

PUZZLE

BY TANGRAM INTERIORS



HIGHER EDUCATION — VOL. 10

PUZZLE

HIGHER EDUCATION

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ABOUT TANGRAM

Tangram is an innovator in the design and execution of highly creative interior environments and workspaces. The firm collaborates with clients as a creative partner to create and manage environments that enhance the client's brand and culture through the expert integration of technology, furniture, floor coverings and service solutions. It creates extraordinary value by providing a remarkable experience throughout each customer's life cycle of needs. A flagship dealer for Steelcase, Tangram also represents hundreds of other well-known leading brands.

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A LETTER FROM MARKETING

As we grow closer to the start of the new school year, it is so exciting to see college campuses begin to roll out their plans to bring students, faculty and staff back together in person. For many of us, our college years were tremendously formative in paving our life path, with defining experiences occurring both inside and outside of the classroom. While the Covid-19 vaccine's efficacy and availability are allowing for a relatively safe return, we would be remiss if we did not reflect upon the past year's distanced-learning experience and ask ourselves what aspects are worth keeping.

I grew up in an academic environment as my father was a graduate professor at a liberal arts institution in Portland, Oregon. He was an excellent teacher and an even better writer and speaker, but his audience size was dictated by the number of seats in the classroom or lecture hall. The way I see it, colleges and universities hold an opportunity post-pandemic to widen the availability of content globally while fostering conversation and debate locally. To do this successfully, institutions will need to braid both digital and physical worlds together by utilizing collaborative and personal technology. This may be coming from the 'marketer' in me, but I believe content will become king on campus just as it is in the business world.

As we put this issue of Puzzle together, I reminisced upon my days at the University of Oregon (Go Ducks!) and contemplated the challenges we faced with our physical spaces. I fear that as we re-emerge from our pandemic caves, we will attempt to control all aspects of the university experience in hopes of creating the safest environment. But I urge us all to allow for a bit of unpredictability, as some of the best learning, friendships and opportunities seem to be born from it.



Paul Smith, Chief Marketing Officer

TANGRAM INTERIORS

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Cover Photo: Turnstone Campfire

Learn Better

It's time for a fundamentally better learning experience

Prior to and during the COVID-19 pandemic, Steelcase Learning researchers used multiple methods to understand the value of blended learning and wellbeing to educational outcomes and how space can play a role to ensure an enhanced experience. Prior to COVID-19, researchers visited both K-12 schools and universities, interviewed educators and students, observed blended learning models and built prototypes. Since the onset of the pandemic, they've used a remote diary platform to assess how online learning is going for teachers and students.



Even before the pandemic, education was undergoing a transformation that will go on long after the virus threat subsides. The experiences students, educators and administrators have had during the pandemic has to have accelerated and amplified trends in education that were already in motion. Online and blended learning has revealed inequities and how many physical learning environments simply can't meet the pedagogical needs and technology demands. Additionally, wellbeing has suffered, and students and teachers have struggled, unable to teach or learn effectively.

What Students and Educators Need + Expect

Everyone has had a vastly different experience teaching and learning from home. Those experiences shape their expectations for what they want the learning experience to be like in the future.

