

UNIPER
del.

**SCHEMATIC
PRESENTATION**

**UNIVERSITY OF HOUSTON
COLLEGE OF EDUCATION**

WILSON, MORRIS, CRAIN & ANDERSON

1 August 1967

V

INTRODUCTION

The institution that builds makes important decisions. It has no choice but to select among alternatives which will shape its future. It can build for the past, for the present, or for the future.

Wisdom would seem to call for a serious attempt to plan for the future as adequately as possible. When this choice is made, others are confronted. Two of the clearer ones are:

1. Assuming and accepting the inevitability of change, what is the direction it will take and what impact will it have on building and facilities needs.
2. Does the institution choose to influence the direction of change and if it does, what program will it employ and what facilities will it need.

The University of Houston and its College of Education recognize the sweeping changes now taking place in Education. Under such conditions a College of Education in one of the nations large universities, serving one of its most significant metropolitan areas, has little choice but to assess the value of change options and influence both choices and implementation of choices. The University as a whole and the faculty of the College of Education choose to make a difference in education. This is done in the main through influence on people. To Colleges of Education come the teachers of the future for preparation and teachers of the present for extension of their professional training and for re-education. Out from the College, educational influence is radiated. A significant university tries to be the center of much of the serious deliberation, testing, research and demonstration in education. To do so and to merit confidence in its leadership outstanding programs and facilities are needed.

Earlier the College briefly attempted to set out its mission, its rationale, its specific objectives, and a general specification. These have influenced all planning for the new building and continue as a commitment. Thus they are repeated here.

MISSION

The College of Education seeks to make its teacher education programs among the recognized best in the nation.

It seeks to achieve this through innovative rather than conventional approaches. An institution which seeks excellence has the choice of trying to do better what it and other institutions are doing or of trying to accomplish its objectives through different and more effective approaches. The latter is the conscious choice of this University and this College.

RATIONALE

Revolutionary changes are taking place in our society. Education is experiencing the full impact of these changes in insights, in values, and in technology. Much of what has been done in the past in education no longer seems adequate, and recent developments have made possible doing things which were not feasible earlier.

The College of Education prepares teachers for present and future schools; it also assists in re-educating teachers who are already serving in schools. Its programs should both reflect the spirit of the times and make use of the best insights and techniques available.

It no longer can be a question of doing better what we have always done. Now we have need to examine what we are trying to do and how we are doing it. Such an examination seems to lead to the conclusion that much needs to be done. The social urgency of the existing situation permits no long delay.

SPECIFIC OBJECTIVES

Five main tasks have been identified for the College of Education commits itself to efforts to:

1. Exemplify what it explicates.
2. Test and demonstrate in practice within the teaching and learning activities of the College the best practices of the leading innovative elementary and secondary schools of the nation.
3. Re-examine the professional components of teacher education to ensure that the relevant insights from the social and behavioral sciences are included and used in professional education courses.
4. Develop laboratory training programs, utilizing the latest technologies and insights, to make the preparation programs more effective.

5. Make the study of learning and teaching in the College a matter of research and development. In a very real sense the entire College program should be a subject of laboratory study.

A GENERAL SPECIFICATION

If any one thing can be predicted with certainty it is that the years ahead are to see continuous and marked change. This is likely to characterize all aspects of education including organization, content, technology, method and objectives. Teacher education will be no exception.

Buildings shape the activities that take place within them. To accommodate change, buildings should be changeable.

To the maximum extent possible the proposed building should be flexible.

As it viewed its functions, its commitments, its organization, and its possible and probable programs the College increasingly came to see a need for a facility that would contain five major centers.

1. A Teaching-Learning Center for the preparation of teachers.
2. A Clinical Activities Center for the specialized preparation of personnel for working with students in a diagnostic and remedial sense.
3. A Research and Services Center in and from which the research and field services activities would center and emanate and within which some closely related teaching functions would be included.
4. A Large-Group Small-Group Instruction Center and Conference Center combined.
5. An Administrative Center to accommodate the administrative functions of the College.

Each of these centers contains specified facilities, designed to permit activities considered essential. In the sections to follow a justification the requested facilities will be provided. The need for and use of some facilities will be so obvious as to need no justification or explanation; in such cases none will be attempted.

LARGE GROUP CONFERENCE AND INSTRUCTION CENTER

This center will provide for instruction to large groups in the most effective possible communication environment. From 250 to 300 will be accommodated.

Equally as significant will be the opportunity to attract campus groups, meetings, and conferences. The faculty that chooses to be able to make a difference has to have contact and relationships with significant people in the local, state and national spheres. Not only does this improve local effectiveness, it also provides unequalled opportunities for student involvement with visitors and in study of activities in other places.

