Environmental Behavior Basics

- Instinctual Drift Tendencies - embedded in our DNA to create space around it. Design can either mitigate these tendencies or exacerbate them
- Why study -- because we can impact the behavior of humans based on the spaces we put them in (is possible to improve)
- Conditioned to find the furthest possible seat from the instructor -- rows/columns/rectangles by default have a front and a back
  - Rearrange to tables throughout -- increased connection between instructor/student
  - They had their own space, but had good access to those around them
- Observation -- presenter referred to their initial setup 8 years ago as a "prototype" and infered there were people here from design school
- Types of IDT's
  - Territorial
    - Create boundaries (fences, turn away, etc)
    - There is a critical line someone should not cross (flight v fight). We as Ts need to know where that line is for students (flight distance -- flee, critical distance -- fight)
    - Overlapping or not - may overlap for common use of resources if properly managed and marked
  - Personal
    - Personal = our bubble
    - Social = max distance animals will be permitted to stray from the group (young)
  - Situational
    - Proxemic (book graphic -- intimate, casual, social, public)
- In Ed
  - Environmental behavior as a design concept
  - Many lenses of space -- aesthetics, economics, but should also include behavior
    - So much of our current structures impede our instictive behaviors (rows are too close, separate us from our instructor, not clear visuals of one another as we're facing forward)
    - If spaces are left to chance, most likely they will become a barrier
    - Example -- most important piece of tech is chair (fluid, quiet, not a barrier to accessing anyone...esp instructor). This is dependent on T being ok with student centric classroom where kids are in control and need to move to learn
    - Observation: All of the Target examples of from Higher Ed
  - My question: How many modes of instruction do our classrooms currently support? In many, it's 1.
  - Huge: "All seats have to be created equal"

ENVIRONMENT BEHAVIOR BASICS

I. ALTMAN — "THE ENVIRONMENT AND SOCIAL BEHAVIOR — 1975
E T HALL — "THE HIDDEN DIMENSION" — 1966
R SOMMER — "PERSONAL SPACE" — 1969

INSTINCTUAL DRIFT TENDENCIES (IDT)

CROSSES RELATIONSHIP IDEAS

| TERRITORIAL BEHAVIORS	SITUATIONAL BEHAVIORS	PERSONAL SPACE BEHAVIORS	
· PHYSICAL			
· VERBAL	MEASURABLE DISTANCES	PORTABLE BUBBLE	
· NON-VERBAL			
PROPS	PROXEMIC ZONES	FRONTAL VISION	PERIPHERAL VISION
CIRCUMSTANCE			
ANTECEDENT		SOCIO FUGAL	SOCIO PETAL
ORGANISMIC | SOCIAL			

OVERALL in learning spaces:

Tips

environment behavior theory & classrooms

■ ADDRESS THESE ISSUES
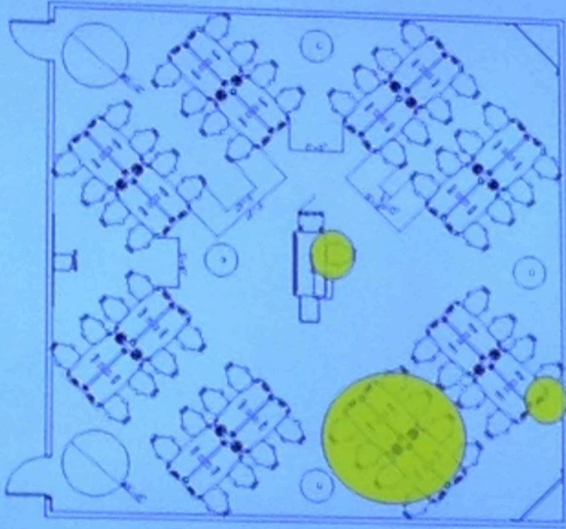
☐ respect the intimate zone at 15" to 18"
☐ provide a view to others
☐ protect the person's back
☐ keep eye-to-eye contact across tables at 48"
☐ avoid density that impacts intimate zone where possible
☐ don't activate fight or flight syndrome

Active Learning Ecosystem

- Steelcase - ethnographic research for design UX
- Brain science = cognitively map through all sense (emotional, kin, visual, etc). Experiential learning is required for deep learning
    - Constructivist/social - seeing the back of someone's head all day is a huge problem
- How can we teach them to live in their world and not regurgitate facts from ours?
- We are behaviorally conditioned:
    - Walk into a classroom and see rows, we know what behavior is expected of us: from the student and the teacher
    - Observation: Of the three domains (Ped, tech, space) only space has remained constant. The space has not changed

Classroom Applications
- Pedagogy
    - Constructivist - constructing meaning, how you want to learn, etc. HOw must our classrooms respond?
    - Have longterm and ongoing projects. Add, delete, brainstorm, etc.
    - Next staff meeting = 1900s, 1950 and modern day classroom

