REDEFINING LEARNING SPACES

An International Architectural Design Competition
UL LAFAYETTE ADMINISTRATION
Dr. Joseph Savoie, President
Dr. Jaime Hebert, Provost
Nathan Roberts, Dean, College of Education

SUPPORTERS
Lafayette Parish School System
Vermilion Parish Schools
Iberia Parish School Board
Acadia Parish School Board
St. Mary Parish School Board
St. Martin Parish School Board
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Southeastern Louisiana University College of Education
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Louisiana Tech University College of Education
Acadiana Center for the Arts
Learning Forward Louisiana
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CALL FOR DESIGN IDEAS
The University of Louisiana at Lafayette is excited to announce a call for submissions to a design competition for a new laboratory school on the University of Louisiana campus in Lafayette, Louisiana. The University of Louisiana at Lafayette’s Learning Lab is looking for design concepts that support the core mission: leading education for all of Louisiana. The Learning Lab is a space which advocates for curiosity, creativity, connectivity, and collaboration among students, teachers, administrators, and the community. Submissions are encouraged to break away from traditional educational architecture formulas and think creatively about how the Learning Lab can become an inviting, exciting, and inspiring environment for learning. It is our hope that the Learning Lab will serve as an example for schools of the future as well as provide resources and support for current schools in the area. We hope to receive design submissions incorporating strategic, dramatic design ideas that will follow the school’s aspirations of designing and testing innovative pedagogy and curricula. The competition is broken into two stages outlined below.

THE COMPETITION
The design competition is broken into two stages:

Stage One is an open competition (designing three Learning Lab Spaces). Anyone can enter Stage One as long as they have a licensed architect on their team. The competition organizers encourage multi-disciplinary teams of teachers and designers, or students and designers. Each entrant (or team) will be required to create and describe three learning spaces and its experiences in text and in renderings and/or storyboards. Three to five unranked winners will be selected by jury, each awarded $1,000.00 USD. In addition to the competition entries for Stage One, anyone is invited to offer ideas and suggestions on the website public forum. It is the organizers’ intent that all ideas and thoughts will serve as inspiration for the final design of the Learning Lab.

Stage Two of the competition will be composed of joint ventures/partnerships/teams of architecture firms with a local architecture firm (located in Lafayette, Acadia, St. Landry, St. Martin, Iberia, or Vermilion Parishes of Louisiana) as the prime contractor, selected by the jury based on Requests for Qualifications and subsequent interviews. Each of the three to five selected joint ventures/partnerships/teams will receive a $12,000.00 USD stipend for Stage Two. You do not have to enter Stage One to participate in Stage Two. However, the jury does consider participation in Stage One as a factor in their selection. Only one winner will be selected by the jury in Stage Two and they will be required to enter into a Professional Services agreement with a fee established by the Louisiana State Fee Curve for Architects. The three to five Stage One winners will serve an advisory role for the Stage Two joint ventures/partnerships/teams. If Stage One winners work for architecture firms prior to the competition then they may remain in employment during Stage Two of the competition. The remainder of the competition guidelines can be seen in the “Competition Rules” section of the brief. More information and details will be forthcoming on Stage Two of the competition.
“To build a school is to define what it means to be human.”

- Tom James
CREATIVE EXERCISE
The purpose of this competition is to design innovative learning spaces for the Learning Lab that reflect a vision to create and sustain a culture of curiosity and creativity, while encouraging the use of knowledge to design a better world. With this competition, we hope to flex the cemented walls binding the notion of learning environments. We encourage you to break those walls so that true learning can emerge. Stage One entrants might find it useful to fill in the blanks to create storyboards and/or renderings of these three spaces/experiences. These are encouraged but not required for submission.

Entry Sequence:
Driving up, the __________ of the school catches your eye first. Stepping onto the __________ you are instantly surrounded by __________, which makes you inspired to start the day. The natural light fills the __________, while shaded areas provide __________ for __________. You meet up with your friends and walk through the doors and see __________, while the atmosphere around makes you want to __________. The path of getting to class is __________ with __________ throughout.