Such a center should be a living demonstration of the best in larger group processes.

This center is to have a single facility capable of housing from 250 to 300 persons in a setting which provides effective communication between presenter and audience and between members of the audience and others present. It also should facilitate setting up small discussion groups without moving on or from the floor.

CLINICAL ACTIVITIES CENTER

As education becomes more and more sophisticated, it becomes increasingly analytic, diagnostic and clinical. And it does do in the sense of both releasing creative potential and assisting with the solution of learning and learning associated problems.

Clinical activities require working in relative privacy with individuals or small groups. Thus the facilities needed are designed with this in mind.

Guidance, special education, remedial work, and child study are the areas with the greatest need for clinical type facilities though all areas will have less frequent needs for their use.

Training activities in the preparation programs for clinical specialists require closely supervised practice and frequent opportunities to observe and critically analyze one's own behavior and that of others. As with teacher education, closed circuit television, audio tape, video tape and observational glass screens are employed for this purpose. Subjects often are drawn from actual cases in the public schools or elsewhere, thus reception facilities are needed as is a hospitable environment.

TEACHING LEARNING CENTER

This center will house the activity for which a College of Education has its primary existence, the professional education and re-education of teachers and of people whose commitment is to working in teacher-education institutions.

The fundamental commitment is to preparing teachers who can implement desirable educational change. Both those who have had earlier preparation and those who have attended schools with outmoded programs need the opportunity both to study about and have experience with new ideas, new methods, new materials.

The faculty of the College both from its assessment of present trends and its own value system conclude that teaching and learning should and will move in the direction of greater individualization in education and of increased learner responsibility. Teaching will move rapidly away from the role of the teacher as dispenser of knowledge and controller of learners to the role of guiding and managing learning activities. There is nothing new in this desire. What is new is the ability to do it. Modern technology, advanced information retrieval systems, and the use of computers in analyses and decision making are the major factors in this. For the first time the philosophy of individualization and learner responsibility and the means of accomplishing it exist together. Needed now is the human transformation to permit and guarantee realization.

The school of the future can be expected to be a complex learning resources facility where can be had almost any kind of learning experience. Formal classes for presentations will decrease sharply -- such things will be learned individually or in small groups from multiple media (books, printed materials from computers, films, filmstrips, continuous loop films, sound tape recordings, video tape recordings, television, computer programs, etc.). Teachers will spend their time analyzing learning difficulties, giving guidance, conducting seminars and so on. More of the time of the student will be unscheduled or self-scheduled. The learner will be learning to do all his life -- learn.

Teachers who are to behave differently as teachers need to experience the new ways. They need to learn to be responsible for their own learning activities, to choose what to learn and by what method. They need to experience the new approaches in their classes. And they need to have full opportunity to study about and put into practice the newer methods. Finally, they need maximum assistance with learning the needed new teaching behaviors.

The Teaching-Learning Center has facilities to achieve each of these purposes.

The Learning Center will be a large, open flexible space where there will be all kinds of materials and media from which to learn them. Students will work here either individually or in small groups preparing for seminars, carrying out assignments, or pursuing interests. New media and new materials will be added as produced. Faculty members also will prepare materials for student use in the center. Opportunity to learn and ample choice of opportunity and means are important features. The facility must be both attractive and challenging. It should exemplify the lifelong learning ideal.

The media section of the center will be devoted to production, instruction in use, practice, and research. It will be a growing and developing feature of the center as the use of technology in education develops.

Special instructional areas are provided for Science Education, Social Studies Education, Mathematics Education, Reading and Languages Arts Education, Music Education, Art Education and Business Education. Each area will have model classrooms in which the methods and approaches suited to that area are taught. (These facilities are for professional education. The actual content of each of the disciplines is learned by prospective teachers in Arts and Sciences courses.) The model classrooms will be designed and equipped for the special areas but also will be highly suitable and used for other classes.

Each of the special academic teaching areas will have a laboratory-workroom-display area which will not be used for classroom purposes. Here will be the latest in equipment and approaches as well as on-going projects and experiments. Teaching fellows will be in charge.

In teacher preparation, especially where changed teacher behavior is indicated, there is great need for laboratory and feed-back approaches. This is most effectively accomplished through the use of the video recorder. Lessons will be recorded and played back for analysis. Micro-teaching for specific learnings will be used. Six seminar-tape review rooms are designed to accommodate these activities.

Though video recording and closed circuit television now have replaced live observation to a considerable extent, one observation room has been provided. There will be a classroom with one-way glass observation screens. This will permit live demonstrations using either children or college students as subjects while a college class observes.

