

case study

INTRODUCTION 2



Cristo Rey Jesuit High School 4



Muskego Lakes Middle School 14



Beloit Turner Elementary School 24



Little Prairie Primary School 34



Port Washington High School 44



Forest Edge Elementary School 54



muskego lakes **middle school**



PIXEL PERFECT. “Pixels” was one of the themes that helped to inform design features at Muskego Lakes Middle School. Within a digital image, an individual pixel has its own traits and qualities. Apart from the other pixels, however, a coherent image cannot be formed. Conceptually, this relates to the importance of community, collaboration, and seeing value in others—all of which represent the core of the educational values at Muskego Lakes. This pixel theme appears architecturally throughout the building in various ways: rectangular acoustical panels and ceiling clouds; floor pattern; and branding graphics placed to identify the grade associated with an academic neighborhood.

The library, pictured to the right, is a soaring open-concept space serving as the central hub of activity in the building. It features a maker space, flexible furniture, and warm natural light. Flanking the library on each end of the building are the two-story academic wings in which the four grades, 5th–8th, are organized into separate neighborhoods. The following pages will take a closer look at one of these neighborhoods.

The theme of pixels can be recognized by students throughout the school, aiding in way-finding and sense of place.



PROJECT DATA

TYPE

Middle School (5-8), New Construction

CLIENT

Muskego-Norway School District

LOCATION

W 124S8009 N Cape Road, Muskego, WI

MAX PROJECTED ENROLLMENT

750 students

SQUARE FOOTAGE

136,836

COMPLETION DATE

August 2018



CONSTRUCTIVIST THEORY OF LEARNING

Learners construct knowledge by understanding new information building on their current understanding and intellectual paradigm. Learning is best served when it is **CONTEXTUAL**, **ACTIVE**, and **SOCIAL**.³ Flexible and engaging spaces created at Muskego, allow students' strengths within these three realms to be met.

