**Video Transcript**

**Remake Your Class Part 1: Before**

Steve: My name is Steve Mattice, I'm a math and science teacher here at Roosevelt Middle School. I have been teaching for about seven years now.

Narrator: Steve had a problem. His classroom was too small for the 36 students who poured in and out every period. And too cramped to accommodate the student-to-student collaboration he knew encouraged deeper learning.

Steve: They're extending this knowledge when they're working together, they're happier and more positive and more likely to participate. I've got a lot of kids and a lot of desks. Things pile up very quickly, kids can sort of pile up quickly in here. And the maneuverability of this room is not always fantastic.

Narrator: Then he met the folks at the "Third Teacher Plus," whose job it is to help educators re-imagine their learning spaces. See how they all took on the challenge of remaking Steve's classroom to be a home for exploration, creativity and better communication.

Christian: Teachers around the country will totally identify with this classroom, an incredible number of kids and limited space. So one of the things we're going to be looking at is how does Steve move around the classroom.

I'm Christian Long, and I was a high school English teacher for about 15 years. As a member of the "Third Teacher Plus," our job is to create spaces that allow the people to be remarkable students, remarkable educators.

Melanie: When people think design a lot of times, they think veneer, they think decorating. Yeah, we want it to look better, but unless we can change and facilitate a really productive classroom, then we're not really making a difference.

I'm Melanie Kale, and I'm a Design and Learning Strategist at the "Third Teacher Plus." We're going into a classroom identifying things that work, and things that could work better. Taking a thousand dollars, a designer's eye, a lot of community resources. We try to match the physical classroom environment to teaching and learning goals. In one weekend, we hopefully realize them.

Christian: So, Steve, tell us a little about this classroom, how it works, how it's laid out.
Steve: There's very little room to sort of move through the middle, so I kind of stay on the outskirts when I do have to move around. I've got 36 kids, plus backpacks, books, jackets. There's so much stuff just within the aisles. Just trying to get through is almost like trying to get through rush hour.

Melanie: In your world here, what is crucial that you have up here to be successful in class?

Steve: I use the ELMO or the overhead a lot. Just for more direct teaching. The ELMO is a document camera that connects to a projector and projects anything that I'm writing up onto the screen. It's not a big workspace. Like obviously, I've got a stool here to sort of make-do. I do “McGuiver” this stuff.

Christian: What we're hoping to do here with Steven's class is to really support this idea of collaboration. He's got to focus on teams, so you see these groupings of four. But at the same time, there's very little room from grouping to grouping.

Melanie: So the workshop we ran on Monday, the goal is to get a pulse on the students. See how they collaborate with one another, see how they interact with other adults. A lot of times words don't encapsulate what we're thinking. So we created a gallery wall for them to facilitate visual listening. The visual listening wall has hundreds of photos. It can be any size, and we give them dots to vote with. It allows us to quickly take the pulse of what their eye is drawn to, place they want to learn in, a place they want to hang out in, a place that just looks cool.

Let's hear about it.

Student: We'd be like learning from each other, or as like not just learning based on one thing like from a book.

Melanie: And what we noticed with them is they like sitting in their groups of four, but they want to feel like they're a part of a whole. So in this class, we're considering the perimeter, we're considering how we can add more mobility. While we might not have a plan right this moment, we know our priorities. To help make teachers better designers, we ask teachers to invite critical friends into their room. That might mean another teacher in the same department, another teacher in a different department, or their architect friend from down the street. We do this thing called a solution session to create really concrete areas that we can prioritize and make happen. This session is really about putting some specifics on what we think can really make a difference for your everyday life. And on Monday morning, you have to have a classroom to teach in. We set up a big board. It kind of becomes our shared brain. It's a place where we can visualize all the things that we're thinking. We identified a handful of key areas that we were going to focus on: Display; Storage; Furniture; Teaching Zone; Personality. And we picked those spatial areas so
that we can create concrete solutions around them. We asked Steven to help us identify things that he thinks are going to make a big impact.

Student: First things that kind of caught my eye were the teacher desk as a DJ Dashboard. The positioning of the desks, I think, could be re-imagined. Pull the doors off the cabinets. Activate the back wall. The things that the designers are going to do in this class have sort of opened my eyes. The insights that they've shared have made me think about things I wouldn't ever have thought about.

**Remake Your Class Part 2: Transformation (Transcript)**

Melanie: So today was really about doing a wash-down of the room. We got everything out, so now we washed it. We then went back with Steve and had him reevaluate some of the storage. So looks like these are your cabinets and storage unit out on the ground.

Steve: That is, it looks like my classroom threw up.

Melanie: It does look like a little indigestion.

Steve: A little bit.

Melanie: So we’re playing a little game I like to call “Toss or Keep.” And we'll look at, you know, first use. Have you used it in the last year, and was it useful for you? If you haven't used it in the last year, I'd toss it.