A large group classroom divisible into three smaller rooms will permit use of large-group small group instruction.

ADMINISTRATIVE CENTER

This center will house the administrative activities of the College. There will be the needed complement of offices, a records facility, a conference room, and other customary spaces.

The College seeks to project an atmosphere which is at once both businesslike and hospitable. An open and friendly atmosphere will be sought,

A College of Education building should have a "flavor" different from that found in a College of Law or in an academic department. It should have a "flavor" of schools, of children, and of childrens learning activities. One way to achieve this is to provide ample display space for the work of children in area, national or international schools. It is thought that the allotment of funds for artistic purposes should go into providing such facilities rather than into other types of artistry.

During the past year, the students memorialized the University requesting faculty-student lounges in each new building. The College of Education faculty approves this practice; it is thought that a common meeting place would have strong educational values. If creatively designed and used many useful purposes could be served.

In designing this building we should keep in mind that a far higher than customary proportion of female faculty and students will occupy the building. Washroom facilities should reflect this as should lounges.

RESEARCH AND SERVICES CENTER

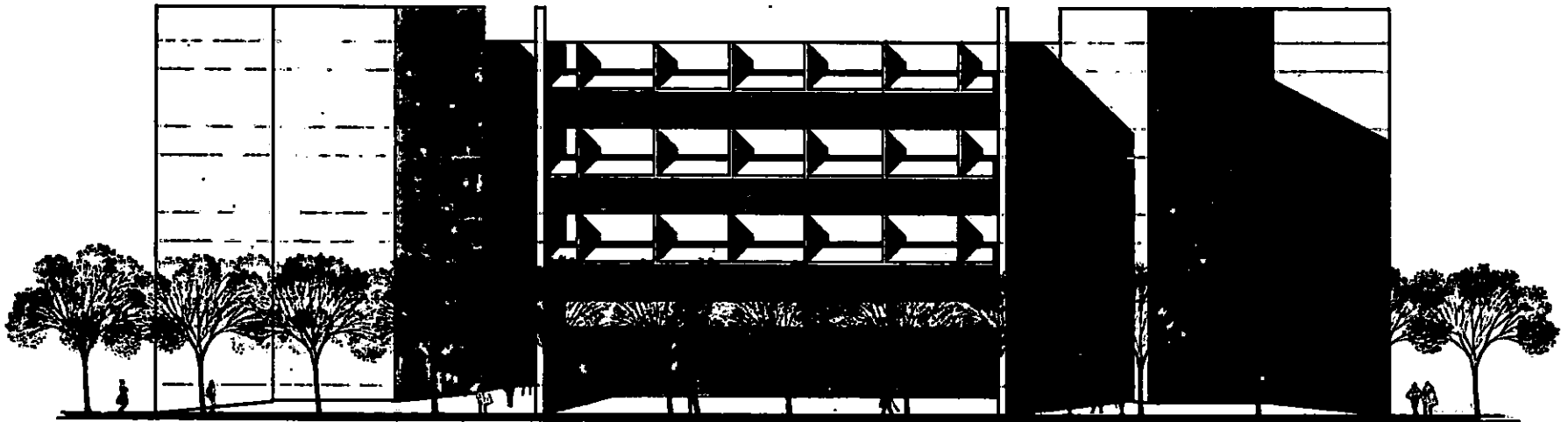
This center is designed to serve the needs of faculty, programs and departments that have a strong orientation towards research and/or field service. The departments to be included are Foundations and Administration and Supervision. Each of these areas has a strong research interest. The latter is heavily involved in field activities.

Facilities to house the Bureau of Research and Services are included as is space for the Gulf Schools Research and Educational Development Association (GUSREDA) and other contract and project research.

These two teaching areas will use general classroom facilities. Each, however, is being provided with a seminar room and a connected materials center.

These five centers together comprise a "package" within which the envisioned program of the College can effectively be followed. Given creative design and treatment, they can provide for foreseen needs and future flexibility.

