

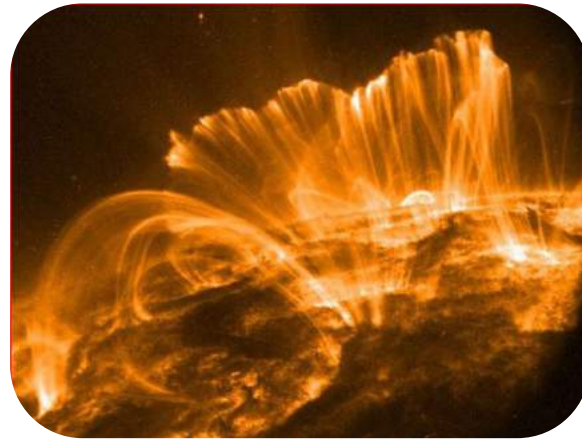
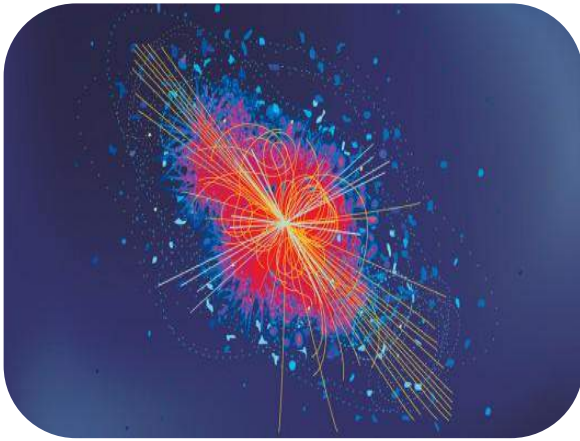
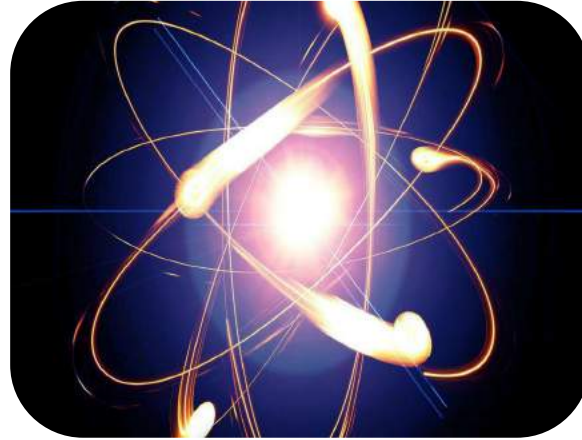
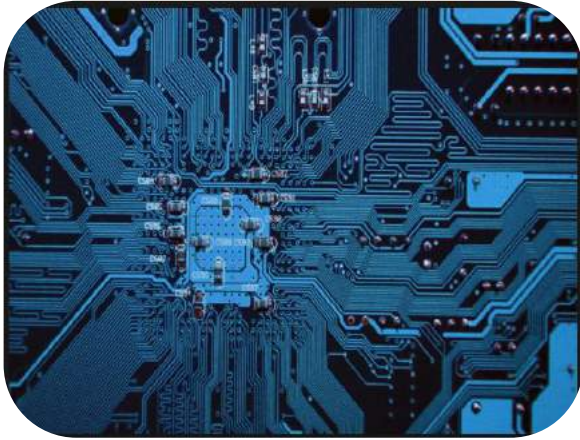
LITTLE HALL CHARETTE

COLLEGE OF LIBERAL
ARTS AND SCIENCES

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Katie Denti
Crystal McCauley
Emilie Ogburn*

CONCEPT STATEMENT:

*Math is the foundation of scientific advances. Atoms are the basic and smallest unit of science and measurement. Therefore, math and science build upon one another. The lower classroom, **The Connector**, is designed to symbolize the connection of single atoms coming together. The Connector has a strong axial layout for main circulation and an energized sensation to fully execute a learning environment. The above seminar space, **The Collider**, portrays the collision of atoms and the way they interact. This collision zone's main purpose is for the interaction of faculty, students, and other users.*



