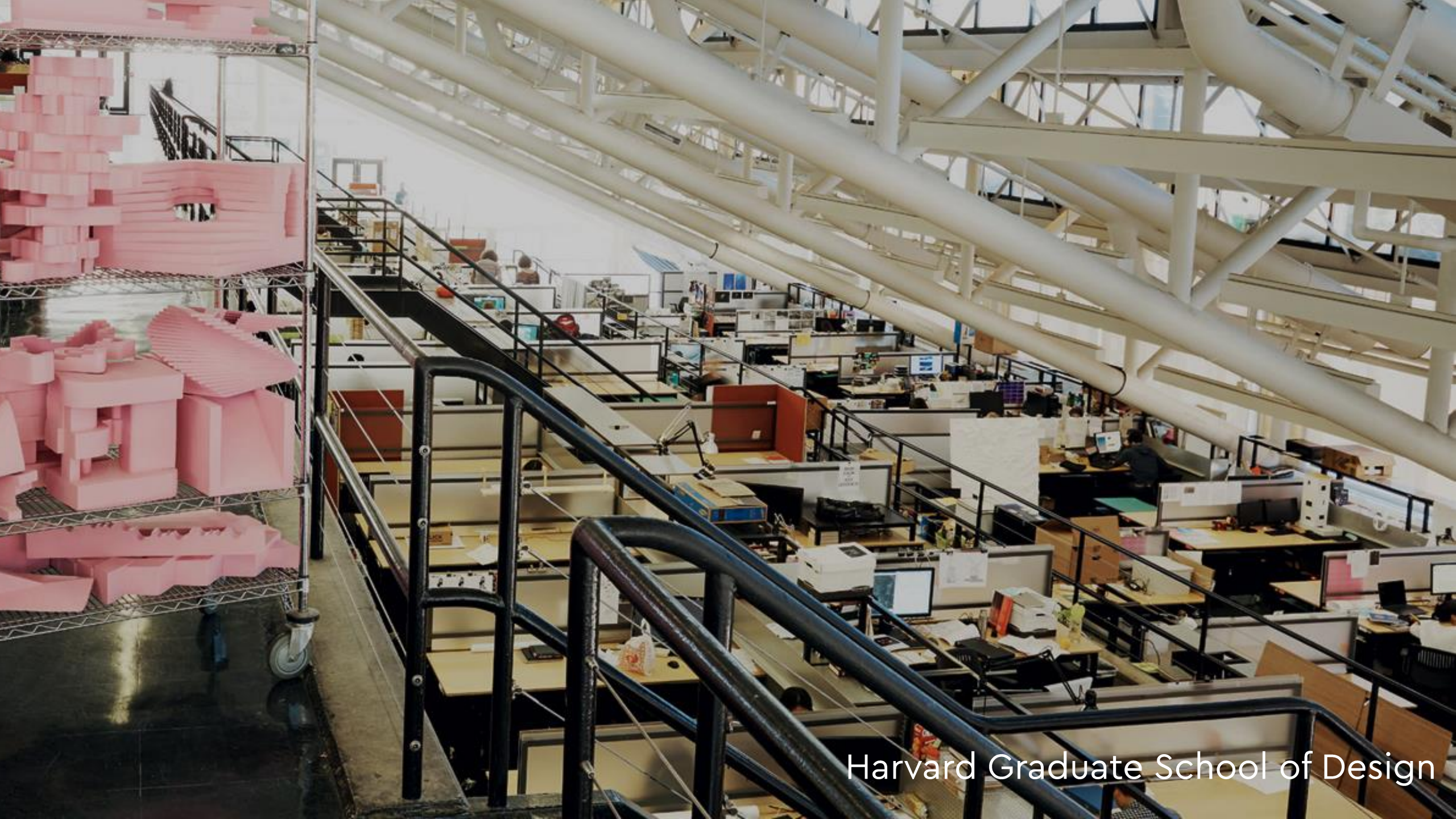


The Creative Learning Spiral: Designing Environments for Flaring and Focusing

jane zhang | Transitions Symposium | 14 sept 2017



Harvard Graduate School of Design



