

Prototyping

Phase	Type		Themes
<input checked="" type="checkbox"/> Early	<input checked="" type="checkbox"/> Strategy	<input type="checkbox"/> Collaboration & teamwork	<input checked="" type="checkbox"/> Professional development & support
<input type="checkbox"/> Implementation	<input type="checkbox"/> Tool	<input type="checkbox"/> Curriculum	<input type="checkbox"/> School structures & organisation
<input type="checkbox"/> Consolidation		<input checked="" type="checkbox"/> Design affordances	<input checked="" type="checkbox"/> Spatial competencies
		<input checked="" type="checkbox"/> Design & process	<input type="checkbox"/> Student experience
		<input checked="" type="checkbox"/> Evaluation	<input checked="" type="checkbox"/> Teacher experience
		<input checked="" type="checkbox"/> Leadership & change	<input checked="" type="checkbox"/> Technology
		<input checked="" type="checkbox"/> Pedagogy	<input type="checkbox"/> Time

What does this do?

Prototyping is a process whereby a prototype, or initial model, is created before the final design. A prototype can be used to gather feedback from the users of a proposed space, providing insight to inform the next phase of the design process.

Prototyping can be implemented using a four-stage model.¹

1. Temporary installation
2. More enduring (e.g. two spaces, two teachers)
3. Soft prototype (relating to infrastructure, systems, timetables, team teaching, software, observations and feedback)
4. Hard prototype (leads to a sense of ownership; needs right purpose, right people and right process)

How can it help?

Prototyping can be used by schools during the early phase of designing an innovative learning environment. Prototyping allows educators to evaluate new ideas and products (e.g. furniture, technology) and put them into practice before using them in an existing or new building. Prototyping also provides valuable professional development to educators, helping to better prepare and support educators for new spaces that they will move into.

An example in practice

The Solais Sandpit at Domremy College in New South Wales, Australia, is an example of a prototype space that has been transformed from traditional classrooms to a range of education settings, including a tiered presentation space, boardroom, tutorial room, and smaller 'incubator' spaces. Each of these areas work together to provide a comfortable environment where the students are encouraged to be collaborative and are empowered to be more proactive and engaged with their learning. The feedback from the learning experiences in the Solais Sandpit are used to inform the school's plans going forward, including new library facilities and Year 7 and 8 learning spaces.

Where can I find this?²

Hayball, an Australian design company, shares how they used prototyping as a technique to create sustainable design and teaching practice change in two schools in Sydney and Melbourne, Australia through this article: <https://www.hayball.com.au/news/hayball-is-featured-in-architecture-technique-journal/>

Further information around the Solais Sandpit is available via

http://www.domremy.catholic.edu.au/index.cfm?module=news&pagemode=indiv&page_id=691806

[Correct as at 05 May 2020]

1. Osborne, M. (2020): Prototyping Innovative Learning Environments. <https://doi.org/10.6084/m9.figshare.12250397.v3>

2. All Spatial Transition Pathway 'Strategies and Tools' are licensed under a Creative Commons Attribution-Non Commercial 4.0 International License and available from iletc.com.au