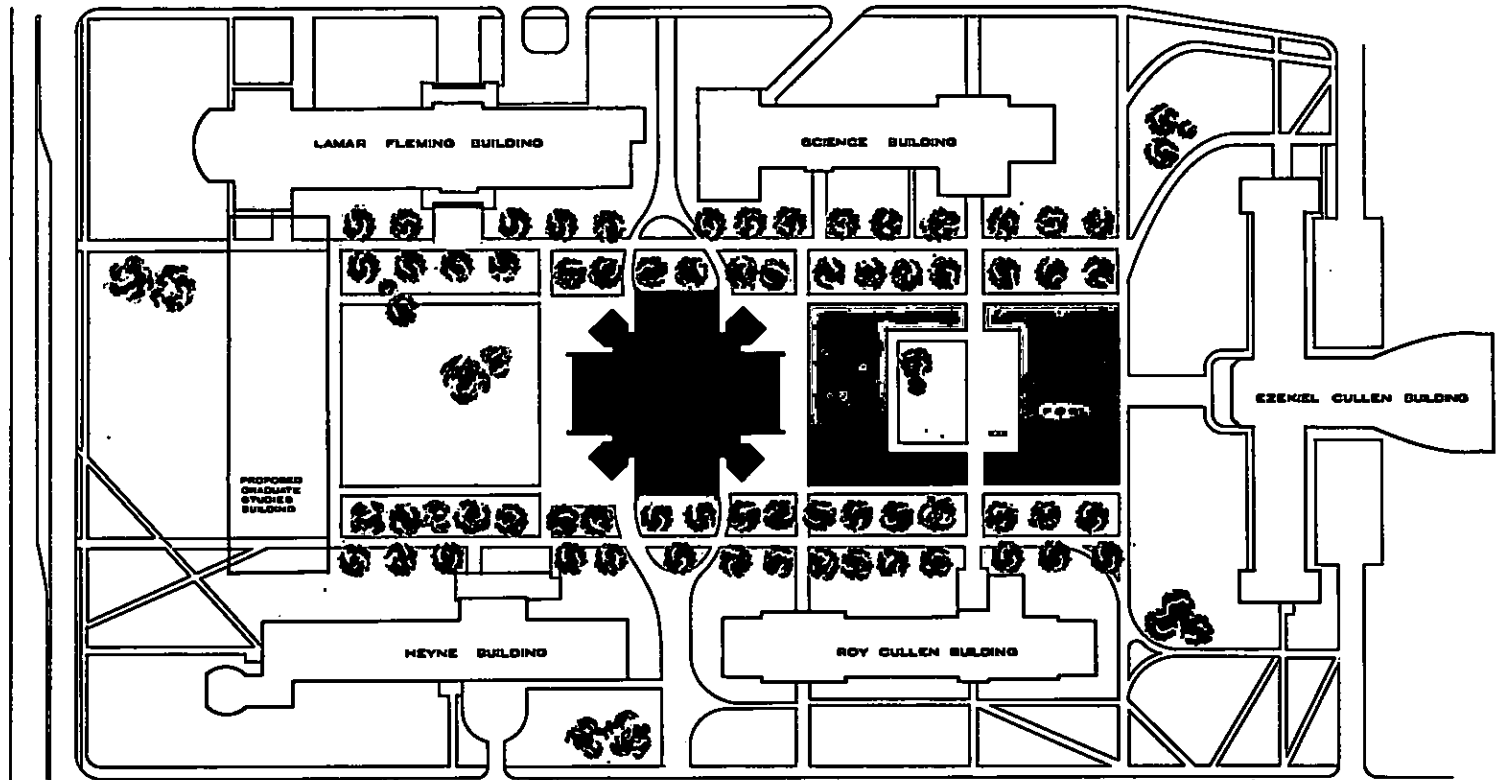
By: R. B. HOWSAM, Dean, College of Education



NORTH ELEVATION (OTHERS SIMILAR)
SCALE: 1/8" = 1'-0"

