Experiential Design – Rethinking relations between people, objects and environments

• Paper / Proposal Title:  
Convening Sustainable Learning: Examining the Community School Framework as a Mode of Creating Sustainable Learning Environments

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• Abstract (300 words):  
Public school buildings throughout the United States are deteriorating because most were constructed 50+ years ago with few improvements since. Beyond crumbling infrastructure, issues like poor indoor air quality, lack of daylight, and poor acoustic conditions negatively affect the well-being and performance of students and teachers. Additionally, if schools are not serving primary users, they cannot function for the larger community.

Community research shows that schools should and do function as more than brick-and-mortar locations for daily instruction. With proper planning, organization and neighborhood involvement, community schools that serve this desired function can be created. The National Education Association formally defines a community school as: a
center of the community that brings together academics, health and social services, youth and community development and community engagement in one built environment, leading to improved learning, stronger families, and healthier communities (1). Existing models for community school design focus on guiding communities, planners and organizers but can be useful tools for architects and designers. By understanding these models, design teams can partner with school planning teams to benefit communities with sustainable environments.

This research explores how to facilitate the utilization of green building practices and frameworks, by architects and designers. The goal is to generate a research driven framework to create school buildings that are healthier and more sustainable for generations. The development of this novel model synthesizes research around community school design with green building practices and will be a streamlined tool for designers to implement when devising sustainable community schools.

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

Marie is pursuing a dual M.S. in Interior Architecture and Design Research (2020). Marie graduated from Rutgers University New Brunswick in 2014 with a B.A. in Art History and a minor in Entrepreneurship, and in 2018 she passed the exam to become a certified LEED GA. Coming from a professional background in art and museum education, Marie is synthesizing her interests in the visual and decorative arts, interior design, education, and sustainable futures through her research.