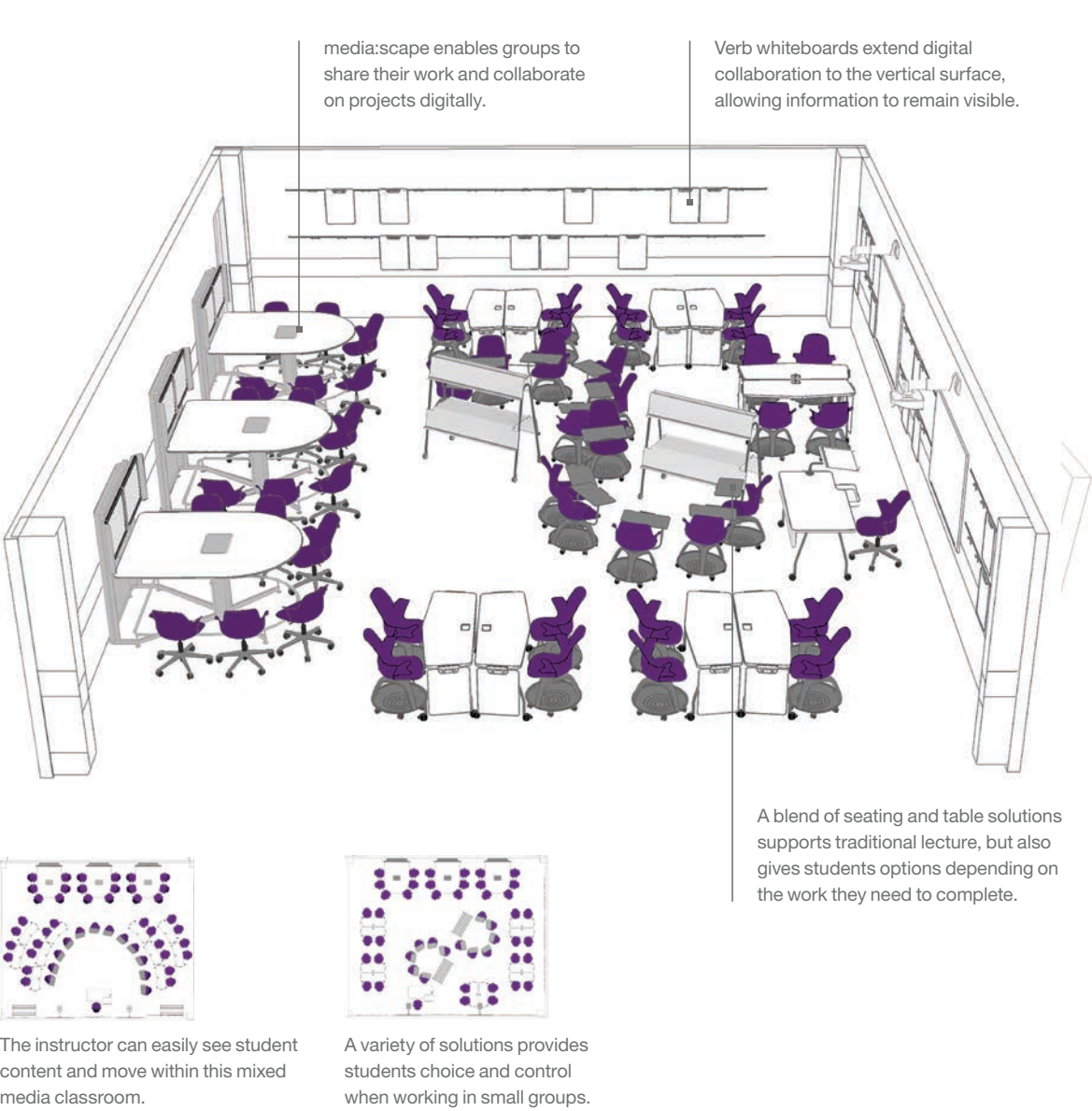
The natural arch in rows increases sightlines between students.

FEATURED PRODUCTS

cobi	130	Verb easel	136
Verb instructor station.....	135	Verb whiteboard	136
Verb table.....	135		

Mixed media classroom

Project-based learning requires a mix of analog and digital tools, as well as the flexibility to move from lecture to groups. This classroom gives students a range of spaces they may choose from depending on the work they are completing.



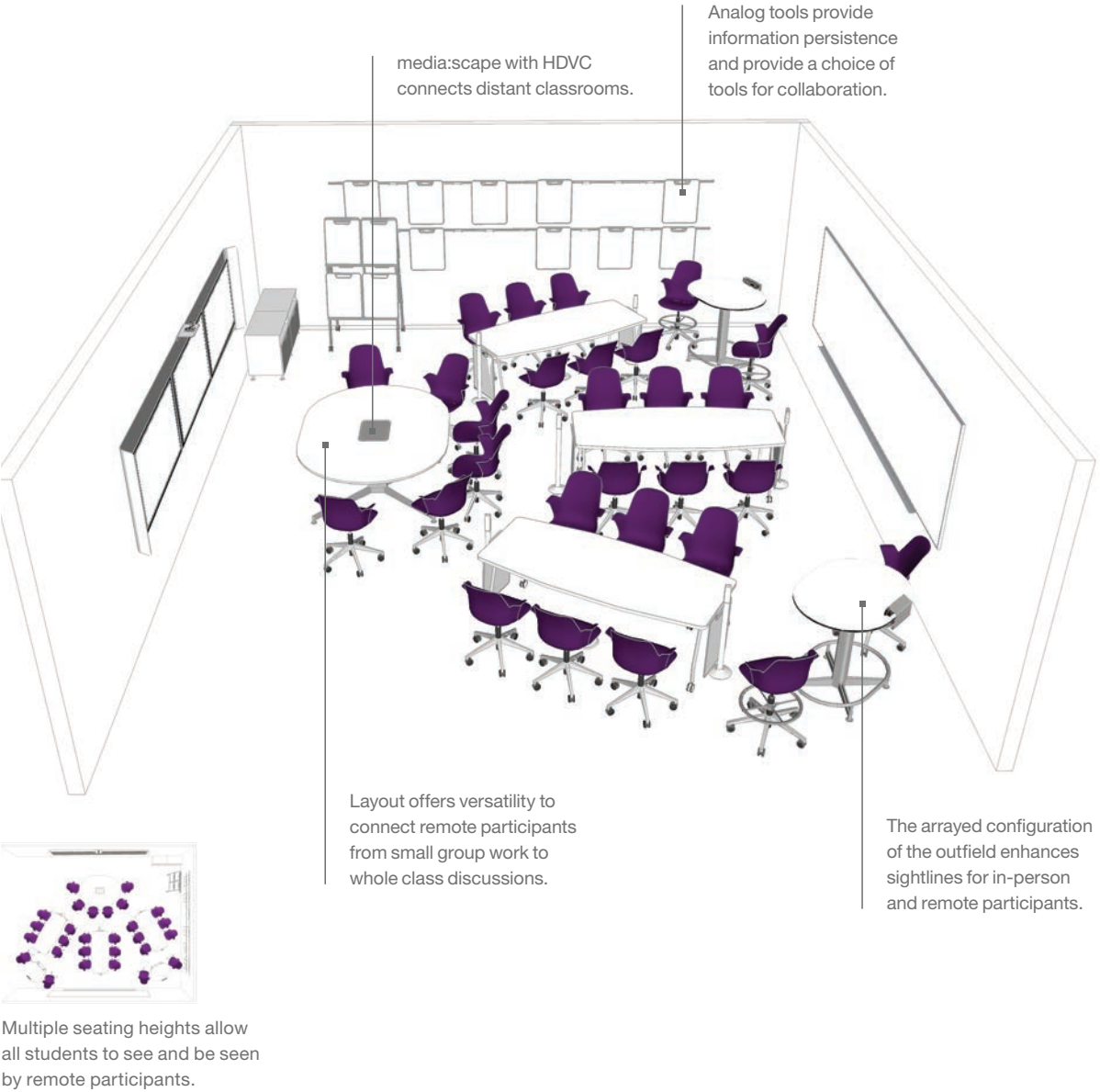
FEATURED PRODUCTS

Node.....	130	Verb easel	136
Verb instructor station	135	Verb whiteboard	136
Verb table.....	135		

*The applications shown do not reflect actual surface material options and are for illustration purposes only.

Arena host classroom

The arena host classroom supports both virtual and onsite participants in lecture, collaboration, presentation and other learning modes.

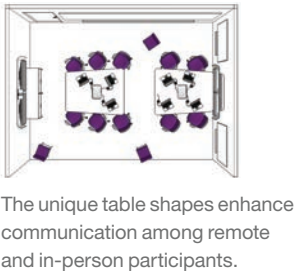
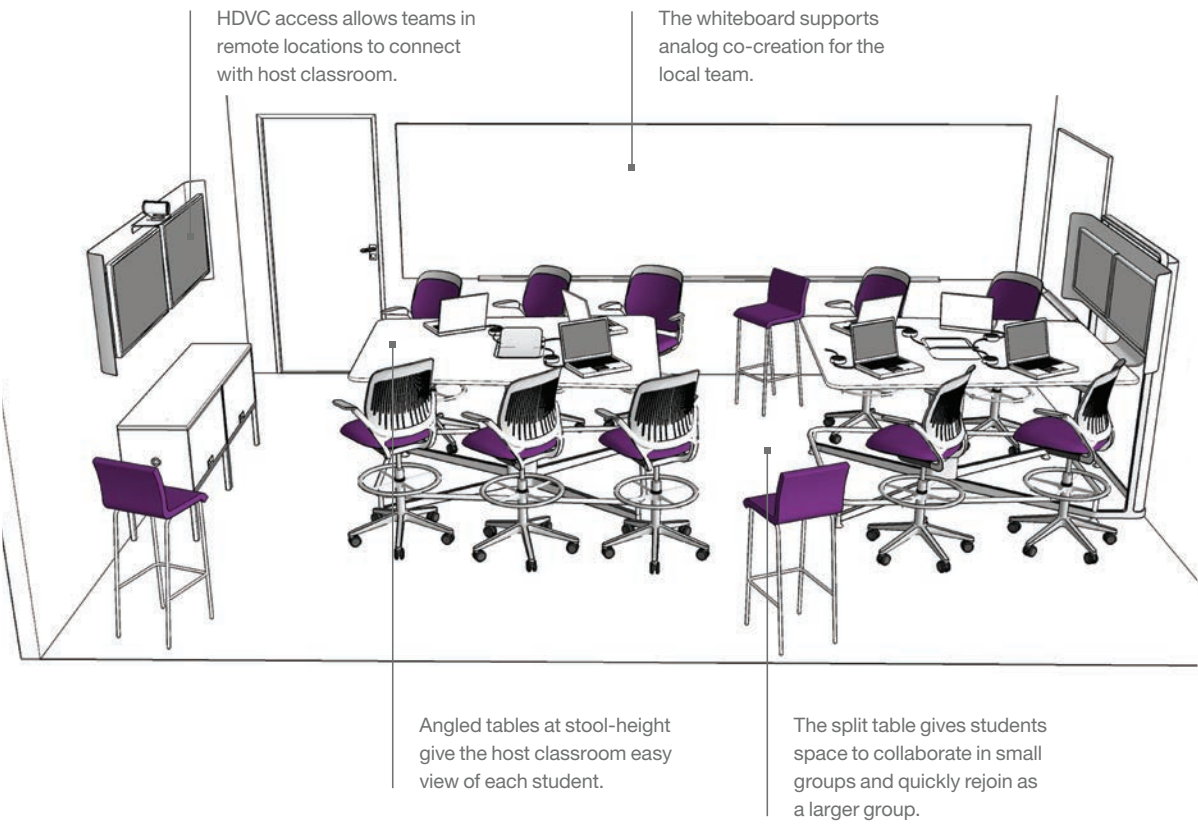


FEATURED PRODUCTS

Node.....	130	Verb easel	136
Verb table.....	135	Verb whiteboard	136
media:scape	135	Flexbox storage.....	137
ScapeSeries.....	135		

media:scape Team Studio

The Team Studio enhances connections between local and remote instructors and students. The sense of connectivity experienced by participants creates an engaged atmosphere that encourages discovery.

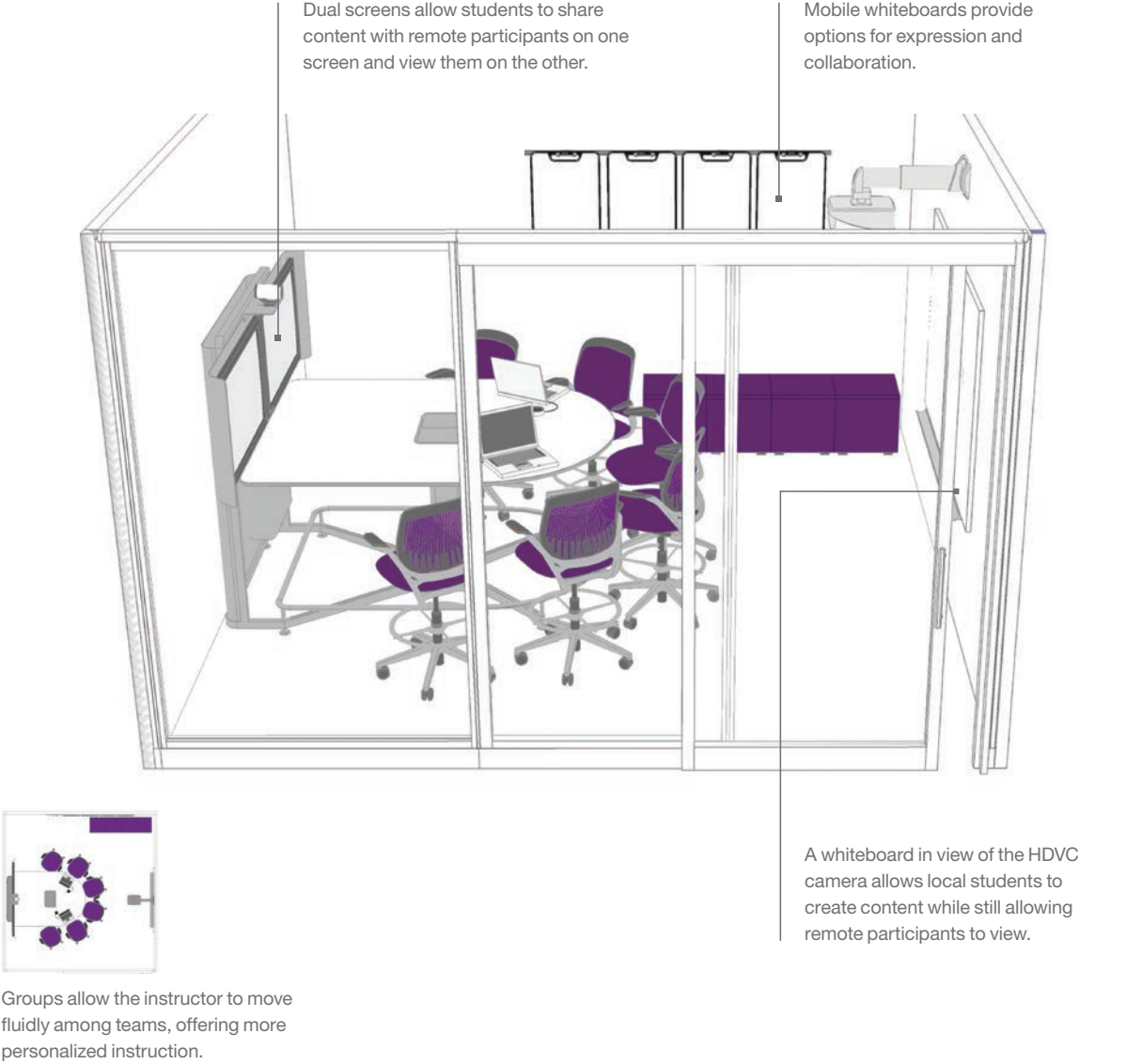


FEATURED PRODUCTS	cobi	130	media:scape	135
	B-Free stool	132	Flexbox Storage.....	137

*The applications shown do not reflect actual surface material options and are for illustration purposes only.

Satellite classroom

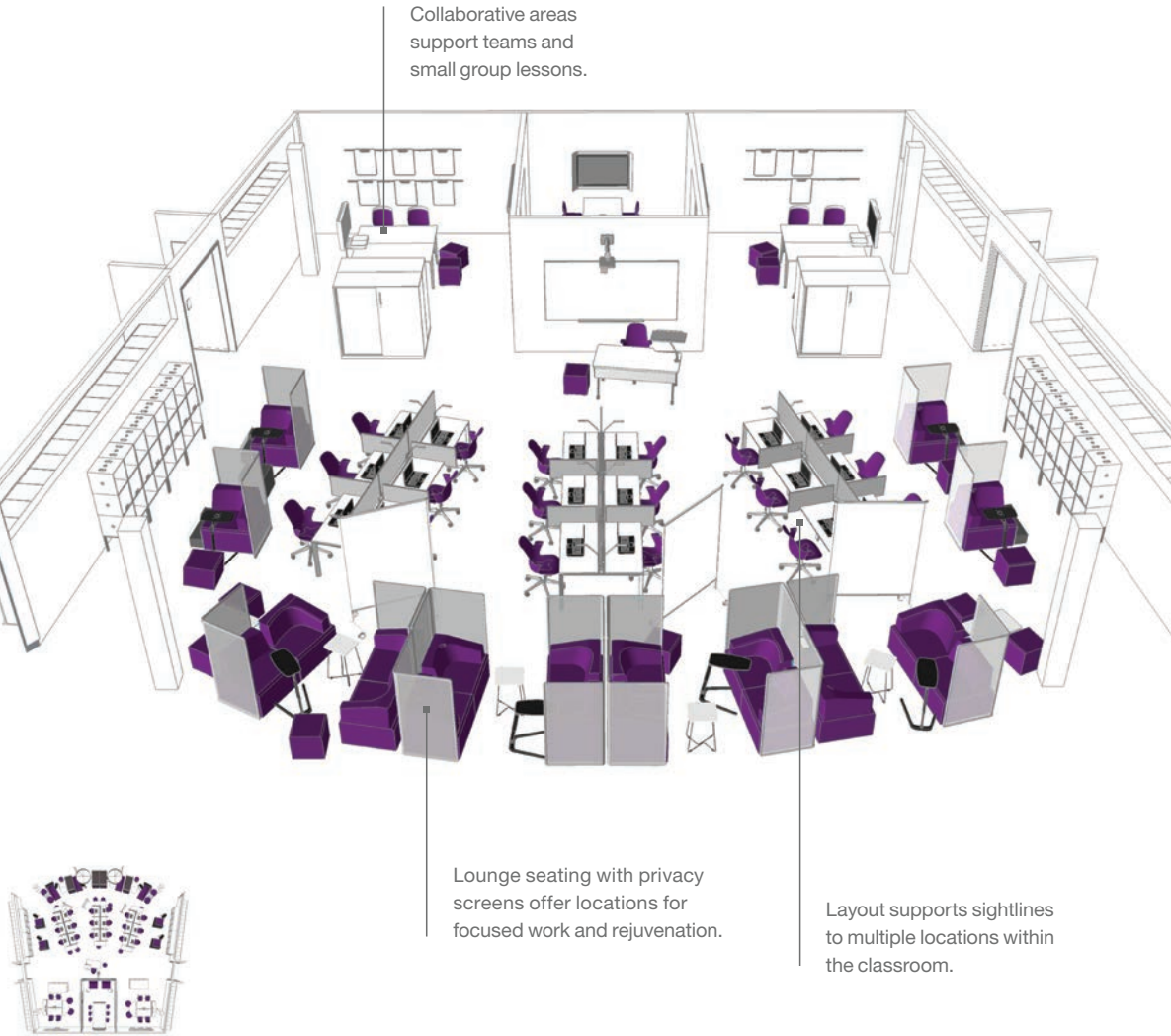
Designed for a remote classroom, media:scape with HDVC allows students to connect with a host classroom or with other teams between classes.



FEATURED PRODUCTS	cobi	130	Verb wall track	136
	B-Free small cube	131	Verb whiteboard	136
	media:scape	135		

Blended classroom

This classroom allows unrivaled opportunities for movement and both formal and informal interactions. Multiple technologies support diverse learning preferences and instructional methods. Multiple instructors can engage with students in the space.



Choice and control are prevalent for students and instructors alike, allowing them to choose the best space for the activity at hand.

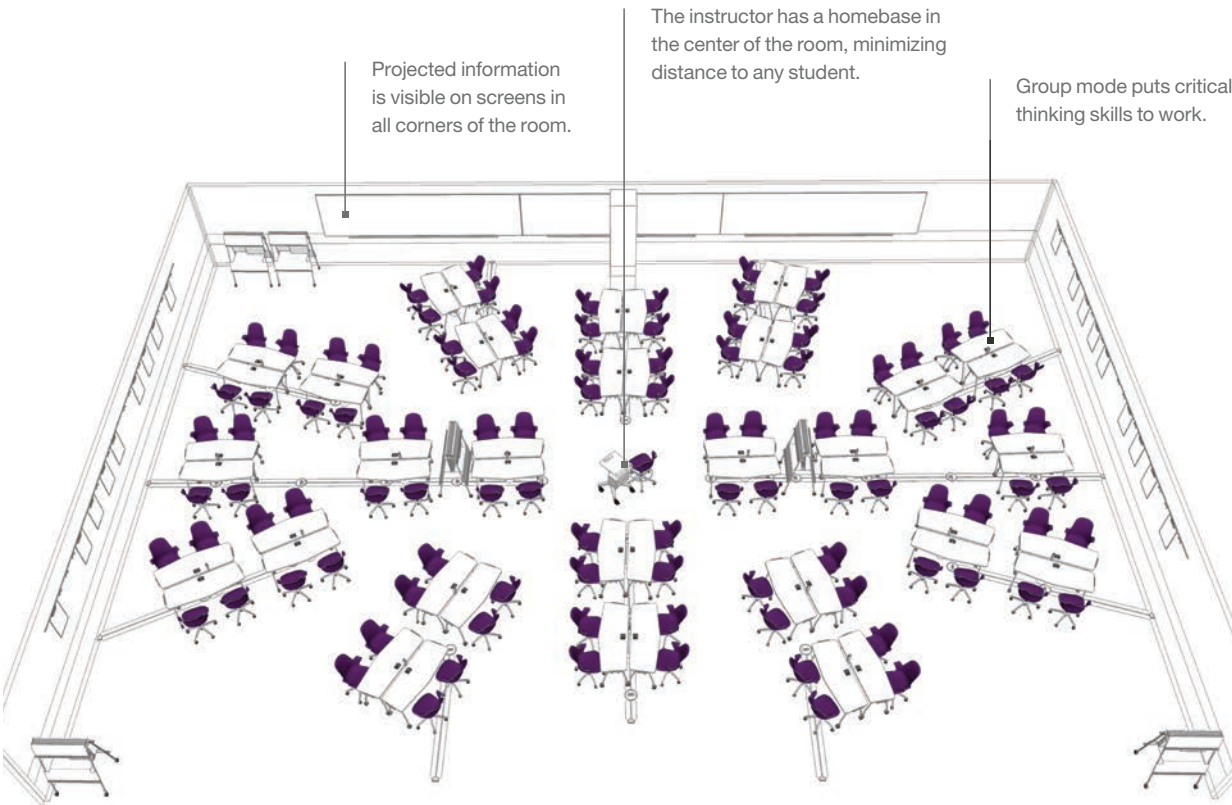
FEATURED PRODUCTS

cobi	130	B-Free coffee table.....	133	Verb instructor station	135
Node.....	130	B-Free desk	133	Flexbox storage	137
B-Free big cube.....	131	FrameOne bench	133	B-Free screen	137
B-Free small cube	131	Freestand	133		

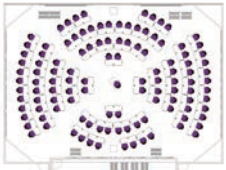
*The applications shown do not reflect actual surface material options and are for illustration purposes only.