Hi

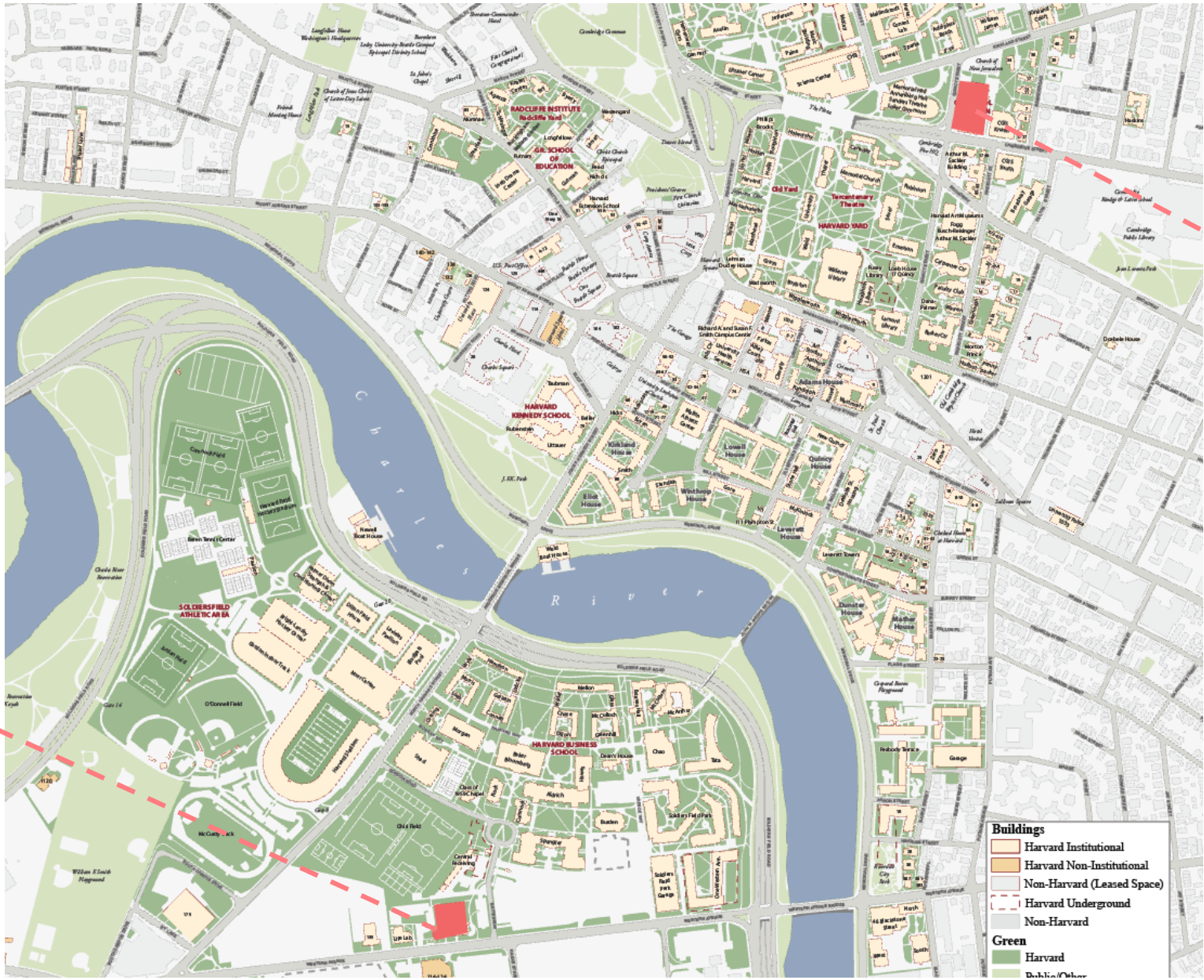
We love it when you say
@innovationlab

FIRE
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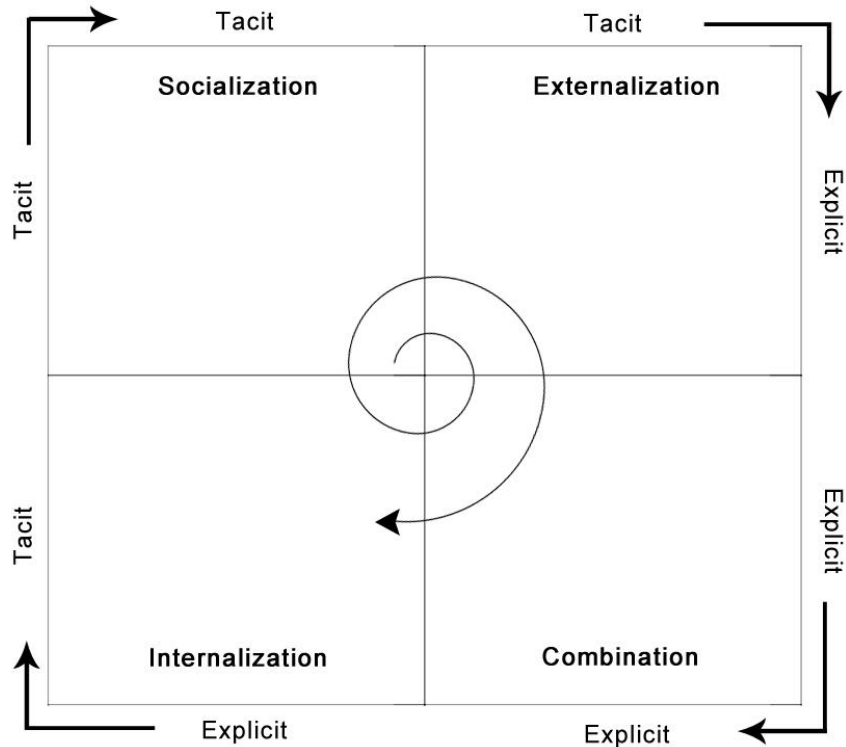
Harvard Innovation Lab

