"If I had asked people what they wanted, they would have said faster horses."  
- Henry Ford

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A different approach

Real results

How to “HACK”

Agenda

DIFFERENT APPROACH

traditional planning fails

- Visits to new schools
- Shopping for cars
- Bigger better versions of old models
- Interviews
  - Limited value of input
  - Lost in translation
- Charrettes
  - Limited time to develop expectations
  - Chasm between what users THINK they want, and LEARNING what they want through experience
- Admin led
  - Top down → no “buy in”
  - Lost opportunities

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SO, WHAT EXACTLY IS THINK BIG?

We work with stakeholders to harness the power of design thinking to uncover BIG ideas and new approaches for modern learning, with a focus on authentic student participation. Together, we quickly explore possibilities and take them for a test drive, before construction.

1. EMPATHIZE
   - Observation
   - Interviews
   - Exemplar visits

2. DEFINE
   - Gather inputs
   - Identify needs
   - Define the problem

3. IDEATE
   - Generate ideas
   - Sketch concepts
   - Share with students and teachers
   - Identify diverse viewpoints

4. PROTOTYPE
   - Build with lots of parts
   - Try new furniture and technology

5. TEST
   - Send ideas in prototypes
   - Evaluate the usefulness of the ideas
   - Educators experience new concepts and technologies

Bring new ideas to life is an essential part of what we do. The first versions are usually rough. They’re early prototypes of concepts, ways of helping students learn, and think. Usually, they’re far from pretty, and they may never work. They’re prototypes — not finished products.

— IDEO
SO, WHAT EXACTLY IS HACKING?

MAHOMET SEYMOUR HIGH SCHOOL

- Needed additional functional space
- Create a heart for the campus
- Improve stagnant atmosphere
- Niche.Com ranking facilities score low

Initial Solution (top-down)
EMPATHIZE

Understand the users’ perspectives, challenges and aspirations

hidden, dark, uninspired space

We only come here to print.

Interrogation rooms

Crowded cord jungle
EMPATHIZE

- Classroom observations
- Staff and student discussions
- Exemplar tours and discussions with other teachers

GRAFFITI MAP

1: empathize

DEFINE
Describe the critical aspects of a successful solution
DEFINE
- Collect common themes
- Prioritize needs
- State the problem

- Varied sized spaces for varied activities
- A flow of acoustics/privacy
- Destination space with MSHS identity
- Technology driven
- A resource space

IDEATE
- Involve teachers, students, and designers
- Value diverse viewpoints

IDEATE
Explore every idea, generating a wide range of potential solutions
THE HACK
• Built with "kit of parts"
• Try various layouts, furniture and technology

PROTOTYPE
Build a quick approximation of the preferred plan
4. Hack

- Hold classes in hacked space
- Let students and teachers experiment and rearrange
- Gather feedback

TEST

Understand what works and what doesn’t through authentic user feedback.
What we learned from the “HACK”

- Students are surprisingly practical!
- Students are as thoughtful as adults
- The process transformed both students’ and teachers’ existing perceptions of the purpose of the space
- Experiencing the prototype allowed for a rapid adoption of a more creative solution.
- Choice and flexibility were key components/assets to a successful design
FEEDBACK FROM HACK:
Improve circulation around the newly formed library main entry.

By removing two walls and setting the auditorium entry back, fluid student circulation was provided while creating a "front porch" area outside of the reinvented library space. This space houses a physical "home page" for the school, with a touch screen monitor that displays school events and announcements.

Student and faculty FEEDBACK from the tested prototype was incorporated into the final design.
Fixed book stacks which limited the use of the space were replaced with MOVABLE and RECONFIGURABLE bookcases.

Ensuring that power was dispersed throughout the space allowed students to utilize the entire space, CREATING A HUB.
Variety of furniture and seating allows for **flexibility** for individual and group work.
Dramatically increased utilization of the space.
• Created a social hub/destination. A new “heart” for the campus.
• Non-traditional furnishings may be the most appealing to students.
• By insuring that power is dispersed throughout the space, allowed students to utilize the entire space.
• Use of space by curricular instructors has increased.
• Students WANT to be in the space.
How to "HACK"

Partial rough walls
Stage with furniture
Stage with technology
Create feedback opportunities

prototyping PLAN

prototyping KIT OF PARTS
thank you!