UNIVERSITY OF HOUSTON COLLEGE OF EDUCATION

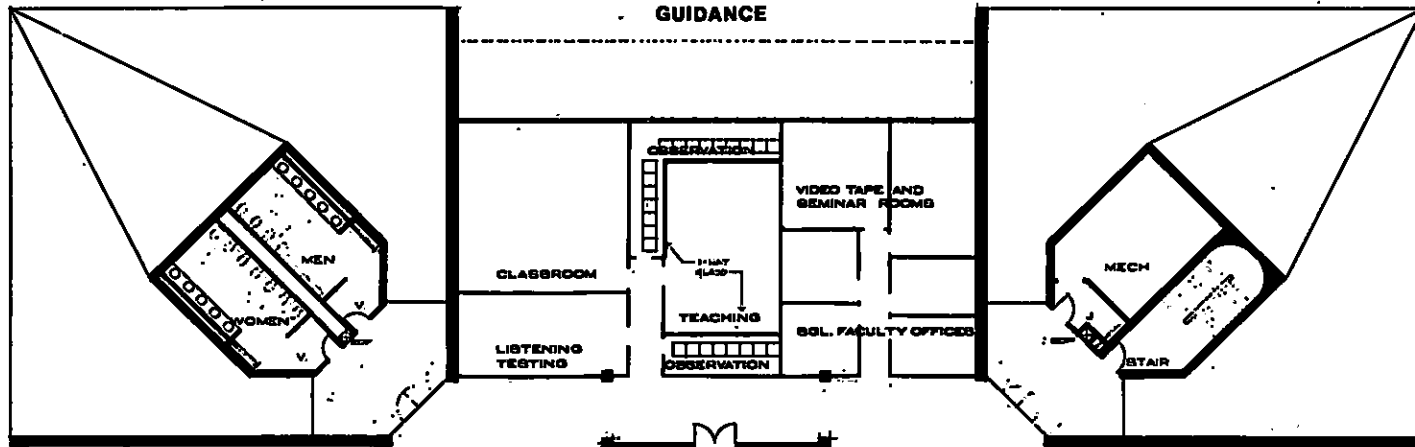
WILSON, MORRIS, CRAIG & ANDERSON
MEMBERS OF THE AMERICAN INSTITUTE OF ARCHITECTS
3402 WEST ALABAMA HOUSTON, TEXAS



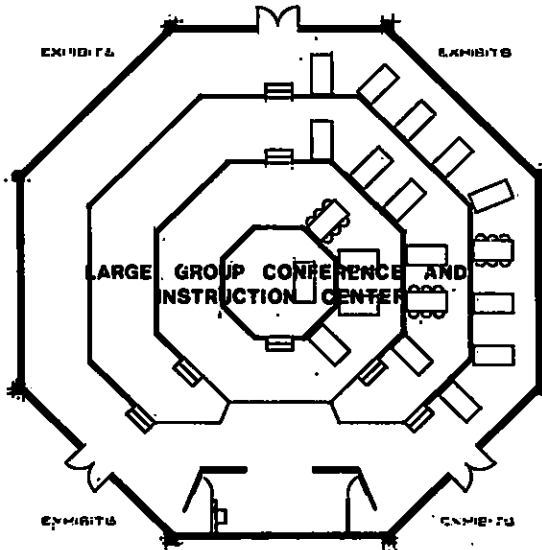
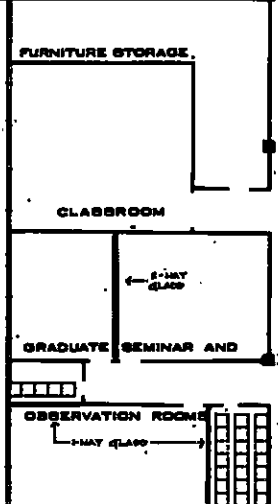
WILSON, MORRIS, CRAIG & JOHNSON
 MEMBERS OF THE AMERICAN INSTITUTE OF ARCHITECTS
 3343 WEST ALABAMA HOUSTON, TEXAS

UNIVERSITY OF HOUSTON COLLEGE OF EDUCATION

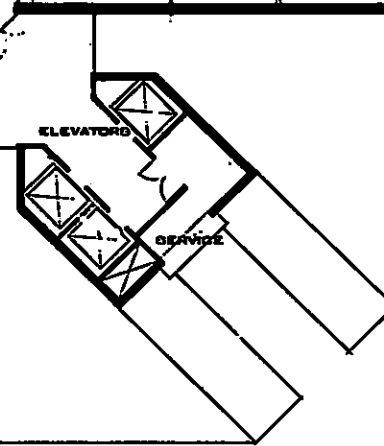
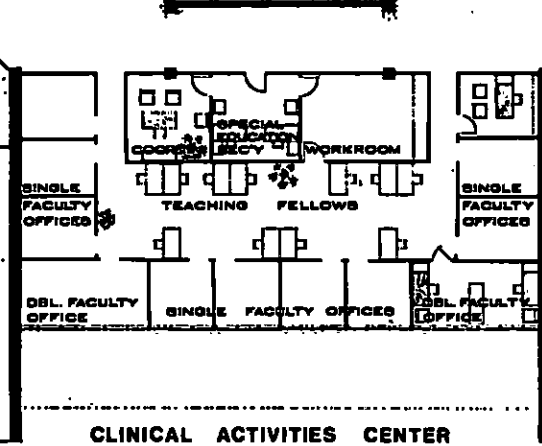
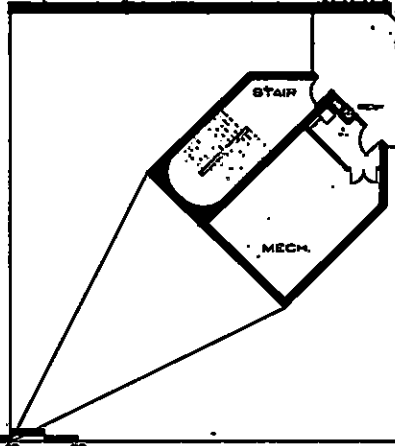
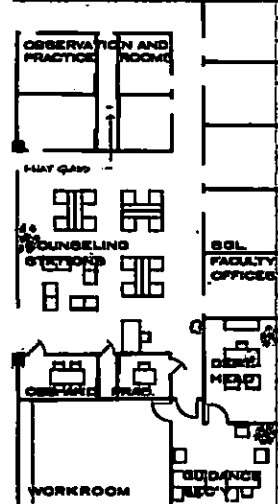
CLINICAL ACTIVITIES CENTER
GUIDANCE