Batten Hall
Harvard
Innovation
Lab

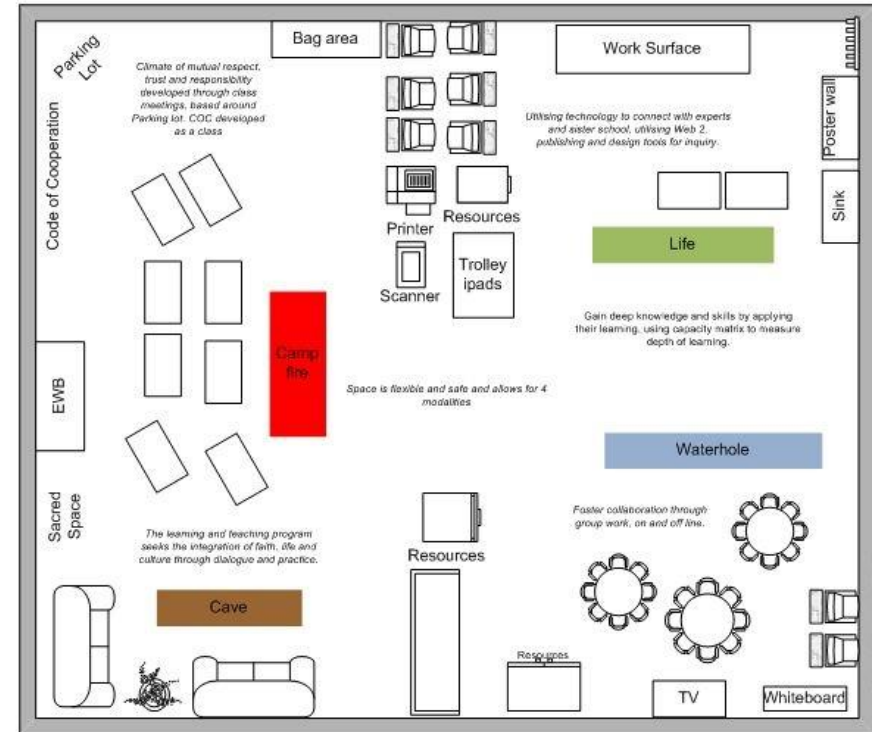


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Harvard
Graduate
School of
Design

Precedents



Nonaka's Spiral of Knowledge

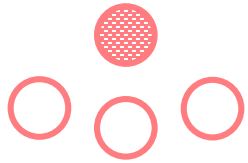


David Thornberg's Campfire, Cave, and Watering Hole

**How might we define a
creative learning process through
the ways that learners use space?**

**How might we define a
creative learning process through
the ways that learners use space?**

1



SPARKING

2



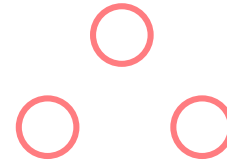
MAKING

3



GRAZING

4



SOCIALIZING

Flare & focus

To overcome the clash between people whose dominant characteristic is either creativity or logic, an organization can "harness both strengths in equal measure by alternately **broadening ("flaring")** and **narrowing ("focusing")** its thinking"

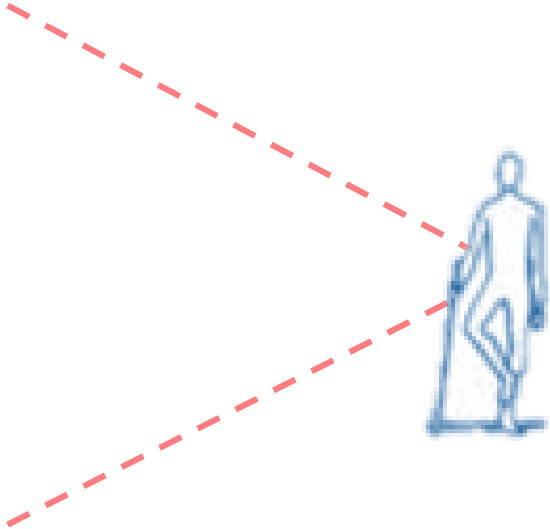
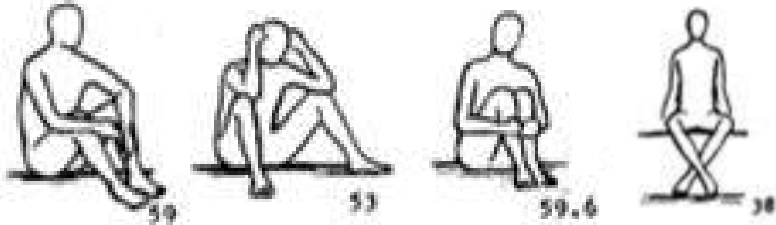
– Amy Webb

SPARKING



bouts of inspiration from experienced advisors
lecture halls, office hours

focus on one person

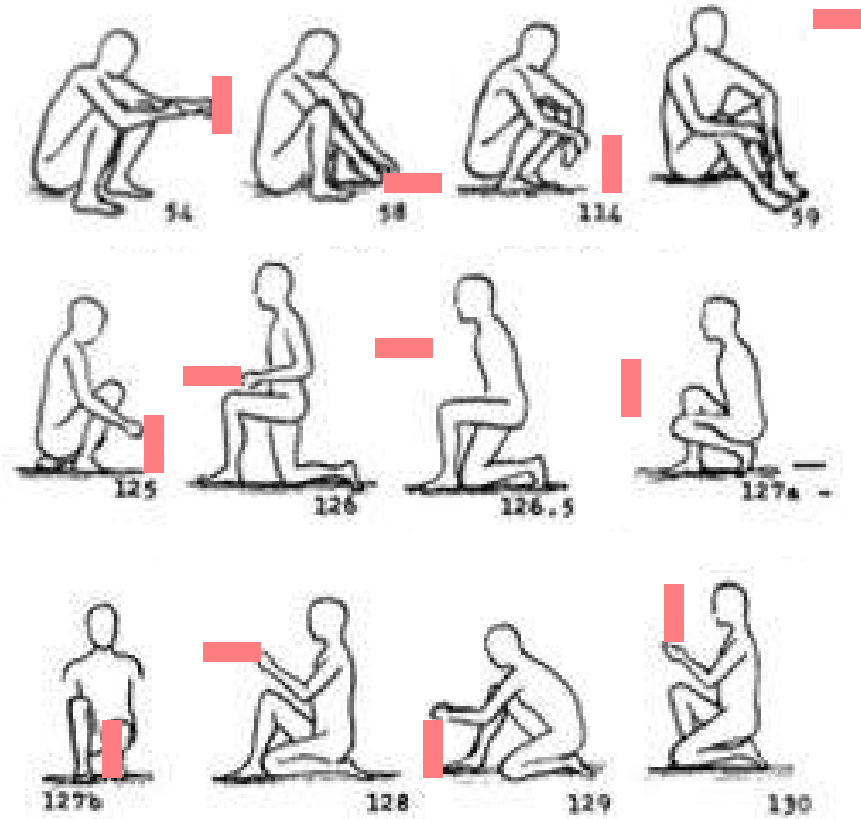


MAKING



heads-down individual work and tinkering time
collective studio or open workspace