- - Quote re: 1968 primitive schools in 1988
  - The only reason this has persisted is efficiency, but it's no long meeting requirements
  - 5% vs 85% (active learning look up this research for Ts)
- Practical stuff:
  - portrait vs. landscape (eyeline, shoulder to shoulder, board space)
  - ie no hierarchy - need to be ready to participate
  - fixed, flexibly, fluid
- One example
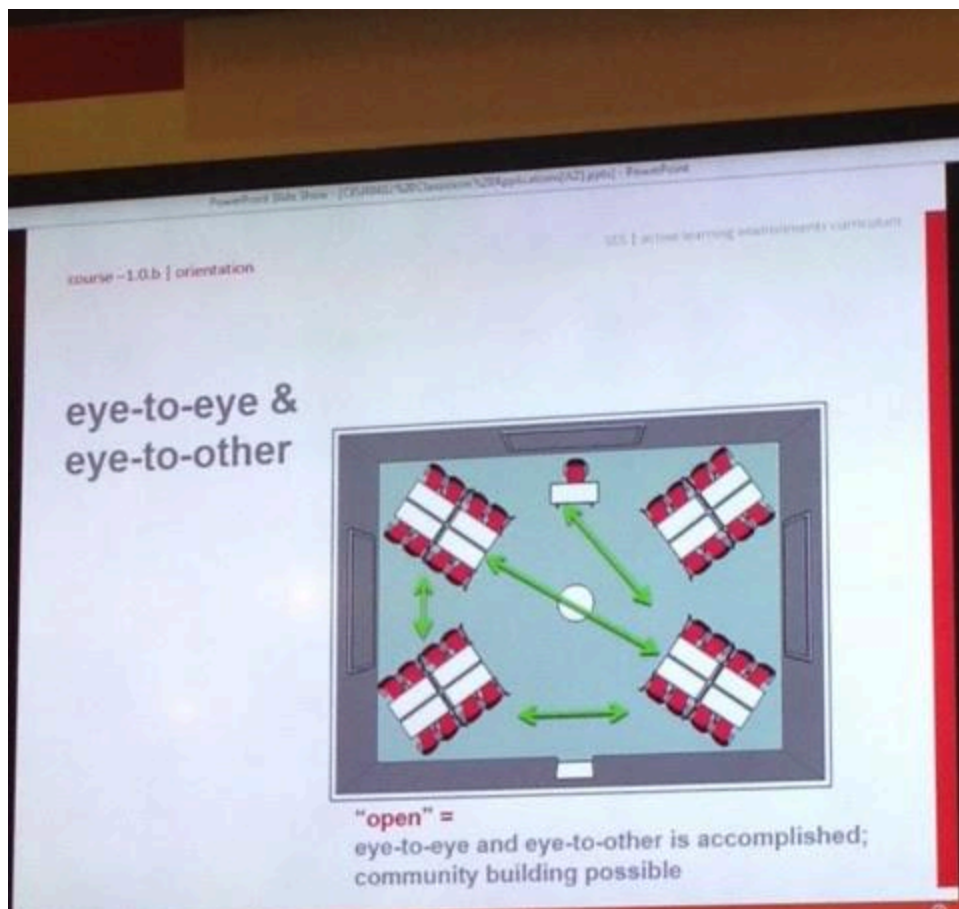
Ughhhhhh, but seriously though:
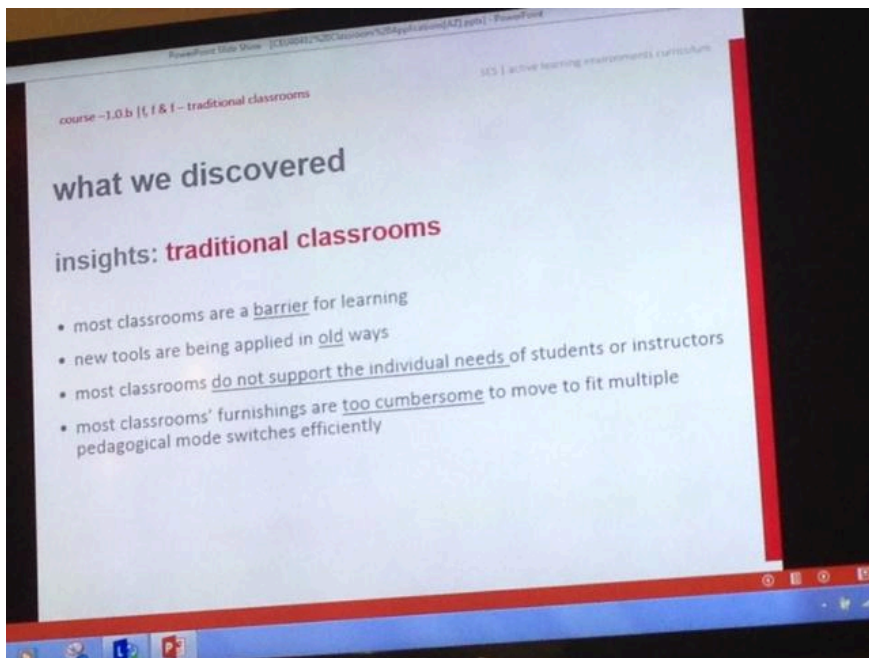
Flexibility:

- Picture of kids turning around and strained! Picture of kid in the back, etc.

Models to check out: Detroit Comm and Media Arts HS and North Shore Country Day School