Classroom Sequence:
As you walk into the classroom, you notice the atmosphere is __________. There is something about the room that is just __________. You see your friend on the other side of the room by the __________ doing __________. Before joining your classmates, you take your book sack and place it __________. The teacher gets everyone’s attention, and you and your classmates head to __________ to begin the lesson. At your old school you found it hard to focus in the classroom, but now, you find it is really easy to pay attention in class because of __________. You look back toward the school and see __________, and you feel __________ as you start to think of the next class’s collaboration activity. Toward the middle of class, the teacher announces the class will be heading outside in the __________ for the second part of the lesson. You exit the classroom through the __________ with the rest of your class and walk through the __________ that leads outside. You step outside and you see __________. The class joins together in the __________ you look around and feel __________. The light was shining through the __________ giving the space __________. You look at your teacher who is standing on __________, and you head over to sit next to your friend on the __________. As the class wraps up you look back toward the school and see __________, and you feel excitement as you start to think of the next class’s collaboration activity.

Collaboration Sequence:
After the lesson, the class is instructed to divide into small groups and begin the day’s project. You and your group head to __________ to begin working. The project deals with __________, so you and your peers head outside to use the __________, which will help with research for the project. Next, you’ve been introduced to the collaboration activities; you now begin the group project. The __________ has had an incredible impact on learning. You can move between the __________ that will allow you to be free to explore (the) __________. I really like the collaboration space because __________. In this environment, you’ve been exposed to __________. This __________ can encourage you in having greater freedom to drive your learning with tremendous success. Following the __________ has led you to this grand __________, that allows an abundant amount of __________. You and your friends head back to the __________ to reflect on the group’s experience.
“For a small child there is no division between playing and learning; between the things he or she does ‘just for fun’ and things that are ‘educational.’ The child learns while living and any part of living that is enjoyable is also play.”

- Penelope Leach
INTRODUCTION
Currently in the United States, school systems are operating on an outdated model. Originally designed as a way to bring progressive ideas into classrooms, laboratory schools provide an opportunity to address educational problems we are facing today. Originally developed by progressive educator John Dewey, laboratory schools are spaces to design and study the use of cutting edge best practices focused on developing all aspects of the child. Laboratory schools typically operate in association with a university as a space to provide teaching and research experience for future educators. UL Lafayette’s Learning lab aims to become a hub of educational innovation by driving an expedition toward innovation, altruism, and excellence in students, educators, and the community. The Learning Lab will merge the innovative models of several successful approaches to learning.

CONCEPT
Laboratory schools function in connection with colleges of education to immerse teacher candidates in real classrooms. The lab school at UL Lafayette will create a space for teachers and administrators to try out new and innovative pedagogy, modeling a stance toward continuous and deliberate improvement of one’s own professional practice. The concept invites students, teachers, teacher candidates, researchers, UL faculty, and administrators to never stop learning, improving, and pushing our practice forward for the sake of student growth and fulfillment.

As a laboratory for educational innovation, it is our duty and privilege to share our learnings with other schools and educators. As a part of our mission to advance educational equity and innovation to all Louisiana students, we are committed to forming and maintaining working relationships with area schools as we work together for the children of our shared community and state.
PROGRAM
The programs offered at the UL Lafayette laboratory school are unique in the way we encourage teachers and students to investigate interest areas, learn to work and think collaboratively, practice empathy through communication and looking closely at real issues, and develop resilience and courage to act on problems. Our school pulls from best practices around the world as we set out on an expedition toward innovation, altruism, and excellence for students. A typical day in the life of a student will look and feel like a bustling idea factory, rich with real-life learning, opportunities to dig into topics of choice, workshop-style content investigations, and creativity as essential as literacy.

DESIGN
Learning extends far beyond the classroom walls, so the design of the UL Lafayette laboratory school will bring learning opportunities into every corner. Natural light will touch every space and outdoor classrooms will invite learners outside for relaxed reading and writing, presentations to fellow learners, and developing a new appreciation for the natural world. With core spaces designed to maximize learning and creativity, the laboratory school is built for flexibility, personalized learning, teacher and student collaboration, and discovering that learning is everywhere.