focus on one object

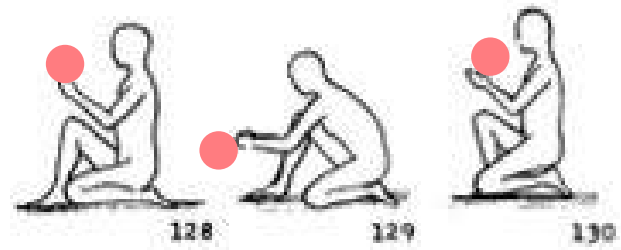
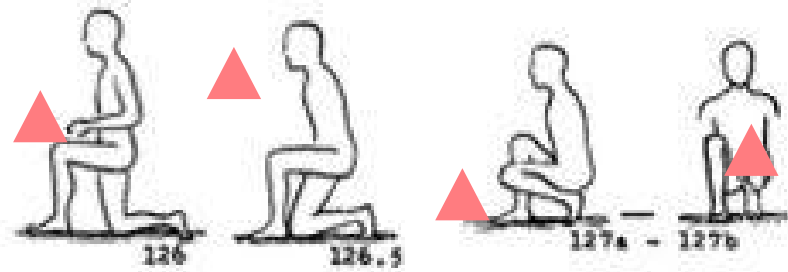
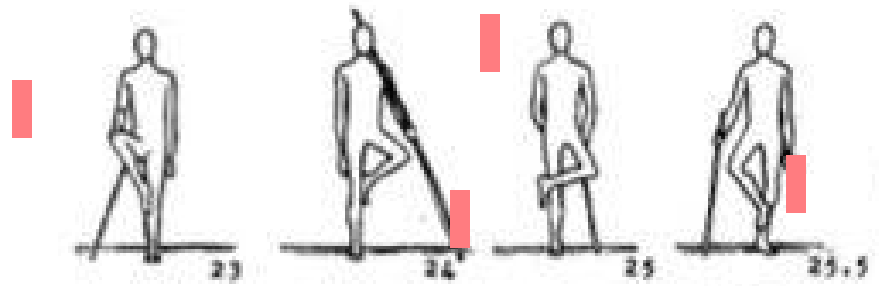


GRAZING

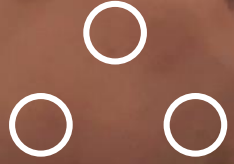


researching and engaging with project precedents
library, field research, studio

flaring on many objects



SOCIALIZING



giving and receiving feedback from peers
collective studio, breakout rooms, semi-private spaces