CLINICAL ACTIVITIES CENTER
SPECIAL EDUCATION



CLINICAL ACTIVITIES CENTER
GUIDANCE



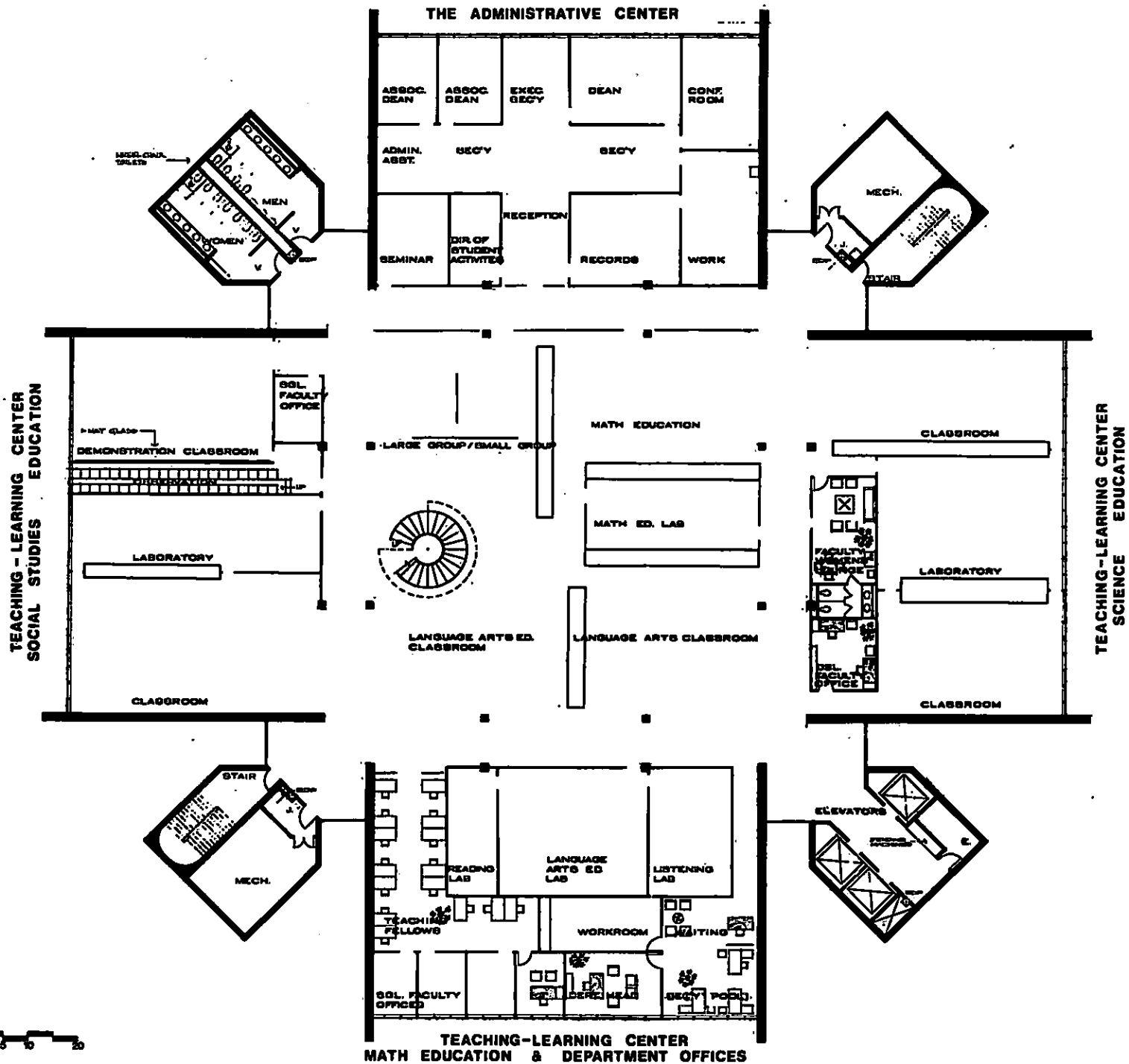