VISION AND MISSION
The vision and mission of the UL Lafayette Laboratory School are intertwined with a solid focus on delivering and expanding exceptional educational opportunities. While the vision looks inward at the teaching and learning within the school, the mission looks outward at our potential to impact positive changes to improve the educational experiences for all children of our area through teacher candidate development, in-service teacher professional learning opportunities, UL Lafayette faculty research, and collaborative efforts with local schools.

The vision for teaching and learning within our school is to create and sustain a culture of curiosity, creativity, and courage to use knowledge and skills to innovate for a better world. We hope to help spread a common vision for teaching and learning through our mission to advance equity, innovation, and opportunity for all Louisiana teachers and students.
OUTREACH
With a mission that extends far beyond our physical school building, the UL Lafayette Laboratory School will be an inviting place for learning for everyone in the community. After establishing a strong and cohesive school culture, we will begin to develop working relationships with schools in the community to gain insight into how our school and college of education may help them to meet their own identified problems of practice. We will offer summer institutes for teacher-driven, student-focused learning centered on self-improvement to one’s professional practice.

In addition to collaborations with area schools, the lab school will also offer summer and after-school camps for community children with built-in scholarships for accessibility, access for UL Lafayette faculty research for improving education on a larger scale, and teacher candidate, master’s and doctoral degree candidate immersion in cutting edge educational practices. These efforts extend the reach and impact of UL Lafayette’s College of Education to the larger region and state, as well as potential national and global impact.

LEAD LEARNERS
To fulfill and sustain our vision and mission both within our school and beyond, it is imperative to have a strong leadership team of dedicated learners who never stop seeking professional improvement. Learning is modeled through a team leadership model that calls on stakeholders to assist in decision-making. The leadership team will consist of three individuals with varying roles including: Director of Operations, Director of Innovation - UL COE Liaison, and Director of Finance.

Teachers and students will also play roles in decision-making by establishing interest-driven teams to address identified issues or problems of practice. Rather than forced change based on theory, leadership invites educators to participate in inquiry-oriented professional learning communities, or inquiry pods, to make decisions based on situational context and unique student need. Learning that occurs during these inquiry pods is shared with colleagues near and far through the support of the leadership team.

SEEKING GLOBAL PERSPECTIVES
The curriculum and daily life of the UL Lafayette laboratory school were inspired by global leaders in education. Montessori and Reggio-Emilia call for self-directed learning in relationship-driven collaborative environments. The Henry Ford model works to create a generation of innovators through experiences with problem-solving and creative thinking. Finland recently turned to phenomenon learning as a way to integrate subject areas with a goal of understanding phenomena. Maker-centered learning invites kids to see their worlds as malleable and take action toward positive change through making, inventing, and problem solving. Design Thinking is an approach to problem-solving that puts empathy first as we create for human-centered change.

Outward Bound shows that kids can develop leadership skills through adventure and challenge. Expeditionary Learning calls for adventure-driven learning expeditions and relationship building across grade levels and between teachers and students. The workshop model for reading, writing, and mathematics invites students to learn in personalized small groups and with hands-on, interest-driven tasks and projects. The Kennedy Center arts initiative expresses the power of teaching through and with the arts, and We Move Schools Forward is investigating ways school architecture can promote lifelong healthy habits.

While these are just a few of the many inspirations we have pulled together to create the learning experience at the UL Lafayette laboratory school, our expedition to discover best educational practices is never complete. The concept of our laboratory for teaching and learning sets an expectation of continuous, and shared, growth and improvement.
HABITS OF INNOVATION
Habits of mind valued and developed in the UL Lafayette Learning Lab

RESILIENCE
Engage and persist, grit, growth mindset, develop craft

COMMUNICATION
Engage in persuasive communication for a variety of purposes

COURAGE TO ACT
Embracing a mindset of change and develop a sense of agency to be an effective leader

INTELLECTUAL OPENNESS
Consider multiple perspectives, utilize feedback, provide thoughtful feedback, reflect

CURIOSITY
Asking questions, challenging norms, problem seeking

CREATIVITY
Envision, express, stretch and explore ideas, make connections, apply knowledge in new ways

COLLABORATION
Goal setting, developing trust, respect, and effective communication

LOOKING CLOSELY
Exploring the parts that make a system, empathize with stakeholders, explore complexity, find precedents
HABITS OF INNOVATION
The habits of innovation are a set of skills that serve as a base for innovation for thinkers and learners of all ages. When practiced, these skills may develop into habits as students and teachers adopt a stance toward problem solving in every aspect of life. The habits are designed to build upon one another, deepening with practice and support.

