**General ideas for discussion**

**Between Yoong and Wayne Stephens**

**2:15 – 2:30 - Introduction, school visit**

**3:15 – 3:45ish - Question discussion**

Do you as a designer feel that the digital or physical space actually change the effectiveness and output of student learning?

Can you discuss some of the design processes that occurs outside of the education sector, what do you consider? What constraints/guidelines come into consideration?

Tensions and contradictions between different approaches to designing learning spaces, can you broadly discuss why ClarkeHopkinsClarke choose to design and develop the PPP schools in the style that they are built.

A big question - is a new space or altered space responding to a perceived need of the learners and educators involved, or is the new space being commissioned in order to push learners and educators to change their habits? Or, is there a third option at play? Is a new space is being commissioned to allow existing practice to continue in merely a more aesthetically-pleasing environment?

**Discussion – Bridging the gap between the Virtual Classroom and the Physical Classroom**

2:30 – 3:15pm

Attending –

* My Education Group (Tom Shugg, Sam Dean, Lottie Dowling)
* Elisa and Mike – Chinese Teachers from MEG
* Wayne Stephens (ClarkeHopkinsClarke Partner - Design Architect)
* Education Technician (Luke Bates)
* Mia Thallas, Kelly Chang (Year 5 students in the program)

Context – My Education Group provide Chinese via face to face conferencing to Beijing on a weekly basis to all of our 43 classrooms. Discussions around how to improve the spaces provided on both sides in order to bridge the virtual void… feedback from all parties and a design point of view from Liz.

Goal – To develop some strategies, next steps to suggest to staff and wider MEG community with the view to provide a more seamless Chinese classroom experience.