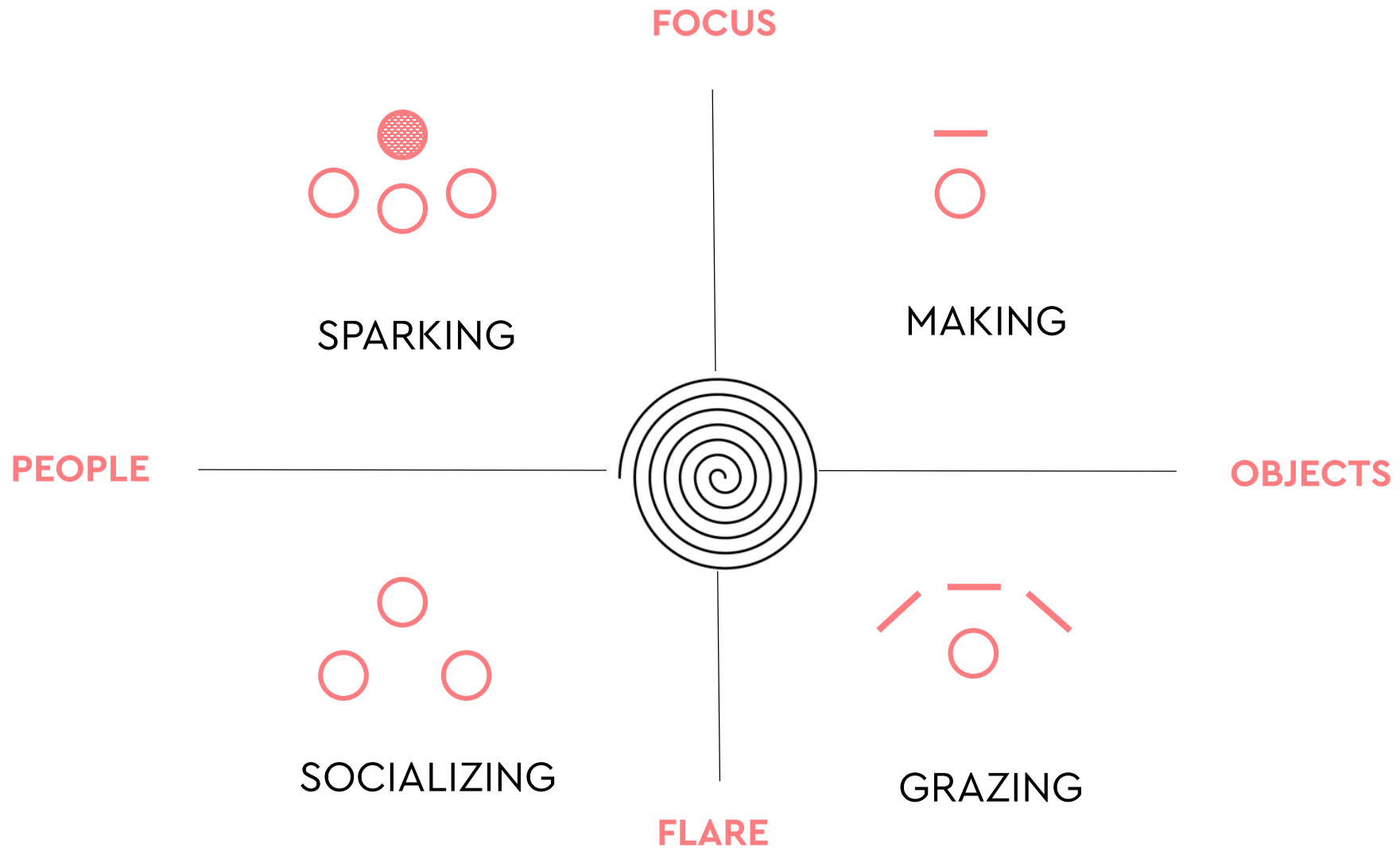
flaring **with many** people

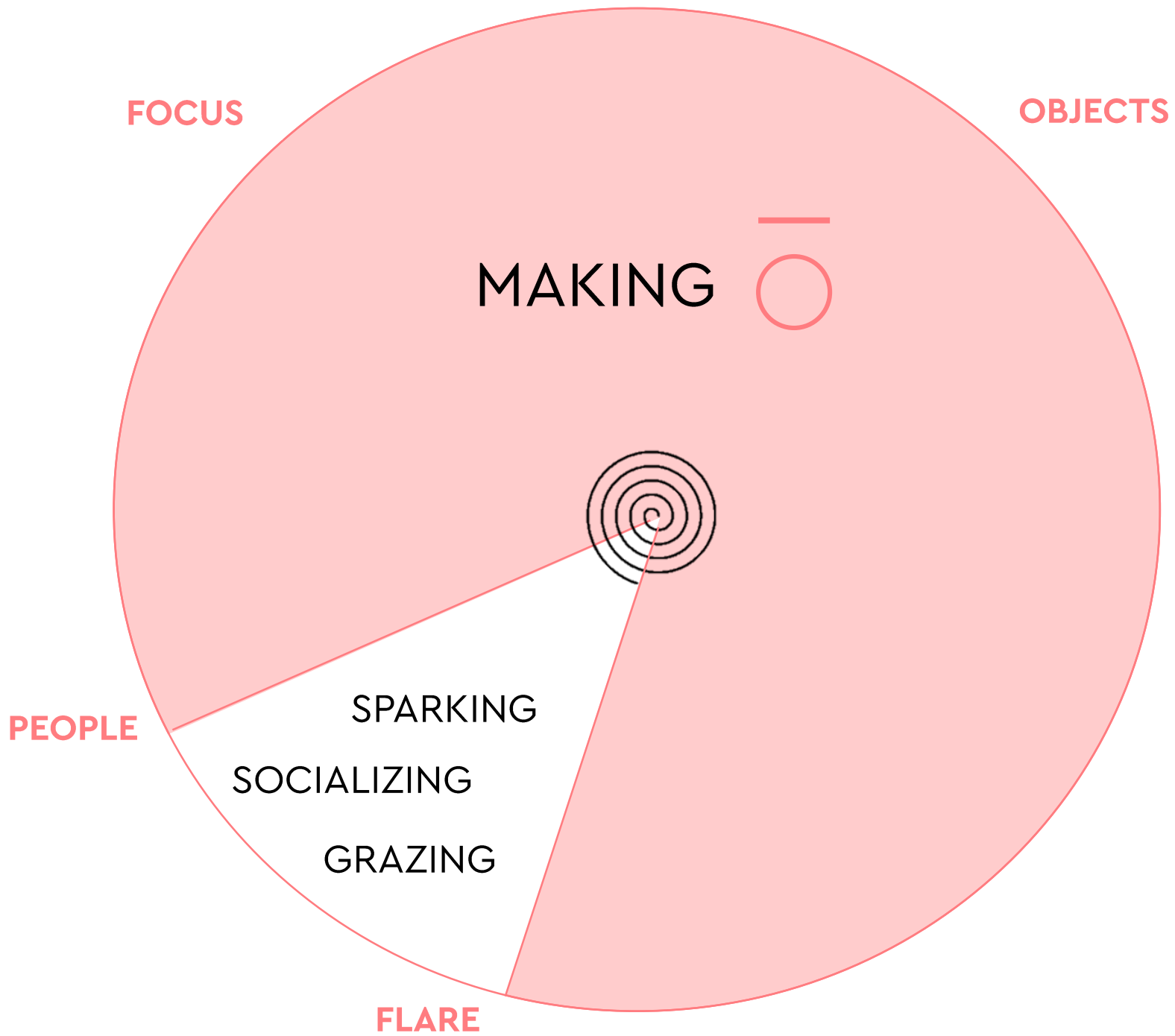


REVERSE
SPARKING



presenting work to a panel of experts and receiving feedback
auditorium, stage, conference room