Classroom in the round

The classroom in the round makes large classrooms feel more intimate and enhances the sense of community. The instructor is free to move throughout the class to further engage students.



Flexible furniture enables quick transitions to multiple modes, supporting new ways of teaching and learning.



Even in large lectures, the front and back of the room are removed for a more democratic, accessible classroom.

FEATURED PRODUCTS

Node.....	130	Verb easel	136
Verb table.....	135	Verb whiteboard	136
Mobile Elements presenter	135		

Gallery classroom

This large, integrated studio-inspired classroom allows students to work together and build community within a large class environment.

Intentional design provides students with digital and analog tools in close proximity to team spaces.

A range of seating heights supports multiple postures in the classroom.

Swivel seating lets students easily see others and the content throughout the space at any time.

Multiple stages in this learning environment support a wide range of classroom activities.

Flexibility is key, even in a large classroom.

FEATURED PRODUCTS	Node.....	130	Verb whiteboard	136
	Verb instructor station	135	Verb wall track	136
	media:scape	135		

*The applications shown do not reflect actual surface material options and are for illustration purposes only.

Digital playground

Personalized and project-based learning call for varied spaces for individuals and groups. This classroom supports a range of activities that allow individuals to choose the best place for their work at hand. Instructors can move throughout the space to aid learning.

Individuals have space for focused work, online lectures or study.

Project teams can select from a range of spaces depending on the tools they need and work they are conducting.

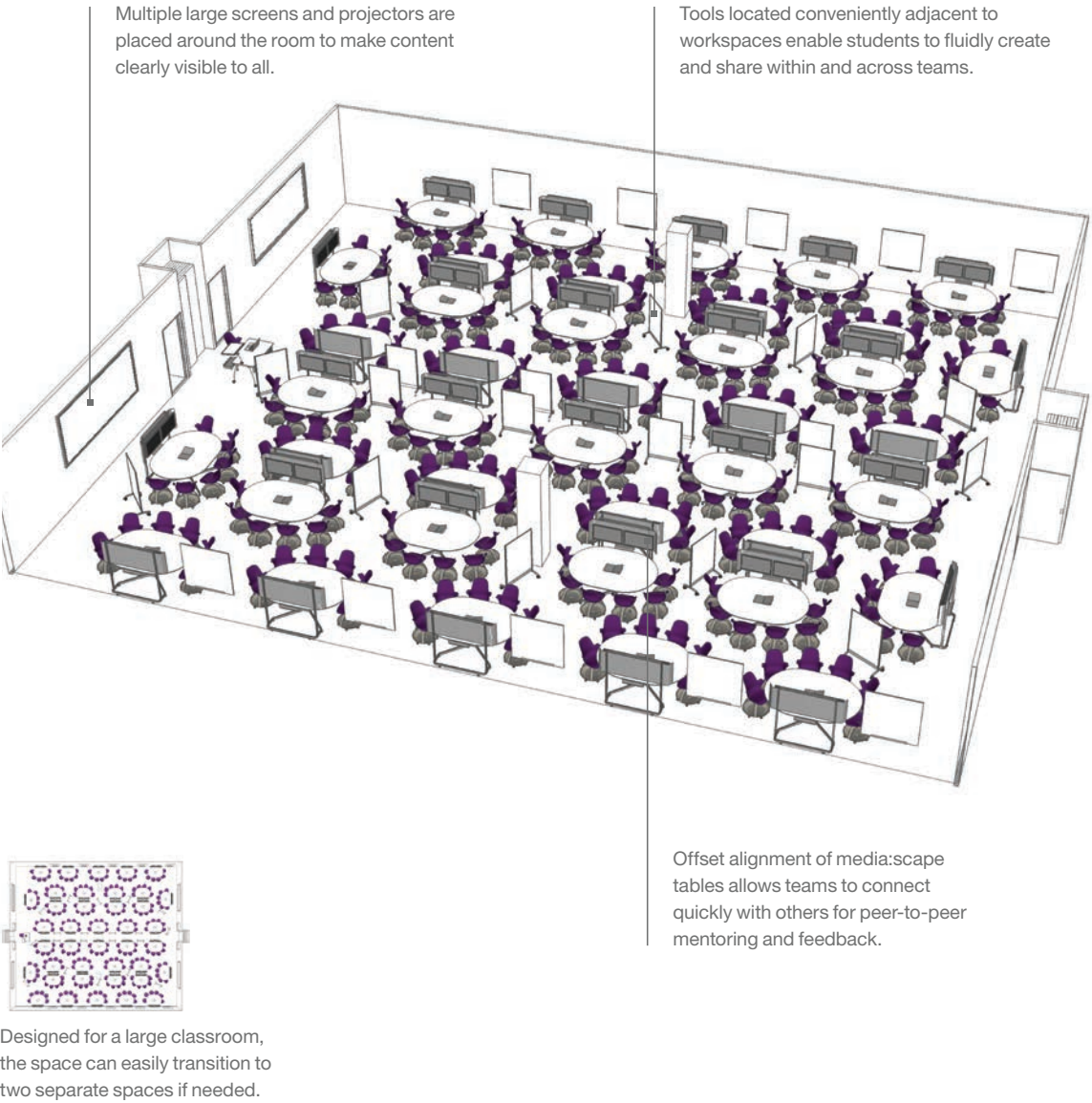
Choice and control is available in this space whether students need to collaborate or focus individually.

Individuals and groups can extend learning to the space outside the classroom. Instructors may also use this space for more private instruction.

FEATURED PRODUCTS	Node.....	130	SW_1	132	Verb easel	136
	B-Free big cube	131	B-Free coffee table.....	133	Verb whiteboard	136
	B-Free small cube	131	FrameOne bench	133		
	Think.....	131	media:scape	135		

Digital studio

This classroom is as functional during class time as after. Designed with the option of space division, students are equipped for digital co-creation while also having access to analog tools.



FEATURED PRODUCTS

Node.....	130	Mobile Elements pinboard	135
Verb instructor station	135	media:scape	135

*The applications shown do not reflect actual surface material options and are for illustration purposes only.



Customer Story

Gateway Community & Technical College Covington, KY

“We don’t just prepare you for a career. We prepare you for life.”

This is more than a slogan at Gateway Community & Technical College in Northern Kentucky, one of 16 colleges in the Kentucky Community and Technical College System. They’re working to fulfill this promise through a commitment to active learning, training and support for faculty in constructivist pedagogies, and monitoring student results and feedback.

A key to their strategy is focusing on informal and formal learning spaces in a newly renovated former furniture-store built in the early 1900s. Newly renovated classrooms have been outfitted with mobile adaptable furniture to help create what the college class “an active learning ecosystem.” It’s all part of a larger campus they’re weaving into downtown Covington that’s also helping with the city’s revitalization.

Gateway’s approach is based on new findings in brain research. Learning spaces should be designed to support the ways the brain works, and that evidence also suggests that environments impact behavior and are often barriers

to behavioral change, says Doug Penix, director of learning environments. This drove the design of the classrooms to “support new pedagogies that actively involve students in the learning process.” Each active learning classroom has one of two furniture standards: Verb mobile tables and whiteboards, along with Move chairs with casters; or mobile Node chairs with integrated personal worksurfaces.

Amy Carrino, JD, has used both classrooms. The assistant professor of criminal justice says, “As a teacher, once you learn how you can utilize the furniture and incorporate that into your learning plan, that’s when it all clicks.”

Making Knowledge Tangible

Carrino takes advantage of the mobility of Node chairs not only for student group projects, but also with full-class exercises to reinforce theories that are hard to grasp. In one lesson, she presents a broad outline of a criminal case and asks students to make a judgment on it and signify their choice by moving their chair to either the left or right side of the class, or to stay in the middle if they’re unsure. As discussion brings more facts to light, “they move back and forth, on their own. I didn’t have to ask them after the first time. They’d listen and they would roll. Then they’d stop. Then roll, then stop. I could see how their minds were working to get a grasp on the facts of the case: what are the facts and how do they apply in making a judgment in this case?”

“I could literally see them thinking, then moving. It was cool to see them figuring it out because the whole goal is to get students to the highest level of thinking. It was just an amazing night.”



Carrino sometimes switches her class to a Verb classroom when the lesson calls for it. “Standing up in front and barking theoretical stuff sends students into oblivion,” she says. “So I make it a hands-on activity.”

She provides students in the class with information on complicated theories of juvenile delinquency, outlined on pre-printed cards. Using three Verb tables set up as one long worksurface, each small group had to physically arrange the cards to connect theories and content, first from memory, then in concert with using the book, then in group discussion. “I was a little nervous at first,” says Carrino, in just her second semester of using active learning pedagogies, “but they loved it. It was very successful.”

She says the course used to be her least favorite to teach, but the chance to use active learning turned that around. “An active learning approach forced me to look at the material in a different way. Now in class we start out discussing a question, maybe have a short lecture, move to group activity, then close with a final question. The hour and fifteen minutes just flies by.”

Carrino says students can see she’s excited about the course, and that makes them excited. “One of the students wrote on a comment card, ‘I enjoy seeing the joy in your face.’”

Students Weigh In On Student Engagement

There's much discussion among educators about how to better engage students with classes, peers and the learning process. Gateway conducts extensive surveys of students to measure, among other things, student engagement. These students' comments followed one semester in new active learning courses:

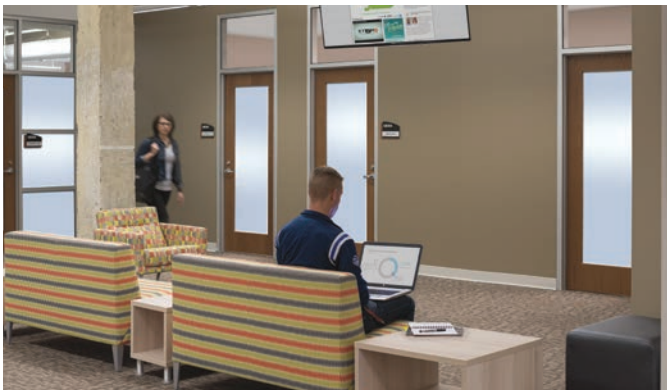
"I enjoy it because it is engaging and we are more active in learning."

"I love learning this way. I got to explain things that others had forgotten. I just got off work, and if it would've been lecture, then to be honest, I might've fallen asleep."

"I think this is a fantastic way of learning because it's not just lectures about what we have read. We can be hands on, and get to discuss the different issues and topics with all of our classmates and get different views on what our peers think about the topic. Doing activities such as these explains what we're learning in an easier way, as well as our class discussions."

"I think learning this way is so much fun. It's not boring. It helps me more with learning the material."

"It is good practice for communication and quick critical thinking."



"My classrooms are very much an open conversation. The students can say, 'Let's break into a circle.' They love being able to see and talk to their peers, and they get frustrated if they can't see someone behind them. My classes have a community atmosphere."

Early Results

After a single semester of using active learning classrooms and pedagogies, Gateway has seen an overall improvement of 3% in student retention. McKenna is quick to point out that it's only one semester, yet the numbers are "promising." Gateway continues to track student results.

Doug Penix, who leads the technology and furniture design process, says Verb and Node have received such positive feedback that they are "our new standard for classroom furniture."

Professor Carrino is convinced this is the best way for students to learn. "This has been a real game changer for me. It's totally changed the way I teach. I usually lose five or six students out of 25, but I have not lost a student this semester."

"It's been a lot of work, but it's been fun. Most important to me, my students are enjoying being here and they are learning."

Priority One: Thinking Skills

Carrino's introduction to active learning came through professional development provided by Gateway. The college provides 24 hours of workshop training over two semesters, plus ongoing mentoring by another teacher experienced in active learning. One of these gurus is Kerri McKenna, Ed. D., division chair of developmental education. She's also a teacher of English composition who has used constructivist pedagogies throughout her twenty-year teaching career.

"I use a lot of activities to develop student thinking skills. That's their biggest problem: they don't know how to think things through, organize their ideas and put them on paper. For example, I use the Verb whiteboards to have students answer questions: what, why and how about a specific article or topic, to develop their thinking process."

McKenna's classes don't begin with a lecture; they start instead with an activity to get her students thinking, writing, collaborating. These activities always generate questions and discussion for the full group. Next, McKenna may conduct a brief lecture, followed by another small group activity.

Verb personal whiteboards are a constant tool throughout the class. "We use the whiteboards so much that students get mad when we don't." Small groups are the most common configuration in McKenna's classes. For discussion they sometimes shift into a full circle, and in fact, often ask to do so.

Customer Story

Ohalo College

Katzrin, Israel

“It’s time for colleges to get real,” says Shimon Amar, president of Ohalo College. Old school, row-by-column seating and passive, one-way lecturing to students, “doesn’t teach them how to apply their learning in a real world environment.”

Dr. Amar, who also teaches at the college, says to be effective, a classroom must be dynamic, mobile and fast-changing, “so you can move from one set-up to another in a few seconds or minutes, so students can work alone or as a team to reach individual, as well as shared results.

“You need to have a space where things can be changed immediately and be adapted to the learning and to the outcome of what you want from the learning, which is to prepare students to do the work, to transfer theories into practice.”

To embrace active learning and even push its boundaries, Ohalo administrators and faculty worked with Steelcase to design and outfit a series of active learning classrooms at the college.

Learning spaces in Ohalo College now include:

- a large classroom with a variety of learning spaces, from media:scape collaborative settings to small group spaces and intimate, one-on-one spaces; up to 120 students and three teachers can work simultaneously in this space
- a 36-student room with mobile Node chairs and integrated worksurfaces
- a 28-student LearnLab which integrates furniture, technology and worktools and provides multiple stages and easy access to analog and digital content, and supports a variety of teaching and learning methods
- a smaller, display-intensive classroom for 16 students

“First, we chose three traditional classrooms and turned them into dynamic learning spaces, where each type of learning takes place in a room adjusted to it. In the following year we chose five other classrooms and turned them into one large space where dynamic, active learning can happen simultaneously,” say Amar.

“We’re educating a new generation, helping students deal with the challenges of the modern world.”

Aviva Dan, Ohalo College
Faculty Member



One Classroom, 104 Students

The first four active learning classrooms at the college are designed “to bring our vision of different ways of learning and studying to reality,” says Aviva Dan, an Ohalo faculty member. An instructor of adults for ten years and young children before that, Dr. Dan was one of a team of three instructors to inaugurate the large classroom with a group of 104 students. “At the beginning I was terrified. It was all new to me. My own education was traditional, not constructivist.”

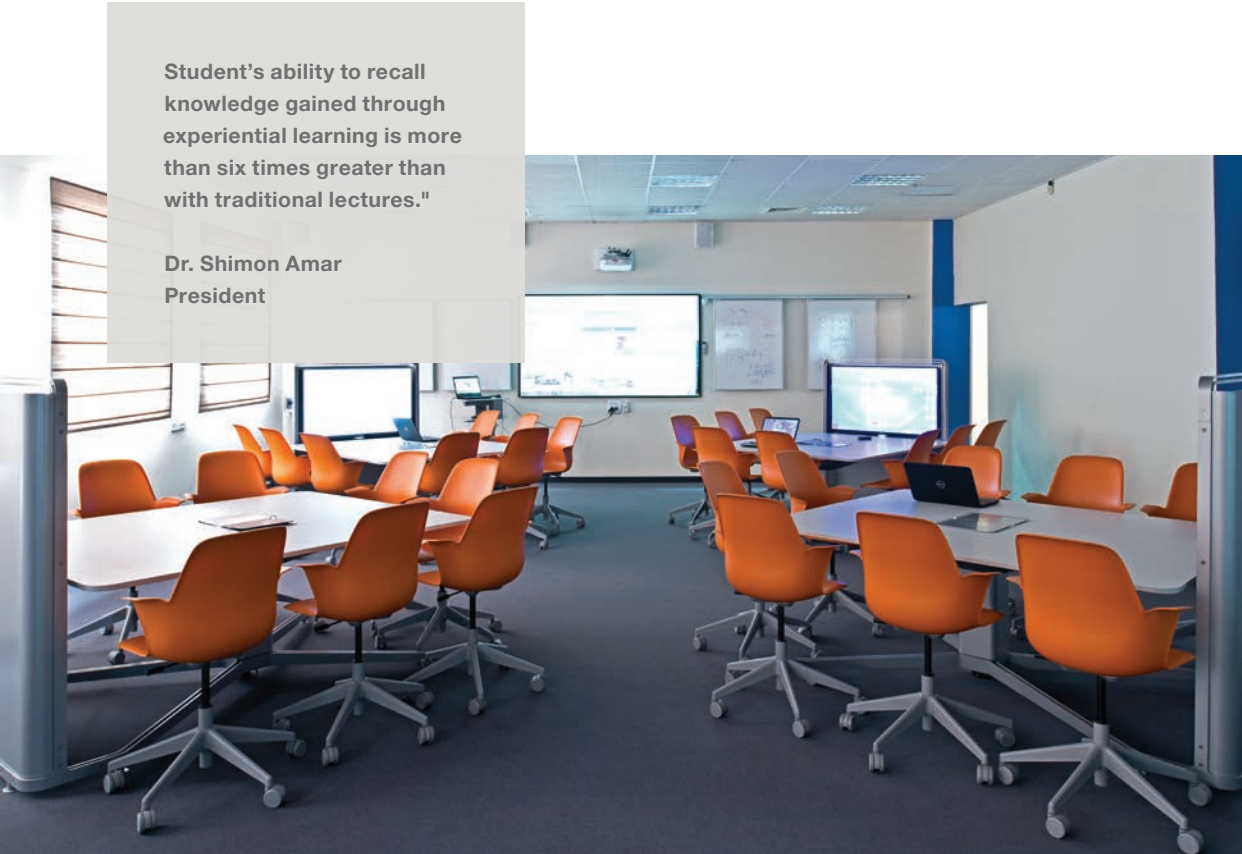
Dan and her colleagues made extensive plans on how to use the classroom to the best advantage. They also recognized that, as a teacher’s college, Ohalo could have an outsized impact on students, teachers and classrooms well into the future. “We’re educating a new generation, helping our students deal with the challenges of the modern world, the demands of a highly dynamic society,” she says. “We want to change from tradition and involve students in the learning process.”

A typical day in the large classroom is made up of three parts:

- 1 Each teacher meets with a section of the class, checking on progress and roadblocks: how are they progressing? What problems do they have? Then the students shift to working in smaller groups.
- 2 The full group gathers for about an hour to transfer knowledge about a particular topic through lecture, discussion, presentations and other means. “We have them use technology frequently. We want them to be digital citizens,” says Dan.
- 3 Practical experience in teaching for these future instructors occurs during the last part of the day, except for first-year students who stay in the classroom and work on developing lesson plans, sharing them with their peers and instructors, getting feedback, making changes, etc.

Changes to the classrooms happen frequently. “We decided very early on that we’d change the space around every week, to challenge ourselves and the students,” says Keren Levy, a teacher and school leader during her 35-year career, the last fifteen at Ohalo.

“The students choose where they’d like to work. Different groups find the space that suits them,” says Dr. Levy. “I prefer the media:scape area because of how the students can work in teams and show the screen from their computers. It’s conducive to holding a good conversation and everyone can relate to what’s on the screen.”



Student’s ability to recall knowledge gained through experiential learning is more than six times greater than with traditional lectures."

Dr. Shimon Amar
President

Instructors Listen and Learn

Early in the semester, the instructors asked students to post comments on a large whiteboard outside the classrooms about how the new active learning classroom and pedagogy were working.

“We teach them to be reflective teachers,” says Dan. “It’s important to find out what works and what doesn’t.” After recording and weighing all the comments, the instructors adjusted their teaching practices accordingly.

“They were very appreciative. It’s important for them to understand that we’re listening to them and attentive to what they need,” says Levy. The instructors continue to collect feedback and adapt the course and classroom as students and teachers require it.

Flexible Classrooms

The three smaller classrooms are flexible and mobile enough to accommodate both active learning pedagogies and more traditional lecture formats, which not only support more types of courses but also allow other teachers not well-versed in active learning to make a gradual transition to newer teaching styles.

“We know from research that students learn more when they experience what they are learning. Their ability to recall this knowledge is more than six times greater after three months than if they are taught with traditional lectures,” says Dr. Amar.



“We sought not only to convey knowledge but also to forge students’ emotional connection to it in the classroom. This connection would be the catalyst for them to take it to their own schools and students.”

Dan says that after a semester in the active learning classroom, she sometimes teaches in other, traditional classrooms at Ohalo, but “once you explore how to use the furniture, technology and tools in the new classrooms, you see the advantages of it, and now I’m sorry that I can’t use those capabilities for my other classes.”

Customer Story

Flagler County Public Schools, FL

Technology brings them in, then the classrooms bring them back.

Administrators, teachers, technology directors and facilities managers from around the country routinely visit Flagler County Public Schools in northern Florida because of their reputation as innovators in using technology in education, and as one of a global community of educational institutions advising Apple Computer on integrating technology into learning environments. However, what often surprises visitors isn't just Flagler's impressive technology, but how well the school integrates technology, furniture and space to create innovative, active learning classrooms. As a paperless school, each classroom is a modern day media lab designed to optimize the use of technology in the learning environment.

