create a space where students can: play, plan, design, meet, collaborate, work, create...

1. Entry space with couch/table and wall mounted e-signage

2. Group meeting/discussion/presentation area with wall painted in dry erase paint

3. Collaborative workspace w/LCD display

4. Individual and group workspaces. Wheeled / foldable tables and wheeled chairs

5. Hard workbench and storage for small “e” projects

6. Multimedia workstations (2) for advanced audio/video/graphics

7. Project storage

this space is:
designed as a flexible meeting / work / collaboration space. tables fold up and store, chairs roll away. Can have multiple, ongoing workspaces or one large presentation (25 seat+) space.

this space is NOT:
a traditional classroom, a computer lab, a conference room, a makerspace...
**Vision for the ProjectSpace.**

The transformation from a traditional curricular approach to a curriculum which integrates more experiential and authentic learning will be challenging, but a set of interrelated Common Core Standards-based goals and guidelines can increase the probability of beneficial outcomes. The ProjectSpace will proffer a flexible, collaborative learning environment that supports just-in-time information delivery and resources based upon student-driven project demands.

The space will accommodate collaborative learning, not solitary learning where people are seated at individual workstations or desks. The initial structure of each unit of study will be loosely defined, and outcomes will not be as predictable as outcomes that are simply responses to textbooks, assigned reading, and quizzes. Exploration, student-selected research, troubleshooting, reflection, creative thinking, and hands-on making will provide the foundation for learning inside (and outside) the space. Syllabi, textbooks, and assigned reading will no longer be the primary sources of information that develop and shape students' thinking processes.

The launch of a project for students and anyone else involved in the unit of study (mentors, professionals, parents) is highly important. The introductory phase serves as a clear, relevant starting point for all collaborators to feel that they have a firm understanding of shared goals and strategies. It is critical that all collaborators feel that they have a voice and role in determining how the project develops and unfolds. Students will frequently play the role of educator, leader, analyst, and organizer. Teachers should not feel that they have to run the show all by themselves. The delegation of responsibilities, team organizational tasks, problem-solving, and time management should be handed over to students. All people involved in the project are learners that should be able to maintain a flexible, open-minded, and positive attitude, even when frustration grows in the midst of multiple failures.

**Possible Student Projects:**

- 3D fractal photos generated from quadratic formulas using Mandelbulber open source app
- Multimedia marketing campaign for a book they’ve read - i.e video ad, blog book review
- Digital online publication of creative writing & art magazine showcasing student work - i.e. Juxtaposition
- A prototype of a dam or bridge to solve a local site-specific flood or transportation problem
- 3D modeling, meet with civil and geotechnical engineers, environmental research/testing
- Write, storyboard, and shoot a video that addresses a current social issue which relates to a specific historic period
- Marketing package for a business plan they would like to pitch to a panel of local business leaders and entrepreneurs
  - Video ads, audio ads, research of local demographics, manufacturing, retail, sales, prototype designs
- A social networking website that connects students with businesses and organizations to conduct community service work
- Create soundtracks, songs, and/or sound effects for student productions
- A student radio show (streaming or podcasts) - talk radio, news, music mixes
- A design plan for creating a local community service - i.e. teen center, playground, farmers market, etc.
- A body of work to upload to their e-portfolios
- A multimedia presentation for their PLP capstone