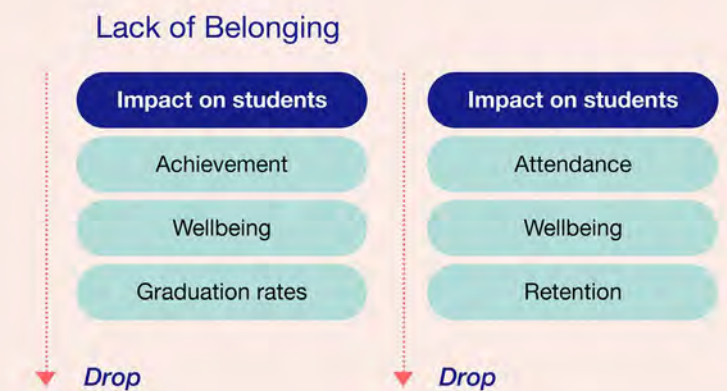


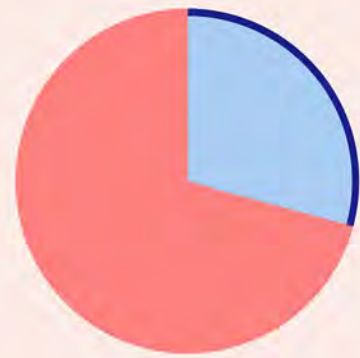
1. To Be Safe and Feel Safe

Educational institutions didn't have to consider how to mitigate the spread of disease, but people are now pandemic aware. They have new expectations about air quality, facility cleanliness, social distancing, density and adherence to safety protocols that did not exist prior to the pandemic.

2. A Deeper Sense of Belonging

Students, educators and administrators all report a feeling of isolation. To address this moving forward, educational institutions will need a more human-centered approach to education that creates a sense of belonging. When a sense of belonging is lacking, both educators and students are negatively impacted. Students' lack of wellbeing, for example, is related to lower achievement, retention and graduation rates, which directly affect funding. Meanwhile, educator burnout results in higher absenteeism, poor wellbeing, increased healthcare costs and higher turnover rates.





30%
of high school students
feel academically
unprepared for university

3. To Be Effective

Online learning presents new challenges when compared to a traditional classroom. According to a McKinsey Report, a significant portion of students report that COVID-19 had affected their readiness, willingness, or ability to attend a higher education institution. For example, 30% of high school students feel academically unprepared for university. Students' ability to succeed in a remote-learning environment also differs greatly by income levels. Less than half (40%) of students from lower-income households report being able to get the necessary equipment for remote learning compared with 72% of students from high-income households.

4. Holistic Comfort

A more holistic approach to comfort is another expectation students, educators and administrators now have as many had to learn, teach and work from sofas, kitchen tables and even beds. Learning environments will need to support physical comfort, as well as emotional and cognitive comfort. People will need a range of postures, settings and the ability to move, as well as an emotionally safe and supportive culture for teaching and learning. Learning spaces should be designed to create a sense of inclusiveness and community and provide calming spaces for respite.



Physical



Cognitive



Emotional

5. Greater Control

The Steelcase Learning Environment Evaluation (LEE) study has found both students and instructors have reported they want more control over their learning environments. People want options so they can choose where to learn or work and they want the ability to adapt spaces based on what they're doing. The LEE study reports a 92% increase in students who say they often or always move furniture to support their learning. Instructors report a 47% increase when asked if they agree or strongly agree that they want to be able to move furniture into new layouts. Access to mobile furniture and different seating options and postures promote a greater sense of student agency.



Macro Shifts in the Learning Experience

To be able to create better teaching and learning experiences that provide students and educators with what they want and expect, institutions will need to pay attention to four macro shifts in how they think about space.



1. Design Safer Schools

Behavioral strategies, such as mask wearing and distancing, need to be augmented with changes to the built environment. Educational institutions can make their buildings even safer by intentionally designing the built environment to help mitigate disease transmission. Understanding how pathogens move through an environment will help educational institutions develop new systemic strategies to help prevent infections.

2. Design for Effectiveness

Students and educators have struggled throughout the pandemic. Learning and teaching effectiveness have dropped. Moving forward students and educators will need multi-modal learning environments that balance individual and group needs and multiple modes of learning. For example, libraries can be designed to support group work and not just individual study. Schools will also need to provide spaces that enable better hybrid and blended learning experiences.



3. Design to Inspire

People who have lived through a crisis want inspiration — they need to be a part of something meaningful. Educational institutions will need to create a sense of belonging and foster community. When students are able to connect with their instructors and have access to inspiring spaces that build a strong community, this can lead to better learning outcomes. Intentionally-designed learning environments can foster meaningful interactions and signal that change and adaptation are part of their culture and something to be embraced.

