



Please plan to visit SIS-USA and see our furniture for working and learning at the following upcoming trade shows:

October 8-10, 2006
IFMA World Workplace
Booth: 2018
San Diego, CA

October 11-12, 2006
NeoCon East
Booth: 1419
Baltimore Convention Center
Baltimore, MD

SIS events

SIS-USA inc.
55 Wentworth Ave
Londonderry, NH 03053-7414
www.sis-usa-inc.com

...continued from inside

Furnishings and Technology

Good furnishings help create a learning environment that is attractive and comfortable. The use of durable, quality furniture of the appropriate size for children is important. Each student should have enough room to work comfortably. Desks are often preferred to tables as they provide more flexibility for arrangement. Increasing the space between desks may discourage unnecessary talking and allow for testing in the classroom while moving desks together can provide opportunities for collaboration. Fixed furniture is generally not liked at the elementary level as it limits flexibility. To provide the most opportunity for movement within the classroom "...each piece of furniture should have a clear purpose and be used regularly or it should go... do you, for instance, really need a teacher's desk in the classroom – exactly what function does it fulfill?" Including plants may also be desirable as they add a natural element to the classroom and learning opportunity for students.

Technology should be used as a tool in classrooms. Wireless technology may provide access for all students within a classroom when using laptops while a hardwired connection may provide the speed needed for research at the upper elementary grades. In addition to student laptops and computers, interactive white boards and video projection are currently being designed in new classrooms. A classroom phone provides access for safety and security and a teacher workstation or laptop should be included.

Printed on 100% post-consumer recycled paper

Conclusions

As demonstrated, research supports the movement away from a traditional classroom to one that considers tangible characteristics that help foster effective teaching and learning. No one formula exists but attention to details regarding the comfort and well-being of students as well as space and program requirements can positively affect learning at the elementary level.

The full article is available online: www.SIS-USA-inc.com in the Download Center under Published Articles. For additional information about classroom design, please contact SIS-USA inc. at 1-800-374-7438.

Resources:

- America's Schoolhouse Council (ASC) www.americasschoolhouse.com
- The Cuningham Group Architecture, P.A. www.cuningham.com
- <http://libweb.sfasu.edu/aarc/WhoWeAre/philosophy.htm> accessed 1.03.06
- Campbell, Bruce, "Multiple Intelligence in the Classroom", 1989. www.newhorizons.org/strategies/mi/campbell2.htm, accessed 01.03.06
- Valiant, Dr. Bob, "Turn on the Lights! Using What We Know About the Brain and Learning to Design Learning Environments", August 1996, Issue Trak Briefing Paper, CEFFPI.
- Hannaford, Carla, PhD, "Smart Moves: Why Learning Is Not All in Your Head", www.wellspring.com/Cat/Adult_books/smart_moves.html, accessed 01.03.06
- Best Practice in School Design, NZ Minister of Education, ACNielsen, 2004, p 6.
- Heschong Mahone Group, Daylighting in Schools: An Investigation into the Relationship Between Daylighting and Human Performance, Pacific Gas and Electric Company, 1999.
- Maxwell, Dr. Lorraine E & Evans, Dr. Gary W., Design of Child Care Centers and Effects of Noise on Young Children, www.designshare.com/Research/Lmaxwell/NoiseChildren.htm, accessed 1.03.06
- Malkin, Hospital Interior Architecture, Wiley 1992
- Ruth, Linda Cain, Designing Environments for Young Children: Leading Issues, www.humanities.org/AHproceedings/Linda%20Cain%20Ruth.pdf, accessed 1.03.06
- www.schoolzone.co.uk/resources/articles/GoodPractices/classroom/Redesigning.asp, accessed 12.27.05

emphasIS

Summer 2006

Post-NeoCon issue

Educational Focus:

Classroom Design: Facility Implications in a New Era (part 1)

article by America's Schoolhouse Council (ASC)

When we think of a classroom we generally think of a room, approximately 30' x 30', with desks and chairs facing a blackboard. Though this model has been implemented for generations, it is surprising we still use it given the research demonstrating how our brains learn.