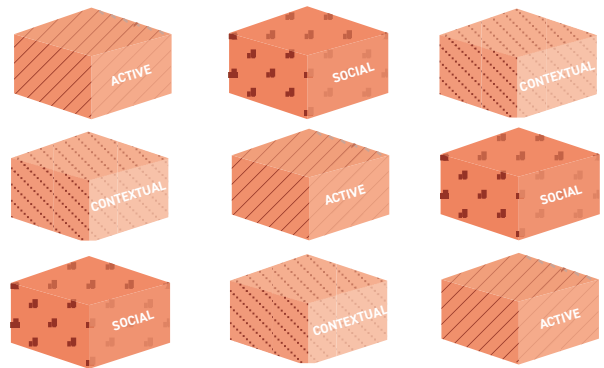


Fig. 2.2

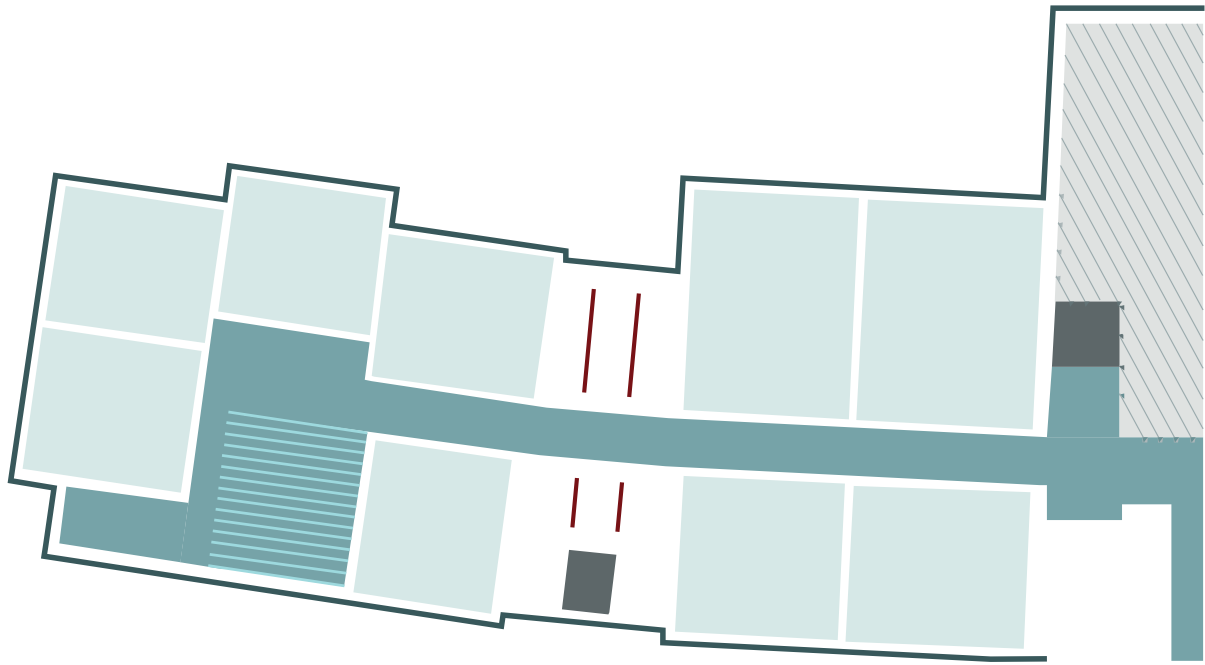


Fig. 2.3

Fig. 2.3 Key

- Classroom
- Corridor
- Collaboration Space
- Small Group Instruction
- Library Below
- Lockers

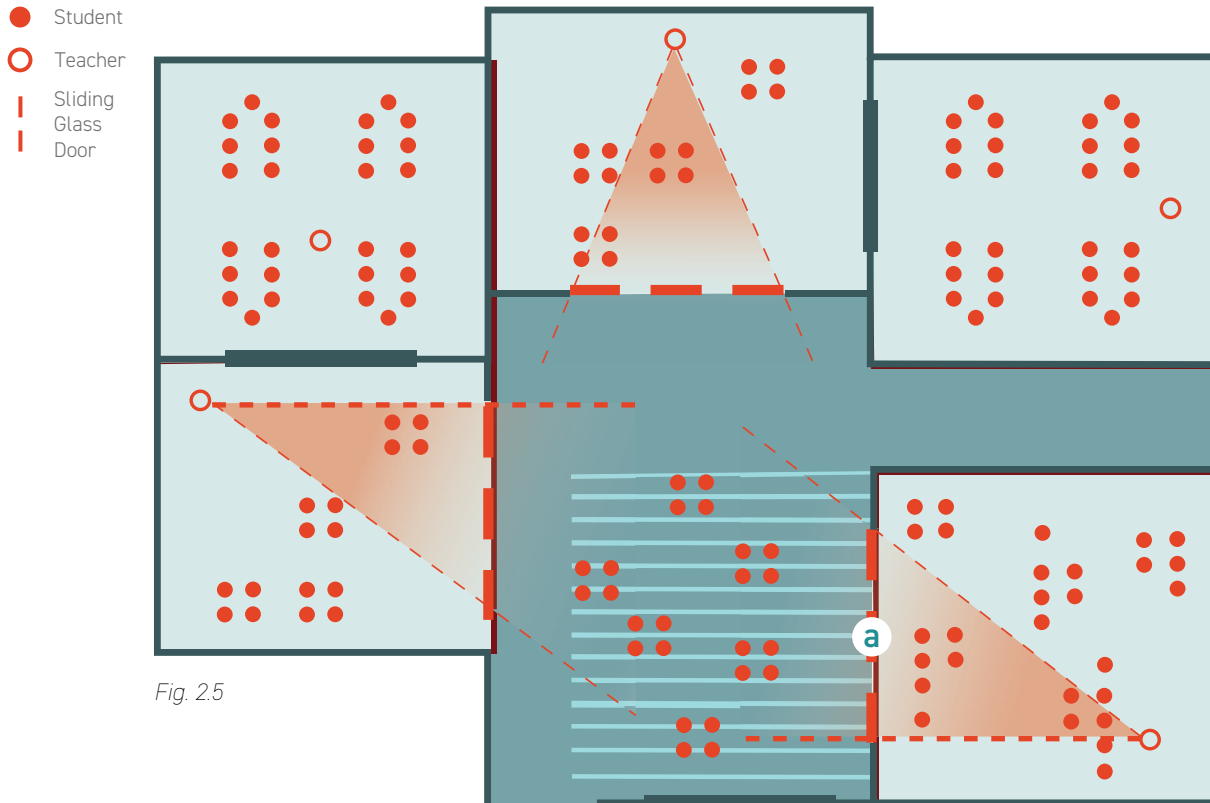
3 REFERENCE | Brown, Malcom.
 "Learning Spaces." Educase.edu, n.d.
<https://www.educause.edu/research-and-publications/books/educating-net-generation/learning-spaces>.

