

FUTURE LAB - ON-SITE TOURS & WORKSHOPS FOR FUTURE LEARNING ENVIRONMENTS

HOW TO READ THE MATRIX? The first day will be a day of introductions to the workshop as well as the city. The program the following days can consist of up to 4 workshop days including on-site visits. The overall length of the program is dependent upon how much time your group (from 5 to 12 PAX) has at its disposal. We can customize the workshop programme from a min. of 2 days (1 workshop) and up to 5 days (4 workshop sessions).

WORKSHOPS & FRAME SETTINGS ARE HOSTED BY SIGNAL - ON SITE VISITS ARE HOSTED BY SCALEDENMARK

The workshops will focus on different themes, each connecting, working & learning processes and strategies with the design of learning spaces – how space can become the third teacher and support future learning the best way? The workshops will work with various current important topics for future learning environments.

PRIZES ON REQUEST Our Future Lab program is adjusted to each clients needs, in terms of new knowledge, insight and on-site visits. After a first meeting we will present a more detailed prize offer to the client, from which the client can compose their own programme. From this out final proposal can be made.

FIRST
BLOCK
9-12

SECOND
BLOCK
13-16

DAY 1

FRAME SETTING



Danish learning environments today

Day 1 will start off with a short presentation of SIGNAL and ScaleDenmark. After this there will be a detailed description of each of the following Future Lab days. Day 1, will also focus on the following topics:

The challenge of learning environments today in DK.

The new reform for ground schools in DK & how to implement this in the existing schools.

The visions of the New Nordic Schools – a nordic collaboration on the specific Nordic values and how they can be shown in the building psychics.

LUNCH 12-13

ON-SITE VISIT

ex.



DAY 2

ON-SITE VISIT

ex. Ørestad Gymnasium
// 3XN



WORKSHOP

Focus on the big challenges in combining space & pedagogy?

The connection between theory & praxis – how does spaces look, that support the praxis lab for mathematics?

How to include all students in the learning process – no matter how divided they are in learning level in the same class – how does inclusive learning spaces look?

How do spaces look that promotes teachers & other professionals collaborate during the day in different kinds of clusters?

How to combine indoor & outdoor learning?

How to promote the motion encouraging school?

How to use all the "gold in the neighborhood" in learning on a daily basis?

How to collaborate across schools & across professionals in different schools during the day?

How to ensure the best quality for the children in teaching and learning from 0-18 years?

DAY 3

ON-SITE VISIT

ex. Hellerup School
// Arkitema



WORKSHOP

Focus on The Mental Rebuild ©

How much can we change the quality in learning & teaching – without rebuilding, but only by challenging the mindset and habits for how we use space?

What kind of tools and analysis do we need locally to visualize the unused m2 there typically is in every school without them knowing?

How do we change the mindset among professionals regarding how we use space in existing schools, in order to meet the future demands for modern learning?

How The mental Rebuild © is a very sustainable way of thinking?

DAY 4

ON-SITE VISIT

ex. Munkegaards School
// Arne Jacobsen



WORKSHOP

Focus on "Gold in the neighborhood"

How to map all the invisible gold in the neighborhood?

How to use all the gold in the neighborhood in modern learning?

How the use of gold in the neighborhood can promote special profile schools / new collaborations with other learning environments?

DAY 5

ON-SITE VISIT

ex. Sydhavnsskolen
// JJW



WORKSHOP

Focus on change management process in the local school

How to change the local mindset between the professionals who are around the children – so they work together, during the day in new settings for learning – the full day school?

How to use space as a tool to create new and better performance on the local school?

The fudge process – going from small village schools to bigger schools with more professional opportunities for the children?

LUNCH 12-13