INSPIRATION:

ENERGIZED

COMFORTABLE

INSPIRED

AXIAL

NODES

INTERSECTING

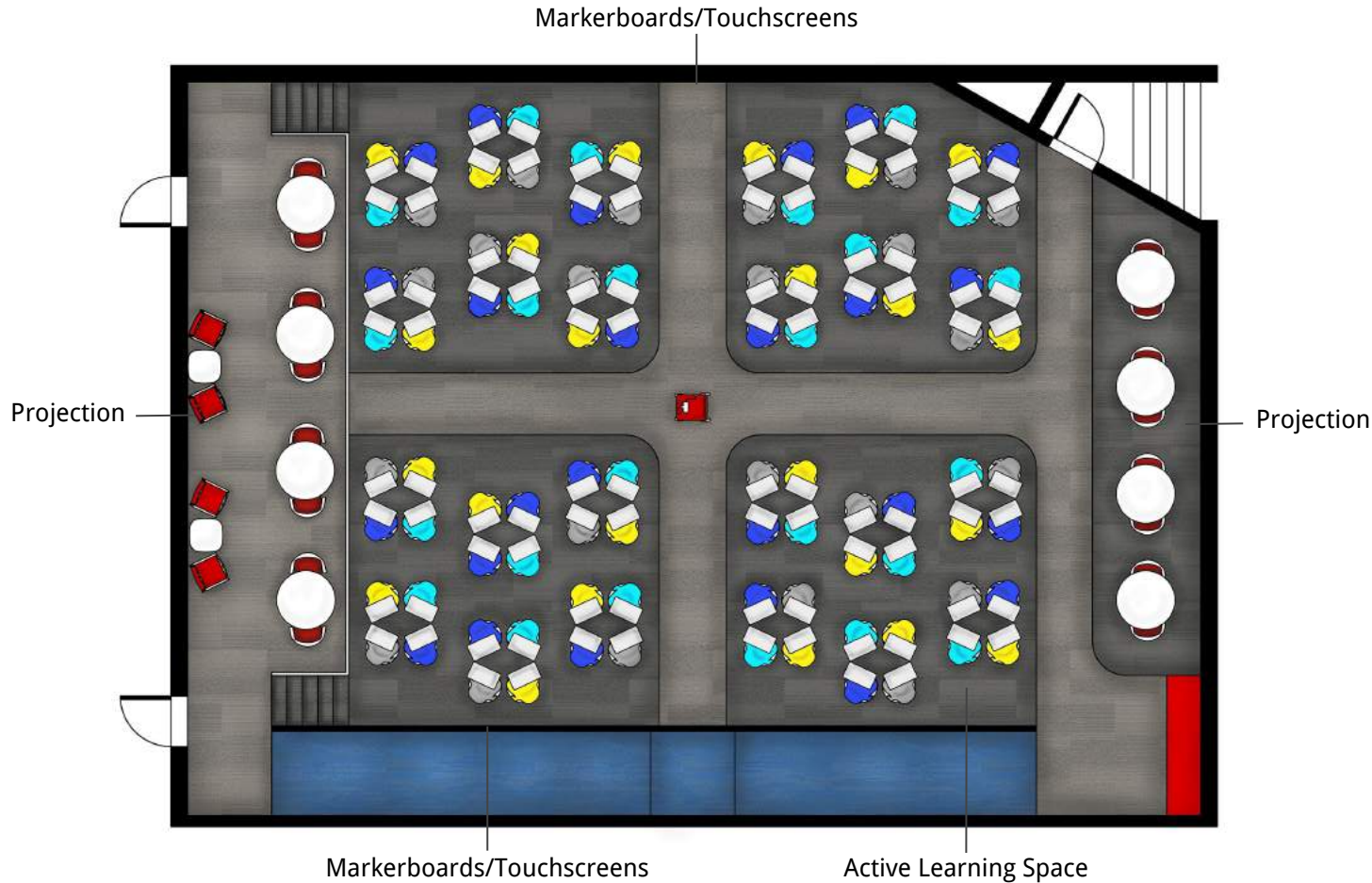
THE CONNECTOR



With available marker boards students are more inclined to participate in the classroom. **Participation is highly increased** when compared to the grid formation of a traditional classroom with access to marker boards (Whiteside, Fitzgerald 2016).

