



BOXLIGHT WEBINAR SERIES

Redesigning Learning Spaces

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Presenters:

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Recording Link:

<https://mimio.adobeconnect.com/ppnpi75h2tn8/>

Webinar Questions and Answers

Q: What tools are used to engage parents in the process and how did you determine their preferred communication method?

A: Parents were invited to attend demonstration nights where example lessons were presented. Back to school nights were also used to communicate and share the overall vision with parents. All of the classroom plans are available on the district website, which was open for questions regarding what we were doing and why we were doing it. PTA groups were involved where parents were invited into classrooms to watch lessons taking place. These various strategies allowed us to show off what was available and what we did which worked really well. We used an app called Progress Adviser as a tool for walk-throughs—this was used to gather feedback from various stakeholders along with a survey to collect information.

Q: Is there a way to have the iPads all come up on the board for the teacher to see the classroom work in real time or is that a Chromebook thing? Is there certain software used?

A: Using the MimioMobile™ app, real-time student work being done on mobile devices such as iPads, Apple and Android devices, and Chromebooks can be seen on the front-of-the-class display. MimioMobile provides the opportunity to send out MimioStudio™ lessons to students, allowing collaboration and assessment to be easily incorporated into the classroom lesson.

Q: What ideas are there for funding sources for the furniture and technology items seen?

A: There are various sources to help provide funding including PTA groups, DonorsChoose.org, education foundations, and grants that support innovation along with transformative education. Fundraisers can be powerful, especially when it's been communicated how items will be used and how they will impact the learning space. Education foundations may also provide funding opportunities. Working with your Chamber of Commerce and community groups where businesses support classrooms has been utilized to help in the past.

Q: Which companies have you worked with to purchase furniture?

A: Relationships with vendors are an important component to make sure you find items that fit and work for your purpose. MiEN Company, Paragon Furniture, Fleetwood Furniture, and Certwood are just a few companies that have been worked with to provide various project components. You have to work with your vendors to seek out what works best for your purpose—every school has different needs to be considered.

Q: How does the age of students affect redesigning the classroom?

A: You need to understand the way the space and the learning environment are going to be set up in support of the age of the students. Also, how the teacher is going to use the space with students is important. It's essential that you do the research—talk to teachers, look at the environment, and determine how to use the space, keeping in mind age-appropriate needs. Take into consideration the height of chairs, tables, desks, spaces of flexibility, and what is appropriate for the age of the students. Flexibility of the space is important regardless of a student's age. The furniture and technology support how the teacher presents the lesson as well as how the students interact with the lesson.



Q: In the secondary science classroom, how can flexible arrangements be implemented and still make the space functional around elements typically found such as lab desks, sinks, electricity, and gas jets?

A: You have to consider the needs you have and think outside the box. STEM and fabrication labs designed in the HBCSD provide flexible learning environments. In a science classroom, you can still have moveable desks that are appropriate for lab work. Access to gas is being designed to come from the ceiling via flexible hoses that can be connected to the desks and then retracted back into the ceiling when complete. It also goes back to developing the right relationships with partners to meet the needs of the school and students. Start with the classroom that you want to drive the necessary skills desired—interaction, teamwork, collaboration, etc. If you think about the types of skills wanted and incorporate the interactions needed, you can then determine the furniture required to best suit those needs.

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