Kindergarten rooms are bustling learning studios of deliberate and natural curiosity, creativity, and collaboration. These same habits are practiced in middle school classrooms but have extended to looking closely through research, considering multiple perspectives with intellectual openness, and opportunities to act on ideas or solutions to problems. Finally, teachers and students in our school are encouraged and coached to effectively communicate their ideas through oracy, or in written form, and then maintain the resilience to stick with a task over extended periods of time and persist in the face of failure. Through the development of these habits of innovation, our school culture becomes a thriving community of learners of all ages, working together toward innovation, altruism, and excellence.

LEARNING STUDIOS
The lab school spaces will support the complementary activities associated with laboratory schools: education, training, and research. The core spaces include: learning studios, innovation labs, adventure and outdoor learning spaces, and observation/collaboration spaces.

The learning studios are open, multi-functional spaces that allow for flexible grouping, movement, and constructivist learning and exploration. Learning studios will contain innovative, flexible spaces that allow teacher teams to work with the whole class, small groups, or individual students. Learning is an active and creative process, and our learning studios are reflective of that ideal. Each grade level will have 2 learning studios that can operate individually or together by opening a connecting wall.

Preferred design is a connecting outdoor classroom accessed directly from the learning studio.

INNOVATION LABS
The innovation labs are makerspaces where K-12 students and teachers engage in purposeful making and tinkering. These spaces are flexible collaborative spaces with the necessary tools and space for engaging in simple to complex construction.

Maker-centered learning, an infusing of many of the practices and ethos of the maker movement into education, provides a framework for developing in teachers and students the mindsets, habits of mind, and process of innovation that are foundational in all fields of study. In these innovation labs, learning is collaborative, driven by curiosity, includes the act of making through prototyping, is interdisciplinary, and shared.

These collaborative spaces will provide opportunities for all to engage in design thinking processes (empathize, define, ideate, prototype, test) and engage in practices of innovation (e.g. empathizing, creating user maps, need finding, brainstorming, low fidelity prototyping, testing).

OUTDOOR LEARNING / ADVENTURE LEARNING SPACES
Inspired by programs that develop leadership skills in outdoor settings (Outward Bound, National Outdoor Leadership School), we strive to develop each student’s resilience and love of the natural world through adventure and outdoor learning. Adventure can be any physical, creative, or intellectual experience that involves risk, challenge, and personal discovery.

These spaces include adventure playgrounds (e.g. play equipment that involves risk, challenge, and personal discovery such as climbing walls, vertical growing spaces, creeks for exploring), outdoor classrooms, and significant natural and artificial shading to facilitate year-round adventure play.
OBSERVATION AND COLLABORATION SPACES
Observation and collaboration spaces are essential to the training and research missions of the lab school. These shared spaces will be used by education majors and professors for observation of K-8 classrooms and as classrooms for the UL teacher education program.

These also serve as collaborative spaces for school faculty, pre-service teachers, and K-12 students on rotating schedules. These spaces will also be used for inquiry-oriented professional learning communities (PLCs) of teacher researchers who are working to solve their own problems of practice as a crucial component of research in our laboratory model school.

FLEXIBLE SPACES PROMOTING ARTS AND HEALTH
Architecture and design can enhance the teaching and learning experience within a school. Our laboratory school will offer unique spaces with the flexibility for teachers and students to use for a variety of purposes ranging from project presentations, arts practice or showcase, health and physical education, independent play, or collaborative classwork. Spaces are designed to connect teachers and students with the natural world, with one another, and with learning opportunities all around us.