4. Design for Flexibility

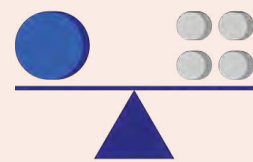
Historically designed for permanence, buildings have been dominated by fixed architecture, power and furnishings. Going forward, educational institutions will offer more flexible environments that can adapt easily to accommodate multiple learning modes. Schools will need to embrace multi-use spaces that can support diverse types of activities. Furnishings will easily move to allow spaces to expand and contract as needed.



Designing a *Better* Learning Experience

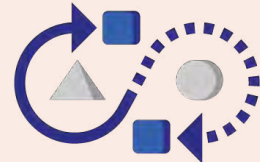
It's time to put human metrics ahead of building metrics.

The global pandemic has fundamentally changed how we live, learn and work. Students and educators have new needs and expectations, requiring shifts in the way we think about buildings and learning spaces. It's time to move forward and use what we've learned to make learning better.



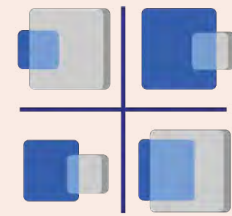
Me + We

Equally support large groups, small groups and individuals



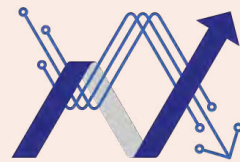
Fixed to Fluid

Multi-modal spaces support multiple purposes and pedagogies



Open + Enclosed

More shielded "me" and activate more open "we" spaces



Braiding Digital + Physical

Increase video use in "me" and "we" spaces



Me + We

- Equally support team and individual work
- Allow for quick shifts between working alone and together
- Balance 4 key space types: Personal, Collaboration, Learning, Social



Fixed to Fluid

- Multi-modal spaces support multiple purposes and modes of work
- Adaptable spaces: Highly mobile furniture, power, technology and space division
- Flexible architectural elements allow for multiple ways to reorganize space

Open + Enclosed

- More enclosed "me" and more open "we" spaces
- Provide a range of individual privacy and control options
- More open team spaces with flexible boundaries



Braiding Digital + Physical

- Increased video use in "me" and "we" spaces
- Inclusive experiences for those remote and physically present
- Smart, sensing technologies for data-driven and AI-driven experiences

Classrooms + Commons

The Student Commons space outside classrooms provides a variety of settings where students can study alone or connect with classmates or instructors before or after class.

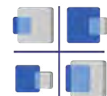


Braiding Digital + Physical



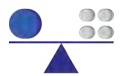
Standing-height table and large-scale digital device provide group access to technology.

Open + Closed



Enclosed space provides acoustic and visual privacy for individual work or video conference calls.

Me + We



A range of privacy options for solo and group work gives students control over where and how they interact and study.

Fixed to Fluid



Highly mobile seating supports collaboration, transition and movement for all the ways students learn.

Student Hub

The Student Hub is the heart of a campus and acts as a magnet where students gather to connect socially with each other or study – alone or in small groups. Access to food, beverage, gaming stations and campus information create a dynamic comfortable setting where students can draw energy from one another.



Braiding Digital + Physical



Students can work or game together using shared monitors and wireless controllers. Standing-height tables behind the bench can be used for additional participants or for others to observe.

Open + Closed



This open multipurpose social space supports social learning, rejuvenation, collaborative group work and individual study with the ability to spread out materials.

Me + We



Shielded solo spaces provide privacy for studying or rejuvenation.

Fixed to Fluid



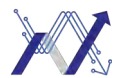
Large-scale mobile collaboration tools for visual display in the open allow groups to easily interact and work through problems on demand.

Learning Commons

The Learning Commons is a safe and comfortable environment that removes barriers between students and staff and supports multiple behaviors: social learning, individual + group study, small group meetings, connections between students and faculty, and impromptu teaching.



Braiding Digital + Physical



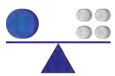
Pods provide acoustical privacy for instructors or students participating in virtual classes.

Open + Closed



Private enclaves offer acoustical privacy and a place to review progress for longer tutoring sessions.