Round tables naturally create a **collaborative environment** for learning, allowing students to look at one another and change the classroom relationship. Round tables were key for effective collaboration in an active learning classroom (Whiteside, Fitzgerald 2016).

THE CONNECTOR - FLOOR PLAN + FURNITURE KEY



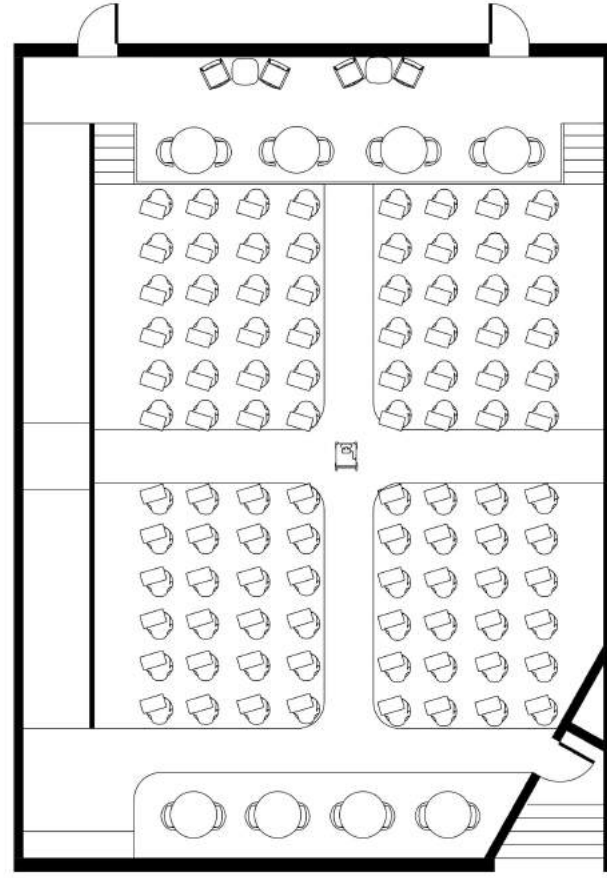
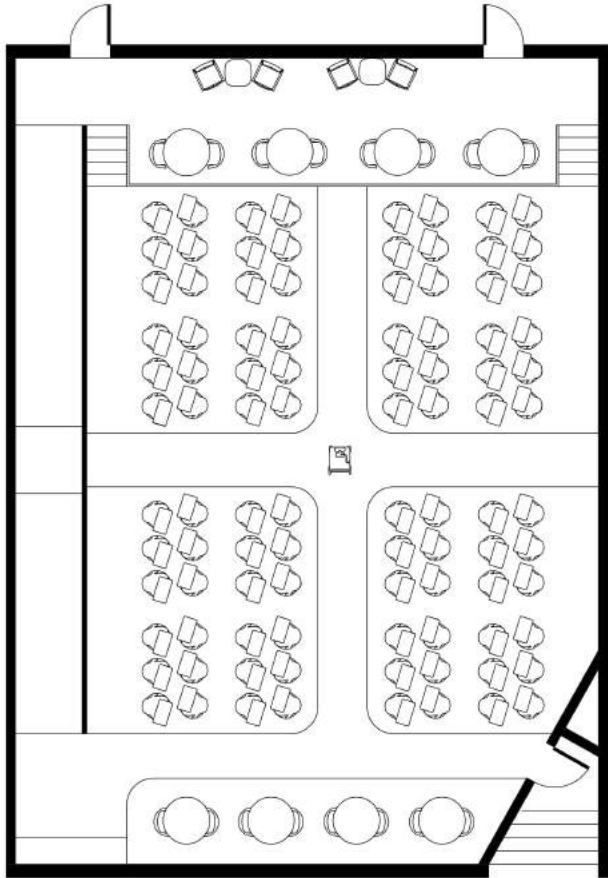
Work Space Furniture



Active Learning Furniture



THE CONNECTOR - FLOOR PLAN OPTIONS TWO + THREE



THE CONNECTOR

Students are shown to arrive to class earlier and stay later when **technology access** with wireless activity were available in the classroom (Whiteside, Fitzgerald 2016).