In our school, hallways offer more than just passage from room to room, dining spaces invite student participation in cooking, composting, and recycling, and outdoor spaces are for play, investigation, and a calming break from hard work. Each design offers a unique perspective on where learning can occur while also remaining realistic to budgetary restrictions inevitably placed on all public schools.
The architectural design of the UL Learning Lab is expected to meet the highest standards of Health Safety, Well-being and Sustainability (LEED Platinum). It is important that the building convey the level of excellence represented as a pioneer of education for not only the city of Lafayette but also the state of Louisiana. The school structure should invite its users (students, teachers, and visitors) to engage and interact with the space in ways that mirror our core values of teaching and learning.

1. Main features and areas:

   - Entrance area: pick-up and drop-off zone
   - The entrance area should accommodate the action of pick-up and drop-off of students by bus and car. It also must incorporate the forces of the site, especially its connection with other UI facilities.

2. Learning Studies:

   - Learning studies are open, multifunctional classrooms encouraging flexible grouping within and between classes, movement during class time, multiple writing surfaces and connection to the outdoors. Learning studies are large spaces with the ability to be configured in various ways depending on teaching and learning needs. Optimal learning should be considered.

   - Phase 1 (K-3): 18 studies (2 studies per grade level), with 24 students per study. Estimate 1000 sq. ft. for each study.

   - Phase 2 (Gr. 6-12): 8 studies with 24 students per class & Physical Education Spaces

3. Innovation Labs:

   - Innovation labs are designed to foster creativity and collaboration. They are equipped with state-of-the-art technology and designed to encourage hands-on learning.

4. Collaboration spaces/observation rooms:

   - Observation rooms provide space for teachers, teacher candidates, and visitors to view the learning in action. Collaboration spaces are inspired by the model of co-working suites at Silicon Valley. They should embrace the model of co-working suites at Silicon Valley. They should embrace exchange and interaction by inviting collaboration between learning communities.

5. Innovation Labs are divided into 3 groups of grade levels: K-3, 4-8, and 9-12.

6. Covered Outdoor Learning

7. Sustainability-Focused Dining

8. Administration

9. Health & Wellness

10. Learning Rooms / Collaboration Spaces

11. Observation Rooms / Collaboration Spaces

12. Learning Studies

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The purpose of these labs is to promote making and tinkering as a hands-on lab for innovation. These labs would need a flexible workspace that students can be comfortable working with tools but also maintain a level of safety. In addition to the workspace, they need room for storage and supplies. Also, some or all need to open to outside through a roll-up garage door for certain projects such as sawing, spray-painting, etc. These spaces should also include areas for resources such as books or online access. These spaces may or not also house the more traditional sense of a library, in terms of resources provided to aid in innovation. The Learning Lab will have 3 innovations lab, each of them would be at 2,000 sqft.

6. Outdoor Learning
The objective of outdoor learning is to develop leadership skills among students through adventure play. Students will develop resilience toward risks and challenges, and an appreciation for the natural world. Some activities might include playing, gardening, climbing, balancing, observing, building, exploring, etc. This space is required to have a safe water feature and shading solutions. Each outdoor space should have approximately 500 sq ft. of covered/shaded area and 500 sq ft. of open play area.

7. Dining/ Auditorium:
Dining/ Auditorium is a flexible space that can be interchanged between the two programs. For dining, this space should allow indoor and outdoor dining options. There will be two learning kitchens that allow students k-4 and 5-8 to learn to prepare their own meals. The kitchens and dining space would emphasize recycling, composting, healthy eating, and inclusive conversation. This space may also include sustainable gardening pieces such as hydroponics. The overall area for these programs will be 8,000 sq ft.

8. Administrative
The school is branched into 3 types of leadership: operation, finance, and innovation that promote a flat-hierarchy. The Learning Lab strives to empower leadership and decision-making at all levels. The administrative offices should send a message of collaboration and innovation as they are situated as the lead learners, not removed persons of power. Administration spaces is 4,000 sq ft.

9. Health/ Wellness:
Programs that will go into health/wellness space are nursing, speech therapy, and counseling. These play-based, student-centered programs will collaborate with existing services on the UL campus. This space requires an area of 2,000 sq ft.

10. Extracurricular:
Extracurricular activities could include, but are not limited to: physical movement, performing arts, visual arts, music, language. Smaller venues should also be considered, such as a black box for small performance/production. The allowed area is 6,000 sq ft.