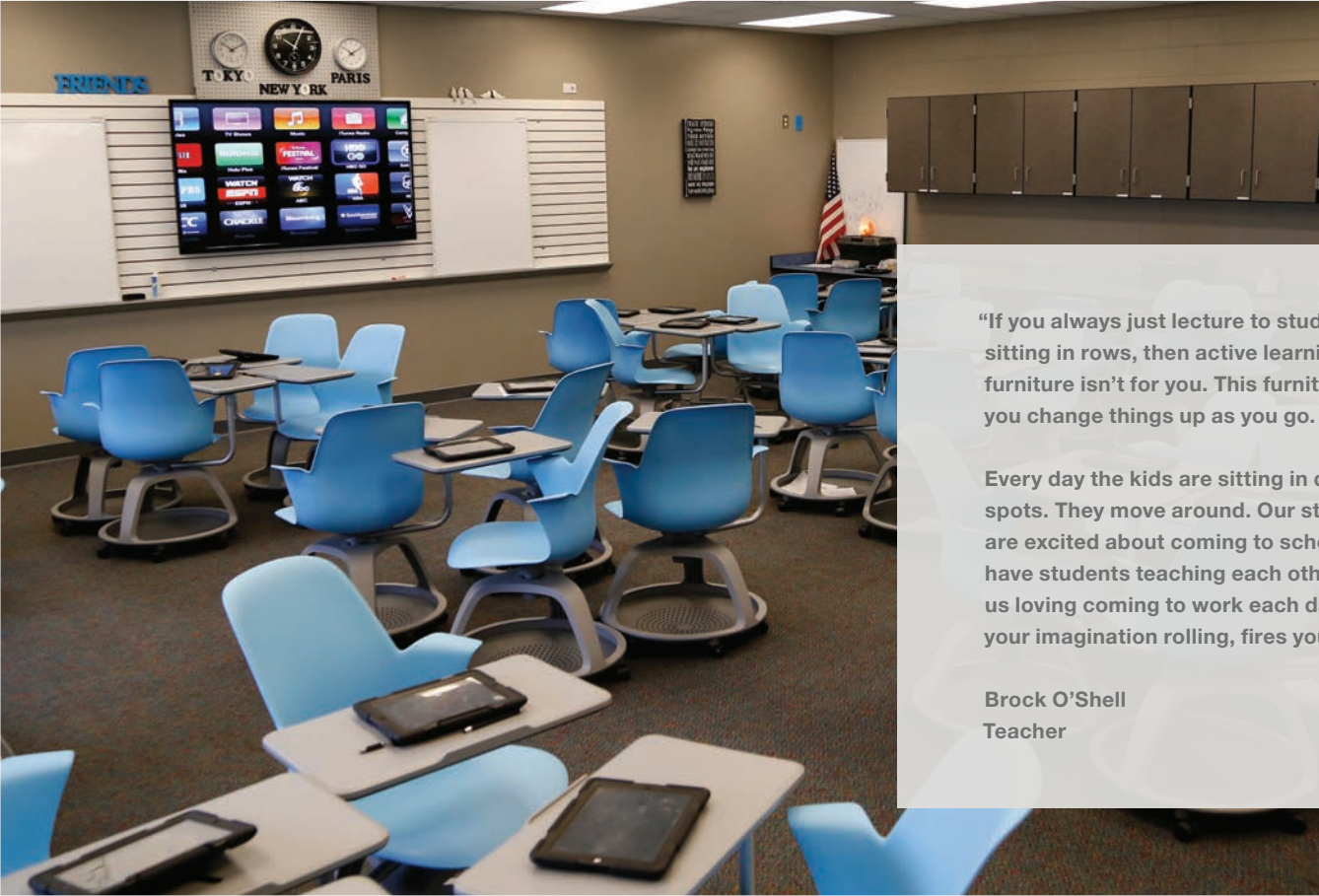
"The environment is the last place people look when they want to enhance student development, but it should be the first," says Joey DiPuma, innovation coordinator for the school district. "Every school has a computer lab and they all look alike: a room with kids sitting at computers. We wanted to create a more effective active learning environment." Flagler's first atypical computer lab was dubbed Evolve. "It was our prototype, our first active learning space," says DiPuma. The room includes Akira mobile tables and Domino stacking chairs, Airtouch tables, plus Huddleboards and ēno interactive whiteboards for displaying content.

"Evolve worked pretty well. Different teachers taught in the room, we did teacher development in there, and people started getting used to moving things around. Other schools started duplicating the space," says Joe Jakubowski, elementary school teacher. Flagler timed the opening of their next classroom space to Steelcase's introduction of Node student seating.

"When Node became available, we opened Sandbox, our next generation of active learning classroom with flat screens and more mobile furniture." As teachers and students used the Evolve and Sandbox classrooms, the ad hoc development team behind these new spaces – DiPuma, director of technology, Ryan Deising, and fifth grade teachers Jakubowski and Brock O'Shell – continually solicited feedback and suggestions. "Who else would know better what they need in the classroom?" says Deising. "We wanted to create something that everyone can use. So we tested different technology and furniture, filmed classes, and tracked the performance of everything in Evolve and Sandbox. Based on those learnings, we developed the Hive."

The Hive consists of two 24' X 24' classrooms, connected by an office, with one room for large group instruction and the other for breakouts. Flat screen monitors and audio systems boost content presentation. Each student has an Apple iPad and a Node chair. The Hive allows two instructors to teach at the same time. "We don't have static teacher stations," says O'Shell, "so while I'm teaching reading, Joe can go around the classroom and help individual students, and while he teaches math I can go around and do the same.

"Node lets us rapidly and precisely break out into small groups or large groups. The kids can do it quickly and quietly. That's why we picked Node."



"If you always just lecture to students sitting in rows, then active learning furniture isn't for you. This furniture lets you change things up as you go."

Every day the kids are sitting in different spots. They move around. Our students are excited about coming to school. We have students teaching each other. It has us loving coming to work each day. It gets your imagination rolling, fires you up."

**Brock O'Shell
Teacher**

Despite the school's obvious technology advantages, DiPuma emphasizes that the Hive is far more than technology. "It's a different culture, a different way of teaching. It's not just the kids having iPads, or putting projectors or monitors in the room. It's the furniture, the design of the space, all of those things together." The teachers see huge benefits to how they have combined technology, furniture and space to further active learning. "We take small assessments all the time and we're seeing steady growth. This is not a hand-picked group of students. We have students with a different native language, a variety of abilities. The kids really like being in this classroom. They can't wait to get in here, and that's really changed learning here," says Jakubowski.

"Our message to educators is that no matter what school you're in, you can create the same active learning environment in your school. Identify teachers who are willing to try new things. Learn with the kids. Break down the silos between departments. Don't be afraid to change things up. You don't have to know everything about the software and the apps, because the kids learn just as fast or faster than the teacher does. You just have to believe in your staff and your students," says Jakubowski.

"Then ask the question that we ask ourselves all the time: what are we going to do next?"

Customer Story

Lake Forest Academy, Lake Forest, IL

Classrooms can be owned or shared, small or spacious, new or old. One thing they should always be is flexible.

When Lake Forest Academy, a college preparatory high school outside of Chicago, renovates an old classroom or builds a new one, they avoid building classrooms for a single curricular model; flexibility is paramount.

“There are differences between disciplines, but as much as possible we want to be able to teach any subject in any classroom,” says William Dolbee, associate head of school and history instructor.

In renovating their 60s-era classroom building, the Corbin Academic Center, the school added large windows, installed classroom glass walls and doors to stream light to the building interior, and brought in mobile, adaptable classroom furniture. Heavy wooden tables and chairs were replaced by Verb tables and Node and Move seating to provide the mobility teachers and students need for active, collaborative learning. “The idea that students can move around easily to see material anywhere in the room is really important,” says architect Peter Witmer, principal of Witmer & Associates.

“Being able to easily reconfigure the classroom has been a real positive. The chairs are in different colors so the instructor can simply say, ‘Okay, get in groups by color,’ and just like that the classroom is changed.” Since learning doesn’t stop at the classroom door, the academy added study spaces adjacent to the renovated classrooms. Node chairs circling round tables and rectangular Campfire Big Tables with Scoop stools are regularly used for classroom breakouts and during free periods.

“There are also casual study spaces where students can take a more relaxed posture on a Campfire Big Lounge or ottoman, take out their computer or tablet and work on projects with others, or study by themselves,” says Witmer.

“These spaces get a lot of use. Students gravitate to different areas depending on who they need to work with, where their next class is, or if it’s close to the department office when they need help with a particular subject,” says Dolbee.



Students and faculty evaluated renovated classrooms at Lake Forest Academy:

STUDENTS

- 85% an effective teaching and learning environment
- 96% Node chair supports group work
- 73% Node chair improves the classroom experience

FACULTY

- 69% an effective teaching and learning environment
- 100% Node chair is easier to move than previous furniture
- 73% Campfire Big Table and Scoop stools are effective in the hallway

The academy’s new Science Center was designed for active learning, too. Since science curricula are increasingly integrated, the school planned classrooms so any subject and pedagogy would be well supported. In each of seven classroom/lab combinations, one side of each room has lab bench islands for laboratory work, and the other side has Verb tables with personal whiteboards and Move chairs on casters.

“This gives teachers great flexibility. They can plan a lesson that moves from discussion right into a hands-on lab. But classes don’t always go as planned. If students don’t understand a concept, for example, the teacher can quickly demonstrate it in the lab area. It saves time, it holds students’ attention, and it’s a much more effective way to teach,” says Dolbee. Like the renovated classrooms in the Corbin Academic Center, the Science Center’s classroom/lab combinations are ideal for active learning. Students easily work in pairs, teams or individually, in practically unlimited class configurations.

Teachers are no longer limited by space to a traditional lecture style; the “sage on the stage” has given way to the more effective “guide on the side.” Instructors use the most appropriate pedagogy to better engage students, and move around the room to advise and assist as needed.

“One of the key ideas we took from Steelcase is that there’s no ‘front’ to the classroom anymore. Whether it’s a person speaking at the whiteboard, someone making a presentation, using projected, interactive content—you want information to flow in all directions,” says Dolbee. “And when the students are on mobile chairs and you can shift from one part of the room to another, or one board to another, it’s amazing what a difference that makes.”

library



WHAT WE OBSERVED

Libraries are becoming the academic heart of the campus, supporting social connections, collaborative needs and team projects, along with event areas for campus and community activities.

The central role of computer hardware and software has resulted in a demand for more library computer labs.

Anywhere/anytime information access has lessened the need to reference books, so book stacks are being reduced and moved to less prominent locations.

Librarians' roles are changing; they're instructors, technology advisors, research assistants and collaborators with students and faculty.

WHAT WE HEARD

"We have to look at our information in the library and rethink the ways we provide it to people."

Librarian

"It's really hard to focus when you're in an enormous room that has noise going all over the place and you're trying to read things on a screen. Our library has a 'state-of-the-art computer area,' but the entire floor is open. Everyone who's walking to the other end of the library has to come through."

Student

LEARNING SPACES LIBRARY

The Library Transforms to Learning Commons

The library is the academic heart of a school, but just as education is changing, so too is the library. With information available online virtually any time, housing countless books has become of secondary importance.

Today's library should be a broader and deeper resource than ever, a place where traditional and new knowledge resources, instructors and students converge in an ongoing process of learning, teaching and discovery. It doesn't require more real estate, but simply rethinking how library space is used.

To better understand the trends, Steelcase Education initiated a major study of libraries at 13 public and private colleges and universities across the U.S. The research revealed that the library is becoming a key location outside the classroom where constructivist pedagogy plays out as students learn to analyze information and create new knowledge, often working in groups. This change represents a transformation from book storage site to center of interactive learning.

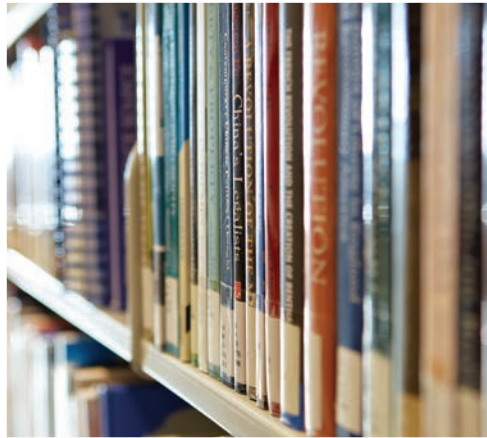
The library's dramatic shift to a multi-dimensional space hasn't been easy. For example, in recent decades, growing computer use led libraries to install computer stations, but their haphazard application often placed people in busy corridors with no privacy. Group work areas were often placed without intention next to individual study areas, leaving quiet-seeking students frustrated while student teams searched, often fruitlessly, for collaborative spaces and tools to support group projects.

Intentional design, adjacency planning and understanding intended behaviors through research result in a better approach. There is a rhythm to an individual's learning process and effective learning spaces support this rhythm of learning. Just as the classroom needs to support varied learning and teaching styles across different class periods and courses, library space must be equally adaptable to the changing needs of students and instructors. A reduced emphasis on housing books frees up real estate for individual and group learning. For example, Steelcase research shows that college students tend to work in groups more in the evenings (outside class and work time) and individually or with one other person during mornings and afternoons. Spaces for solo tasks work best early in the day and must be flexible later on for other needs.

Primary and secondary students are increasingly working together in constructivist pedagogies, too. The library remains a key resource for learning how to find and use information efficiently, but it's also a place for peer-to-peer mentoring, small group projects and access to hardware and software.

A palette of place supports the demands placed on a library today. A variety of settings thoughtfully located throughout the library allows students and instructors to choose the space appropriate to different kinds of learning, whether that's a quiet place for individual study, a space to work on a group project or other location they choose simply to match their need that day for a particular level of quiet or stimulation. Having the choice, and being able to choose, empowers students and teachers and makes them more productive.

In the past, the library was a place where printed materials were used to instill a love of reading and teach research skills. Now both print and digital are used, while students take a more active role in learning. Both instructors and students look to the library as an essential resource to support the changes in education. This transformation drives the need for new, multi-use library spaces, and multiplies the ways the library supports teaching and learning.



media:scape merges furniture and technology to help students collaborate, co-create and share ideas more effectively. media:scape boosts collaboration across the table or around the globe – by transforming classrooms, libraries or social spaces, connecting students and allowing them to share information seamlessly.

LEARNING SPACES LIBRARY

Tips for a New Library Ecosystem

Most existing libraries were designed and built for finding books and checking them out. As today's libraries transcend that limited role, they must evolve as students' needs expand. As self-directed learning spaces, four zones emerge, each supporting different types of behavior and activities. Across these zones, new library spaces must support collaboration and group work, private study and content-creation tools. Each quadrant represents a set of behaviors that requires intentional planning.

Whether in a new space or a renovation, adjacencies are crucial, including planning for technology in practically every setting from team, collaborative spaces to social areas to individual study spaces. Visual and acoustical privacy requires careful consideration.

PRIVATE/ALONE

Individual spaces should support focused work but also the appropriate scale for an individual, their wellbeing and the security and accommodation of work tools.

- 1 Provide enclosed space for visual privacy.
- 2 Support the need for extreme focus and concentration by blocking all distractions.
- 3 Allow temporary ownership of space.
- 4 Support a range of short- and long-term ownership of space and privacy with assigned, secure spaces.

PUBLIC/ALONE

Individuals want to work in the company of others to stay socially connected while working alone in various open settings.

- 1 Support the need for co-existence of focused work and social interactions; allow settings to switch from individual to dyads and triads.
- 2 Offer highly flexible and self-customizable furnishings and tools.
- 3 Support postural changes for short- and long-term use.
- 4 Enable quick, targeted access to computers, online services, printers, etc.
- 5 Support perched and standing short-term postures.
- 6 Provide access to dedicated computer workstations, specialized technologies and software.

PRIVATE/TOGETHER

Library classrooms should accommodate active learning, computing and distance learning with fluid transitions. Team spaces should support multiple meeting modes and student project teams.

- 1 Support a fluid switch between activities.
- 2 Provide a range of blended learning and teaching environments, including online, webinars, etc.
- 3 Support multiple meeting modes – inform, evaluate and co-create – for small to large groups.
- 4 Provide tools for visual display, collaborative technology, information and acoustical privacy.
- 5 Provide highly flexible, customizable furniture to meet collaborative, privacy and ergonomic needs.

PUBLIC/TOGETHER

Students often do group work in open areas to stay connected to others, requiring flexibility to meet their changing needs. Reference areas should capitalize on librarians' expertise in mentoring and learning. The increased use for events requires multi-purpose, adaptable gathering places.

- 1 Accommodate impromptu teaching and collaborative activities.
- 2 Remove barriers between students and staff.
- 3 Provide accessible dedicated spaces for technical services.
- 4 Create multi-purpose, adaptable spaces to host large functions.

LEARNING SPACES LIBRARY

Consider the entire library floor plan when retrofitting any settings, designing with adjacencies in mind. When planning, be sure to support each quadrant independently and holistically within the entire floor space, acknowledging acoustic and/or visual privacy needs.

PRIVATE/ALONE

Individually dedicated spaces support a range of focus and concentration and should consider appropriate human scale for an individual and their wellbeing. Plan for short- and long-term security of personal items and the accommodation of new worktools.

PUBLIC/ALONE

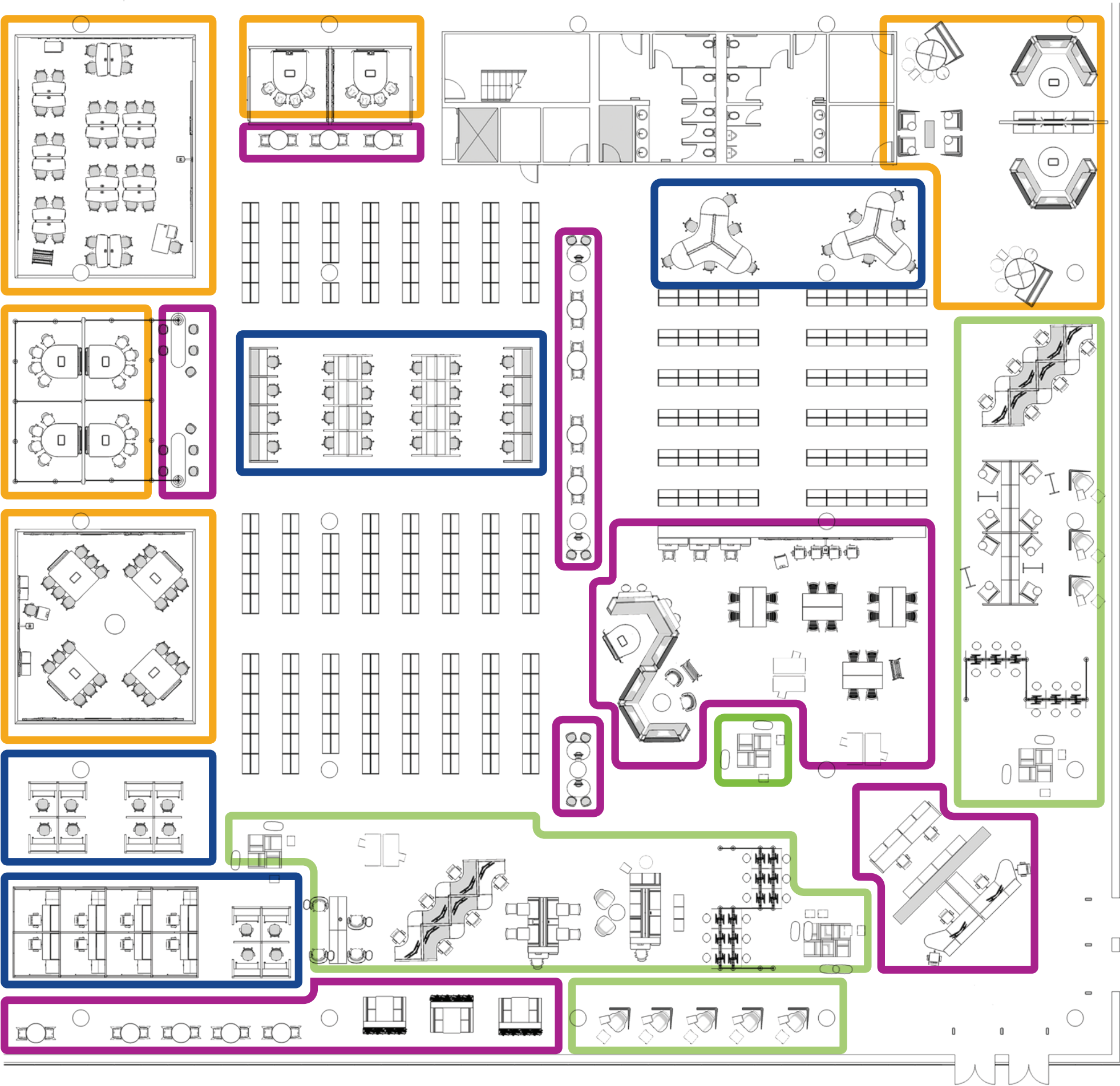
Individuals want to study in the company of others to stay socially connected while working alone in a variety of open settings. Support the need for co-existing focused work and social interactions, allowing settings to switch from individual to dyads and triads. Offer highly flexible and self-customizable furnishings and tools while supporting postural changes for short- and long-term use.

PUBLIC/TOGETHER

Support the demand for large, scheduled functions with multi-purpose, highly adaptable gathering places. Accommodate impromptu teaching and collaborative activities by removing barriers between students and staff. Recognize the increased need for just-in-time technical support for questions, support and maintenance.

PRIVATE/TOGETHER

Technology-rich library classrooms should accommodate multiple uses such as active learning, computing and distance learning with fluid transitions. Support multiple meeting modes – inform, evaluate and co-create – for small to large groups.



Study cave

Private study is still very prevalent in the library. Allow students to block distractions and settle in for long periods of study with panels and plenty of workspace space.

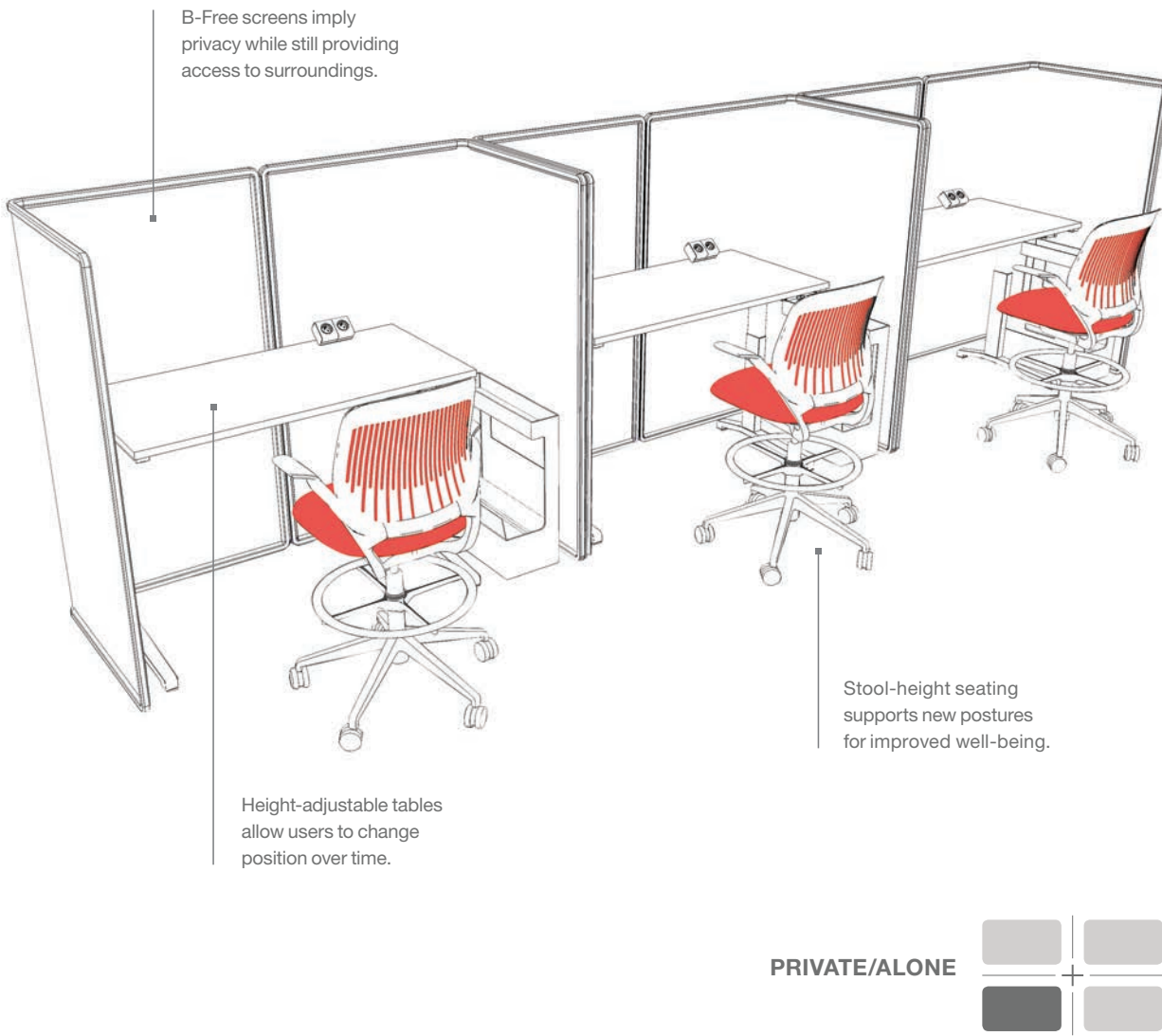


FEATURED PRODUCTS	Think..... 131	Kalidro desk..... 134
	B-Free small cube 131	Partito wall

*The applications shown do not reflect actual surface material options and are for illustration purposes only.

