



This presentation is AIA accredited for 1 LU credit
(program #AIACSCES302).



Planning for Transitions

Defining Key Attributes of an Educational Environment

In order to change a culture, we must change the environment. This can be a daunting task.

With current pedagogy, this is a new day. We can no longer lean on historic examples. Innovation and creativity must be in the forefront of our discussions. Since the newly envisioned educational environments must support the district as a whole, the overlying theme must be well defined with specific goals. The presenter will discuss 4 key attributes as well as 9 defining principles that were created in support of this cultural shift.

This interactive conversation will provide opportunities for the audience to take away valuable insight from a school facility personnel's perspective in the creation of environments that respond to change in a transitional period.



David A Stubbs II
President, David Stubbs Design

David has been recognized as one of the most important industry leaders in establishing solutions for the next generation of educational environments.

He assists educational institutions and design professionals, supporting programming and professional development needs by delivering detailed, systematic conversations surrounding the disruptive innovation approach to design. Resulting environments demonstrate examples of 100% engagement and wonder, sustainability, and improved indoor air quality.

David Stubbs Design's solutions can be seen in the installations of private schools in Punahou, Hawaii and the Khan Academy's first brick and mortar facility, as well as numerous public and higher educational facilities throughout the world.

David is truly passionate about the holistic design of all educational spaces and is developing research with university partnerships, creating MakerCulture solutions, and developing new educational tools from various market segments. He continues to lead the educational community with valuable insight on how to bridge the gap between curriculum/instruction and the built environment – to truly create adaptable environments.

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