11. Library:
The school should also dedicate a space of 4,500 sq ft for a library that would create a sense of wonder and embrace curiosity among students. This space should promote a joy of reading, both together and independently. This may or may not be incorporated with some or all of the innovation labs as a way to connect resources to innovation.

12. Service spaces:
Circulation of the lab school must be easy to understand to avoid confusion for younger students as well as avoid un-attended hallways or corners to prevent negative behaviors. Restrooms must consider different physical requirements of students. MEP rooms, Janitor rooms, and other service rooms must be designed and organized in such a way that will not interfere with the visual connectivity and the continuity of circulation. The Learning...
Lab is fully accessible and inclusive.

13. Phase Two: High school (Not Included in Competition)
Phase 1 of the lab school must also have the ability to expand for future addition. A high school of 25,000 - 30,000 sq ft will be in Phase 2 of the project that would complete the education cycle from K-12 of this lab school system.

14. Phase Two: Indoor Physical Education space (Not Included in Competition)
The indoor physical education space will be divided into 3 spaces. Each small indoor physical education space will be at 5,000 - 6,000 sq ft and equipped for interchanging indoor-outdoor activities, versatile walls either smooth for ball play or changed for climbing. These spaces also need natural light. A locker room is required for phase 2, unless the lab school can use Bourgeois Hall.
COMPETITION GUIDELINES

1. Competition Terms:
The design competition is broken into two stages:

Stage One is an open competition (designing three Learning Lab Spaces). Anyone can enter Stage One as long as they have a licensed architect on their team. The competition organizers encourage multi-disciplinary teams of teachers and designers, or students and designers. Each entrant (or team) will be required to create and describe three learning spaces and its experiences in text and in renderings and/or storyboards. Three to five unranked winners will be selected by jury, each awarded $1,000.00 USD.

Stage Two of the competition will be composed of joint ventures/partnerships/teams of architecture firms with a local architecture firm (located in Lafayette, Acadia, St. Landry, St. Martin, Iberia, or Vermilion Parishes of Louisiana) as the prime contractor, selected by the jury based on Requests for Qualifications and subsequent interviews. Each of the three to five selected joint ventures/partnerships/teams will receive a $12,000.00 USD stipend for Stage Two. You do not have to enter Stage One to participate in Stage Two. However, the jury does consider participation in Stage One as a factor in their selection. Only one winner will be selected by the jury in Stage Two and they will be required to enter into a Professional Services agreement with a fee established by the Louisiana State Fee Curve for Architects. The three to five Stage One winners will serve an advisory role for the Stage Two joint ventures/partnerships/teams.

More information and details will be forthcoming on Stage Two of the competition.

All submissions in Stage One and Two will be digitally uploaded to the Competition Website: ULearninglab.org

2. Funding:
The funding for the Learning Lab will be provided by private sources.

3. Competition Website:
ULearninglab.org

4. Competitors/Participants:
Non-architects and students may compete in Stage One competition as long as they have a licensed (in any jurisdiction) architect on their team as advisors. Collaboration with educators is encouraged.

In addition to the competition entries for Stage One, anyone is invited to offer ideas and suggestions on the website public forum. Competing teams should pull inspiration from the educator and community ideas submitted in public forums on the competition website.

The following are prohibited from entering the competition: Jury members and the Advisor and their relatives (up to second-degree).
5. Schedule:
August 15, 2019: Advertisement of Competition, Website goes Online, and Registration Begins
September 15, 2019: Begin Uploading Stage One Entries
October 1, 2019: Stage One Entries Due (Uploaded to Website by 10 pm US Central Standard Time)
October 15, 2019: Stage One Winners Notified
October 15, 2019: Request for Qualifications for Stage Two
November 15, 2019: RFQs Due and Interviews held
December 15, 2019: Stage Two Joint Ventures/Partnerships/Teams Selected
January 15, 2020: Contracts for Stage Two Signed and Stipends Awarded/Final Program Released
March 15, 2020: Stage Two Entries Due (Uploaded to Website)
April 1, 2020: Independent Cost Estimating (To be contracted for by owner)
April 15, 2020: Stage Two Winner Selected and Notified
May 15, 2020: Professional Services Contract Signed (8 months for design)
January 15, 2021: Construction Documents Due
February 2021-July 2022: Construction (17 months)
August 2022: Classes Begin in new Building