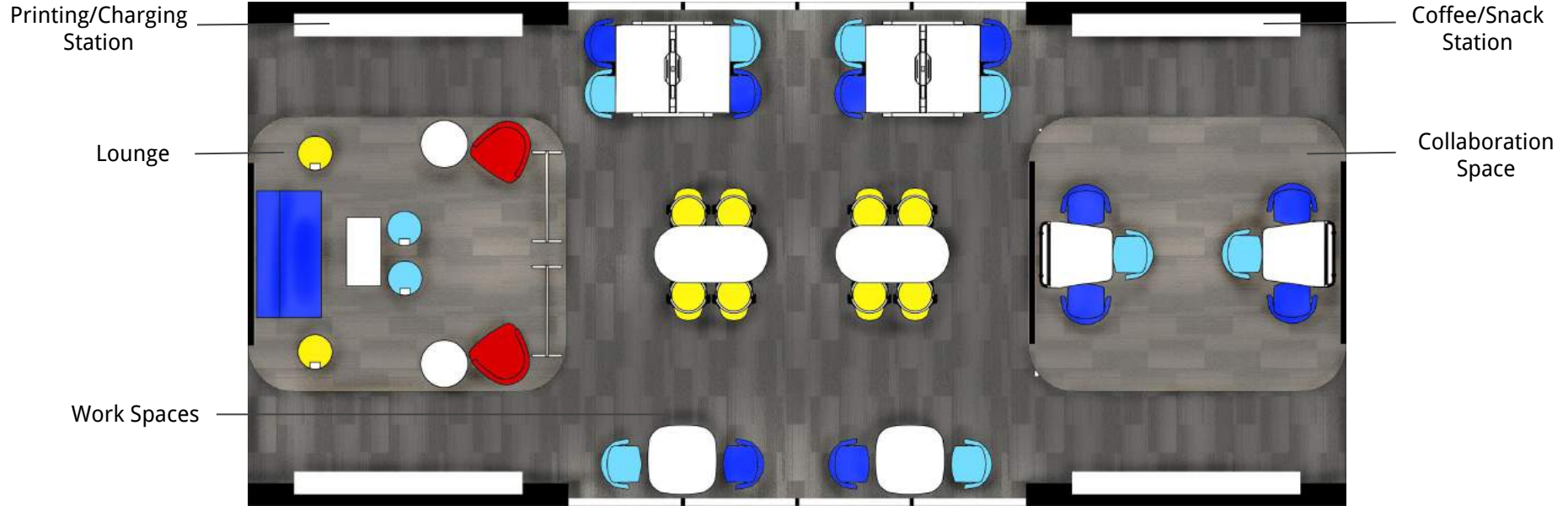


THE COLLIDER

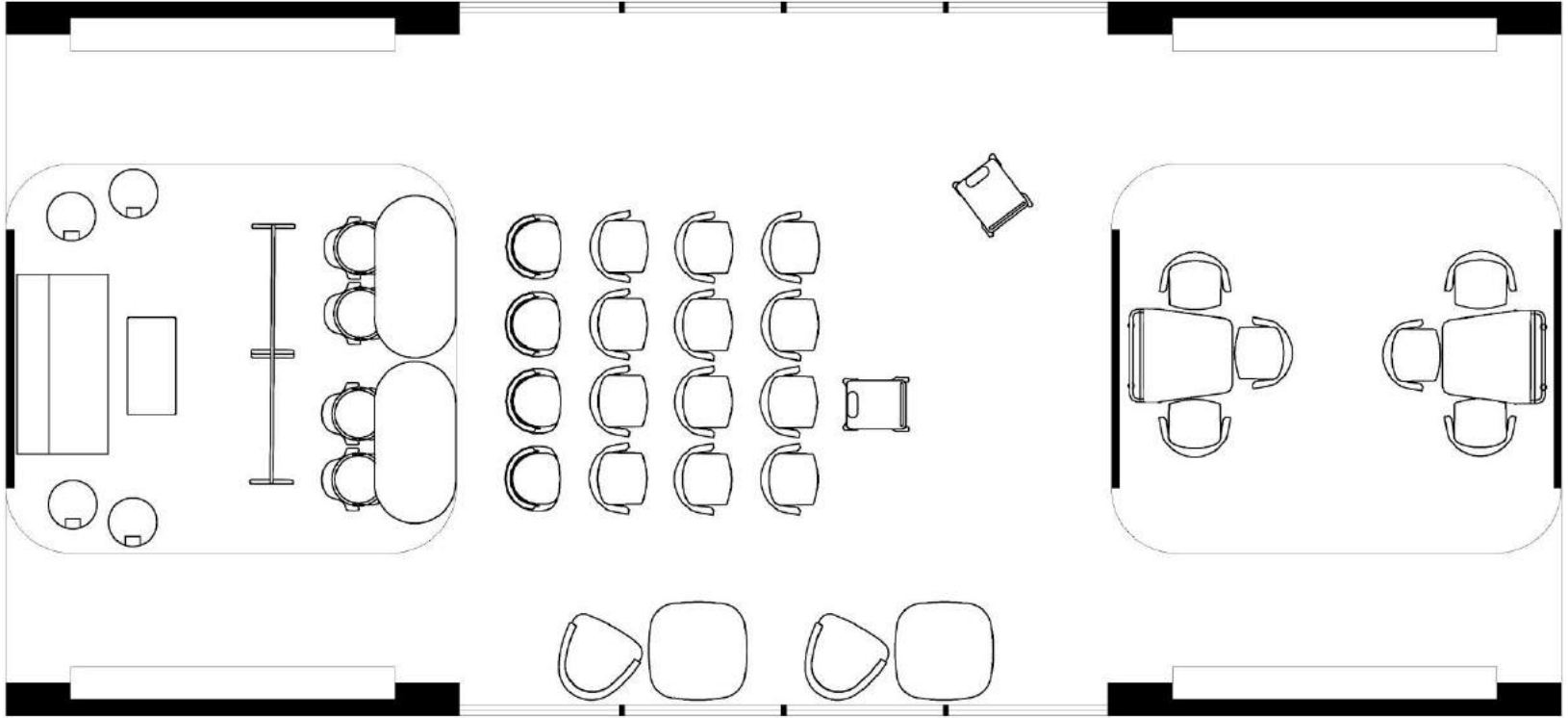


*The natural light available in The Collider aids the level of brightness, and brightness in a space helps to **focus attention**. The uniform distribution of light is also important concerning **eye fatigue** when studying for long hour (Ginthner 2016).*

THE COLLIDER - FLOOR PLAN + FURNITURE KEY



THE COLLIDER - FLOOR PLAN OPTION TWO



When students were asked their main concerns in a study space, **comfort and convenience** features were central concerns. Such features involved wireless connectivity, food/drink, and sufficient lighting (Whiteside, Fitzgerald 2016).



THE COLLIDER



Spaces that are **flexible** and can be reconfigured save renovation costs over the life space of the building (Whiteside, Fitzgerald 2016).

Ginthner, Delores. "Lighting: Its Effect on Space and People." *Implications* (n.d.): n. pag. *Informed Design*. University of Minnesota, 2016. Web. 12 Jan. 2016. <http://www.informedesign.org/_news/feb_v02-p.pdf>.

Whiteside, Aimee, PhD, and Steve Fitzgerald. "Designing Spaces for Active Learning." *Implications* (n.d.): n. pag. *Informeddesign.org*. University of Minnesota. Web. 12 Jan. 2016. <http://www.informedesign.org/_news/jan_v07r-pr.2.pdf>.

THANK
YOU!