Scott: We've got like the ELMO station right here. My name is Scott Dorley, I'm the Creative Director at the Stanford D School. And I do a lot of different things, but one thing I work on quite a bit is how to create environments that open people up, enhance creative collaboration, and help people share learning experiences so they can teach each other. We're doing a few different things in Steven's classroom to enhance peer-to-peer learning. One is to create these studio situations in the corners, so that students have whiteboard space that they can work on and they can move over to the corner of the classroom and start working as a team. One other thing we're trying to do in the classroom is create a situation where Steve can move throughout the classroom much more easily, so we're trying to create avenues for Steve to navigate the classroom, and inject into student projects and student learning.

Melanie: Carly and I went out on the road and got some paint. We ran into a painter who said, "I love helping schools. I live just down the street." And so we just drove here to get drop cloths, paint rollers, everything. That's perfect!

Melanie: You can do it!
Carly: Yay!

Scott: You got colors.

Melanie: We got colors. First coat of base paint is up. Trim is being painted. And hopefully that will all be dried and set for tomorrow for us to do additional detail work.

Christian: We've come incredible distances. Last night we closed up here really at midnight. We kind of left pretty heavy, and came in this morning, the light was here, everybody started showing up. These bright cans of paint started to open. This room got full of color, got full of life. And we've got kids that have been painting. We've got incredible volunteers been coming up. We've got this unbelievable construction crew that's just taken over and taken all of our early drawings, and they're bringing them to life. Everything's come together. We're incredibly close to done. This is the first time it feels absolutely that it's going to be done. I know when we'll be cleaning. And I know we'll be locking the door. This is for real.

Melanie: It's 11:37, which means we have 23 minutes and the doors will lock. I'm feeling pretty amazed at how much we got accomplished in such a short, short period of time. There are a few projects that will be something that the kids and Mr. Matise will have to do once school gets back.

Remake Your Class Part 3: After (Transcript)

Steve: Guys, you ready?

Yeah!

All right, here we go!

Wow, oh, my goodness, whoa!

Steve: The first thing that hit me when we walked in the room this morning was just how much light, how much space, and how alive the room felt.

What do you think, guys?

Whoo! [clapping and cheering]

Melanie: Very bright!

Michael: I was just going to say, it looks brighter already! I can see the light coming in. Wow! That's fantastic! Looks like you've reset up these tables.
Melanie: Yeah, well, you'll notice that there's a lot more room to walk around. And so one of the reasons we set up the tables this way is just that flow was a big thing missing from the classroom, and it's one of the most important things for collaboration and group work.

Student: I like the way that like everything looks kind of like more organized, and there's a lot more space in the room, so it's easier for us to like walk around the room.

Christian: Are you saying your teacher wasn't as organized before? [laughter]

Student: No, I mean, well, maybe.

Michael: That is a fantastic whiteboard he's got.

Melanie: We noticed that when he went to go set-up his work that he was losing a lot of efficiency, and it was causing some classroom management issues. So by making something that is always ready, he’s going to be so much more efficient and commanding of his class.

Student: We'll be able to see things better, because the projector's really big, and then we still have a whiteboard right there.

Michael: The teaching station, it feels like it's been moved back a bit.

Melanie: Yes, it has, we wanted him to be immersed in the class. Not only does it allow him to see all of his students, but it allows him to feel like he has control over the room, and kind of mix the materials he needs to instruct on a daily basis. We wanted every tool he needed to be instantly here and not distracted by other clutter, not underneath something. So what we did was we took this reclaimed desk, put it on top of this cart. Painted one side white, so it's always a whiteboard, and took a piece of reclaimed Plexiglas, and screwed it to the top.

Michael: He can do the equations right on here.

Melanie: Yeah, and then just erase like an overhead projector for the 21st Century.

Michael: That's a fantastic idea!

Melanie: This whole wall is whiteboards. So not only do we have teachable space at the front of the room, but we have space that anybody can use to be a teacher, or solve a problem in the back of the room. One thing that we wanted to play with was not only providing them monitors and technology at their height, so that they could touch down, but giving them analog tools as well.
Michael: Actually do some thinking on the wall together. Quickly look something up online, and then head back to their table.

Melanie: Mm-hm. This action not only did it liberate this space, but it created a new opportunity for their collaboration in the room. This is a work in progress. We don't want to give a teacher a classroom. we want to create it with them, so that they continue to create it over time.

Michael: Yeah.

Christian: What we hope we've done over the last week is shift mindsets. Maybe more importantly, what we hope we've done is given Steve the set of tools to be a designer himself, and to literally imagine that this space is a studio that can do anything he needs it to do.

Steve: This entire design project has molded me into a more empowered teacher. It's nice to know as a teacher that we have support coming from other people, and the kids coming in on their day off, and the parents-- and it's nice to know that there are people out there looking out for us, and we don't just feel alone.

Narrator: In a single weekend, one teacher, a few experts, some community volunteers, and a bunch of energetic students, not only transformed their learning space, they reminded themselves of the power of their own imaginations. What can you do to remake your classroom?

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