

Plenary Speaker

Monday, August 4, 2014

8:15 am – 9:15 am

Fieldhouse

Lennie Scott-Webber



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As the Director of Education Environments for Steelcase Education Solutions, “Dr. Lennie” leads researcher, design and dissemination of knowledge for education at all levels and on a global platform. She is a former design practitioner, a professor of design education and chair of two design schools – one in the US and one in Canada. As an environment behaviorist her research centers on how the built environment impacts behavior in knowledge sharing scenarios relative to learners of all ages. Her belief is that research should inform design decisions. As a researcher, she has over 50 publications to her credit; was an Associate Editor for Planning for Higher Education Journal as published by the Society for College and University Planning; is a frequent key note and guest speaker at national and international forums. Her Bachelor of Arts is from the College of Fine Arts and the University of South Florida; a Masters of Science in Interior Design, a Minor in Gerontology and a PhD in Consumer Environments/Interior Design are from the University of Tennessee, Knoxville, Tennessee.

Plenary Abstract:

How Chemistry Education Could Become the ‘Binding Energy’ for Active Learning – Real Learning Not Just the Myth

Blended Learning, FLIPPED classrooms, Active Learning, Immersive Learning, etc. etc. ,what are these terms referencing? They represent a full-scale revolution in the support of real learning, not just the myth of learning. What is the binding energy? What are the protons and neutrons of the active learning’s atomic nucleus? And why should academics look to chemistry education as a potential leader for active learning? Why? Because the DNA of chemistry education has at its core active/hands on learning. The lab teaching methods have pushed students to learn by doing. The attributes of learning in a lab, or hands on environment are important and reflect what we know are positive signs supporting research from brain science and learning research. Furthermore, these experiential teaching strategies are not well known to other disciplines-hence the leadership opportunity. We know also that technology is a ubiquitous tool in the face-to-face classroom, but how does or should space support these experiences? This questions and issues will be presented along with opportunities for discussion in this plenary session.