Learning pod

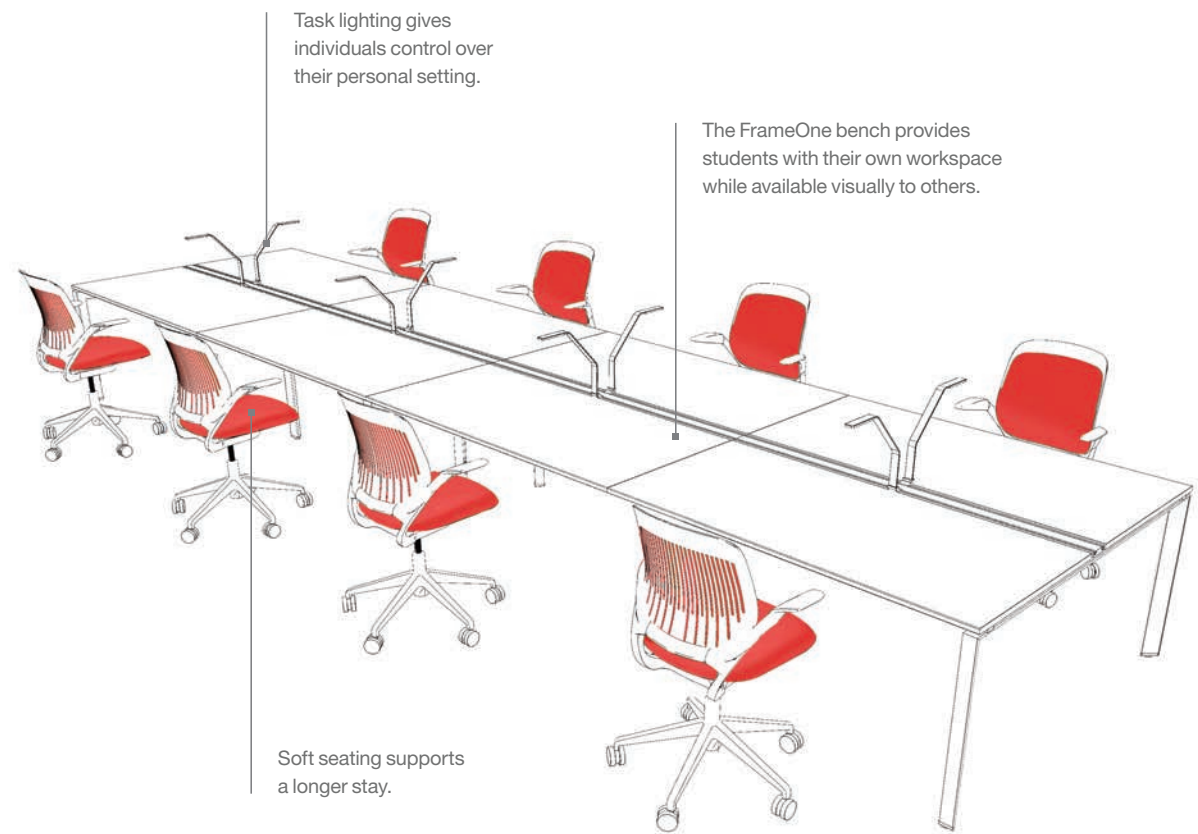
Spaces for individual work should provide options for short- and long-term stays. Support these with options for posture change and temporary storage for belongings.



FEATURED PRODUCTS	cobi 130	Connection unit
	B-Free screen 137	Mobile caddy
	Activa desk	

Learning bench

Even when focused work is required, students often prefer to study in the presence of others.

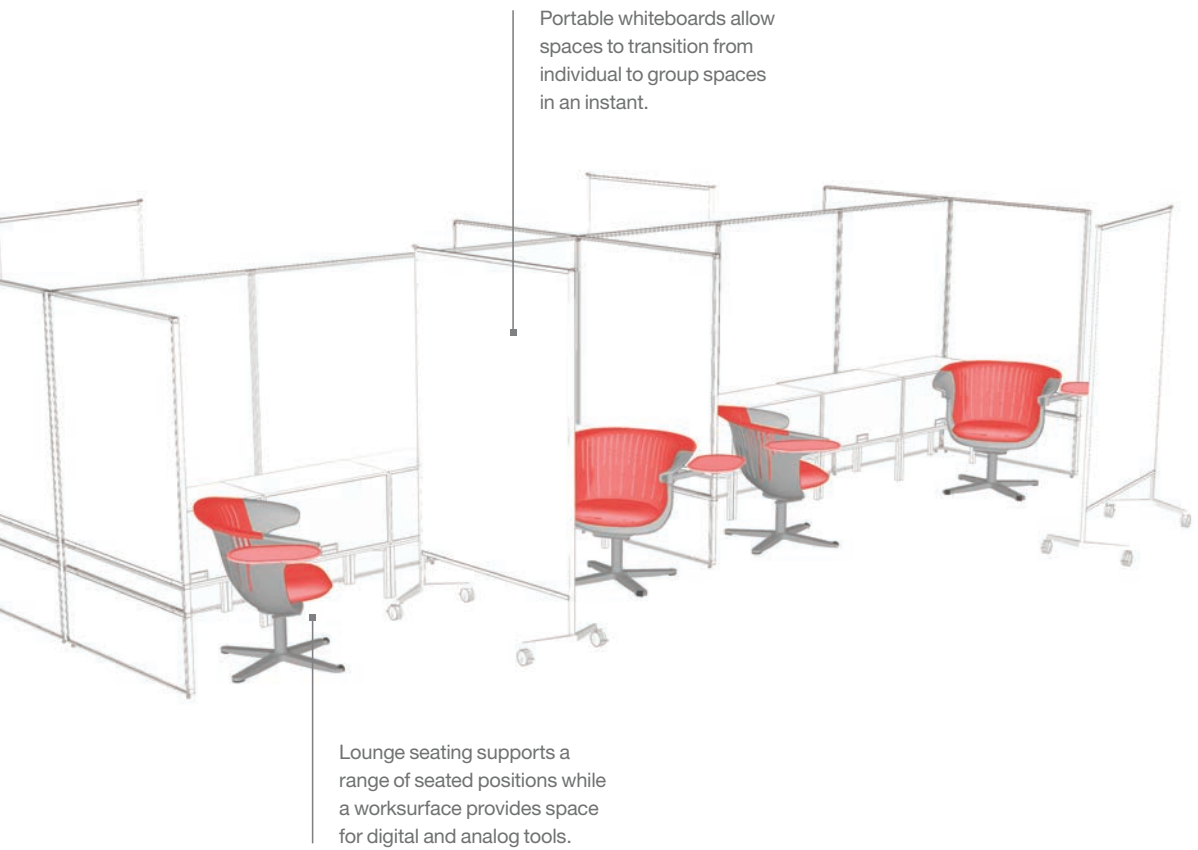


FEATURED PRODUCTS	cobi	130
	FrameOne bench.....	133
	1+1 LED Task Light	

*The applications shown do not reflect actual surface material options and are for illustration purposes only.

Nest

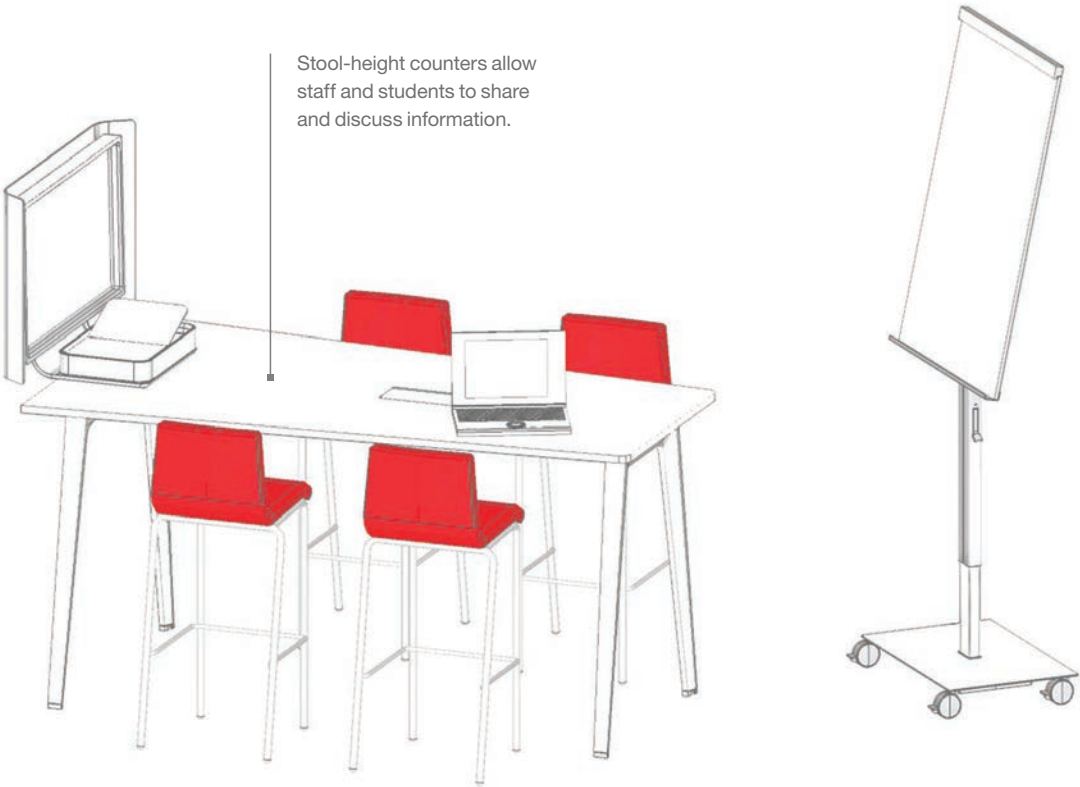
Students seek flexible spaces to support individual work when they need to focus as well as social interactions to stay connected with others.



FEATURED PRODUCTS	i2i.....	132	Flexbox storage.....	137
	Mobile Elements pinboard	135	Partito wall	

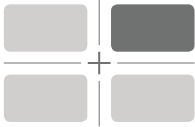
Mentor pod

Relationships between library staff and students are evolving into mentorship and guidance. Remove barriers so these connections can happen anywhere.



Stool-height counters allow staff and students to share and discuss information.

PUBLIC/TOGETHER



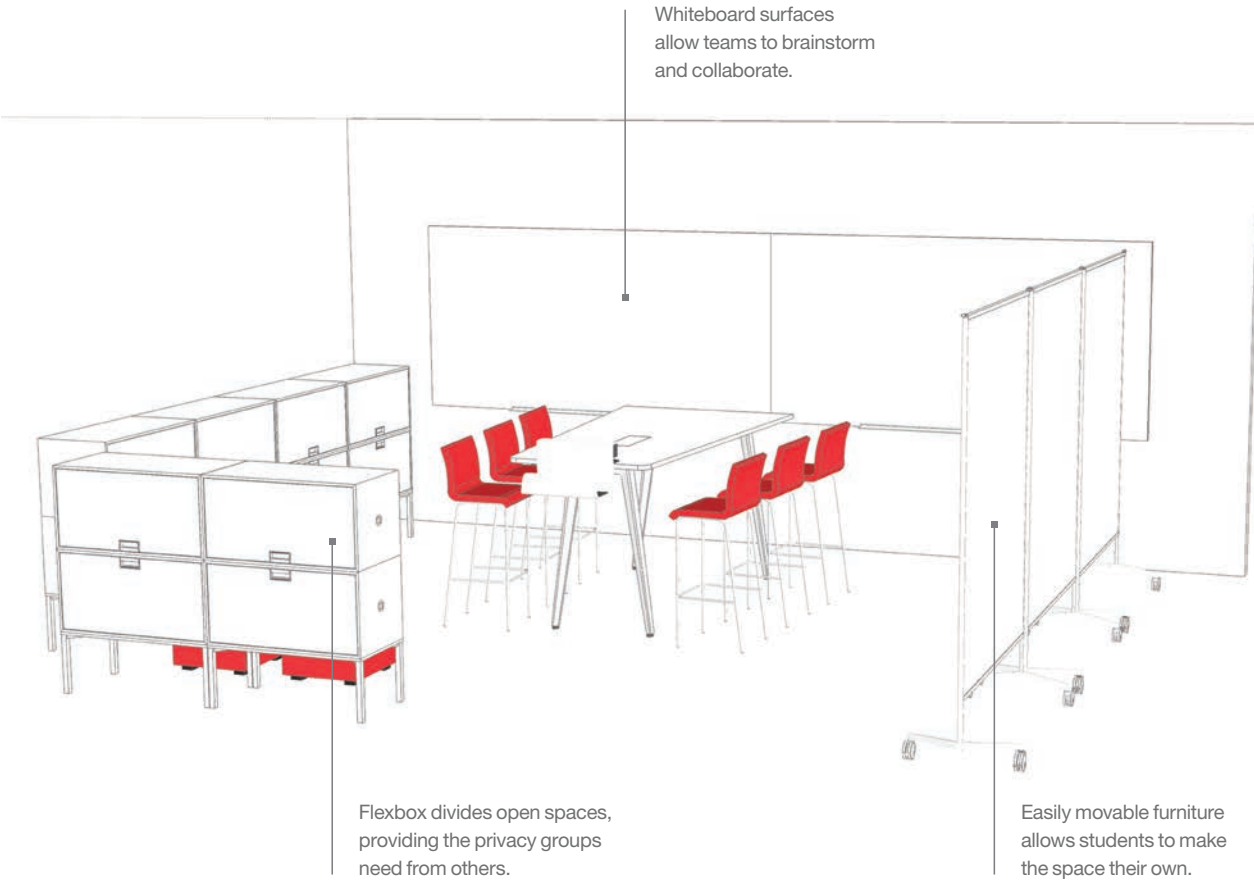
FEATURED PRODUCTS

B-Free stool	132	Mobile Elements flipchart.....	135
B-Free table	133	media:scape mini.....	136

*The applications shown do not reflect actual surface material options and are for illustration purposes only.

Immersive work studio

Groups often meet to complete assignments in libraries. Provide them with privacy from others and tools to collaborate.

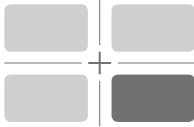


Whiteboard surfaces allow teams to brainstorm and collaborate.

Flexbox divides open spaces, providing the privacy groups need from others.

Easily movable furniture allows students to make the space their own.

PRIVATE/TOGETHER



FEATURED PRODUCTS

B-Free small cube	131	Mobile Elements pinboard	135
B-Free stool	132	Flexbox storage.....	137
B-Free table	133	Edge whiteboard	

Campsite

Students often need ample space to spread out and work together. Provide them with choice and control in an inviting setting to collaborate, co-create and discuss.



FEATURED PRODUCTS

cobi	130	B-Free coffee table.....	133
B-Free sit stand	131	FrameOne bench.....	133
B-Free big cube.....	131	media:scape mobile	136

*The applications shown do not reflect actual surface material options and are for illustration purposes only.



Customer Story

Grand Valley State University

Allendale, MI

“We wanted this to be a very different place, to feel different and look different, so that students could act differently.”

Different indeed. As Lee Van Orsdel, Dean of Grand Valley State University (GVSU) libraries suggests, the new Mary Idema Pew Library & Information Commons eschews the traditional college library in favor of a dramatically new approach: an inspired integration of space, furniture and tools for active learning.

GVSU’s new library supports individual and collaborative learning, allows access to content in any form and responds to changing rhythms of learning.

“Up to 90% of learning happens outside the classroom, so this library is an academic hub for learning that reinforces what they learned in the classroom,” says Van Orsdel.

Post-class learning often happens in informal learning spaces in the library, places students choose to support their individual needs. In these self-directed learning spaces, true student discovery often occurs. And as group work and collaboration take hold in classrooms, library spaces are often where team projects are completed.

When GVSU began planning their new library five years ago, they wanted to rethink the library’s role in learning and how the process of learning itself was changing. They partnered with Steelcase and SHW Group, an architecture and engineering firm, to conduct onsite research. As part of their work, the team designed and prototyped two types of study spaces: 1) a group space with worktools (portable whiteboards, mobile tables and chairs, storage shelves, power access) and 2) a media:scape setting where people can connect a digital device and share digital content on two integrated flat screens, also with group worktools.

“The study was invaluable to the library planning team and the most important thing we learned is that **there are daily rhythms to the way students work alone or in groups, and seasonal rhythms based on how they complete assignments over the course of a semester,**” says Van Orsdel. Student activity increases around mid-term exams and due dates for papers. Each day also had its own rhythm. “Students work pretty much alone during the daytime. But at night, groups come together, pull apart, reform and regroup constantly. They don’t just go to a table or into a room; they consult all night long.”



“Flexible furniture really isn’t an option – it’s a requirement if we want to optimize use of the building.”

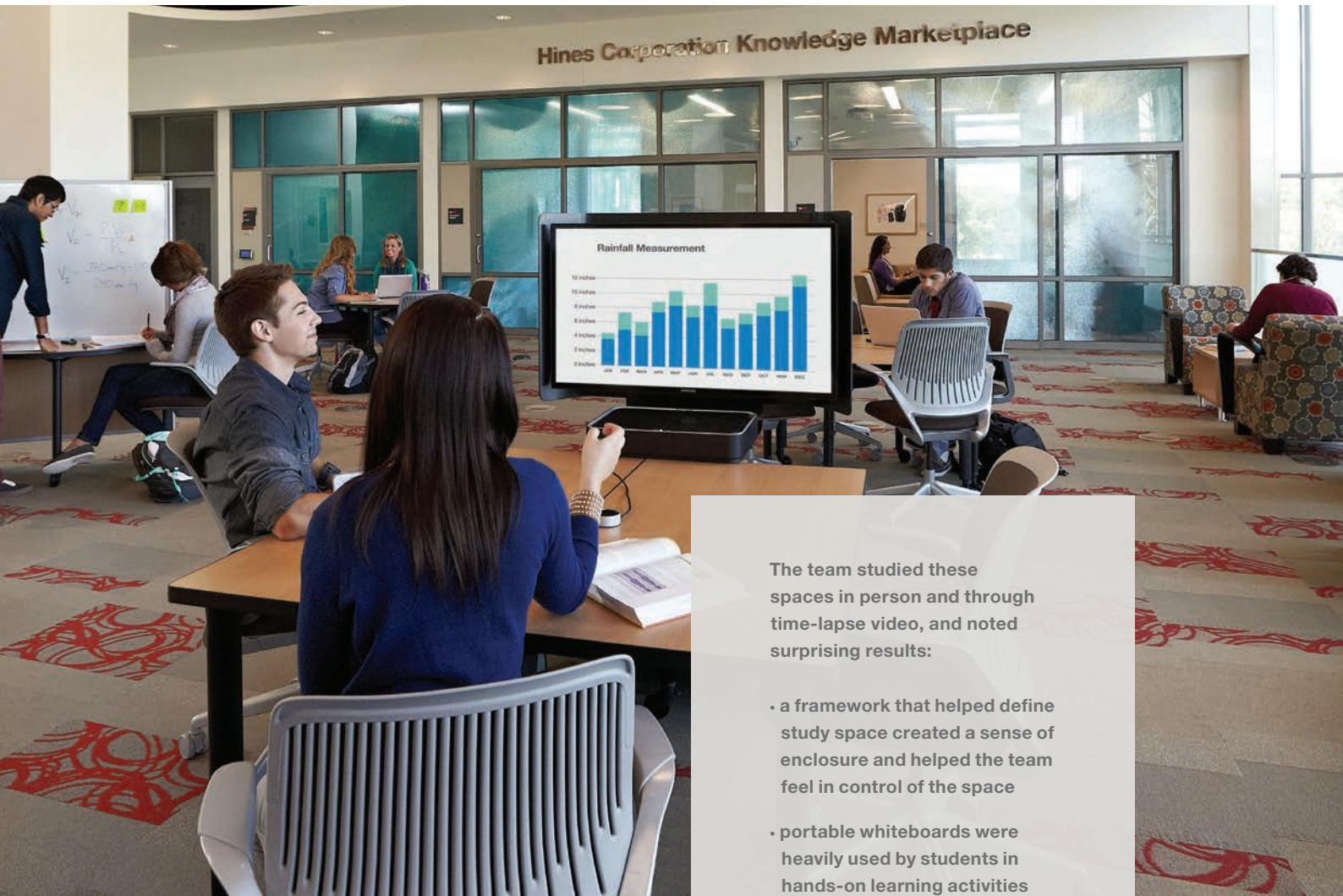
Lee Van Orsdel
Dean of University Libraries

Research revealed how student postures change through the day. While on task and hurrying between classes, they sit upright in a chair at a table. If they’re waiting for a friend they kick back on a stool or in a lounge chair with a phone or tablet and relax. At night, they look for furniture that’s mobile to accommodate team projects.

The university also discovered that unlike most groups, study groups (students who study difficult subjects together because it produces better outcomes) tend to meet between 10AM and 3PM.

The vagaries of student study habits presented a design challenge: plan the space for the daytime when students work on their own, or for the evening when they work in groups?

GVSU believes the best solution is to create spaces with furniture that’s mobile, reconfigurable and in a variety of sizes and shapes. So the library has 19 different enclosed group study rooms that hold from two to twelve people, plus dozens of open areas with movable furniture. There are 29 types of seating, plenty of both mobile and wall-mounted whiteboards and media:scape collaborative settings in various places around the library. There are also several outdoor spaces, including an amphitheater, an indoor café, outdoor patio and even a third floor reading garden.



The team studied these spaces in person and through time-lapse video, and noted surprising results:

- a framework that helped define study space created a sense of enclosure and helped the team feel in control of the space
- portable whiteboards were heavily used by students in hands-on learning activities
- storage shelves weren't used much, probably because the teams didn't own the space
- power outlets were used often by students who increasingly depend on digital technology



Van Orsdel says “flexible furniture really isn’t an option – it’s a requirement if we want to optimize use of the building. And if we’re wrong about this, we have so much flexibility that whatever students want to do, we can do it.”

The west side of the library invites conversation in various collaborative workspaces, with piped in, programmed sound so users feel comfortable speaking in normal tones of voice. The east side is for quiet, contemplative work, with white noise to help mask sounds and reduce distractions.