The learning environment has been acknowledged as important at the early childhood level - issues such as comfort and scale are recognized as key to making a place conducive to learning. Understanding that transitions from home to school can be stressful is also important. While it is known in early childhood research, it is not often acknowledged in institutional school settings. Given that it helps the learning process, making children feel comfortable, welcome, and creating a sense of belonging in the environment in which they spend a minimum of five to six hours a day should be a priority.

Why then do we continue to produce elementary classrooms that echo the classrooms in which our grandparents sat? What new research can we apply to learning environments at the elementary level? This paper documents the benefits of — and makes recommendations for — the incorporation of elements that enhance the teaching and learning processes.



Q - Learn

How do we learn?

"Learning is experience. Everything else is information." — Albert Einstein

Research indicates that learning happens in different ways. Howard Gardner's theory of multiple intelligences has been translated into practical applications including the use of different learning centers that reflect kinesthetic, visual-spatial, mathematical-logical, musical, linguistic, interpersonal and intrapersonal learning. But beyond this, the brain needs different types of activity and movement to help create new synapses between neurons. Movement is especially important as learning is not a process of the mind alone — learning involves the body through our senses and emotions. Thus, environments for learning need to accommodate movement and be adaptable to different types of hands-on, active learning.

continued inside...

NeoCon recap 2006
Whats NEW at SIS-USA
NEW Literature
SIS Events

whats inside

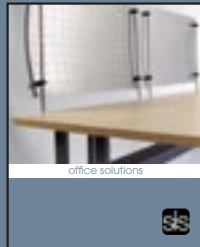


I - Go



SIS-USA inc.
55 Wentworth Ave
Londonderry, NH
03053-7414
tel: 800-374-7438
tel: 603-432-4495
fax: 603-434-8456
www.sis-usa-inc.com

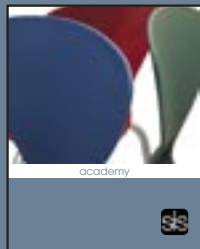
whats new in: literature



Office Solutions

Basix tables
Xtreme tables
Surf tables
support equipment

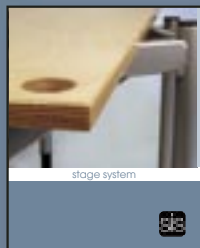
release: June 2006



Academy

I - Learn
I - Go
Q - Learn

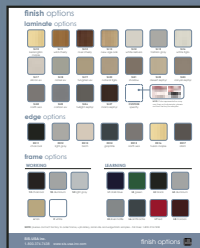
release: June 2006



Stage System

Complete stage system for schools, community centers, offices and religious facilities.

release: June 2006



Finish Card

Introducing the new SIS color Palette. A new guide to laminate, edge and frame colors.

release: June 2006

Looking for Literature?

Please submit your request online at www.SIS-USA-inc.com or call 1-800-374-7438 to update or request a SIS binder!



...continued from front

Linking Environment to Learning

But does the environment contribute to learning? Isn't it the teacher that matters? Yes and yes. While the teacher's skill and experience is considered to be the main contributing factor for student learning, according to a New Zealand study, one out of three principals and teachers considered the teaching space itself to be a contributor to student learning outcomes. There have also been a number of studies that have reinforced the importance of learning environments. These include Daylighting in Schools: An Investigation into the Relationship Between Daylighting and Human Performance that measured test results in three districts from the Second to the Fifth grades and found a statistical relationship between daylighting and improved scores. Acoustics have also been studied and indicate that children in schools exposed to noise such as from an airport, have poorer reading skills. The place students learn contributes or detracts from the learning experience. Including but not limited to daylighting and acoustics, there are multiple environmental needs that should be considered in classroom design to help foster effective teaching and learning.