FOCUS

OBJECTS

MAKING



PEOPLE

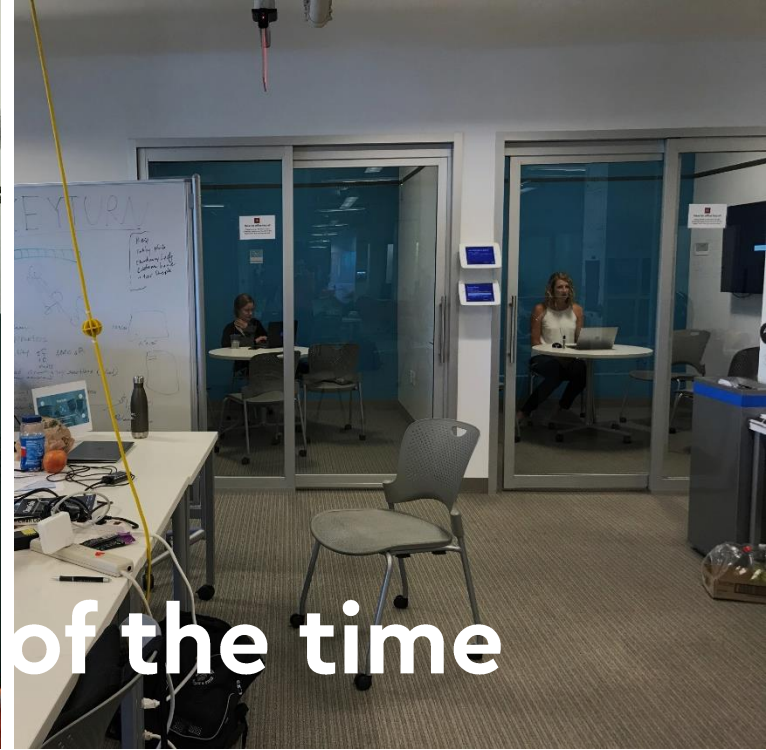
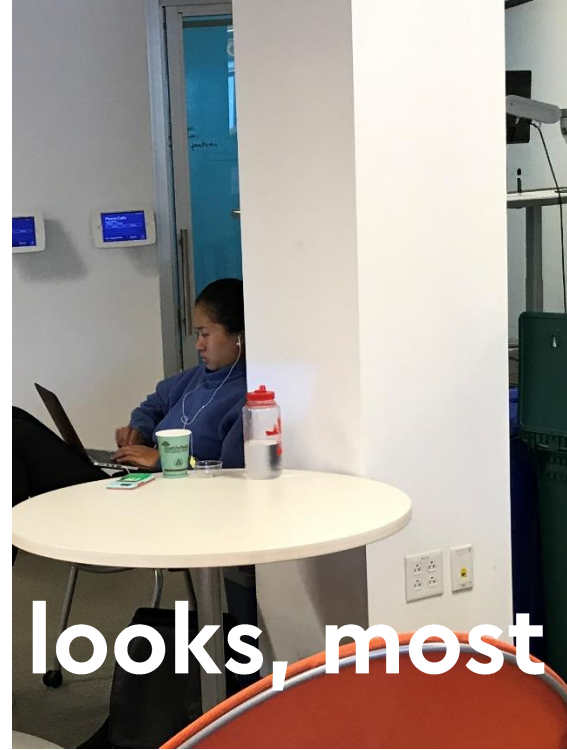
SPARKING