Me + We



Adjacent spaces that support "me" and "we" work allow students to easily toggle back-and-forth between studying alone and working with classmates.

Fixed to Fluid



Large-scale mobile collaboration tools for visual display in the open allow groups to easily collaborate and work through problems on demand.

Active Learning Classrooms

These versatile Active Learning Classrooms provide students options and tools to actively engage in the learning process.



Braiding Digital + Physical



In this hyflex classroom, students can choose to join the class remotely or in-person. Thoughtfully-integrated technology improves both the in-person and virtual experience.

Open + Closed



This open multipurpose social space supports social learning, rejuvenation, collaborative group work and individual study with the ability to spread out materials.

Fixed to Fluid



Highly-mobile and versatile furniture in these classrooms supports fluid transitions between different learning modes for all the ways students learn.



CLASSROOMS

A classroom is a learning environment that is flexible, collaborative, active and personalized.

Classroom environments should allow students to feel connected to the content, teacher and peers. Learning environments should have key elements that are more personalized and active learning, with access to real-world and hands-on learning or 'making' experiences.

As you're planning your learning environment think about what you are trying to accomplish, how it will be used, where it will be located and how it will integrate with the course topic or learning community.



01

Steelcase Elbrook



02

Steelcase Node



01

Steelcase Flex Board + Cart



02

Steelcase Series 1





01
ERG Mingle



02
ERG Benton



01
Enwork Zori



02
Enwork Zori





Classrooms

01
KI Pirouette



02
KI Strive



01
KI Pirouette + Strive



02
KI Pirouette



01

Versteel Quanta



02

Versteel Ty



01

HON Motivate



02

HON Cliq





MAKER SPACES

A maker space is a collaborative work space inside a school, library or separate public/private facility for making, learning, exploring and sharing that uses high tech to no tech tools.

Unlike a traditional classroom environment, where the educator leads through formal instruction, maker spaces lend themselves to experiential modes of learning, with the teacher assuming a far less dominant role. The aim of the maker space is to naturally encourage critical, lateral thinking from learners by affording them an environment in which they can design, assess and evaluate projects, and refine their techniques accordingly. To accommodate the needs of students, designers of the maker space must possess the forethought to consider the multifarious uses of the area, and how they can be easily adapted to accommodate a diverse array of activities with minimal fuss and upheaval.

01

HON Build Table



02

HON Build Stacking Stool



03

HON SmartLink Cabinet



01

KI Ruckus Worktable



02

KI 618W Stool



01

National Weitz



02

National Maneuver





LIBRARY + MEDIA SPACES

A university without an academic library is unimaginable since the library serves as a pivot for both learning and research. A good library is not only one that stacks printed material or has portals to access online resources, but also provides a flexible learning space with reading rooms, facilitates discussion and encourages collaborative learning and scholarship.

Libraries have changed dramatically. No longer are they exclusively furnished with tall, static bookshelves. In many schools, this space has morphed into a multi-media center where students research, discover and explore their ideas.

Media centers are the hub of the school. These are now flexible spaces that accommodate technology, teaching and versatile student or community groupings. Focus on providing furnishings that allow students and staff to be comfortable, tech accessible, with easy access to resources.

As you're planning your media center or library, think about what you are trying to accomplish, how it will be used, where it will be located and how it will integrate with the learning community.



01
Enwork Concurrence



02
Enwork Landing Table



01
Steelcase Verb Active Media Table



02
Turnstone Shortcut



01

National Strassa



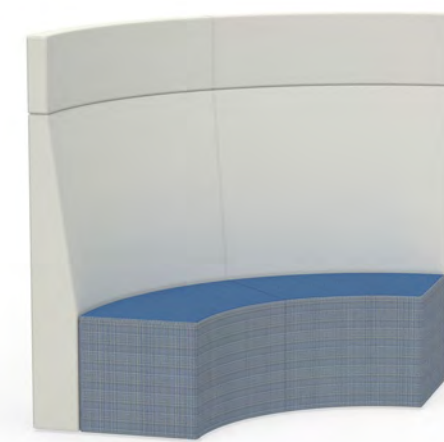
02

National Ditto



01

KI MyPlace



02

KI Pillar



01

ERG Connos



02

ERG Connos



HyFlex Classrooms

Everything you need to know.