CLINICAL ACTIVITIES CENTER
SPECIAL EDUCATION



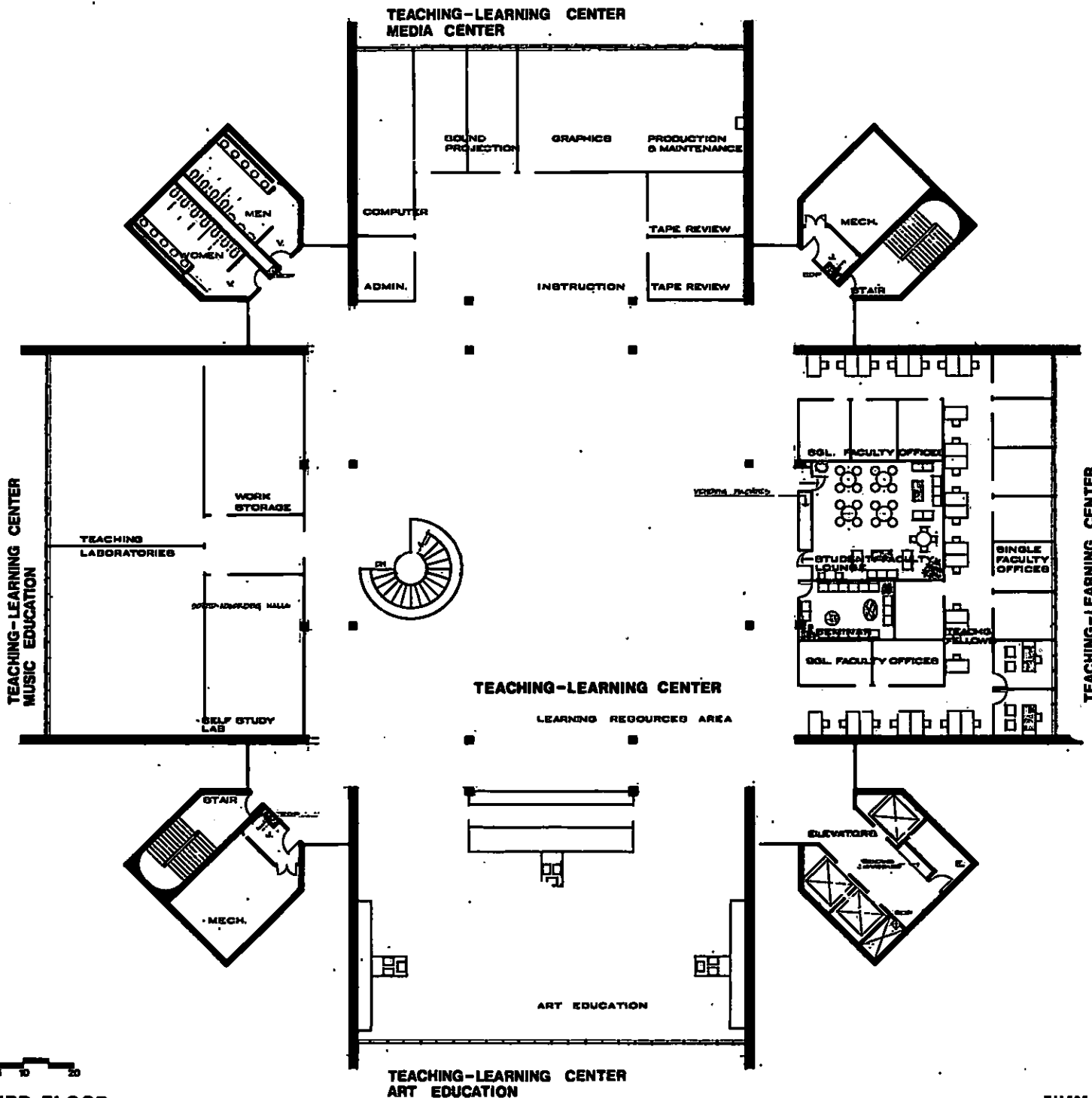
0 3 6 12 20

PLAN: FIRST FLOOR SCALE: 1/8" = 1'-0"