“In the classroom, students are involved in hands-on learning but the instructor still leads. **In the library, students take control of their learning as they discover, analyze, and share information, and in the process become comfortable working individually and with others.** It’s a major shift from being a reading and storage site to a center for active learning,” says Elise Valoe, senior design researcher with Steelcase, and part of a team that studied libraries at private and public colleges and universities across the country.

About 150,000 books are in open stacks and another 600,000 are available through an automated storage system located beneath the library. This reduces the building’s book footprint by 90% and frees up space where students, faculty and staff can work however and whenever they desire. These workspaces range from reflective, contemplative places, what Van Orsdel calls “almost cell-like spaces where a student can find refuge,” to group spaces for active content sharing and creation.

The library is extremely busy. Traffic is much higher than at GVSU’s old library, and student reaction has been overwhelmingly positive. The university also is working with Steelcase and professional education associations to design ways to more effectively measure the impact the new library has on the learning experience.

“Ultimately, we’ll be able to tell if our programs and tools and spaces correlate with higher grades, with more persistence to graduation and faster times to graduation. I’m really optimistic that this is a model for other universities in how a library can have a greater impact on student learning.”

GO DEEPER

See the Mary Idema Pew Library on
[YouTube.com/SteelcaseTV](https://www.youtube.com/SteelcaseTV)



Customer Story

Immaculata-LaSalle High School

Miami, FL

What is the form and function of a 21st century library?

Every administrator has to answer the question at some point. But when your student population is growing, teachers are using more collaborative, constructivist pedagogies, and your library is a traditional book-warehouse using a large footprint without supporting active learning, finding the answer takes on some urgency.

Immaculata-LaSalle High School, a private, Catholic high school in Miami, had no room to expand and limited resources, but their progressive approach led to a clear answer: reinvent the library as an interactive student learning center.

With a new layout, furniture and integrated technology, the center has become a multi-purpose learning environment used for classes, student study sessions, social connections, workshops for teachers and staff, and meetings for up to 125 people, among other activities.

This all happens in the same footprint —4,000 square feet— that used to house thousands of books and seat 52 people at “old oak tables that took three people to move,” says Ana Garcia, English teacher and common core coordinator. “Now people call it a media center, a library, a learning center. I think that speaks to the multi-functional aspect. Everyone goes there, everyone uses it.”

The transformation begins

A cross-functional group of teachers from the 60-member faculty developed requirements and helped reimagine the library. “We spent about eight months in this process, another four months getting the design right. We didn’t want to design a cool space, we wanted a functional space,” says Fredy Padovan, executive director, advancement and technology.

The first renovation step was paring the stacks. “We decided that education is more technology- and media-based, so we dramatically reduced the number of books,” says Garcia. The school kept only 15 to 20 percent of its holdings. Some books found homes inside classrooms and many others were donated. Most retained books are not available in digital editions.

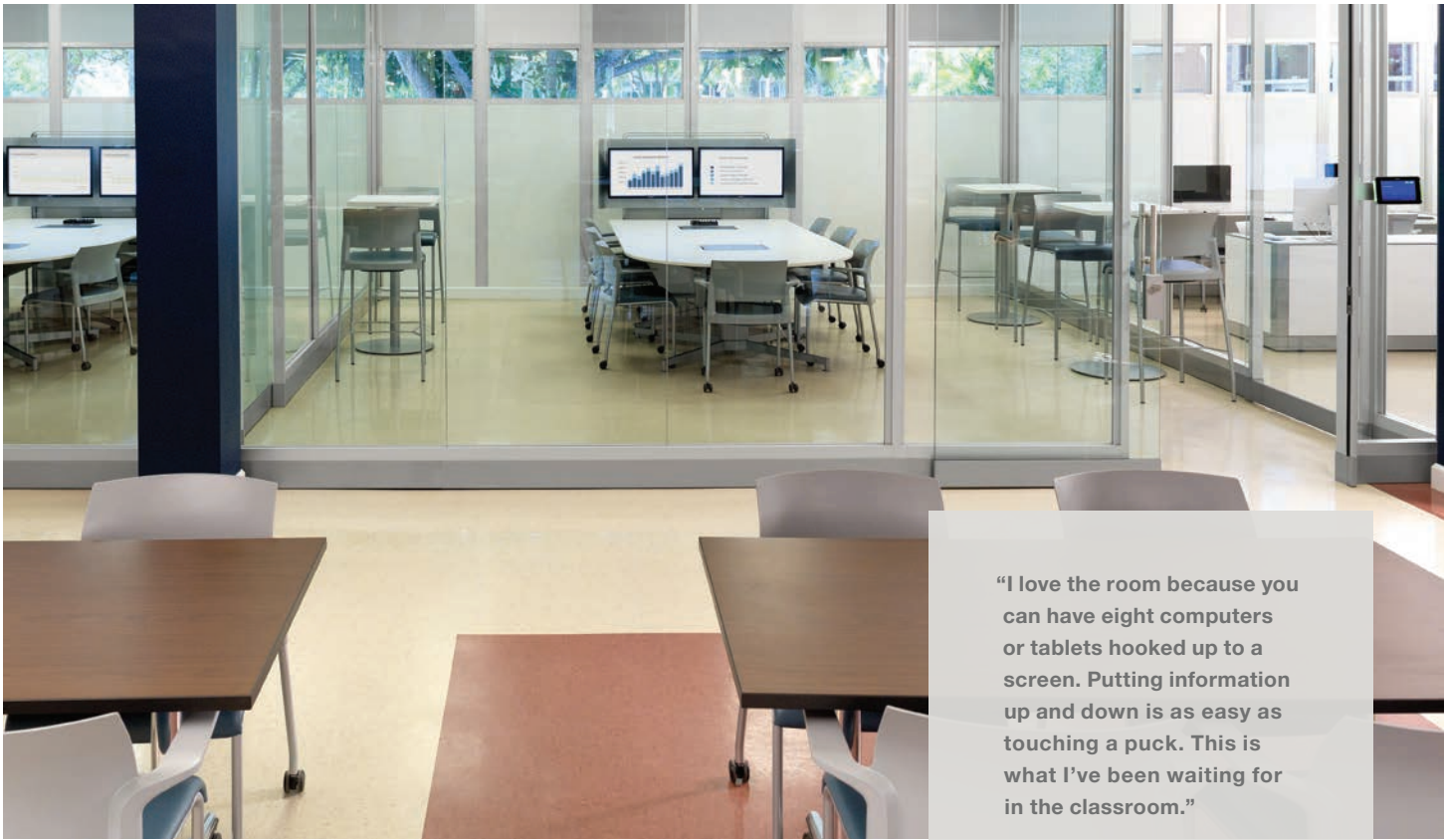
To better use this reclaimed space, two media:scape settings with glass wall surrounds were installed on one side of the library. Each space accommodates 26 people, the largest average class size at the school. Four courses are taught in the rooms; the rest of the time they’re available for other uses.

Teaching in a ‘fish bowl’

Garcia was at first leery of teaching “in a fish bowl.” I thought it was going to be odd being enclosed in glass, but it’s so silent in the room that once you’re here, you’re not aware of everything that’s out there. And yet you don’t feel isolated because it is glass.

“You’re on you’re own but you’re in the middle of a lot of activity and a lot of movement, and that, at least for me, enlivens me, it energizes me.”

“With media:scape, students can put something together and immediately show the class what it is that they found. So there’s immediate feedback, there’s immediate inspiration for other students. There is immediate connection. And I really think that is what 21st century learning is about.”



“I love the room because you can have eight computers or tablets hooked up to a screen. Putting information up and down is as easy as touching a puck. This is what I’ve been waiting for in the classroom.”

Ana Garcia, English teacher
Common Core Coordinator

The library as hub, heartbeat, catalyst

The central area of the learning center, with mobile tables and chairs, is used for occasional classes, workshops and staff meetings, and daily by students studying, working on projects, doing research and meeting with peers.

Personal whiteboards at each table support student collaboration and double as table top dividers to provide privacy during test taking.

Opposite the glass walled classrooms are stools with high tables for students who need to do focused work. Nearby a crescent-shaped lounge, round table and short stools create a casual place for project teams or students who want to hang out. The layout of the furniture helps define which groups are interacting and which students are working on their own.

“When they’re at the lounge, it’s more social. When someone is at the higher table with a laptop and papers, you know they want to work alone.” says Garcia. “It’s not about being enclosed, it’s just a natural feeling and how people behave at those tables.”

Developing the new learning center signaled to students, faculty, staff, parents and visitors that the school was changing. “One day the library was one way: traditional, heavy wood, immobile. Now it’s all about mobility, changeability, adaptability, thinking a different way,” she says.

Next they rethought the classrooms, switching to mobile tables and desks, integrating technology and ensuring flexible layouts that support different teaching and learning styles. By 2018, the school will have renovated all of their learning spaces.

But it all started in the library, says Padovan. “No matter how many times I go in there, I stop and appreciate the difference this space makes. It’s a statement. It stops you. This is our hub. This is our school’s heartbeat.”

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, create spaces that offer them the choice. Use furniture that moves easily, so students can rearrange it for the big group collaboration or to handle studying with two or three of their friends.

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 attracts 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

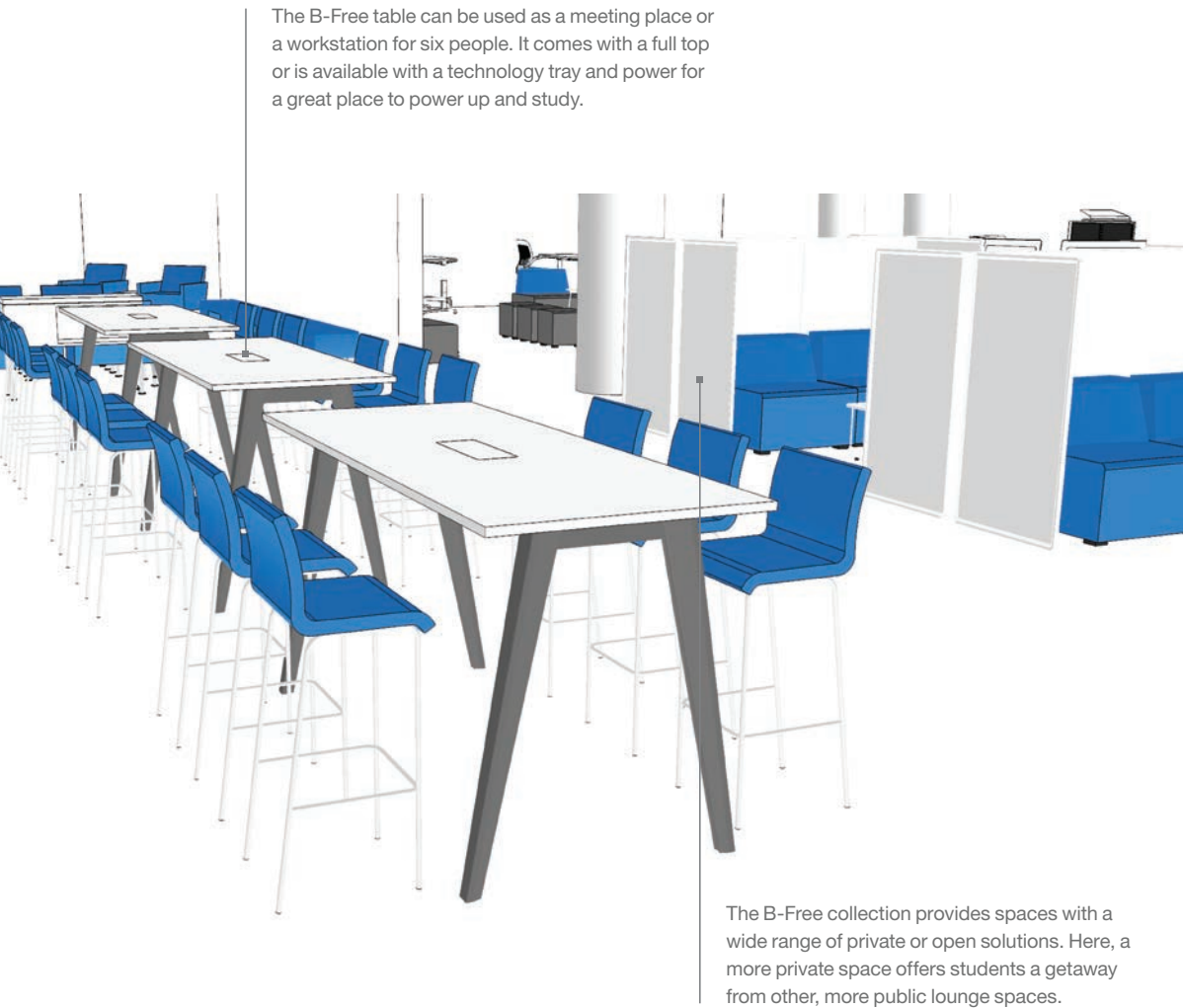
- 1 Whiteboards and lounge seating with tablet arms or small worksurfaces help define smaller, intimate spaces within a larger environment.
- 2 Portable whiteboards are inexpensive yet helpful tools for groups creating and evaluating content.
- 3 Small project rooms located near open areas provide workspace 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.



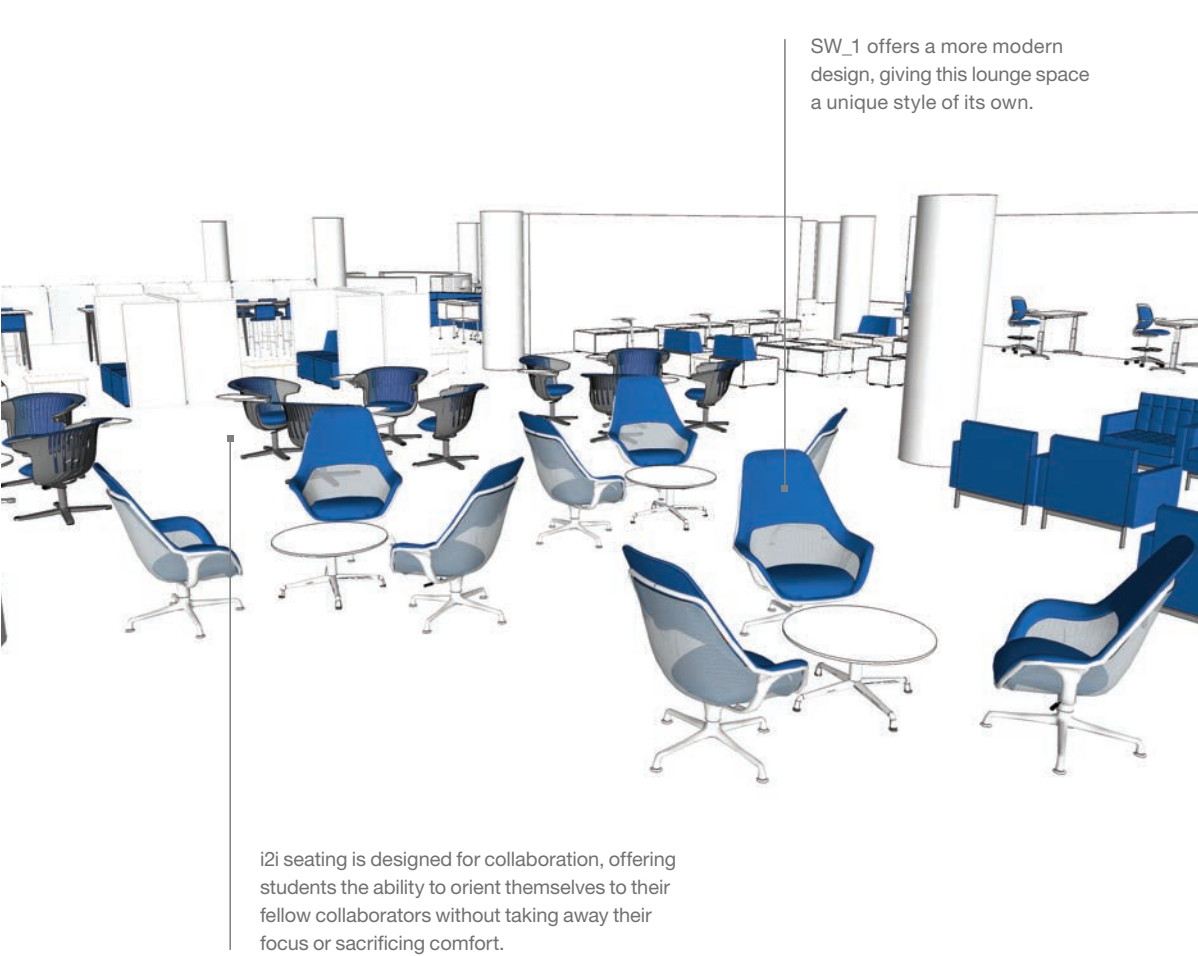
FEATURED PRODUCTS

B-Free big cube	131	B-Free table	133
B-Free stool	132	B-Free screen	137

*The applications shown do not reflect actual surface material options and are for illustration purposes only.

Comfort space

This is a highly social lounge space where students can intentionally or coincidentally connect with faculty or fellow students.

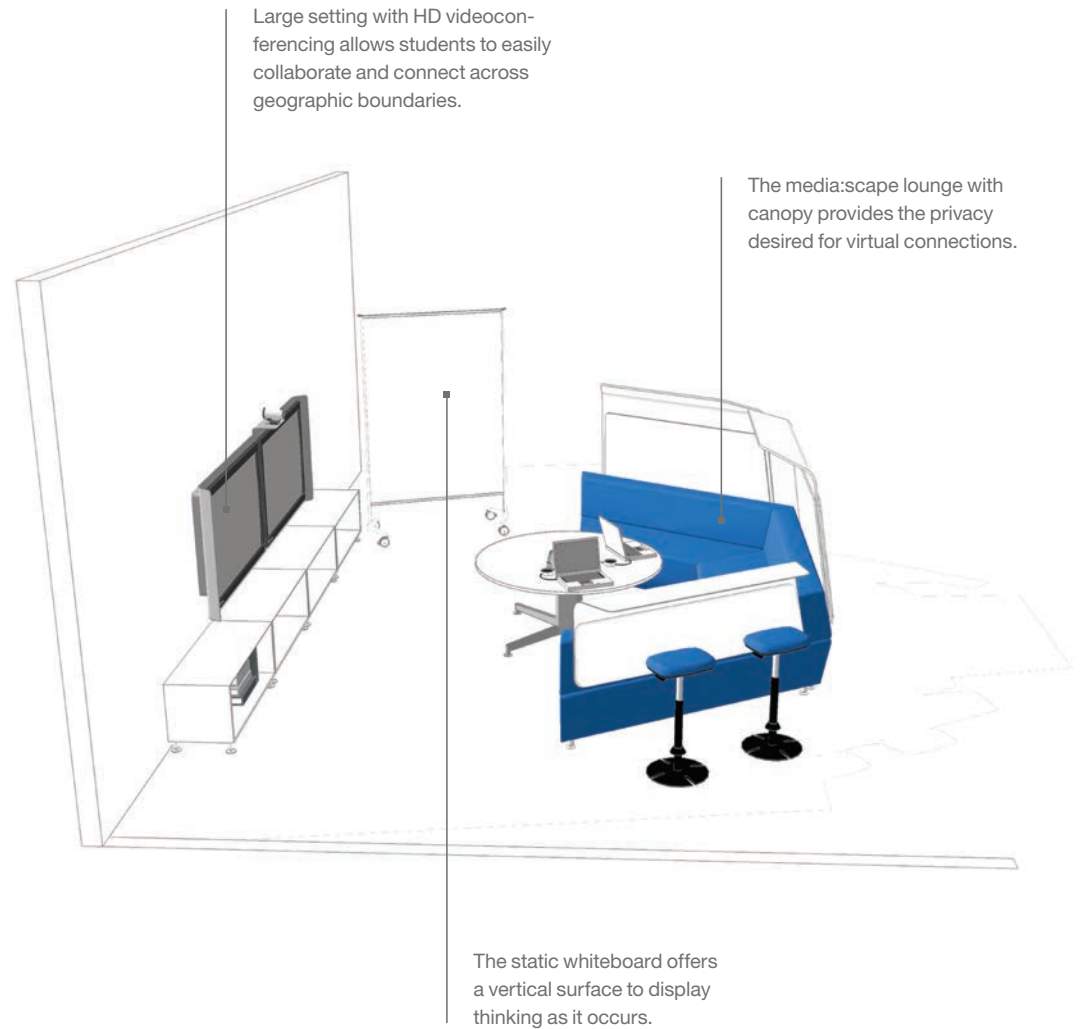


FEATURED PRODUCTS

cobi	130	i2i.....	132
B-Free big cube.....	131	SW_1	132
B-Free small cube	131	Activa desk	
B-Free stool	132	Millbrae seating	

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.



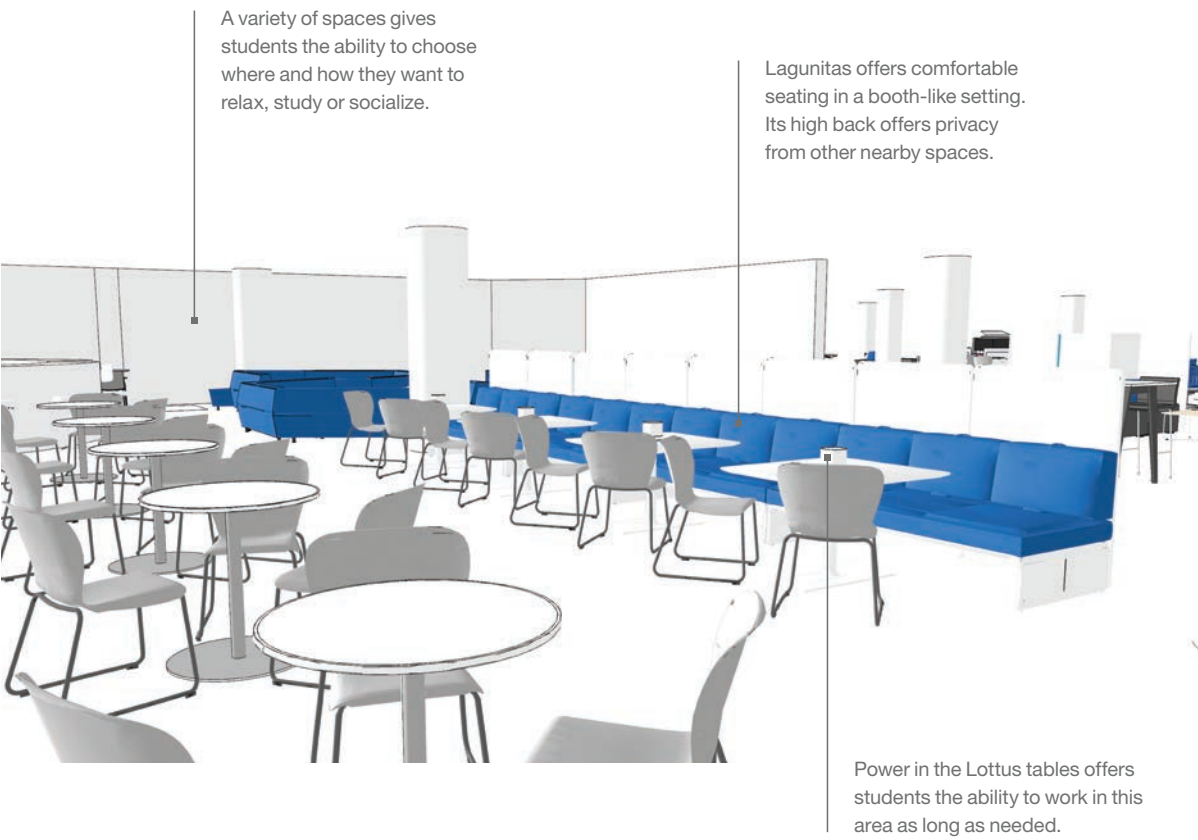
FEATURED PRODUCTS

B-Free stool	132	Mobile Elements pinboard	135
B-Free Sit Stand	131	media:scape	135
media:scape lounge	132		

*The applications shown do not reflect actual surface material options and are for illustration purposes only.