CONNECTEDNESS. Classrooms within a neighborhood are organized around a single, shared collaboration space where interdisciplinary learning is fostered and nurtured. This spatial relationship encourages the connectedness and community described in the tenets of the Constructivist Theory of Learning.

Resources such as technology, writable surfaces, and access to power are readily available in the collaboration space, removing barriers to encourage ease of use. Visual and

physical connections between classrooms and collaboration space are critical to connect the learning environments and ensure proper supervision. These features will be explored on the following pages.

Additionally, lockers have been isolated from these learning environments into organized alcoves. This allows the neighborhoods to exist without the clutter and noise that accompanies locker environments.

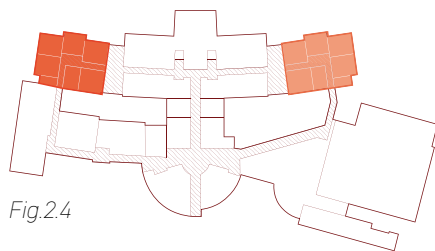


In the right moment, when students and teachers are activating the entire environment of their neighborhood, it's almost as though the walls disappear.


EMPOWERING LEARNERS. Column A to the right illustrates the various ways in which the classroom environments can be arranged. Simple dot representations of students and teachers paint a compelling picture of the way a single classroom can evolve into a multitude of group sizes and activity zones.

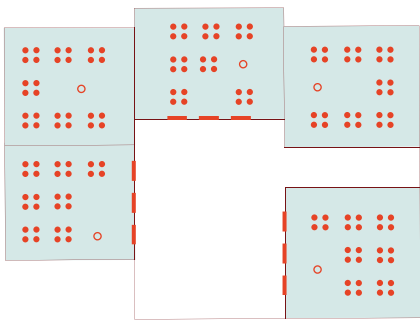
The transparency afforded by the sliding glass doors, in conjunction with thoughtful selection of furniture and appropriate resources, empowers students and teachers to take full ownership of their environments. In column C and Fig. 2.4 above, it's almost as though the classroom walls disappear as teaching and learning flows freely in an environment shaped to support agile adaptations of use and activation.

Three of the five neighborhood classrooms open directly onto the central collaboration space with expansive sliding glass doors. This visibility and option for physical openness transforms the neighborhood into a learning environment ripe for interaction and sharing ideas, as illustrated in column B to the right. Encouragement of such social behavior is an asset in direct support of instructional goals set forth by the Muskego-Norway School District.