SOCIALIZING

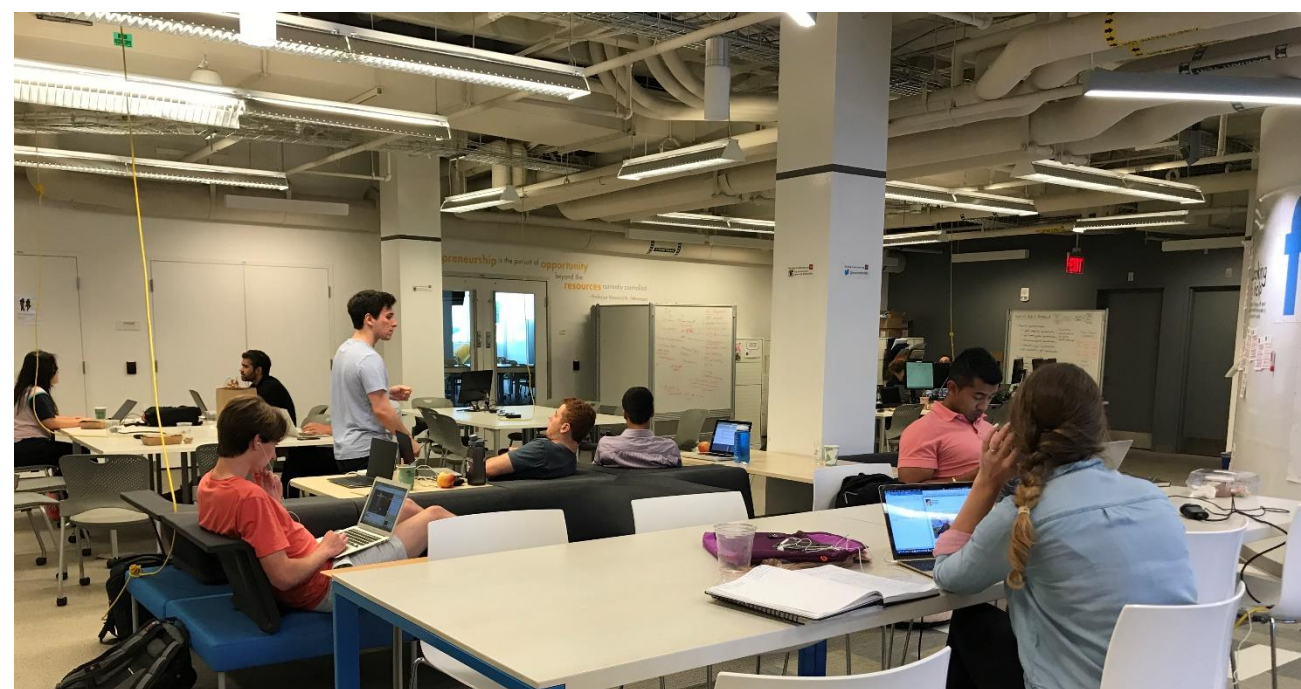
GRAZING

FLARE

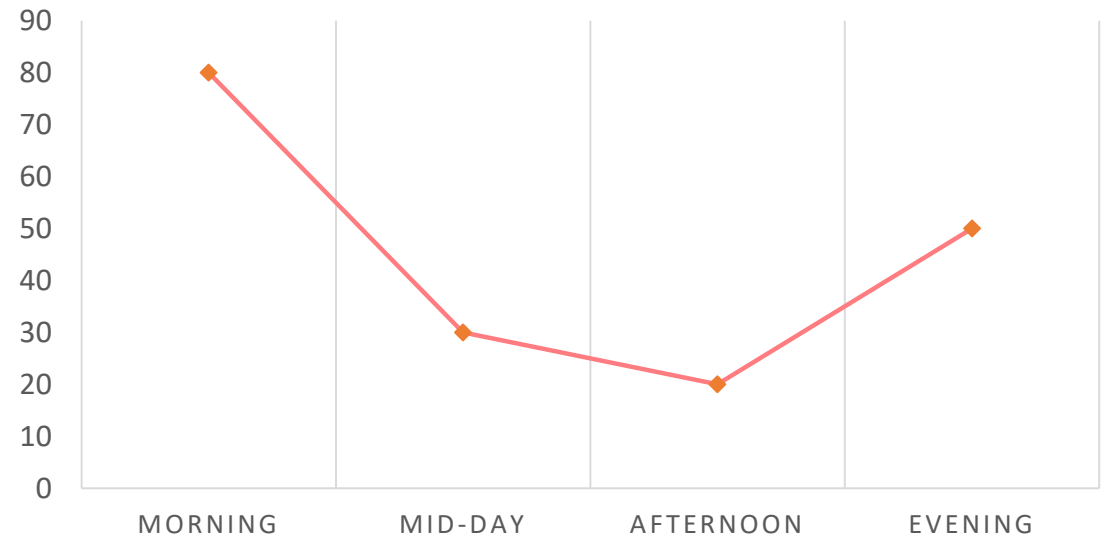




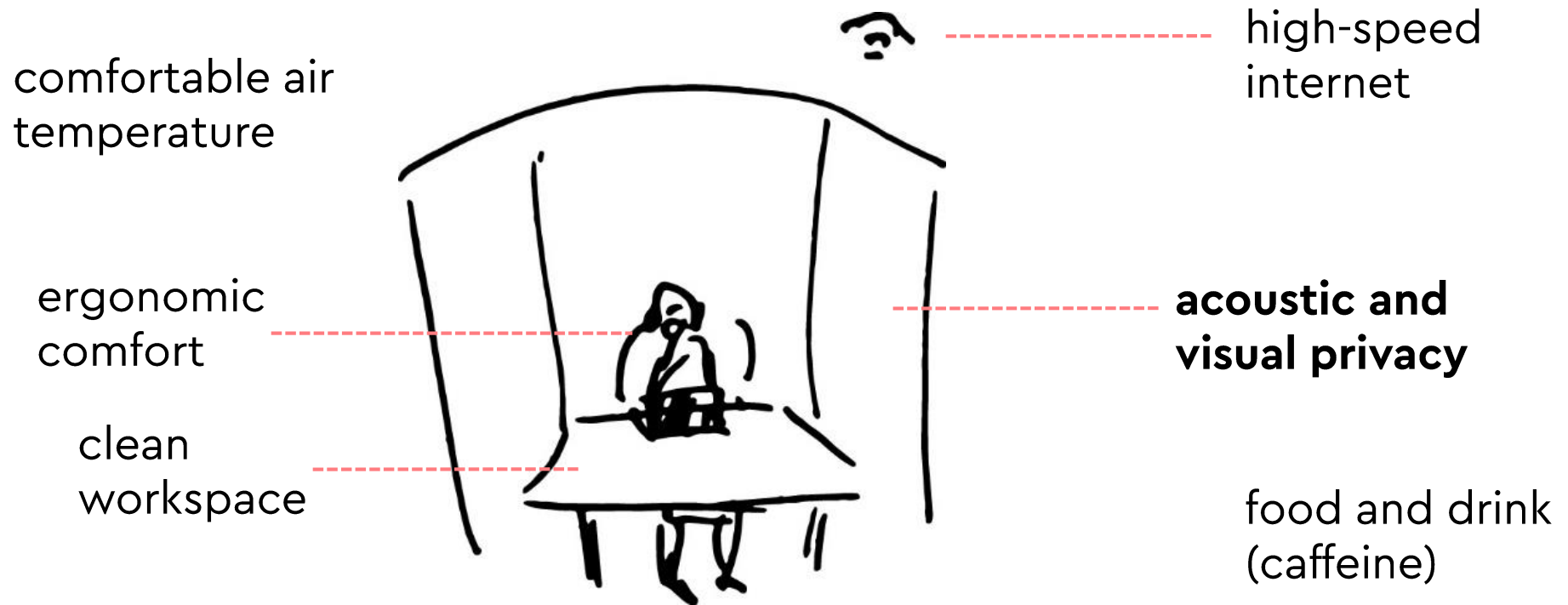
How "creative learning" looks, most of the time



