

# REDEFINED LEARNING ENVIRONMENTS

## RESEARCH SUMMARY

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### IMPLEMENTING BUILDING-WIDE CLEANING PROTOCOLS

*With budgets likely to be squeezed amid the new recession, school systems might not be in a position to hire additional custodians or pay overtime for their current custodial staff. This means K-12 leaders will have to be creative in establishing and enforcing new cleaning routines. (Spaces4Learning)*

- “When implementing new routines, procedures, and safety measures, remember that your greatest assets are your people,” said Deanna Marie Lock, School Specialty, Inc. (Spaces4Learning)

### REDUCING DENSITY IN THE LEARNING ENVIRONMENT

*Rethink how you'll organize activities that involve large groups of students, such as lunch, recess, physical education, athletics, or assemblies. Think about forming smaller class sizes or groupings where possible, and encourage students to spread out as much as the space in your building allows. You might have to repurpose some areas of the school for learning that are currently being used for other activities. Hold classes outdoors if you can. (Spaces4Learning)*

- After years of moving towards engaging and collaborative learning environments, we must manage some of the effects of using these socially distant triangle teaching space plans. (Moseley Architects)
- Just as some offices are thinking about bringing some people into the office and keeping some people working from home, schools are considering implementing rolling course attendance and alternating weeks of in-person instruction with remote learning. (Gensler)
- Small groups of students are often kept together for the whole day—social mixing is discouraged—and are sequestered in a single classroom to avoid congregating in hallways. (Edutopia)

## EMOTIONAL WELLNESS OF OCCUPANTS

*After most natural disasters, the first step in recovery includes creating a sense of normalcy. While the COVID-19 crisis is different in many ways than anything we have experienced before, getting students physically back into school buildings is an important initial step forward. (Wight & Co)*

- Social and emotional learning are important for students' well-being and development in the best of times. During a stressful event like a pandemic, they're absolutely critical. Leaders should develop a plan for helping students cope emotionally as well as physically, such as building strategies for managing stress and anxiety into everyday lessons. (Spaces4Learning)
- This is the reality of life under the pandemic—and one even the children seem prepared for. Ask any one of them and they are likely to promptly recite you the rules about hand washing, keeping their distance, not sharing food and not getting too close to each other in the playground. (CNN)
- Student life has been hit hard by physical distancing, but if this experience has taught us anything, it's that dependence on community and face-to-face interaction is a basic human need. (Gensler)

## CHANGES TO PEDAGOGY

*We view this crisis as a catalyst for change. Schools won't return to the status quo. Everything—from building design and curriculum to operations and maintenance – may need to adapt to a new normal. (Gensler)*

- Although many of these concerns seem logistically difficult, and perhaps even scary, we are an adaptive species. Possibilities abound, and the opportunities are there to be seized. (Wight & Co)

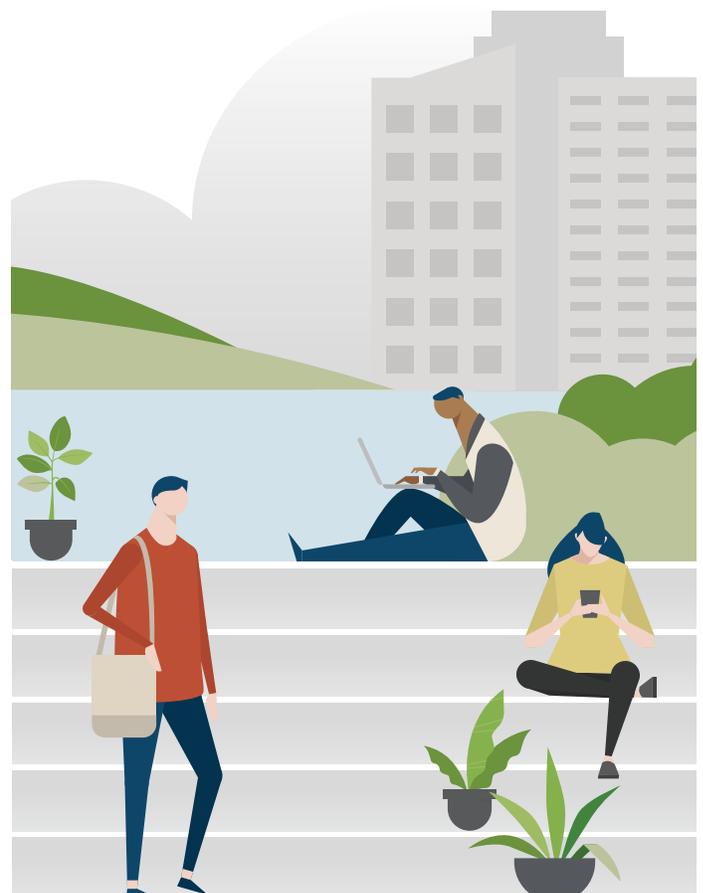
## THERE ARE MULTIPLE CHANGES THAT SCHOOL DISTRICTS WILL BE WRESTLING WITH THIS SUMMER. SIMULTANEOUSLY, SCHOOLS MUST BE BOLD IN IMAGINING THE NEXT PHASE OF EDUCATION IN AN AGE OF UNCERTAINTY. (WIGHT & CO)

- The world has more to teach than the classroom and it always will, but the classroom must be the place to teach students how to extract and absorb the lessons of the world. While the role of delivering knowledge may no longer primarily belong to schools, the opportunity to facilitate each student's interaction with his or her forever-evolving environment is paramount. (Ed Market)

## LEVERAGING TECHNOLOGY

*Leveraging what we have learned from our rapid reliance on technology and reflecting on what we have missed socially and creatively provides a great opportunity to rethink the education process and how it might look moving forward. (Wight & Co)*

- In the new normal, spaces designated for gathering and socializing will still serve as critical outlets and assets for enriching campus life. What will change is finding ways to incorporate virtual communities and cultures into physical environments. (Gensler)
- We will come back from COVID-19 with a much more widely shared understanding that digital tools are complements, not substitutes, for the intimacy and immediacy of face-to-face learning. (Inside Higher Ed)
- "The use of technology can be complicated for students who do not have internet access at home; some schools are looking at extending the school day to allow for after-hours access to tutoring, library resources and technology." (Toni Gocke Wyre, Polk Stanley Wilcox)



# SOURCES

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## [How Schools Should Pivot for a Post-Coronavirus World](#)

Ed Market

## [Planning for a Post-Covid Return to Campus](#)

Gensler

## [Education, Learning and Facilities in a Post-Covid-19 World](#)

Wight & Co

## [Denmark's Return to School Gives Glimpse of What Classrooms Will Look Like Post Lockdown](#)

CNN

## [Schools Are Opening Worldwide, Providing a Model for the U.S.](#)

Edutopia

## [Classroom Distancing Strategy](#)

Moseley Architects

## [Best Practices for Reopening Schools](#)

Spaces4Learning

## [Considerations for Schools](#)

Centers for Disease Control (CDC)

## [Considerations for Colleges + Universities](#)

Centers for Disease Control (CDC)

## [Teaching and Learning After COVID](#)

Inside Higher Ed