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.

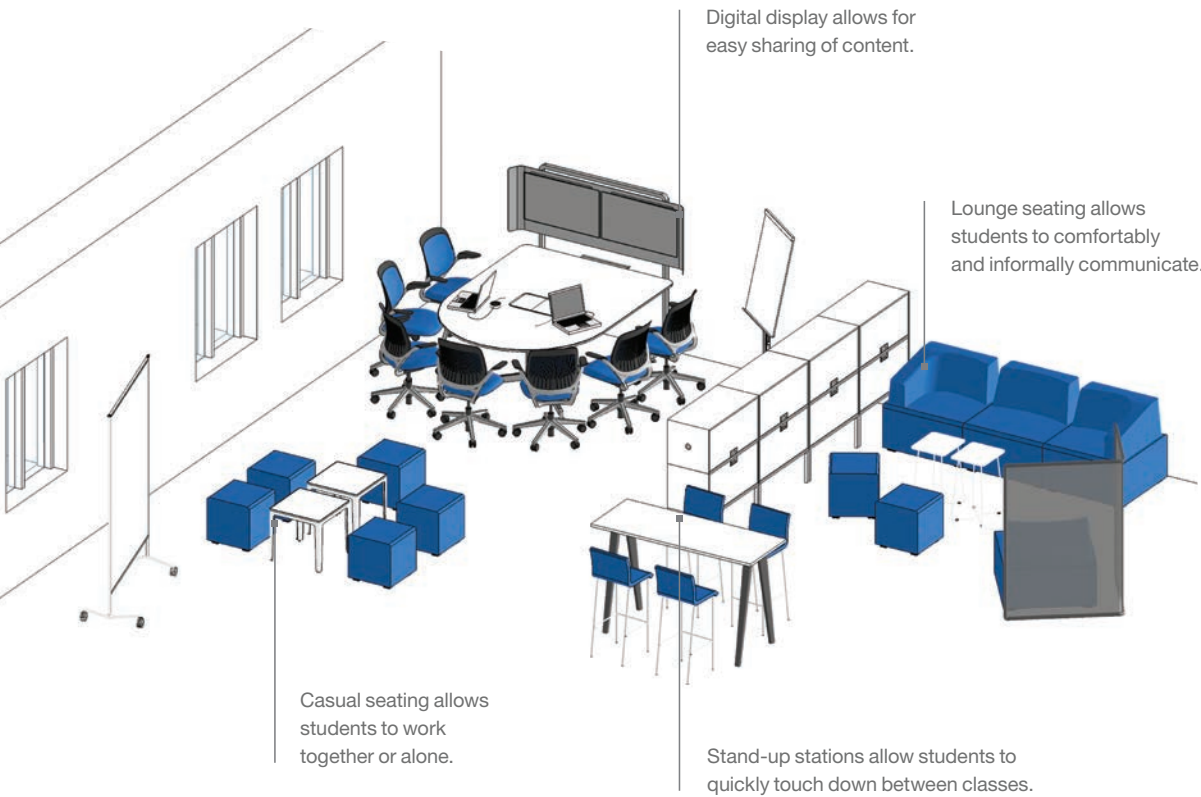


FEATURED PRODUCTS

Westside	131
media:scape lounge	132
TouchDown	134

Collaboration

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

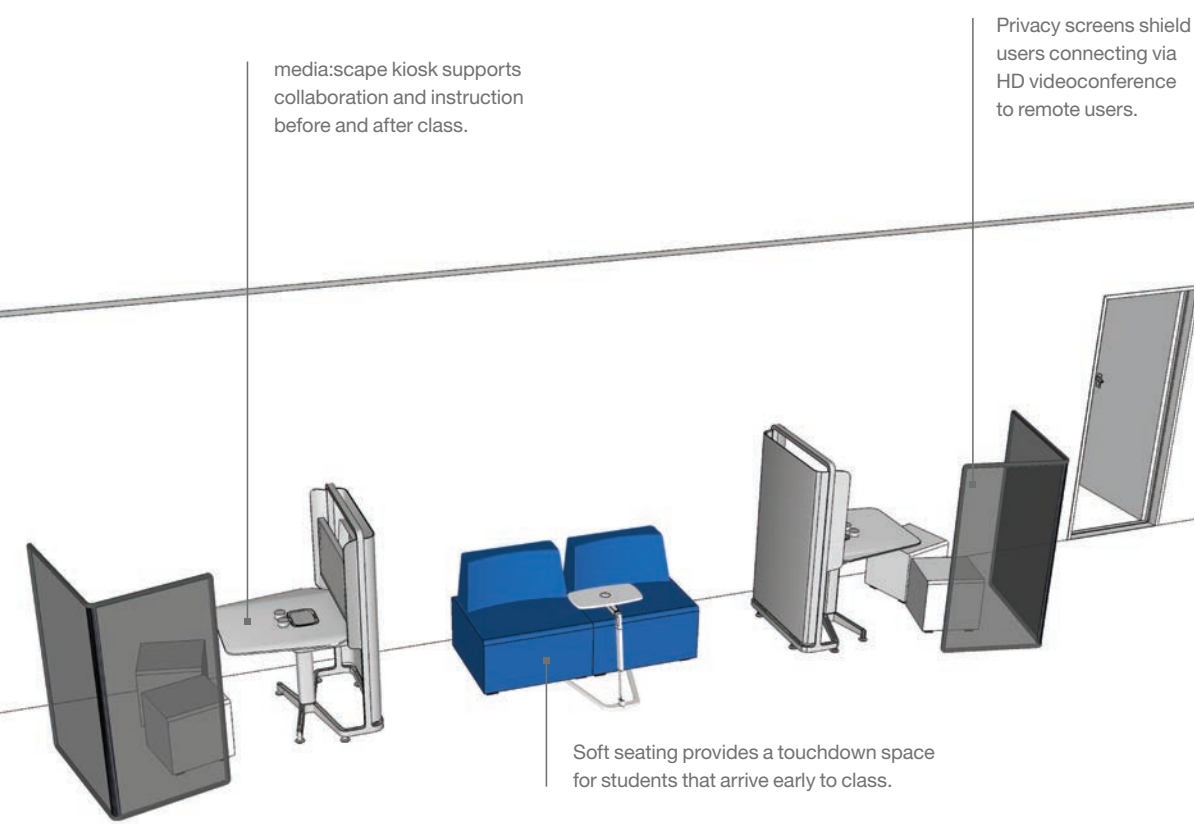


FEATURED PRODUCTS	cobi	130	B-Free stool	132	media:scape	135
	B-Free big cube	131	Mobile Elements pinboard	135	B-Free screen	137
	B-Free small cube	131	Mobile Elements flipchart.....	135	Flexbox storage	137

*The applications shown do not reflect actual surface material options and are for illustration purposes only.

Extended 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	B-Free big cube.....	131	media:scape kiosk.....	135
	B-Free small cube	131	B-Free screen	137
	Freestand.....	133		

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 break-out 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 size group**
- **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.”

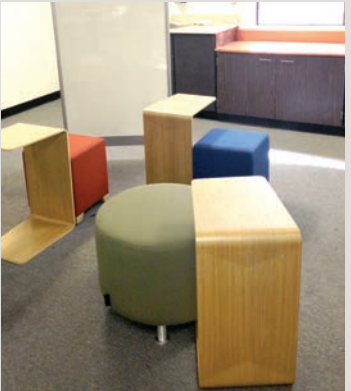
Linda Stevenin, M.A.
Director of Facilities Development



Stool height tables and chairs are “the most popular place 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.”



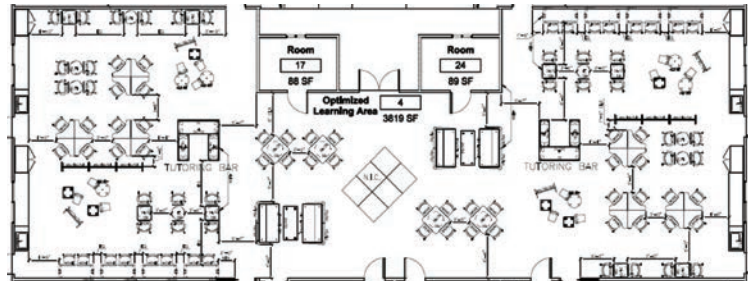
Personal tables, ottomans and whiteboards can be arranged quickly in The Intersection. “We can rearrange based on what needs to happen each day, how the students need to work on a particular subject, whatever we need,” says Linda Stevenin, director of facilities development.

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 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 break-out 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 doesn'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, 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 an 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, study, 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

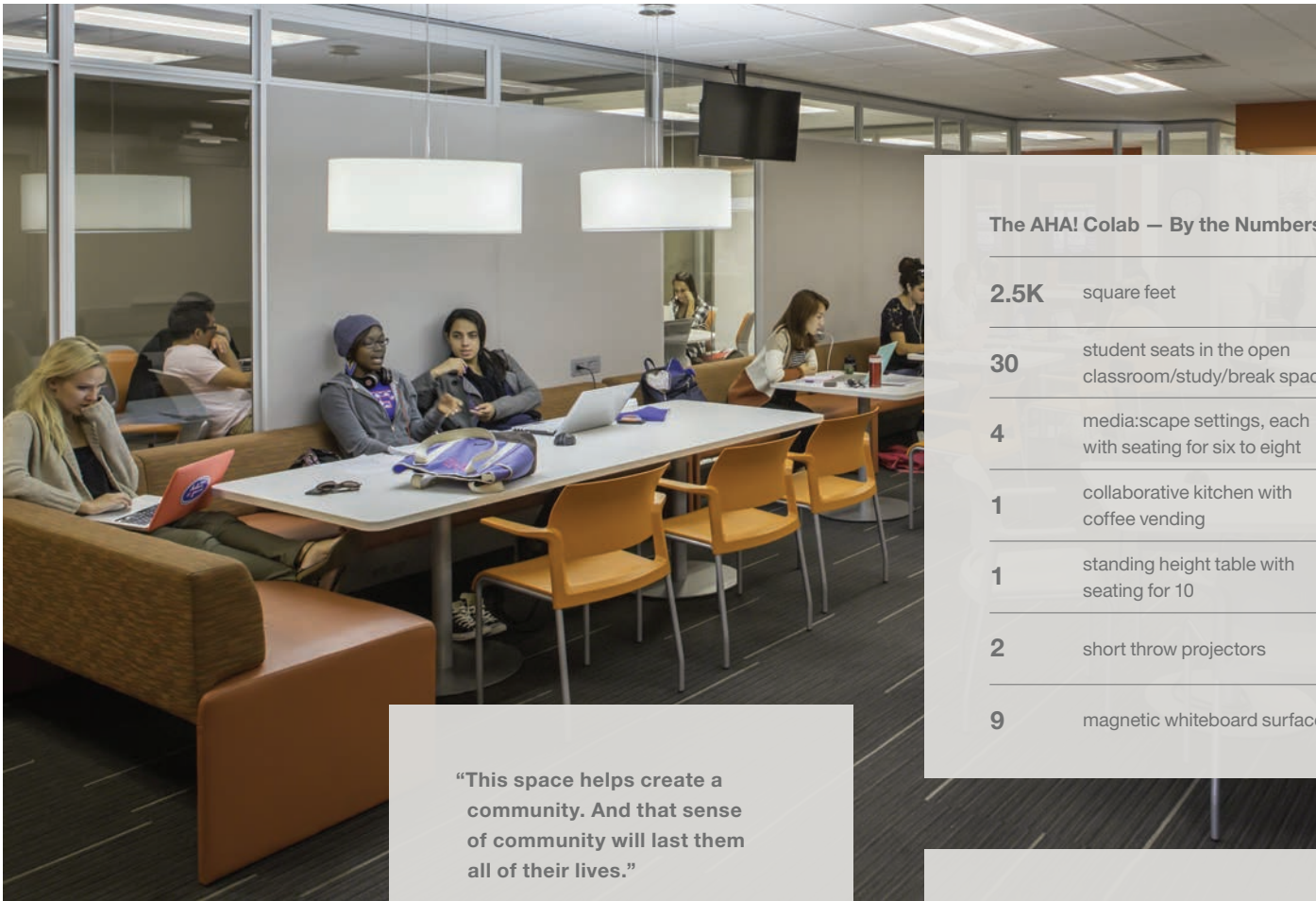
"The class period just ended, but did it really?" asks Meneely, as students continue working in the AHA! Colab, equal parts classroom, study hall, commons area and project space with a kitchen, coffee machine, and workspaces that range from a standing height group table to booths and small tables.

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 journalism professor 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."



The AHA! Colab — By the Numbers

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

"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

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."

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."

café



WHAT WE OBSERVED

Students are as likely to use a café for relaxation, socializing and individual and group study as they are for dining. Traditional dining halls with serving lines are being replaced by more open, interactive environments that are more residential in scale.

Gen Y students tend to graze. They consume four smaller meals daily and at nontraditional times, so café hours are longer. Teaching assistants and adjunct faculty use cafés for class prep and office hours.

Students work individually and in groups in cafés. But when they want to eat or study alone, sitting at a large table makes them feel self-conscious. Lack of power outlets is a common complaint.

Students enjoy using cafés as places to socialize and be entertained, to escape from the rigor of their academic lives.

Cafés are often a focal point of environmental sustainability, with an emphasis on sorting and recycling materials.

WHAT WE HEARD

"I feel like when I'm outside of class, it's a different kind of learning. It's more about learning about different types of people, and you learn by talking with them."

Student

"I give assignments where students have to collaborate with one another... they do not pick their own partner. It allows them to have a dialogue outside class."

Professor

LEARNING SPACES CAFÉ

Dining, Relaxing, Studying

Café spaces are sales tools for schools in the race to keep up with peers in recruiting and retaining students. The design of the space and food services are geared for the new types of connections that are expected of today's students – from collaborative group work to social interactions and solo studying. These spaces must support the learning that happens outside the walls of the classroom.

As a result, the institutional dining hall concept is disappearing as schools update old facilities and build new café spaces where the food is made fresh to order and the furniture, lighting and art are contemporary and welcoming. Food preparation in an "exhibition" kitchen is the new norm. Sustainability issues include trayless dining and no styrofoam packaging.

A mix of booths and standing-height tables, as well as two- and four-person seated-height tables, supports the emphasis on quick, grab 'n' go food service and other uses of café spaces. Outside courtyard spaces with tables and chairs are typically included, even in northern climates.

As schools cater to a generation used to convenience and a palette of options, our research suggests that the new strategy for the café considers three key factors: community, comfort and study.

Community. Cafés are places for students, faculty and staff to gather at any time of day or night. Faculty use them to meet with peers or students. Students socialize, dine, relax, study and work on group projects. A mix of open, often loud spaces and places for quieter study is needed to meet the needs of the community at this campus crossroads.

Comfort. Students like spaces that are bold and colorful, so schools are using seating fabrics, carpeting, art and graphics to create unique, fun café spaces.

Students respond to a modern aesthetic and high-quality furniture in classrooms, common areas and cafés. They want a variety of seating and table options for the different ways they use cafés and the postural choices they prefer.

Study. The café's role as a transitional or in-between space exemplifies how learning happens everywhere on campus today. Wi-fi is expected in the café, as is access to power. But there are often not enough power outlets for today's technology-laden students and faculty.

Touchdown computer kiosks and benches are helpful for students checking class assignments and grades, communicating with faculty and getting a bit of work done on the way to and from class.

Tables aren't just for lunch trays anymore; they're work-surfaces for laptops, smartphones, books and everything else a student can load into a backpack. Consider providing mobile, comfortable seating; power access at table height; and screens that provide some privacy.



An open café environment that supports dining and work allows for impromptu collaboration between students or with instructors.

LEARNING SPACES CAFÉ

Tips for Café Spaces

Cafés are used by everyone, from students and faculty to staff, visitors and vendors. They need to be welcoming spaces that work for a variety of uses, from dining and socializing to individual study and group work. A mix of spaces—quiet and loud, public and somewhat private—helps support the many ways cafés are used.

PRIVATE/ALONE

- 1 Provide study nooks for focused learning lunches adjacent to larger, open cafés.
- 2 Create side spaces and nooks that allow individuals to retain privacy yet remain connected to the larger café space.

PUBLIC/ALONE

- 1 Standing-height computer kiosks or benches of small computer stations are ideally suited to students who need to quickly access technology.
- 2 Provide enough power outlets for today's heavy users of technology.
- 3 Provide seating for different postures, primarily using chairs and stools but also some lounge seating.
- 4 Provide enough seating for high-capacity work or study environments while maintaining personal space and territory for individuals.

PRIVATE/TOGETHER

- 1 Provide small, private spaces for groups adjacent to larger, open cafés.
- 2 Create side spaces and nooks that allow groups to retain privacy and work together while remaining connected to the larger café space.

PUBLIC/TOGETHER

- 1 Booths are hard to beat for group dining, socializing and studying.
- 2 Mobile, collapsible tables support many uses and store easily.
- 3 Lightweight tables can be grouped when students need to work together.
- 4 Café spaces are often used for large meetings. Stackable seating and nesting tables adapt to different room configurations.
- 5 Encourage users to stay for working, eating or socializing by supporting a range of postures and space to temporarily set out materials.
- 6 Use furniture and layout to build community and foster interaction.
- 7 Use new seating fabrics that combine stain resistance and durability with a soft feel.

Café Spaces

More than simply café spaces, these are places for community building and oases of comfort, as well as places where students study alone and with others. Faculty and staff will appreciate these spaces for meeting with colleagues, prepping for class or holding office hours with students. In addition, the applications here leverage the café's role as a focal point for the institution's commitment to environmental sustainability.

PRIVATE/ALONE

Things like large worksurfaces and access to power offer students the ability to continue their studies before or after a meal. Private spaces offer students a variety of study nooks throughout the space.

PUBLIC/ALONE

Individuals are offered a range of spaces to support work while in close proximity to others, whether for quick touchdowns or lengthy study periods.

PUBLIC/TOGETHER

This café's floor plan is dedicated to building community on campus. Design social hubs within the space that are inviting and offer variety for students to choose from, including soft seating and other booth-like spaces.

PRIVATE/TOGETHER

Support group work outside classroom hours by allowing groups to meet within the café with private spaces for collaboration and group work.



Customer Story

Colegio Universitario de Estudios Financieros Madrid, Spain

The new WorkCafé at Colegio Universitario de Estudios Financieros (CUNEF), in downtown Madrid, is a strategic blend of café, study hall, lounge and meeting space. Its flexible furniture applications and central location amid classrooms, faculty offices, the school library and auditorium, provide a convenient place for studying, socializing, relaxing and building the relationships that make a university experience so rewarding.

The WorkCafé exemplifies CUNEF's strategy to use every available space to support active learning, says Macarena Gómez, the director at the school. "We have created flexible, intelligent, modern and versatile spaces that contribute to active learning. All areas of the university, not just the classrooms, are learning spaces."

Students study and learn in different ways, of course, so WorkCafé spaces are equally varied. Westside meeting chairs at square café tables create classic meeting/dining spaces. Bix booths along windows offer a bit of separation and privacy for a project team at work or an instructor mentoring a student. A media:scape collaborative lounge setting makes it easy for small groups to share digital content and build on each other's ideas. There's also a fully enclosed room for private meetings and an outdoor terrace.

Throughout the WorkCafé, wi-fi and easy access to power, along with ottomans and lightweight chairs, make it easy to find —or create on the spot— an appropriate space for most any activity.

"There are places for individual concentration, two people in a discussion, or group collaborations of practically any size. The relaxed, coffee shop atmosphere helps students relax and connect with their peers, work on their own or with other students on group projects," says Gómez.

Hundreds of people use CUNEF's WorkCafé every day. The most popular spaces, Gómez says, are group tables with power outlets built into the table surface. "These are comfortable spaces where people can work with a team or by themselves, and have a cup of coffee at the same time."

CUNEF worked with architect Fernando Gaforio and Steelcase to create the 280-square-meter WorkCafé, the first-of-its-kind at the university. It's quickly become a popular social space, but most importantly, it's a key learning space. Gómez cites research that shows that up to 90% of learning happens outside the classroom. "Within the school you need informal, or neutral spaces where students can review notes, work with their colleagues or speak with a professor. This is the central point of the WorkCafé: it's designed to improve student success."

"The WorkCafé is designed to improve student success."

**Macarena Gómez,
Director**





“We’re always looking ahead to see what the next evolution of space needs to be, and we always start by testing our concepts and ideas for ourselves. These new spatial concepts will work for any industry and location.”

Jim Keane,
Steelcase CEO

GO DEEPER

Read about the New Third Place in 360 Magazine at 360.steelcase.com



Customer Story Steelcase Global Headquarters Grand Rapids, MI

Drawing insights from our extensive research and behavioral prototypes—spaces where the company tests new theories on itself in real work environments—Steelcase re-invented the cafeteria at its global headquarters.

The former cafeteria had drawbacks typical of many corporate dining areas. It was busy in the morning for coffee, during lunch and again for afternoon breaks. At other times it was a ghost town. Furniture was designed for dining, not working, and its basement location put it out of the main traffic flow.

People move constantly from focused individual work to one-on-one meetings, project sessions to impromptu collaborations and a series of planned and unplanned interactions throughout the day, and 5 o’clock is no longer day’s end for most workers.

This understanding led to design strategies for WorkCafé, an onsite third place that combines the best of both worlds: a coffee shop vibe with the functionality of a well-planned office.

Food and beverages are available throughout the day. Focused and collaborative areas for both individual and group work are blended with areas for dining. Social and respite areas support socializing, working, networking and relaxing. Informative learning spaces help workers connect with colleagues and learn about the global company.

The space is welcoming, inspiring and well-equipped (including wi-fi, power outlets, media:scape, etc.).

People now come from across the Steelcase campus and other locations worldwide to the WorkCafé to eat, work, meet, socialize, network and relax. This space supports so many different activities that it’s become a busy intersection for Steelcase employees who are working in an increasingly global, interconnected company.

WorkCafé sets a new standard for what the cafeteria can be—and more important, what it can accomplish: a better place for people to work that enhances collaboration and innovation, attracts and engages workers, strengthens the organization’s brand and culture—and optimizes the company’s real estate investment.

Creating an onsite third place encourages students to eat, study and socialize.

resident life

WHAT WE OBSERVED

The format of the resident life experience is changing.

The traditional dorm experience does not support the needs of today's and tomorrow's students.

Today, floor plans must support multiple living conditions and community building.

Study spaces, community spaces, activated in-between spaces and even classrooms are all functional areas that must be supported in today's resident life centers.