Due to the COVID-19 pandemic, many schools were left closed for the past year and had to quickly move courses online for the remainder of the school year. With the fall semester approaching, schools are looking at a variety of options to accommodate students and teachers with a range of learning experiences. Some of the most popular course models that schools are offering for Fall 2021 include continued distance learning or fully online classes, as well as a new “HyFlex” format.

What is HyFlex Teaching?

The “HyFlex” or hybrid flexible course model combines elements of a hybrid learning course with a more flexible structure. This new instructional format gives students the option to attend class meetings in person, online, or a combination of both.

What Are the Benefits of HyFlex Teaching?

Having a HyFlex-enabled classroom offers a variety of benefits for students, staff, and schools. One benefit of this teaching model is that it allows for students to adhere to social distancing guidelines. With students having the option to choose their instruction model, there will be overall lower in-person attendance rates (with the exception of an initial period of students being allowed back in class after months without in-person instruction) and schools can still maintain similar class sizes. Students who want to participate in class in-person will also see an improvement in their mental health since they have gone so long without face-to-face interaction with their classmates.

Another benefit of the HyFlex format is that it increases student engagement. When courses are fully online with no set meeting dates, students are minimally engaged in the coursework. By adding HyFlex courses, students and instructors will be more engaged and interactive since there will be more human connection beyond simply watching a recorded lecture. With fewer students attending in-person courses, instructors have the potential to give more support to the students who need additional help.

“

HyFlex really opens up options for greater opportunity for learning and connection. We all know everyone learns differently; some need more personal attention, some like to work independently. By giving the option of being with the teacher, at home, or even having a teacher be able to be remote gives all of those opportunities.

- Joe Way, USC Director of Learning Environments

HyFlex instruction gives students more control of their learning experience by giving them the freedom to select their instructional method so they can have more of a choice in how they are learning. It also expands opportunities to experience guest lecturers and speakers through the use of video conferencing. “With the

pandemic, we know safety has to be the first priority. HyFlex allows students and faculty to return to normalcy at their own pace, and as they feel comfortable. At USC we're also seeing creative ways of using hybrid teaching, for example by allowing guest lecturers to join the conversation, which before wouldn't be as possible due to travel costs," says Way.

Who's Doing It?

With things changing on a day to day basis, it's difficult for anyone to predict what the plan will be a week or even a month from now as the curve continues to fluctuate. Way explains, "We were lucky to already know what we were going to do; others had to scramble. Higher ed traditionally moves slow, while stock was drying up, and installation labor was tough to get on short notice. The technology is actually the easy part. Having to take a year's worth of design, procurement, installation, and user training & socialization work and compress it into a few months, at scale, is the tough part. Overall higher ed has done a great job of it; however, we are overwhelmingly ready to support the students and faculty for whatever the fall semester looks like."

Many other higher education institutions are also finding themselves needing to prepare their classrooms on campus to be outfitted for HyFlex courses for the upcoming semester including the University of San Diego, Texas A&M, Chapman University, Louisiana State University, University of North Carolina- Chapel Hill. To help with a smooth transition, the schools' IT departments could consider making a guide on what's in the classroom and how to use it.



HyFlex spaces are the future of work and education and will extend well beyond our current situation. The benefits for remote participants in other offices or locations, for distance learning, and for recording meetings and discussions are far reaching and will provide value well beyond current restrictions on occupancy and gatherings.

- Amber Jones, Tangram Vice President, Sales + Education

What Do You Need to Get Your Classroom HyFlex Ready?