6. Jury for Stage One and Stage Two:
Dr. Nathan Roberts, Dean, College of Education, UL Lafayette
Dr. Douglas Williams, Professor of Education, UL Lafayette
Ms. Aimee’ Barber, Senior Instructor, UL Lafayette
Mr. Scott Hebert, Manager, Facility Planning, UL Lafayette
Ms. Sarah Young, Assistant Professor of Architecture, UL Lafayette
Mr. Karl Puljak, AIA, LEED AP, Director School of Design, Louisiana Tech University
Ms. Lisa Lamkin, FAIA, Principal, BRW Architects
(Jury chair to be elected by Jury. If an even number of jurors convenes, the chair will not vote unless he/she is needed as a tie-breaker)

7. Competition Advisor:
W. Geoff Gjersten, AIA

All competition questions shall be addressed to the Advisor and placed on the public competition website and made public along with the answers/clarifications.

8. Evaluation Criteria:
• Innovation and creativity
• Spatial and architectural interest
• Coherence and functionality

9. Stage One Submissions:
The submissions shall consist of up to three (3) PDF files. Files shall be named with the entrant's registration number (This number will be your last name and a 4 number pin you generate) then a letter designating the order of your designs (IE LASTNAME1234A, LASTNAME1234B, and LASTNAME1234C)
Maximum file size per file: 4 megabytes
Dimension: 11"x17", Portrait or 17" x 11", Landscape. (PDFs will be printed)
Minimum font size: 10 point
English language submissions only.
Submissions must include a narrative.
Submissions must also include graphic images of renderings of spaces, and/or storyboard (sequential or chronological) vignettes.
No entrant's logo, mark, or identifying symbol shall be included on the submission. The only identification shall be the last four numbers of the entrant's registration number on the first page of each PDF.
Any graphic technique, rendering techniques, etc. may be used.

10. Entry Fee:
There is a $50.00 USD entry fee per registration/submission for Stage One
11. Submission of Proposals:
The three designed learning spaces will be submitted to ULearningLab.org. The deadline for Stage One submissions is October 1, 2019 by 10pm US Central Standard Time. Proposals received after the deadline will not be accepted under any circumstances.

12. Procedure for Reaching a Verdict:
On a date to be determined by the organizer, all jurors will meet for a session to decide the verdict/winners of the competition.

13. Stage Two Submissions:
- Two exterior renderings from different vantage points.
- Two interior renderings from different vantage points (including a classroom).
- Site plan.
- All Floor plans.
- Two Building sections (minimum).
- Two building elevations (minimum).
- Programmatic listing of spaces with square footages.
- Material and systems outline specifications.

14. Building Budget:
$250 per Square Foot of Areas Under Roof. Note: These requirements may change based on Stage One designs.

15. Publication of results:
Following each stage, the results of the competition will be announced on the competition website.

16. Prizes:
Three to five prizes (unranked) each totaling $1,000.00 USD will be awarded for Stage One. Honorable mentions (if selected) will not receive a monetary prize. Stage Two Participants will receive a $12,000.00 USD stipend and the eventual winner will be awarded the professional services contract based on the Louisiana State Architect's Fee Curve.

17. Intellectual Property Rights:
The authors retain the intellectual property right of their proposals. The authors will transfer to the Organizer only the rights of exploitation of their work for any and all purpose related to the Learning Lab project. The authors of those non-awarded proposals may stay anonymous if they request so in advance.

18. Conditions of Participation:
When registering for the competition, participants immediately formalize their unconditional acceptance of this competition program and rules as well as the final decision of the jury. Participation and registration in the competition constitute acceptance of the conditions outlined above. The organizer reserves the right to make any improvements or changes to the program and rules provided those rules serve the common good of the organizer and the participants. As participants agree to the final decisions of the jury, both the organizer/owner and the jury are exempt from any possible claim (civil or criminal) if the participant does not agree with their determinations.