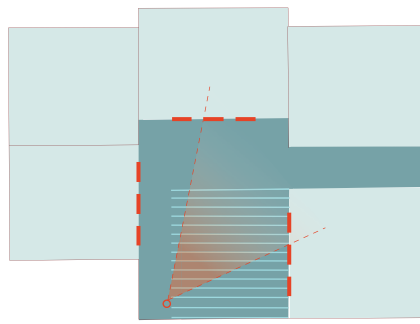


Key Learning Unit Element

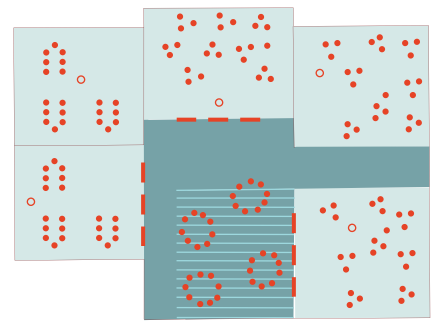
a  Sliding glass doors between classroom and collaboration space



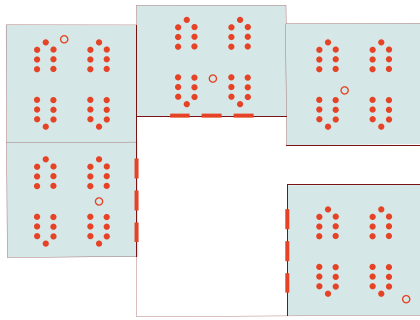
A1



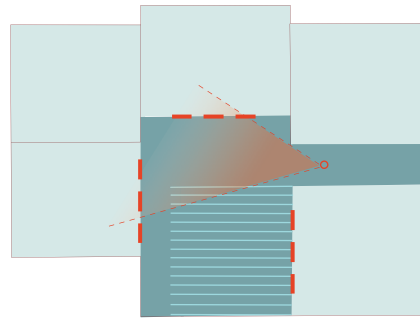
B1



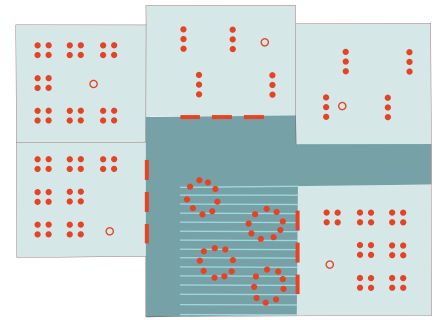
C1



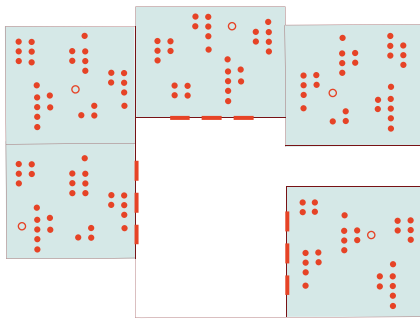
A2



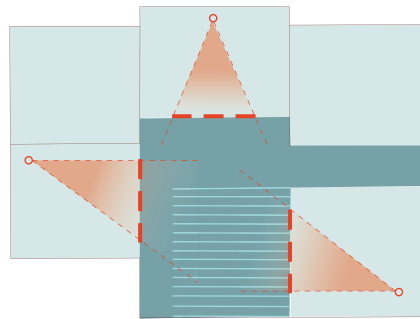
B2



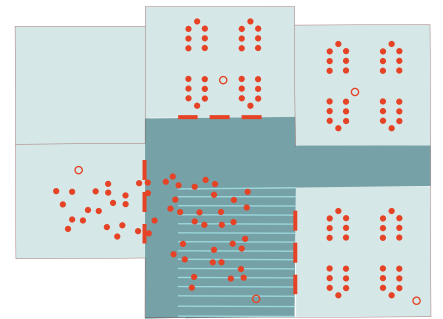
C2



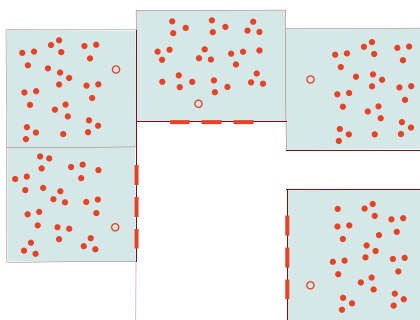
A3