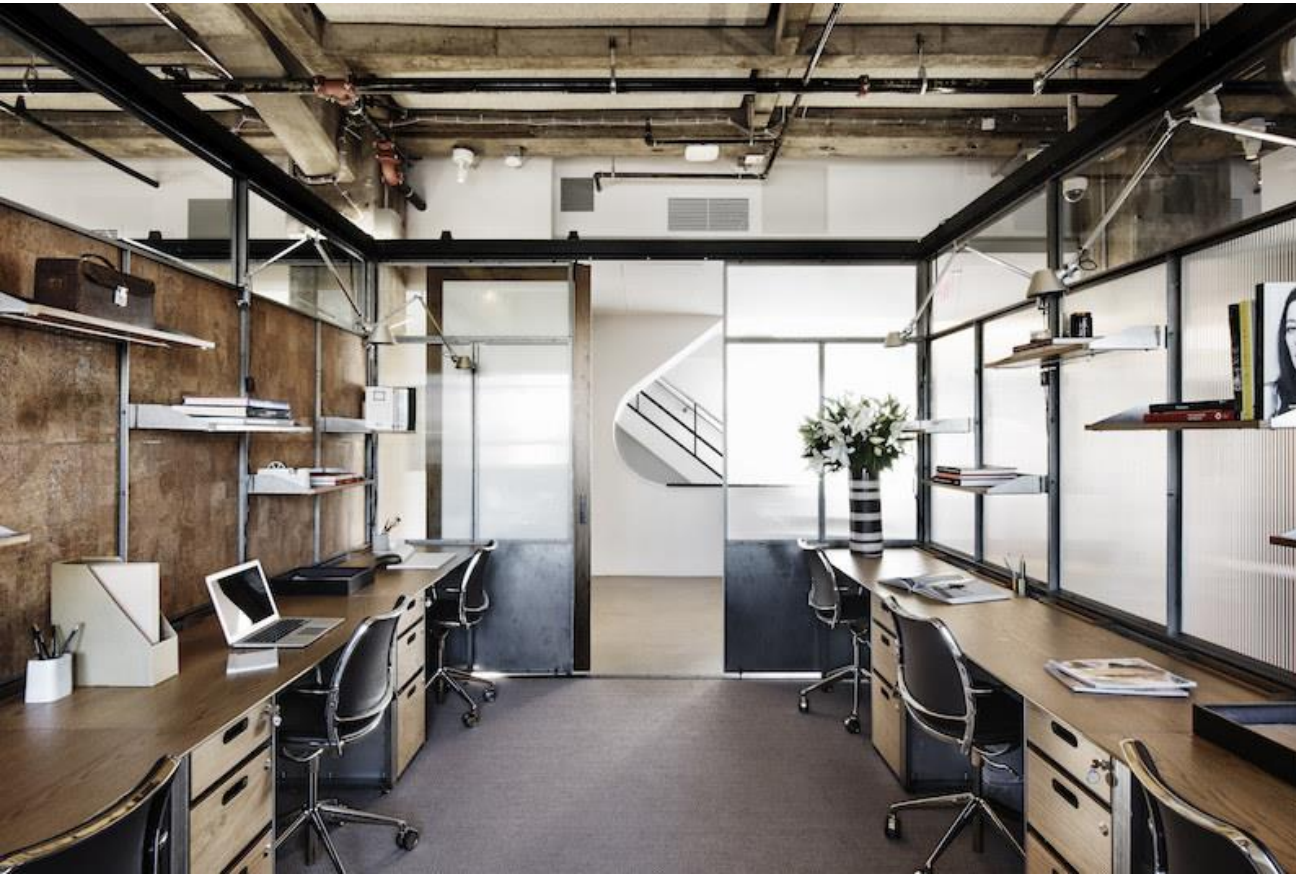
Productivity: how and when



What can headphones and mornings tell us about user needs?



Creative learning spaces
require **semi-private** spaces
for **collective independence**



the big takeaway:

**learning spaces are activated when you
listen to learners (the space users)
and ask the right questions**

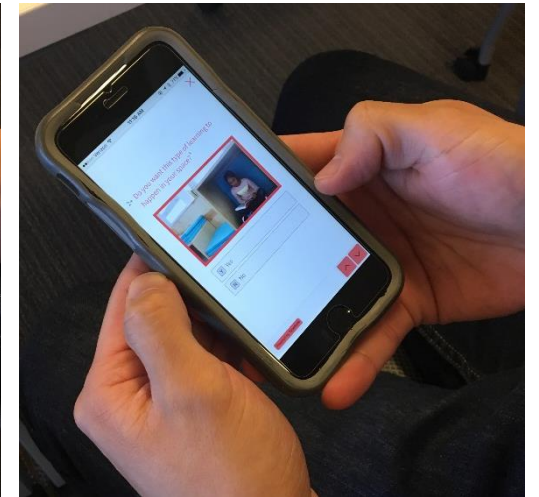
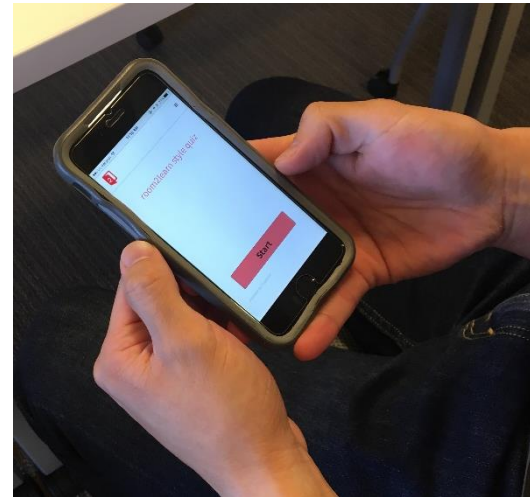
ongoing tech-driven user research

3 → Do you want this type of learning to happen in your space?*



Y Yes

N No



room  learn



jane zhang

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www.room2learn.org