An Intuitive Video Conferencing Platform

Of course, to conduct a HyFlex course, you need reliable video conferencing software. Your hardware products should all be able to connect and perform flawlessly with these programs. It's also important to look at a conferencing platform that has some integrations with your learning management software. When comparing platforms, you should look for a platform that will allow instructors to screen share, annotate, record, and whatever else an instructor may need to do during a HyFlex course so that those who are participating online can be engaged or watch the lecture back at a later time. Our recommendations for conferencing platforms are Zoom, Microsoft Teams, and Google Meet.

A Scalable Audio Solution

It's crucial to have a solution that will be easy for instructors to learn and use that won't disrupt the flow of the class. You not only need audio that's reliable but scalable to fit in rooms of all shapes and sizes. Our recommendation for a complete audio solution: Stem Audio

A Reliable Conferencing Camera

When choosing a camera for a HyFlex classroom it's important to identify the requirements it needs to meet. For example, if you need to capture a certain field of view, you'll need pre-sets or zoom capabilities. Some higher education institutions use dual cameras with a larger field of view and zoom to capture the classroom from the back to show the front of the class and another to show the view of the students. We recommend: AVer CAM 520 PRO or PTZ Optics 30X CAM.

Added Extra Interaction

Another (optional) element to add to the classroom is an interactive board. Interactive boards are useful for increasing engagement for those who are in class and online students. Students who are participating online can see how the instructor or how other students break down problems or discuss material on the boards, and the instructor can easily save the notes and share them with the class. Our recommendation for interactive boards: SMART Board, NEC Display Infinity Board, and Google Jam Board.

The use of video conferencing has opened up a lot of doors in education and all around the world as we have gotten used to the idea of virtual participation. It's become clear that alternative educational experiences are here to stay and schools will need to prepare their classrooms with flexible solutions that will help provide a smooth transition for these alternative teaching methods to be effective.

Example HyFlex Classroom Configurations:





CAFÉ SPACES

Reinvent the school cafeteria. Where there is food, people will gather. Students' time spent in the dining space will be enhanced by leveraging this space to more easily adapt and change from quiet seating to small group seating to large group seating. Improved effectiveness begins by understanding that food service spaces, which are an important part of the contemporary campus, are typically used for a wide variety of important functions, including enhanced student collaboration, continued learning beyond the classroom or simply a place to relax and enjoy a meal.



01
HON Astir



02
HON Astir



01
ERG Encino



02
ERG Monaco



01
Enwork Adventure



02
Enwork Zori





Café Spaces

01
National Fringe



02
National Admire



01
MiEN Bay



02
MiEN ACE





COLLABORATIVE COMMONS

While colleges exist to teach students, they're also places where people socialize. It's important to maintain a balance of quiet study rooms and casual lounge areas on a college campus. When students have more opportunities to meet organically as they go about their days, they'll build larger support groups and maintain better mental health.

One college campus design trend that architects use frequently is community, or "sticky," interior spaces. These areas are placed between classrooms, residence halls, or other major locations on campus where students gather. There's often a great deal of empty space between individual rooms, especially on large college campuses. Designing sticky spaces in-between these rooms encourages students to slow down and spend more time in the building.



01
HON Preside



02
HON Flock



01
HON Mav



02
HON Astir





01

KI WiggleRoom



02

KI Tattoo



01

Enwork Pixley



02

Enwork Sawhorse



01
ERG Emma



02
ERG Vesper



01
ERG Mia



02
ERG Hazel



01

MiEN Chameleon Lounge



02

MiEN Chameleon Media Wall





01
Steelcase Elbrook



02
Steelcase Node





PROJECT PHOTOS

Tangram has had the opportunity to work on several college campuses and provide furniture to promote an elevated learning, collaboration and social experience for students and faculty alike. Here are a few recent projects that we are proud of.

UCI Interdisciplinary Science & Engineering Building



UCI Interdisciplinary Science & Engineering Building





UCLA Pritzker Hall



UCLA Pritzker Hall



Tangram was founded in 1963. Today, we are the leading interiors solutions provider in Southern California with offices in Downtown Los Angeles, Newport Beach, Santa Fe Springs, Fresno, Bakersfield and Riverside.



tangram

HIGHER EDUCATION
TANGRAM LOOKBOOK