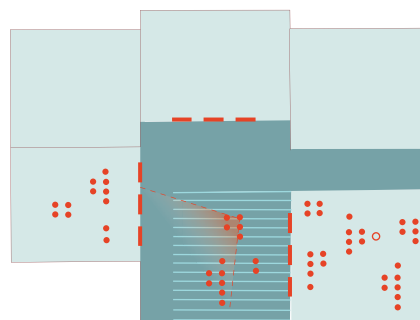
B3



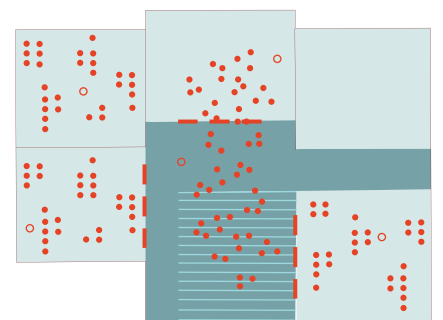
C3



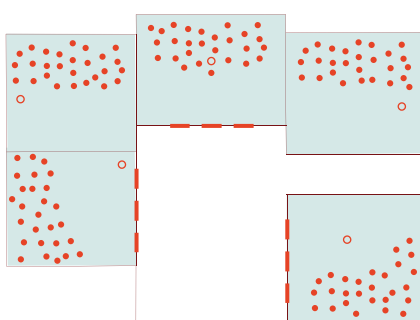
A4



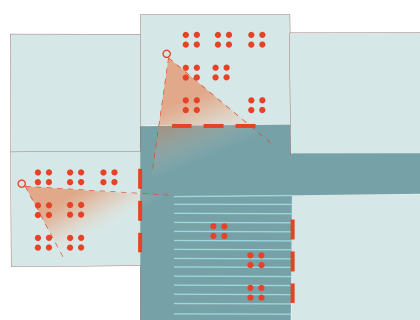
B4



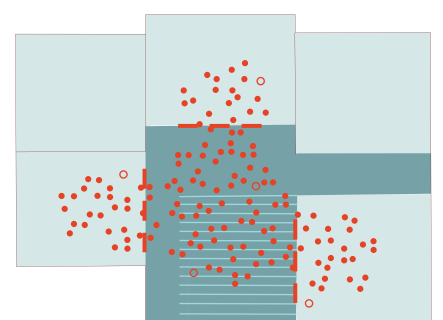
C4



A5



B5



C5

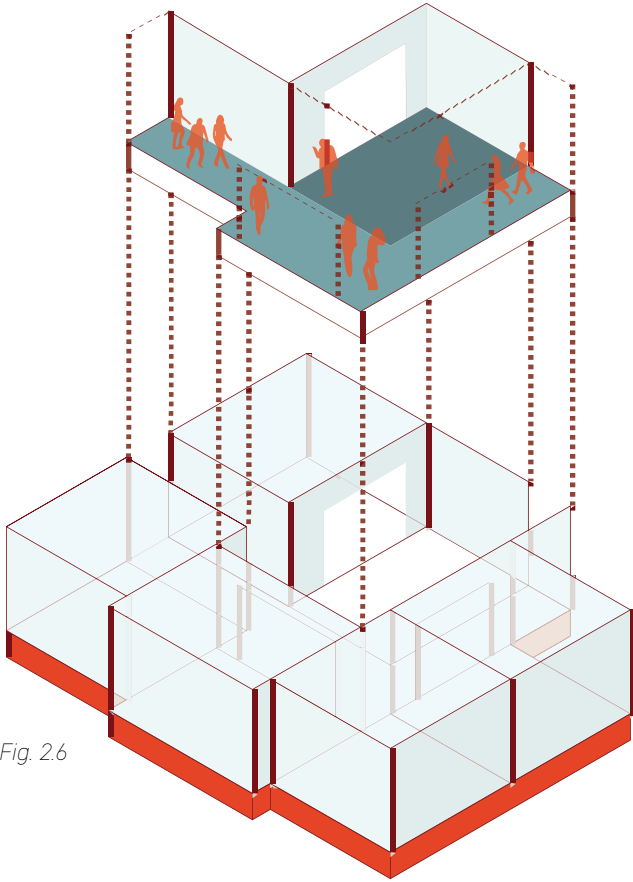


Fig. 26

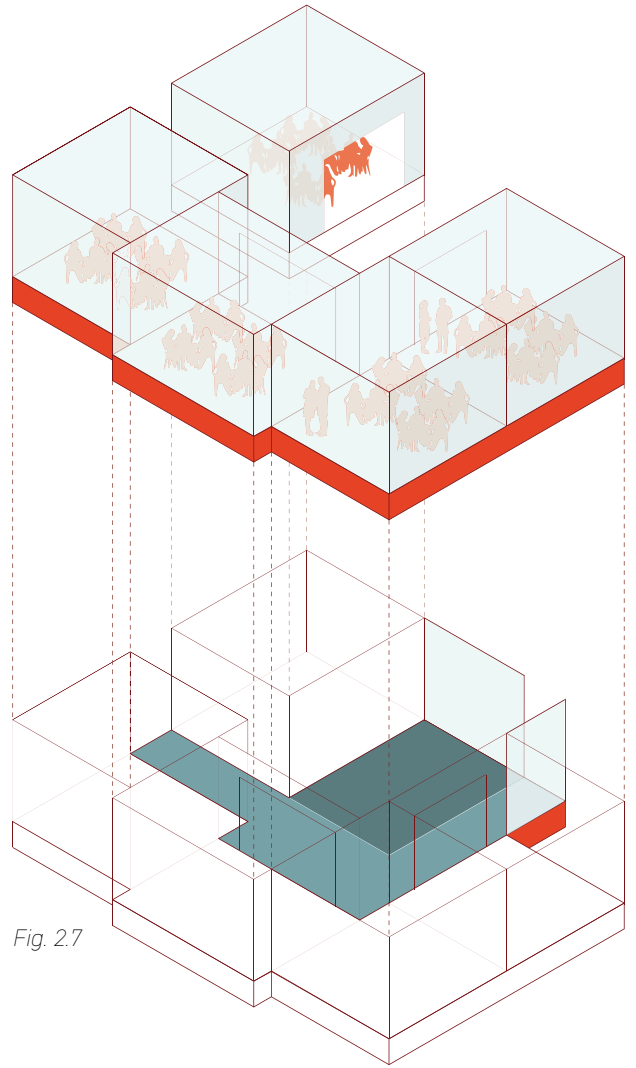


Fig. 27



Collaboration



Classroom

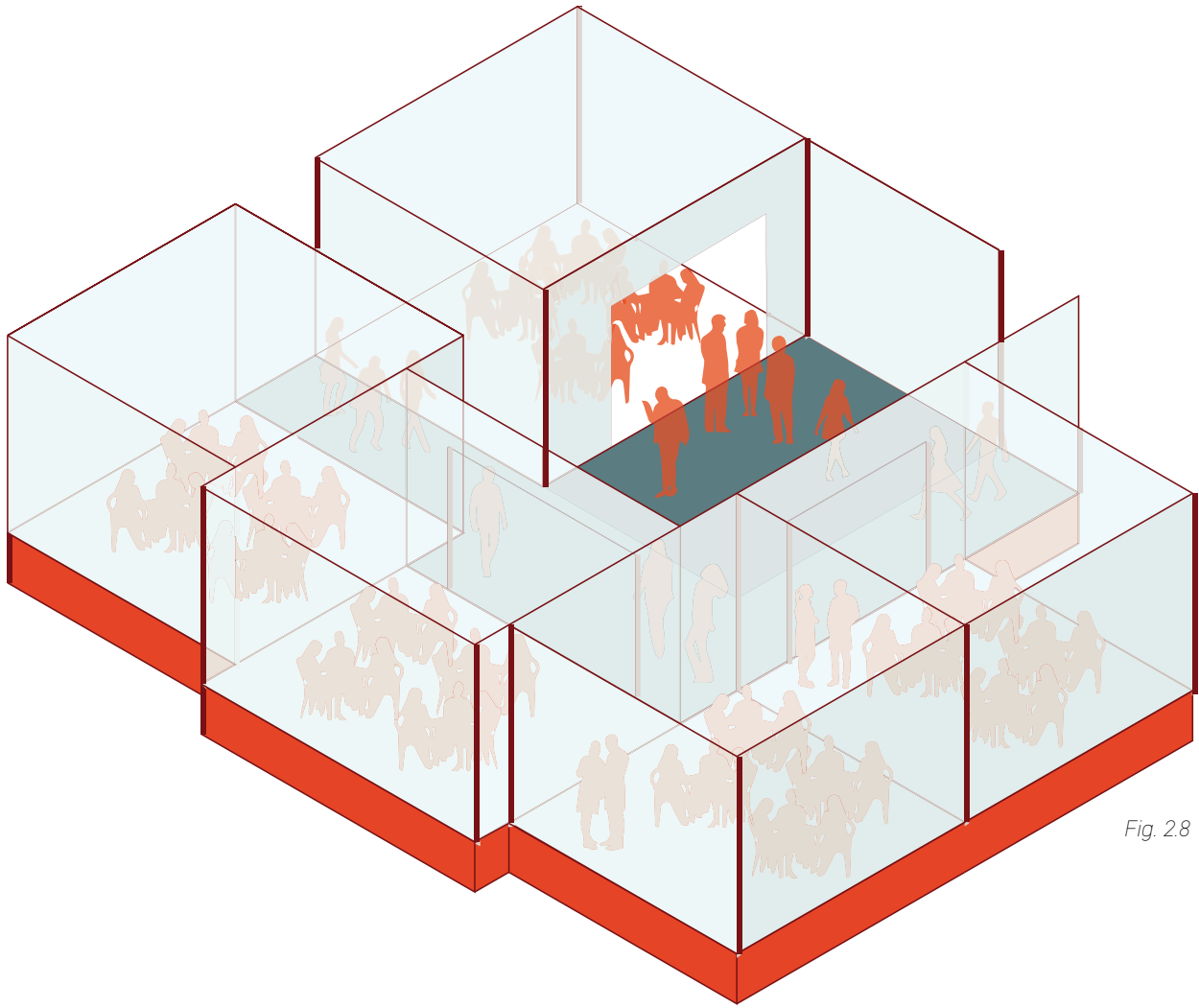


Fig. 2.8

STUDENT AGENCY. Students benefit when their neighborhoods give them autonomy and agency inside and outside of the classroom. Teachers value this connectedness as it supports their own collaboration and the development of interdisciplinary opportunities within the curriculum.

It takes a dedicated group of teachers, students, and administrators to knit together the opportunities available in a physical environment with the curricular and cultural goals of their organization. The ability to be agile and adapt is essential and must be considered across a spectrum of time and scales.

Day to day, shifting between spaces, seats, subjects, and size of group should be unencumbered as long as both active and passive participants understand the expectations within each space.

Taking long-term flexibility into consideration, Fig. 2.9 shows that, if necessary, a sixth enclosed classroom could be carved out of the open collaboration space.



Fig. 2.9

The 6th classroom is evidence that the building can adapt to meet changing pedagogy needs.





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