Basic Comfort

Many parents do not have a chance to sit in their child's classroom for a full day. Schedules don't often allow for it and attendance at evening conferences are concentrated on a student's achievements, not the physical characteristics of the classroom environment itself. Therefore, they may not necessarily know that the room is hot or cold or that there is a glare on the teaching wall in the morning. These are some of the basics that need to be addressed for learning to occur.

Basic comfort issues to consider:

- Climate Control/Temperature
- Ventilation/Air Quality
- Acoustics/Noise Management
- Day Lighting
- Lighting

Well-Being

In addition to the above basic comforts, there are other influences that affect how one feels about his/her environment. Is it welcoming? Is it pleasant? Does one feel comfortable in it? Research regarding the design of children's hospitals asserts that a comfortable child-oriented environment considers the following

design issues: social interaction, family support, security, territorial privacy, independence, access to outdoors, and opportunities to personalize space. According to Linda Cain Ruth, AIA, in her article "Designing Environments for Young Children", "each of these elements represent an attempt to create an aspect typically found in home environments." In thinking about schools, the same considerations should be discussed. These issues speak to the psychological comfort of children in institutional spaces.

Well-being issues include:

- Scale
- Visual comfort
- Natural materials
- Access to toilets, drinking fountains

Space and Program

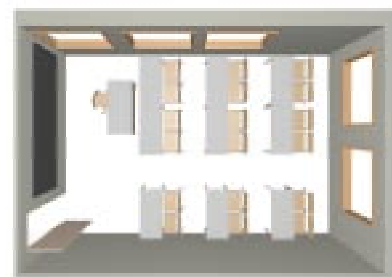
The question often comes to, finally, how much space should be in each classroom? And to this question there is not one answer. There are guidelines that vary from state to state and districts often have their own specifications. However, the important issues to consider are what do you want to do in the space and how can it be made flexible for the future.

The classroom of 50 years ago was used for the same basic function – for students to learn in – but the resources and teaching options were different then. While at the elementary level it is still usually a teacher with 20 to 30 students, there may also be an assistant teacher, a special education teacher or an aide also teaching in the same room. The needs of the students are different too – it should be recognized that students learn in different ways, that inclusion is important, that students do projects and work in small and large groups. And of course technology has made access to learning different and is a different kind of tool. Other considerations include testing requirements, English Language Learning, and storage of both teaching materials and student work.

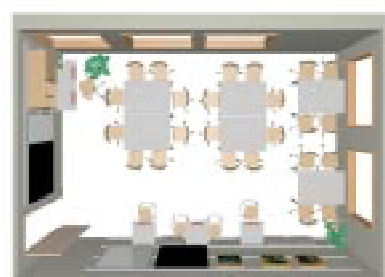
- Program Space
- Room Arrangement and Shape
- Storage
- Teacher Space
- Student Space
- Transparency/Adjacencies

continued on back...

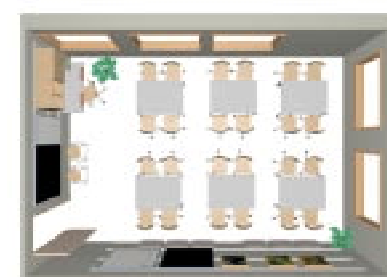
transforming the classroom:



standard layout



flexible layouts



whats new: at SIS-USA

SIS-USA inc. Launches New Website -



New Site Includes Full Product Catalog, Finish Options, Download Center, Product Dimensions, Design Ideas and Pricing information.

www.SIS-USA-inc.com

SIS Introduces NEW Color Palette -

New Tool Provides Simple and Complete System for Selecting Laminate, Edge, Frame and Fabric Materials and Colors. All of the new finishes are available online.



NeoCon 2006 recap -

NeoCon[®]
World's Trade Fair

We appreciate the hundreds of visitors who came to our newly renovated 10th floor Merchandise Mart showroom and had the opportunity to view our new office and educational furniture, as well as our revised color palette first-hand.



SIS-USA inc. showroom - Chicago, IL

sis made for
working

made for
learning **sis**