LEARNING SPACES RESIDENT LIFE

New Living Spaces

The traditional dorm room is changing. Dormitories no longer consist of rooms stuffed with four bunk beds and community bathrooms, with students split by gender at opposite ends of the campus.

Today's resident life buildings are designed to foster and support students as they learn and grow. It's no longer just about sleeping and studying, but about building community and enhancing the overall learning experience.

Many schools encourage first-year students to live on campus in an effort to become more connected to the community, its lifestyle, culture and expectations of the institution. These connections not only help students to develop, but are critical for schools focused on student retention, an increasingly important issue.

Residence buildings are increasingly designed for specific disciplines, such as the arts, science or business, to further enhance these communities of practice. In many cases, students not only live with individuals within their discipline but also attend class and study within the residence hall.

Because resident life buildings are expected to provide study and learning spaces as much as living spaces, the design of these spaces must be reconsidered. **Opportunities to mingle and co-create must be supported within these new spaces. Students should be able to find areas for focused study and to meet with groups.**

A combination of "alone" and "together" and "public" to "private" spaces provides students with a range of settings that support their growing and changing needs. These spaces must support the wellbeing of students while keeping them connected to the information and tools they need to study, as well as connected to others.

Keep students on campus by providing secure spaces that are inviting, hospitable and supportive of the busy student lifestyle. **By providing a range of places and postures that support different study styles and student preferences, the resident life space becomes more than just a place where students sleep but becomes a place where students live and learn.**

40%

of full-time public college students live on campus

64%

of full-time private college students live on campus

Tellefsen, R. *30 Things You Need to Know About Dorm Life*. Retrieved April 2013, from CollegeBound.net: <http://www.collegebound.net/content/article/30-things-you-need-to-know-about-dorm-life/19715/>, citing work by The College Board.



Resident life spaces increasingly demand a range of spaces for students to connect, collaborate, focus and even learn in formal classrooms. Hosu supports a relaxed posture with maximum comfort.

Tips for Resident Life Spaces

Resident life spaces are expected to deliver much more than a place to sleep – they are places where students both live and learn. To make these spaces effective, consider the learning styles and social needs of students today.

PRIVATE/ALONE

- 1 Supports individuals' wellness and security with spaces that are completely private.
- 2 Offer spaces where entry is by invitation only, even to a suitemate.
- 3 Offer students the privacy they often need to study and relax.

PUBLIC/ALONE

- 1 Offer spaces throughout the building that allow students to study alone together.
- 2 Provide a variety of furnishings to support student choice and control of places and postures while still supporting the need to be connected with others.
- 3 Make power readily available wherever students study, socialize or lounge.

PRIVATE/TOGETHER

- 1 Allow residents to gather or invite friends in common areas throughout the building.
- 2 Provide private work rooms where teams can go to work together.
- 3 Offer secure spaces for groups of students in the comfort of their own living spaces.

PUBLIC/TOGETHER

- 1 Give students gathering places when in large groups.
- 2 Offer spaces for socializing and group work with access to technology when needed.

Customer Story

Michigan State University

East Lansing, MI

College life can be an intimidating experience for incoming freshmen, and the scale of a large university can add even more stress. **Michigan State University uses its residence halls to help students connect with others, create a sense of campus community and ease students' transition to college.** They're in the midst of a 10-year effort to transform their residence halls into a world-class model of student residential experience. "When students live on campus and engage socially and intellectually within the college community, they're more likely to stay in school, more likely to graduate in four years and have higher GPAs," says Amy Franklin-Craft, associate director of residence life.

A major public university, MSU has nearly 48,000 students, 200 academic programs, more than 600 buildings – including 27 residence halls – and 5,000 acres of campus with 2,000 more planned for development. They began residence hall renovations in 2009.

"Our campus has five neighborhoods, each with four to six halls, with student support services for living and learning in each neighborhood," says Christine Lockwood, interior design project manager, Design and Construction Management.

The neighborhood is more than a cluster of halls; it's a way to nurture the community and foster student academic success, health and development. Each neighborhood's engagement center is the welcome point and provides assistance with anything from course assignments and career planning to flu shots. "We're bringing resources closer to students, meeting the individual needs of students and helping them more easily connect with faculty, support staff and other students. It's more than geography, though. University personnel across student affairs and academic units work collaboratively to create intentional learning environments. It's all part of our goal to help students feel part of a smaller, more intimate community," says Franklin-Craft.

For example, the Brody neighborhood of six residence halls includes an engagement center with a reception area, private offices for counseling and tutoring, small study spaces, dining commons and a separate café. The center serves "as a kind of one-stop shop in the neighborhood for services, opportunities and spaces designed to support the needs of students."



East Neighborhood Engagement Center, Hubbard Hall Photos by MSU Neighborhoods



Student group in private study room with Think task chairs for long-term comfort and support.



"We've used Bix booths since they came out seven years ago," says Lockwood. "You can put it in small spaces, in a corner, in a lounge or a coffee shop." Here, Bix forms a comfortable retreat as part of a larger lounge area.



The Math Learning Center supports students at all levels and helps take away the stigma of students feeling less prepared than their peers in math courses.

“We’re making the residence hall more than a living place, but making sure it still feels like a home.”

**Christine Lockwood,
Interior Design Project Manager,
Design And Construction Management**

As part of their strategic plan, MSU rethought the use of residence hall real estate. Traditionally, dorms were for sleeping, studying and dining, but now MSU residence halls are being reconfigured to include a variety of different types of space. “By providing a range of different spaces and services, we’re making the residence hall more than a living place, but making sure it still feels like a home,” says Lockwood.

Just as homes have a broader palette for interiors now, residence halls are replacing traditional dormitory colors. “No one has ever said, ‘I wish these walls were beige.’ We’re using brighter colors, carpet with cool patterns and colors, and interesting artwork that invites students to leave their computers and to engage with others,” says Tanya Zhuravlev, interior designer at MSU. The university has also commissioned artists to create wall graphics and artwork.

“We have a whole new generation that’s seeing this bold, bright color palette on TV, the Internet, music videos. It brings a youthfulness to the residence hall that students can relate to, and it helps bring them out of their rooms and into public spaces,” says Zhuravlev.

Some residence halls at MSU still offer a more traditional surface materials palette “for students who prefer a residence hall with a more traditional character,” Zhuravlev says. Offering a range of residence hall choices is part of the university’s overall strategy, as exemplified by MSU’s integrated dining system. Students can choose from residential and retail dining venues in varied formats, more flexible dining plans and longer hours of operation.

MSU has enlarged the concept of a residence hall to include multiple options for studying, working with peers, finding assistance, socializing and dining. These aren’t simply dormitories; they are places to learn, engage and grow. Exactly what college is all about.

Residence halls now include these types of spaces:

- open study spaces where students can study with others outside their living quarters
- small rooms for group study, project teams, club meetings, etc.
- classrooms within the residence hall
- community kitchens for student use
- lounge spaces throughout, replacing the traditional single large lounge room; these smaller spaces offer multiple uses instead of being a big living room with a single purpose





office spaces

- 106 Faculty Office
- 118 Office + Admin

For years, space has equaled status in educational institutions. But the world has changed, educators face new challenges and faculty and staff are working in new ways. The academic workplace needs a new approach, too.



No organization can succeed if its workforce isn't engaged. And yet the signals are stronger than ever that too many high-potential employees are chronically disengaged at work—unmotivated, unproductive and overly stressed, with little capacity to think creatively.

The traditional approach to faculty and administrative spaces hardly inspires new approaches to teaching and learning. How can space inspire these workers to think differently?

Employee engagement

Leaders everywhere are recognizing that employee engagement is a serious, bottom-line issue, and that's because there's a clear correlation between engagement and performance. Yet, many organizations struggle to articulate the factors that impact employee engagement and few know how to improve it.

A study by Gallup showed that worldwide, 87 percent of employed people are “not engaged” or “actively disengaged” at work, which means that they're emotionally disconnected from their workplaces and thus less likely to be productive.

Conversely, Gallup found that organizations with a high degree of employee engagement are deeply focused on creating value for their organization. Their contribution allows these organizations to experience greater productivity, great profitability, lower turnover and less absenteeism. Leaders know there is much involved in solving the problem of employee engagement, but they understand instinctively that bringing their people together in a place that unites them can be the first step.

They also know it needs to be in a place that does something different than what it's done in the past. A 2014 survey commissioned by Steelcase in 14 countries confirms that people who are the most satisfied with their work environment are also the most engaged. These employees are looking for workplaces designed to nurture their physical, cognitive and emotional wellbeing.

Physical wellbeing

In offices of the past, the focus was primarily on employees' ergonomic needs but today we also understand the importance of movement throughout the day. And while our new technologies allow mobility, they also require a different type of support when we are seated.

Engaging the body in movement is essential for supporting physical and mental vigor at work. Changing posture stimulates the mind. Steelcase research shows that 96 percent of highly engaged workers are able to move freely and change postures throughout their day.

Cognitive wellbeing

Work today requires people to spend their day processing information, solving problems, creating new ideas and innovating. It's both physically and mentally demanding. Our prefrontal cortexes, the region of the brain that does most of this work, is on overload.

People are dealing with more information than ever before, and it's not only more—it's coming at them faster, too. A worker's thinking is interrupted, on average, every three minutes. Even brief interruptions of just a few seconds causes us to make twice as many mistakes. And after our focused work is interrupted, it can take up to 23 minutes to get back into flow—the state of being deeply absorbed in our work and focused.

It's critical for the workplace to help people manage the cognitive overload of their daily lives and allow them to focus or find respite throughout the day. The workplace needs to be designed to help them control their environment in order to reduce stress and help them think better.

Emotional wellbeing

Neuroscientists have learned that the quantity and quality of social interactions have significant impact on our wellbeing. When people don't have enough quality interactions with others, they become more disengaged, which makes it harder to collaborate, innovate, solve problems and be open to change.

As we work more in distributed teams, whether across a campus or the ocean, people struggle to build connections with coworkers when the places where they work don't support and augment their interactions. Teams need places that allow them to see others comfortably, hear each other clearly and share information easily so they can build social capital and the "shared mind" that is necessary to bring innovation to successful conclusion.

Relationships anchor people's commitment to an organization, its brand and its purpose. Over 98 percent of the most highly engaged employees say their workplace helps them feel a sense of belonging to their organization and its culture, and they also feel they can easily and freely express and share their ideas. Creating places that allow everyone equal opportunity to communicate and contribute is essential to building trust.

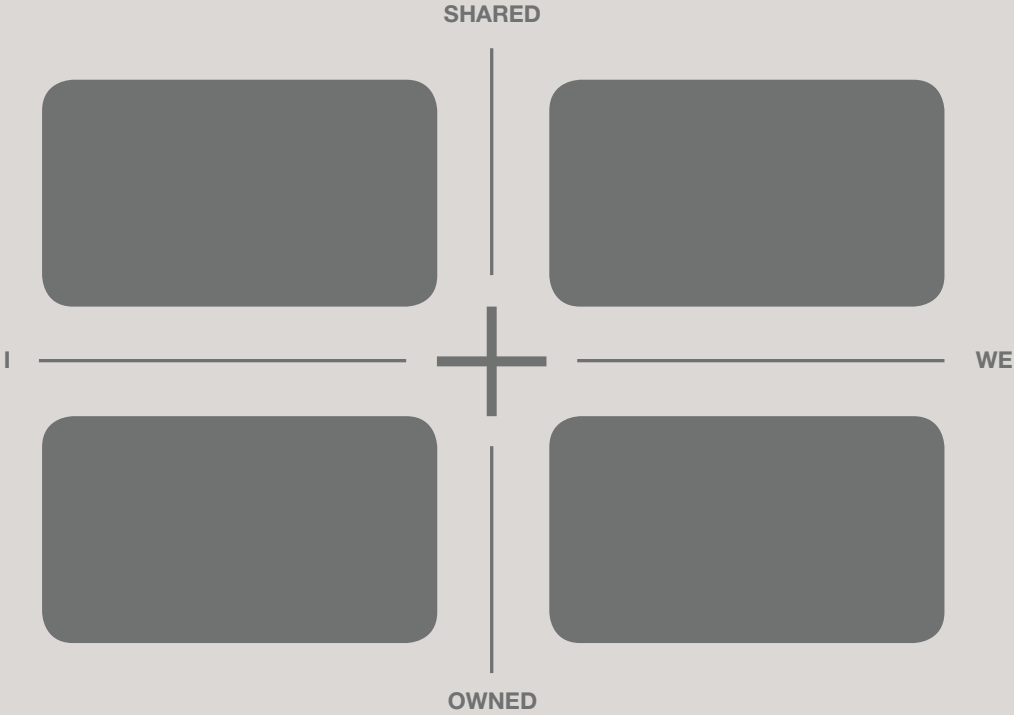
Designing an engaged campus

Today's faculty and administrative spaces can activate engagement by enhancing workers' physical, cognitive and emotional wellbeing. These places need to be designed as destinations that offer users choice and control over where and how they work, incorporating a range of places that support a range of postures, presence and privacy and offer a balance of places for "I" work and "we" work, with some that are "owned" and some that are "shared."

A great workplace attracts people and helps them work together effectively. Education today involves both physical and virtual work with groups separated by long distances but still required to work together. A workplace designed for wellbeing supports work across time zones and across the table.

The work of education involves common needs and challenges, but there is no single set of solutions. Each school has its own culture, its own requirements, and needs their own blend of spaces.

These spaces must become an interconnected and interdependent ecosystem to support the physical, cognitive and emotional wellbeing of people. That's how place can be used as a tool to improve engagement and organizational performance.



Similar to learning spaces, Steelcase research shows office spaces must accommodate a range of behaviors, work styles and tasks.

faculty office

WHAT WE OBSERVED

Faculty offices are set up for private, individual work but often need to function as reception areas, collaboration spaces, storage closets, research centers, etc.

Shared offices are not uncommon, especially for non-tenured faculty. But having to juggle schedules, multiple users and varying workspace needs often results in the offices going unused – or ending up being so crowded that actual work cannot be accomplished.

Faculty members enjoy interacting with peers and sharing ideas and their own lessons learned as a means to develop communities of practice.

Offices are not well-equipped for collaboration – there are few markerboards, projection devices or easily shared screens.

Social spaces lack amenities (copiers, coffee, supplies, etc.) and often go unused by faculty members.

OFFICE SPACES FACULTY OFFICE

Multi-purpose Academic Spaces

The typical faculty office was designed in a bygone era as a private inner sanctum and repository for printed material. Amid bookshelves and papers stacked high, instructors hunched over student assignments and research papers. When computers arrived, instructors merely stacked stuff higher to make a little room on an already overcrowded desk.

A variety of teaching strategies and new technologies are demanding a new approach to the faculty workspace. Instructors meet frequently with peers and students – who are often carrying various digital devices – making it necessary to consider tools such as multiple screens. Running out of room in the office, instructors try to hold private conversations standing up or in the hallway outside their office while everyone nearby can listen. It's no way for collaboration or student mentoring to take place. These offices are often situated along the window wall areas of a double-loaded corridor, which means that a wave of hundreds of students moves through the space at every class change.

Inside their offices, instructors have their own ways of organizing information: there are filers, pilers and arrayers. Filers organize information in orderly folders in file drawers. Pilers are just what they sound like: they can practically hide behind towering stacks of materials. Arrayers spread out information across different worksurfaces during the day so nothing is ever out of sight.

An instructor's continual process of teaching, researching and learning is now as much a team sport as an individual effort. Consider the design of a group of faculty offices, or neighborhood, around three core activities: concentration, contemplation and collaboration. These may or may not be separate areas of the office but actually fluid zones designed to support a range of activities.

Concentration. This area centers on a worksurface with nearby files and shelves geared for the way the instructor stores information. An ergonomic chair supports long hours of concentrated work. There may also be a guest chair for a longer discussion with a colleague or student, as well as a flat screen to display digital content.

Contemplation. A high-back adjustable chair with footstool and space divider creates a place for reading and quiet reflection. This area becomes a protected work zone just a few steps from the "front porch" and concentration areas, so the instructor's work-in-progress is protected from visitors. It's a refuge from an increasingly complex and fast-paced workday.

Collaboration. Chance meetings to share ideas with colleagues are the lifeblood of an academic. The faculty office entry, or front porch, hosts these collaborative discussions without intruding on an individual's private space. Provide a markerboard, stool or guest chair, small worksurface and flat screen so instructors can share content and engage quickly. This area is also ideal for office hours, when instructors meet with students seeking assistance.

Faculty members still consider a private office and its size a reflection of their status. Institutions can create more versatile, effective and comfortable faculty offices in a smaller footprint by planning spaces with these three essential zones in mind.



This private office works harder and smarter than ever before by creating specific zones for concentration, contemplation and collaboration. media:scape mobile enhances collaboration among faculty and with students.

Tips for Faculty Office Communities

Plan a faculty office space as a part of a neighborhood that supports three core activities: concentration, contemplation and collaboration. Faculty need to connect with students, co-create with colleagues on research and curriculum and to feel a part of their academic community.

I/OWNED

- 1 Rethink private offices for flexibility. Plan a zone for conversations near the door, collaboration further inside and contemplation farthest from the entrance.

I/SHARED

- 1 Benching worksurfaces or small-footprint workstations provide much needed space for part-time faculty, and their open design allows for more interaction with other faculty.
- 2 An office front porch creates a working buffer zone: a standing-height table hosts impromptu meetings while confidential materials reside inside the concentration and contemplation zones.

WE/OWNED

- 1 Freestanding furniture systems adapt to the wide variety of faculty office shapes and sizes, with components to provide worksurface, storage, meeting support, privacy, writing surfaces, worktool support and definition for different zones in the office.
- 2 Use this space to foster change and innovation. Project rooms are a great place to try new ideas and fail safely behind the scenes.
- 3 Secondary worksurfaces that are mobile act as a collaboration table, a place to array information, additional storage, etc.
- 4 Faculty members often choose their office furniture, and furniture systems can provide the function, versatility and aesthetics (wood and wood/steel blends) that meet both faculty desires and institutional standards.

WE/SHARED

- 1 Small huddle rooms located near open-plan workspaces for contingent faculty provide them with private places for phone calls, student conferences, etc.
- 2 A faculty resource area provides a place where faculty can prepare for class and meet with students and peers without traveling far from their private offices. Coffee, copy machines and conversation help draw people to the space.
- 3 An educator needs a writing surface; portable whiteboards are ideal and at times necessary tools for faculty office neighborhoods.
- 4 Provide an intended place for ad hoc meetings and collaboration away from students.

Office Hours

Consider innovative ways to create faculty offices that support the ways educators work today, whether individually or with others.

I/OWNED

Space for work that needs quiet focus, such as research, reading, grading papers, etc. Typically includes a personal desk, storage and a chair suitable for long hours of task work.

I/SHARED

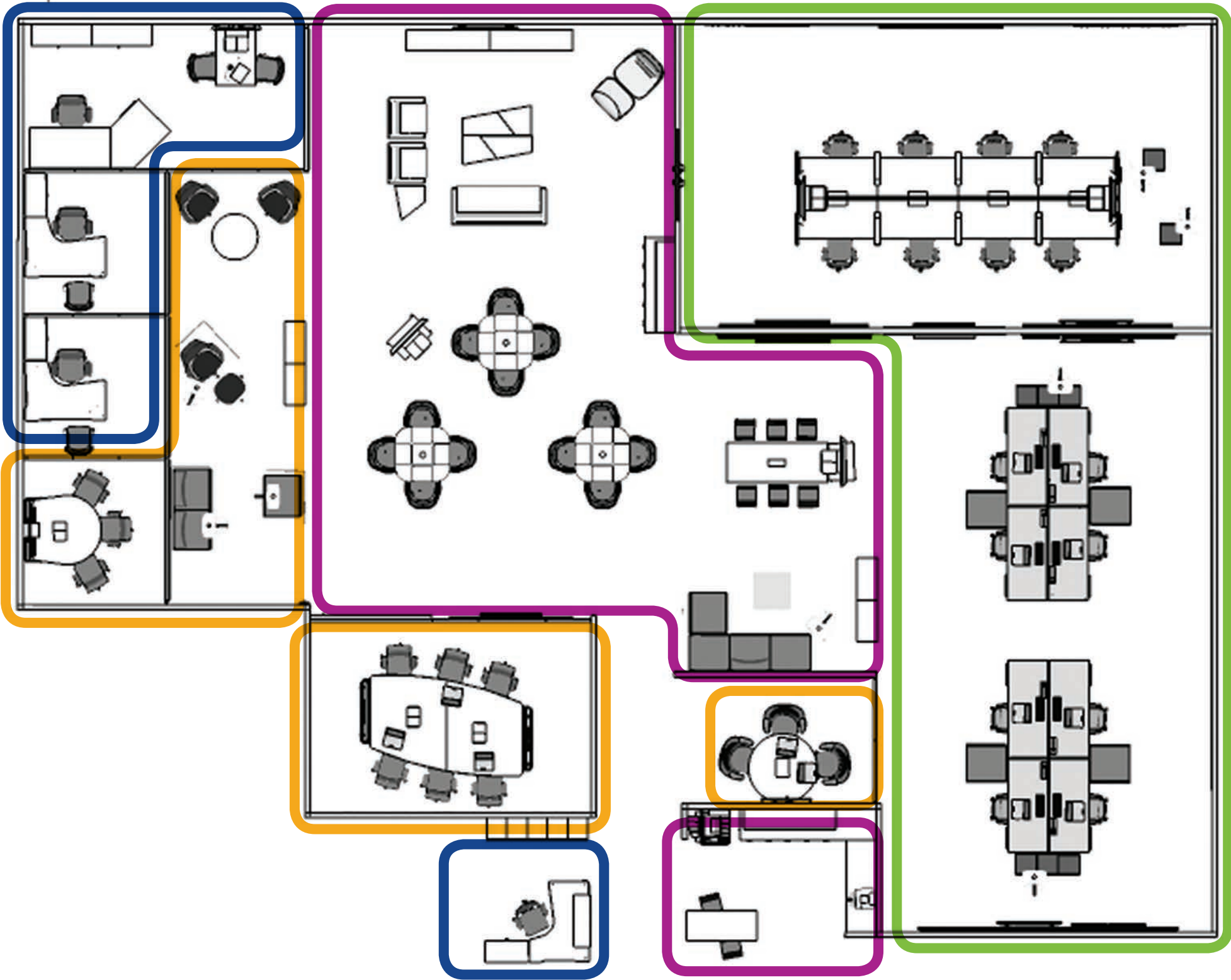
A walkup space that supports individual contemplation. It's a place for individuals without an assigned office to focus or for thoughtful work in a more relaxed setting.

WE/SHARED

A common area designed for collaboration with peers and students. Digital and analog collaborative tools should be provided within these spaces.

WE/OWNED

Often a front porch area at the entrance to a private office, these spaces welcome others while keeping files, papers and other materials confidential.



Faculty office

This space is a private office for tenured faculty that includes zones designed for concentration, contemplation and collaboration.

Storage leverages vertical real estate and provides space for personalization.

In the private office, media:scape mini allows faculty to share and display digital content with students or peers.

Consider using a high-performance movable wall, offering a refined aesthetic for any faculty space.

