Experiential Design – Rethinking relations between people, objects and environments

• Paper / Proposal Title: Design for Learning

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• University or Company Affiliation:

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• Abstract (300 words):

We will share the transformation of Inly School and offer insight on “the doing of things large and small” to design for 21st Century learning. At Inly, learning spaces are indoor, outdoor, in the hallways and by the stairs – wherever kids and caring adults engage. Inly’s spaces were 20th Century standards, now reconceptualized, redesigned and rebuilt or built anew for 21st Century learning. The Inly DiVinci studio is a 3-story space for creating, making, provoking, invoking and evoking learning with students, faculty, family and friends ages 2 upward; surrounded by an Artsbarn, classrooma, play areas and an outdoor learning space. All integrate technologies and nature for a beautiful, creative, woven learning environment that nurtures those who enter with Hygge, a mindfulness of getting cozy, feeling contentment, making a mundane moment more special, creating beauty, intimacy and peacefulness, through a present-centered awareness.

From the perspectives of an architect, a researcher, an administrator and a counselor we will use visuals, story and experiences of what it takes to transform current schools into modern, fluid, inspirational, functional 21st Century learning areas, at once local and grounded and yet, connected to the world. We will explore educational intentions, movement, space, color, texture, tone, sound, entry, exit, egress, bringing the outside in and the inside out in the physical, social, emotional and tactile realms of teaching and learning. We will consider what helps architects better understand educators and what educators can do to make the most of what they have for creating, innovating and contemplating on behalf of student learning. We will consider the real constraints of time,
space, budget and imagination. The session will be interactive, multi-sensory and engaging. Come prepared to work on a project of your own while learning how Inly continues to transform learning spaces and places.

• Author(s) Biography (200 words each):

Dr. Diane Foucar-Szocki: Diane is an advocate of access and inclusion to quality educational experiences and spaces for all, serving as President of the Virginia Partnership for Out of School Time (VPOST) [https://v-post.org/](https://v-post.org/) and the Harrisonburg Education Foundation [https://www.harrisonburgeducationfoundation.com/](https://www.harrisonburgeducationfoundation.com/) and is a board member of the On the Road Collaborative [https://www.ontheroadcollaborative.com](https://www.ontheroadcollaborative.com). She is a professor in Learning, Technology and Leadership Education in the College of Education at James Madison University [https://www.jmu.edu/coe/ltle/](https://www.jmu.edu/coe/ltle/) Her interests include enhancing creativity, adult development and change. She is a certified Immunity to Change (ITC) Coach [https://mindsatwork.com](https://mindsatwork.com). Diane taught 1-8th grade before earning a Master’s degree in Creativity and Innovation from SUNY -Buffalo State and a doctorate in Adult Education/Human Resource Development from Syracuse University. She is co-author of The Vulnerability of Teaching and Learning in Selfie Society and a Distinguished Leader of the Creative Education Foundation. With her husband, children, grandchildren, extended family and dear friends she enjoys reading, traveling, good wine, food and conversation.

Donna Milani Luther: Donna has been the visionary force of the Inly School since 1996 [https://www.inlyschool.org/](https://www.inlyschool.org/) shepherding its growth from 160 to 250 students; expanding it’s Children’s House and Elementary programs; increasing fundraising; achieving dual accreditation from AISNE and AMS; and built the Meehan Family Artsbarn and the DaVinci Studio building. Donna teaches facilitation and the integration of creativity, leadership, and team building to educators and business professionals worldwide, most recently visiting Japan to both learn and teach. Donna is an adjunct faculty member at Lesley University in the national and international M.Ed. program for creative arts in learning. She also serves as an adjunct faculty member at Suffolk University, where she facilitates seminars in creativity and creative problem solving. In addition, she designed and directs Camp Summer Stars, [https://www.summerstars.org/](https://www.summerstars.org/) a performing arts program for inner city youth. Donna holds a B.A. in speech and theater from Bridgewater State University and an M.Ed. from Lesley University.

Thomas C. Peterman, RA, NCARB is Principal at Peterman Architects and a registered architect in MA, ME, NH, VT, CT, RI and PA. Mr. Peterman served as lead architect on the Inly School and he and Ms. Luther have traveled internationally to consult on similar projects. Mr. Peterman earned his Master of Architecture from the Harvard Graduate School of Design and has served as a guest critic for both the Harvard GSD, the Rhode Island School of Design and as an instructor at the Boston Architectural Center. He has
Jenny Leigh DuClos: Jenny is Director of Counseling and Social Emotional Learning at Inly School. A Licensed Mental Health Counselor (LMHC), she has experience as both an art teacher and preschool teacher for special needs children. After earning her master’s degree in counseling from California State University, Sonoma, Jenny moved to New Orleans to serve as the Assistant Clinical Director of a school and community-based counseling program to help school communities recover from Hurricane Katrina. Jenny was later awarded a Fellowship for Social Entrepreneurship at The John F. Kennedy School of Government at Harvard University, where she received a Master’s in Education in Cognitive Neuroscience and Education. She spent the following summer on the rural coast of South Africa, refurbishing a preschool and coaching early childhood teachers in play therapy techniques, curriculum and pedagogy. Since 2009, Jenny has counseled in charter and private schools in the Greater Boston area, as well as in her private practice.