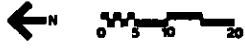
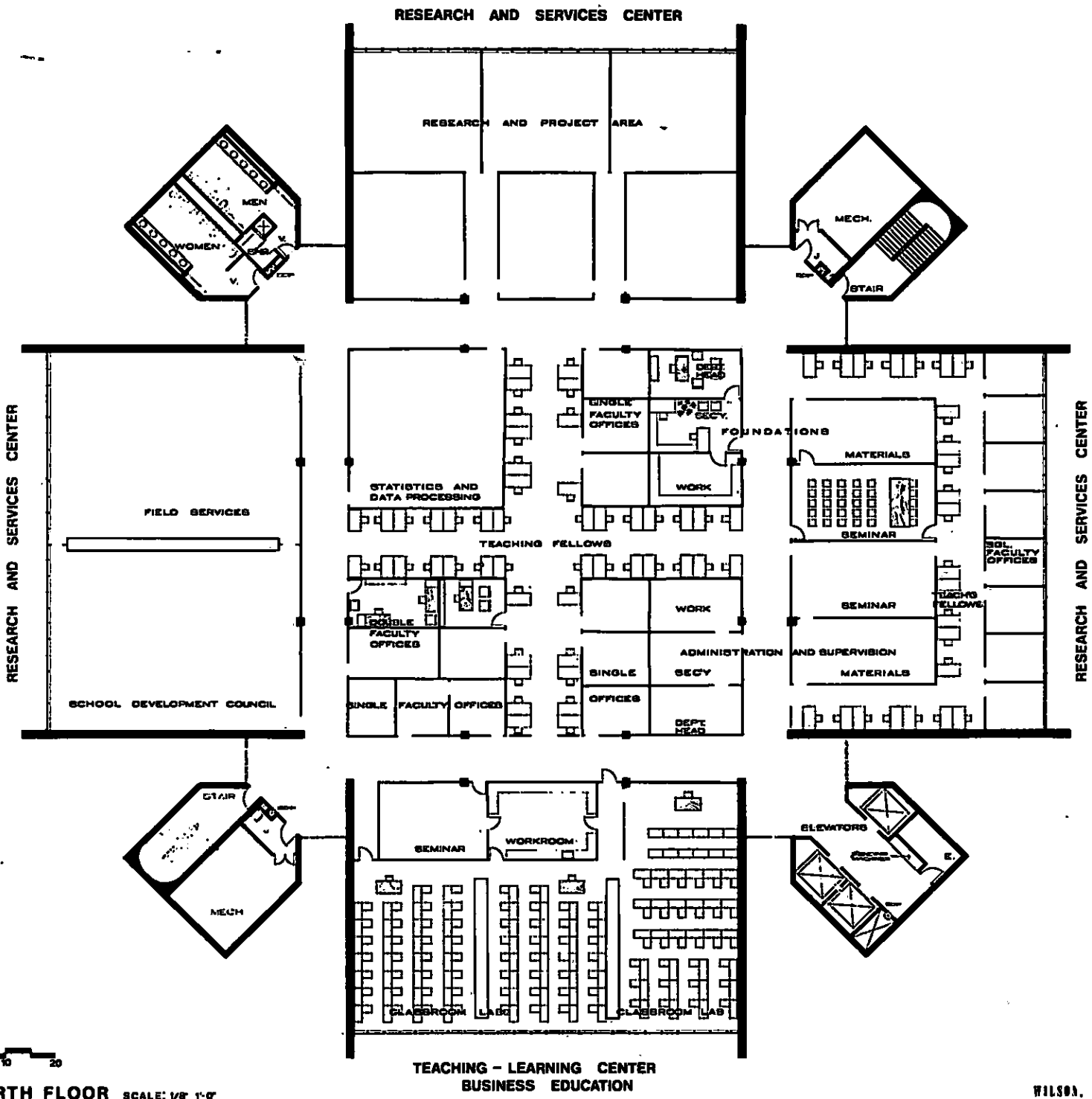
WILSON, MORRIS, CRAN & LYNNSON
MEMBERS OF THE AMERICAN INSTITUTE OF ARCHITECTS
2405 NEXUS PLAZA HOUSTON, TEXAS



PLAN: SECOND FLOOR SCALE: 1/8" = 1'-0"



← N
 0 5 10 20
 PLAN: THIRD FLOOR SCALE: 1/8" = 1'-0"



PLAN: FOURTH FLOOR SCALE: 1/8" = 1'-0"

WILSON, HOBBS, CRAIG & ANDERSON
 MEMBERS OF THE AMERICAN INSTITUTE OF ARCHITECTS
 200 WEST ALABAMA HOUSTON, TEXAS

UNIVERSITY OF HOUSTON COLLEGE OF EDUCATION