I/OWNED

FEATURED PRODUCTS

Qivi.....	131	media:scape mini.....	136
Kalidro Desk.....	134	Implicit pedestal	

*The applications shown do not reflect actual surface material options and are for illustration purposes only.

Focus and collaborate

This space is for those instructors who are in and out of the office, moving between teaching classes and catching up on individual work.

This combination of a Kalidro bench and an adjacent media:scape offers staff the ability to work individually or collaboratively within a few feet.

media:scape with HD videoconferencing creates inviting, multi-purpose spaces. This optimises real estate by allowing local teams to use the space effectively, even when the video is turned off.

These highly mobile instructors need quick and easy access to technology. Here, B-Free seating enables side-by-side collaboration.

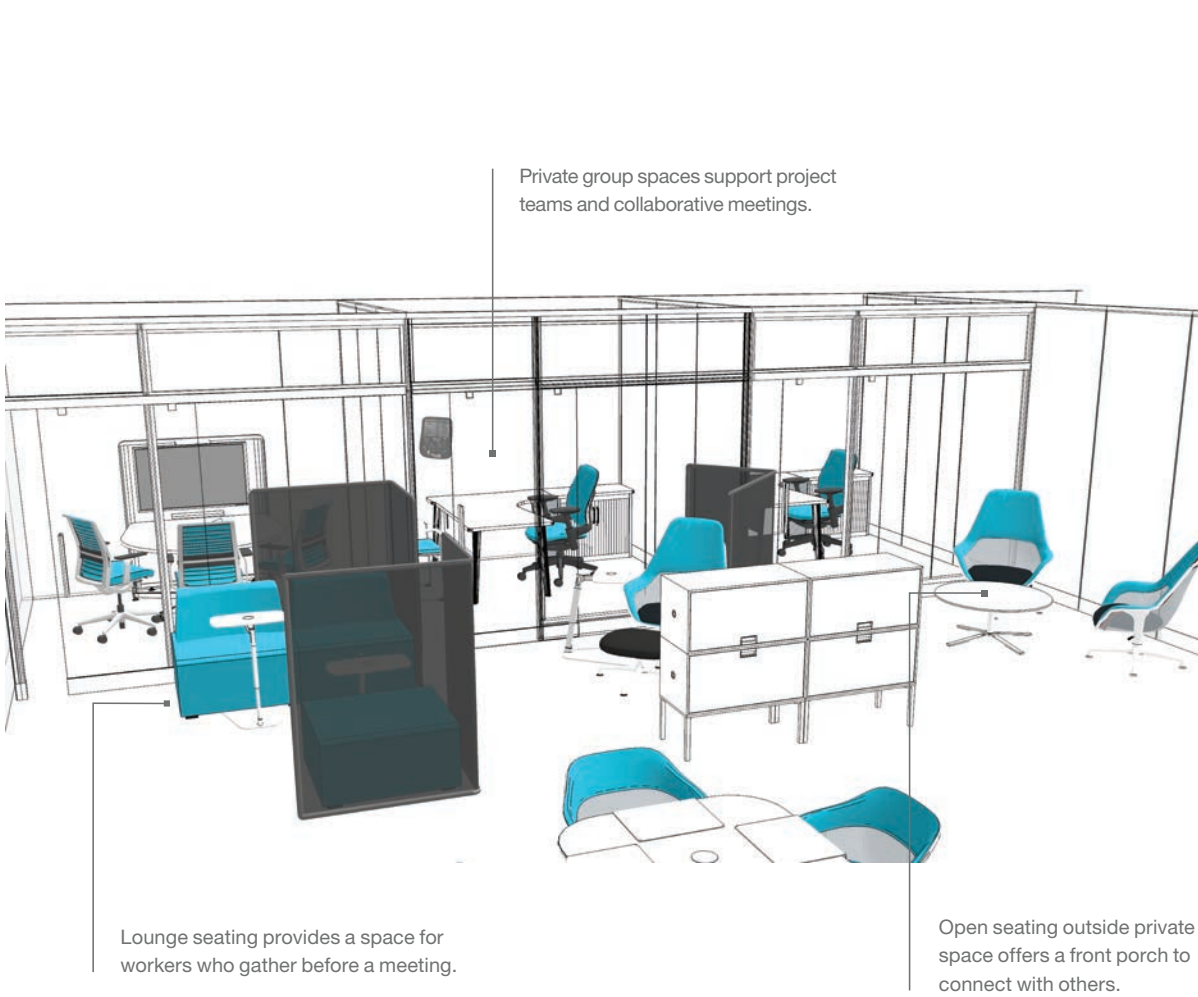
I/SHARED

FEATURED PRODUCTS

Gesture	130	B-Free stool	132	Kalidro desk.....	134
B-Free big cube.....	131	B-Free coffee table.....	133	media:scape mobile	136
B-Free small cube	131	Freestand.....	133	Flexbox storage.....	137

Private space

While collaboration drives innovation, a balance of privacy is still needed to enhance employee engagement.



FEATURED PRODUCTS

Think.....	131	Freestand.....	133
B-Free big cube.....	131	B-Free screen.....	137
B-Free small cube.....	131	Alight ottoman.....	
SW_1.....	132	Duo.....	

*The applications shown do not reflect actual surface material options and are for illustration purposes only.

Faculty connections

This space promotes cross-functional collaboration and connections.



FEATURED PRODUCTS

B-Free big cube.....	131	B-Free table.....	133
B-Free small cube.....	131	media:scape mobile.....	136
B-Free stool.....	132	B-Free screen.....	137
SW_1.....	132	Flexbox storage.....	137

Customer Story

Mount Royal College

Calgary, Alberta

At Mount Royal College in Calgary, Alberta, the college’s international education department had grown rapidly. Like programs at many colleges and universities, parts of the IE program had sprouted wherever they could find space – in different buildings, even on different campuses. Yet much of their work was cross-functional. “We wanted to create a better work environment that would bring everyone together,” says Lorna Smith, department director. “We needed to remove the silos between groups, and we didn’t believe we could do this by using a traditional office model.”

“Traditional workplaces primarily support the formal structure of an organization and its explicit processes – what people say they do,” says Robyn Baxter, Steelcase applied research consultant. “Our methodology allows designers to create workplaces that support the informal networks that allow real work to happen, what people really do.” Working closely with project architects from Kasian Kennedy Architecture and Design, the Steelcase team held a strategic intent workshop with IE leadership.

As the new department took shape, the spaces earned names, both to explain their purposes and to make them destinations.

Reference materials and display technologies are at the Trading Post, which sits beside the Knowledge Gallery, an interactive public area. The central gathering spot is the Information Promenade. Mentoring and coaching nooks are places to meet one-on-one.

Diverse spaces support different needs and workstyles: collaboration and concentration, visibility and privacy, planned and unplanned as well as permanent and temporary.

“The space is forcing us to work as an entire unit, and it has also helped us realize that we need to function differently,” says David Wood, manager of the department’s Languages Institute.

The IE space has become a Mount Royal showpiece. “People seem to be really proud of being able to work in this innovative and creative space,” says Judith Eifert, college vice president of academics. “From an institutional perspective, it’s a very efficient and cost-effective use of space.”

“Steelcase really helped us understand how space can be used strategically and how a well-designed work environment can help organizations meet their business goals.”

Surveys of instructors reveal a changed organization:

- 87% believe the new workplace enhances their effectiveness
- 98% are satisfied with their access to relevant colleagues
- 95% are pleased with space for formal and informal meetings



The Knowledge Gallery is an interactive public space and host to many impromptu collaborations.



A coaching nook outside a faculty office makes a convenient place for student mentoring.



Private but still a part of the group, an instructor’s office has areas for concentration, contemplation and collaboration.

This revealed the extent of the department's communication issues:

- full-time, part-time and project employees often barely knew one another
- communication had to be formally planned or it didn't happen
- knowledge sharing and mentoring were limited, and curriculum development was slow
- staff often didn't even know who was in the office on a given day

Based on the findings, a design strategy was developed for a new environment:

- central communal space for team building
- views into group spaces for people finding
- spaces to support diverse work processes and storage
- user control over boundaries
- worktools that make it easy to move from one task to the next
- passageways between spaces to allow sharing information and transferring knowledge



office + administration

WHAT WE OBSERVED

Real estate costs are a continuing concern for schools; leveraging every space is a priority.

The growth of collaborative work means workers can no longer afford to work in silos; schools are looking for ways to improve worker interaction.

Institutions are constantly competing for talent; finding, engaging and retaining top staff and faculty are ongoing challenges.

Schools are building their brands in a more competitive marketplace; real estate must support the effort by furthering the institution's culture and brand.

Environmental stewardship, including LEED certification, is of importance on campuses to students, faculty and staff.

OFFICE SPACES OFFICE + ADMINISTRATION

Administrative Offices are Harder Working Spaces

Costs are rising everywhere, and educators are dealing with increased demands from students, faculty and staff. Given an institution's investment in real estate, it's not just learning spaces that need rethinking. Every space on campus, including centralized administrative office spaces, needs to work harder and deliver more per square foot. That means using space to maximize productivity; attract and engage workers; communicate a school's tradition, brand and culture; and foster more collaboration.

The vast majority of workers say having an office that helps attract and retain knowledge workers is important, according to the Steelcase Workplace Satisfaction Survey, an ongoing global survey of attitudes on work issues that has engaged more than 39,000 respondents at 133 companies. It's the single biggest issue not being addressed – and it's been that way every year since the survey began in 2004.

In the past, most work was individually focused, but today the reverse is true: 82% of white-collar workers feel they need to partner with others throughout their day to get work done. Knowledge work has become a social activity where workers build on one another's ideas and create something new together.

Reducing office footprints has an upside: density increases interaction. People in workspaces along main circulation routes have nearly 60% more face-to-face communication with other team members than do those in spaces with low visibility.

Teams have to be able to work together and collaborate, so spaces that are reconfigurable and suitable for interaction and information sharing are essential. In a collaborative workplace, people are more aware of what colleagues are doing, they have easy access to one another and it's easier to engage others in conversation.

An essential part of collaboration is sharing information, and that gets tricky when technology is involved. Projection surfaces, the ability to show a computer screen to others, a means to transfer files simply—these are all concerns in building a truly collaborative workplace.

60%

more face-to-face communication with other team members when in high-visibility areas.¹

82%

of white-collar workers feel they need to partner with others throughout their day to get work done.²

¹ *Harvard Business Review*, March 2010, citing work by James Stryker, Saint Mary's College of California
² "Inside Innovation," *Business Week*, April 28, 2008



Tips for Administrative Offices

Hardworking administrative office space isn't just smaller – it's smarter. Here are ways to make it so.

I/OWNED

- 1 Make good use of vertical space in workstations for storage, worktools and technology.
- 2 Rethink private offices, which usually house the highest-paid workers. As with faculty offices, these offices should be planned to include three areas: a zone for conversation by the door, one for collaboration farther inside and one for concentrated work located farthest from the door.

WE/OWNED

- 1 Use space to foster change, where people can try new ideas and fail safely behind the scenes; project rooms are good places for risk taking and trying out new things.
- 2 Add closed enclaves for conversations that need more privacy.

I/SHARED

- 1 Lower panel heights provide more access to daylight, greater visibility for everyone on staff and more open communication.
- 2 Consider benching applications – they help span boundaries that keep communication and collaboration free and easy.

WE/SHARED

- 1 Space saved by decreasing individual workspaces should be returned in shared spaces: impromptu meeting areas, project rooms and/or huddle rooms.
- 2 Provide tools for information sharing, worksurfaces for group use and vertical surfaces to make work visible.
- 3 Make group spaces tech smart: the best-used group spaces in any workplace are equipped with power outlets; projection equipment; and tools for accessing, sharing and displaying information.
- 4 Encourage ad hoc conversations with casual places for thinking and brainstorming.
- 5 Never underestimate the power of food and beverage to attract people and get them talking. Create a destination café or coffee bar area; these areas support learning, socializing and collaborating.



media:scape creates a space that works harder and smarter than ever before by offering dynamic collaborative spaces.

Greater Expectations

Today's workplace has to maximize the use of real estate, attract and engage workers, communicate brand and culture, foster collaboration and innovation and support worker wellbeing. To help combine these ideas into reality, we offer a floorplan based on insights from designers, architects and Steelcase researchers on how to plan these harder working spaces.

I/OWNED

Support individuals that require an owned space with private offices and resident workstations.

I/SHARED

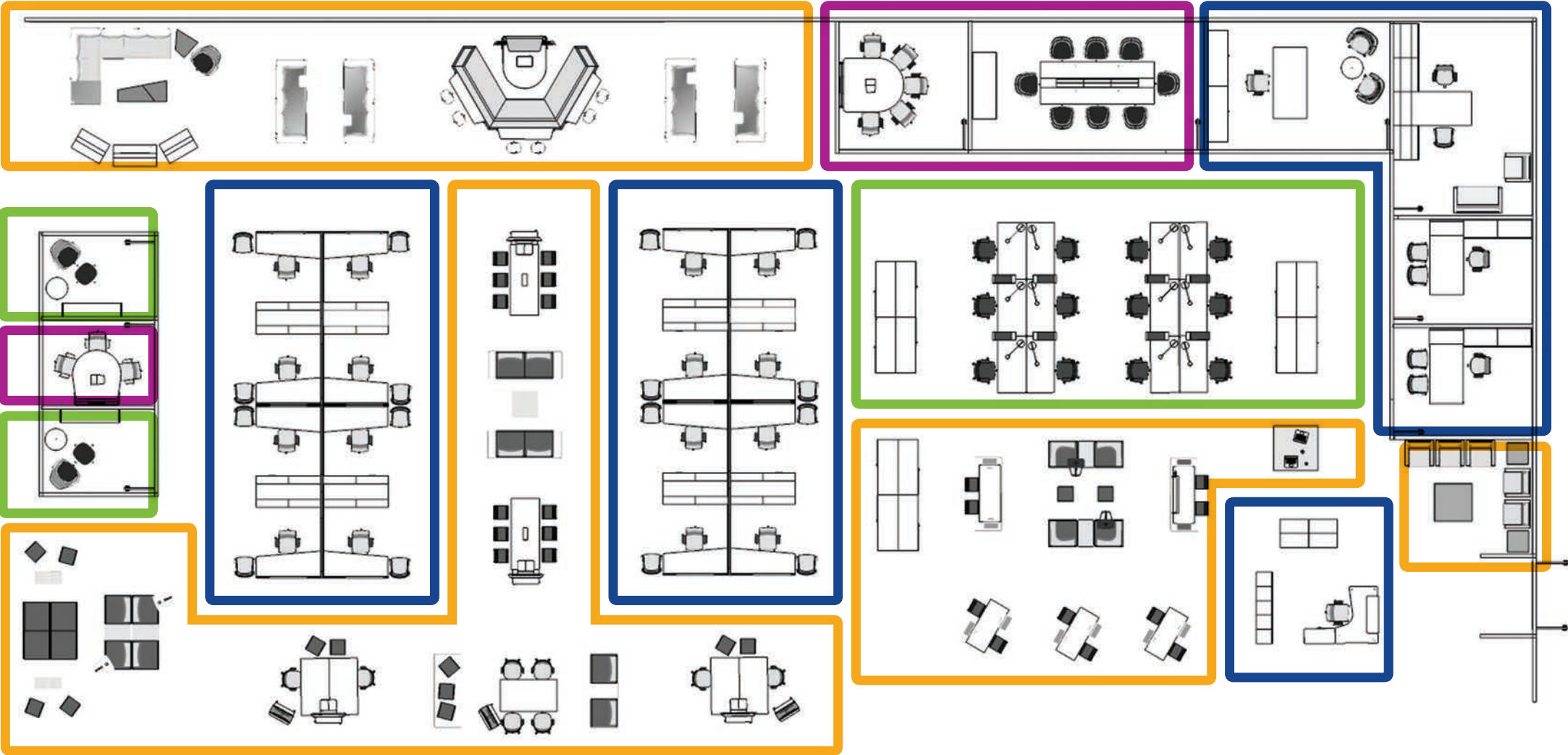
Encourage individuals to work somewhere other than at an assigned desk with touchdown spaces and enclaves.

WE/SHARED

Provide shared collaborative spaces to help people connect to the culture of the institution, to the tools they need to be effective, to their information sources and to each other.

WE/OWNED

Provide collaborative spaces for project teams that require a team space for an extended period of time.



Customer Story
University of California
San Diego, CA

The Housing | Dining | Hospitality department (HDH) at the University of California, San Diego, houses more than 11,000 students, staff and faculty, so it's quite adept at organizing the living and working arrangements of groups of people. But the workspace for the department's own staff was another story.

The HDH group's nearly 600 employees were spread out across the campus, often working in "temporary" trailers for years. "We had no real headquarters for our department. To do business with us, you had to go to as many as 11 different locations. We needed to bring together the backbone operations, break down the silos, help people communicate and collaborate, and make doing business with us more convenient for our customers," says Mark P. Cunningham, the department's executive director.

The solution was a new work environment with more open, collaborative workspaces. The number of private offices was cut in half, and a variety of spaces were created for groups ranging from two to 12 people.



"It's amazing the way you can construct a community with a building and furniture."

DeAnn Coombs,
Assistant Director of
Procurement and Contracts

The main furniture elements are c:scape, an innovative Steelcase system, and media:scape, an integrated furniture and technology solution that reshapes how people collaborate. c:scape uses a simple set of components (beam, desk, low- and mid-height storage, worktools and screens) to create user-centric spaces. Workers can control privacy without creating barriers, and the 48"-high screens let HDH staffers see and be seen by others. "It's a unique system that meets the needs of the department and the needs of the building, too," says Mark Nelson, an architect and project manager at UC San Diego.

"c:scape not only met our criteria but in many ways exceeded them. It's much more friendly furniture. We can route cabling so it's hidden, and the environment is very open and collaborative," says DeAnn Coombs, assistant director of procurement and contracts. The surface of the desk slides forward to reveal the connect zone, which offers easy access to power, data and cord management.

Open workplaces without high panels often lack adequate storage. "But c:scape has components that stay low and give people enough storage and room to personalize," says Nelson.

HDH uses media:scape to make sharing information easy for groups of two to eight people. In any of the department's seven media:scape spaces, HDH employees simply connect one of the media:scape pucks to their laptop and everyone can view what's on their computer via the integrated monitor at the table. To switch between laptops, they just touch the puck.

The large media:scape table is especially popular with large groups. "There's something about a circular table, the easy connection. It's packed all the time," says Cunningham.

The combination of a more open workplace, c:scape and media:scape have proven effective more quickly than even Cunningham expected. "We thought it would take six months to a year for people to embrace this new office," he says. "It's been just three months, and information flows faster now, and that's a huge benefit. You see people working with media:scape, and people walk by and they ask questions. We had no idea it could work this well, but it seems so apparent now. It's amazing the way you can construct a community with a building and furniture."

Says building manager Athena Simpson, "This furniture has without a doubt increased productivity, improved staff relations and boosted morale."

Coombs says the collaborative atmosphere rubs off on visitors, vendors and colleagues from other departments. "People all the time say, 'Oh, this is such a great environment.' It makes them curious about what we're doing. People in other divisions used to come in and go out of purchasing quickly. Now they ask what we're doing and they're more appreciative of what we do."



Steelcase Furniture contributes to the effort: HDH's new workplace exemplifies the environmental stewardship strategies of the university:

- media:scape furniture components are Silver Cradle-to-Cradle^{CM} certified by MBDC, with standard options and finishes
- wiring and cabling are PVC- and halogen-free as well as RoHS compliant
- c:scape is Level 2 Certified to the BIFMA e3 sustainability standard
- media:scape technology components are RoHS/ WEEE-compliant and carry the Energy Star[®] rating

product solutions

For more information about any of these products go to **SteelcaseEducation.com** and search by product name.

SEATING: CLASSROOM, CAFÉ



Amia by Steelcase



cobi by Steelcase



Eastside by Steelcase



QiVi by Steelcase



Reply by Steelcase



Reply Air by Steelcase



Gesture by Steelcase



Leap by Steelcase



Let's B by Steelcase



Think by Steelcase



Westside by Steelcase



Node by Steelcase Education



Node 5 Star
by Steelcase Education



Please by Steelcase



B-Free Big Cube by Steelcase



B-Free Small Cube
by Steelcase



B-Free Sit Stand
by Steelcase

SEATING: LIBRARY, LOUNGE, STUDENT COMMONS

SEATING: LIBRARY, LOUNGE, STUDENT COMMONS (continued)



B-Free Stool by Steelcase



Eastside Beam by Steelcase



Hosu by Coalesse



i2i by Steelcase



Lagunitas by Coalesse



media:scape Lounge by Steelcase



SW_1 by Coalesse



Visalia by Coalesse

TABLES + CARTS: CLASSROOM, CAFÉ



B-Free Coffee Table by Steelcase



B-Free Desk by Steelcase



B-Free Table by Steelcase



CG_1 by Coalesse



FlipTop Twin by Steelcase



FrameOne Bench by Steelcase



Freestand by Coalesse



Fusion Bench by Steelcase



Fusion Conferencing by Steelcase

TABLES + CARTS: CLASSROOM, CAFÉ (continued)



Kalidro Conferencing
by Steelcase



Kalidro Desk
by Steelcase



Movida Conferencing
by Steelcase



Ology by Steelcase



ScapeSeries by Steelcase



SW_1 Collaborative Table
by Coalesse



SW_1 Occasional Table
by Coalesse



Talktime by Steelcase



TouchDown by Steelcase

TABLES + CARTS: CLASSROOM, CAFÉ (continued)



Verb Table
by Steelcase Education



ScapeSeries by Steelcase

TABLES + CARTS: LECTERNS



Mobile Elements
by Steelcase



Verb Instructor Station
by Steelcase Education

TECHNOLOGY + VISUAL DISPLAY



H. System
by Steelcase



media:scape by Steelcase



media:scape kiosk
by Steelcase

TECHNOLOGY + VISUAL DISPLAY (continued)



media:scape mini
by Steelcase



media:scape mobile
by Steelcase



media:scape Team Studio
by Steelcase



Power Pod by Coalesse



RoomWizard by Steelcase



Verb Easel
by Steelcase Education



Verb Wall Track
by Steelcase Education



Verb Whiteboard
by Steelcase Education

ARCHITECTURAL + PRIVACY SOLUTIONS



B-Free Screen by Steelcase



Divisio by Steelcase



Moby by Steelcase



Share It by Steelcase



Share it Flexbox
by Steelcase



Share it Universal Storage
by Steelcase

Glossary

ACTIVE LEARNING

Engaging in multiple experiences to achieve knowledge in a subject matter

CONSTRUCTIVISM

A theory of learning and an approach to education that emphasize the ways that people create meaning of the world through a series of individual constructs

FORMAL LEARNING SPACE

A learning environment that supports a curriculum-based, educator-led and assessed learning experience

INFORMAL LEARNING SPACE

A learning environment that supports a non-curriculum-based, student-directed and non-assessed learning experience

LEARNING ENVIRONMENT

The social, physical, psychological and pedagogical contexts in which learning occurs and which affect student achievement and attitudes (from *Learning Environments Research: An International Journal* published by Springer)

LEARNING PREFERENCES

An individual's dominant mode of gaining knowledge (e.g., visual, auditory, kinesthetic)

PASSIVE LEARNING

The acquisition of knowledge without active effort

PEDAGOGY

The development of teaching strategies that support particular learning strategies

