Main goals:
Introduce examples of using the physical campus for education and pose key questions about the potential educational goals of the Ross Reserve building.

Designing the Educational Message of a Green Building — or more specifically — the Ross Reserve

Stephen Hoffmann
Environmental and Ecological Engineering

Examples at Purdue

Educational Components of Green Building Programs

LEED

BCE

LEED

Components of Green Building Programs
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LEED

LBC

- ecological concepts
- green building concepts
- global environmental issues
- human interactions with ecology
- something else entirely?

content

? mechanism

- static vs. active
- formal vs. informal
- short vs. long-term
- public vs. behind scenes
- identity of audience
- motivation of audience
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The Living Laboratory

- Research test-bed
- Motivation of place
- Educational context

- Making the connection between abstract theory and immediate knowledge through the sense of place. Interest in the idea is motivated because of others you are
- Using the flood defense building as an educational tool that can potentially be used to teach the building users something of value through the novel pedagogy or as part of the existing

[Diagram showing relationships between the sections]
Research test-bed
e.g. the Herrick Lab Expansion:

observation of how people live and use a space, with monitoring, testing, evaluation, and experimentation, to determine performance and optimization of systems for a goal such as sustainability or energy efficiency
Motivation of place
Think globally, act locally

making the connection between abstract theory and immediate knowledge through the sense of place: interest in the idea is motivated because of where you are
Educational context
My definition for today:

using the Ross Reserve building as an educational tool that can potentially be used to teach the building users something, either actively or through the mere passive act of using the building
Using the Ross Research educational tool, potentially be used to building users see...
co-creation
exploration
experimentation
analysis
lot that can
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something,
through the n
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Motivation for using the university as a learning laboratory

Students learn that it is sufficient only to learn about injustice and ecological deterioration without having to do much about them, which is to say, the lesson of hypocrisy. They hear that the vital signs of the planet are in decline without learning to question the defects of energy, food, materials, and waste policies of the very institution that presumes to induct them into responsible adulthood.


—we have— a pedagogical objective to inspire life-long creativity and action, not just knowledge about the facts of sustainable technology or development.


Progression:
Education about sustainability
transmission of knowledge and theory

Education for sustainability
emphasis on learning for change

Education as sustainability
creativity and participative process
alternating learning and practice

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Education as sustainability
creative and participative process
where learning is continual exploration

Stephen Sterling, 2001, "Sustainable Education: Re-visioning Learning and Change"
Examples at Purdue

- [Image of a building]
- [Image of an outdoor area]
- [Image of a group of people working]

[Logo: INHOME]
Carbon Neutrality At Play
Educational Components of Green Building Programs

LEED
One point possible within the “Innovation in Design” criterion. Newer LEED versions include a “pilot credit” in “occupant engagement.”

LBC
Imperative #20: Inspiration + Education
Educational materials about the operation and performance of the project must be provided to the public to share successful solutions and to motivate others to make change.
LEED

One point possible within the "Innovation in Design" criterion. Newer LEED versions include a "pilot credit" in "occupant engagement."
Gatewood Wing Educational Sign
LEED Certification
What, Why, and How..
You can help us continue our Green Effort by...

1. Reduce! Reuse! Recycle! Be sure whenever possible to deposit items in the appropriate recycling bins throughout the building to reduce the amount of waste going to landfills.

2. Purdue University is extremely pedestrian and bicycle friendly. The Roger B. Gatewood Wing reflects this commitment by providing additional bicycle racks and showering facilities for commuters, making it possible for faculty, staff, and students to ride their bicycles, reduce their carbon footprint, and increase their physical fitness. So start riding your bike and enjoy all of these benefits!

3. When driving to campus is a necessity, consider using BolderRide, a database that provides a free carpool matching system to help faculty, staff, and students travel in a more efficient and environmentally friendly manner. Those who carpool and have a carpools permit are able to park in the designated carpool parking spaces in the Northwestern Avenue Garage.

4. Driving low-emitting and fuel efficient vehicles helps reduce pollution and other impacts on the environment. Those who drive low-emitting and fuel efficient vehicles with an alternative fuel vehicle permit are able to park in the designated alternative fuel parking spaces in the Northwestern Avenue Garage.

5. Two kiosks are available for your use. One illustrates the real-time energy consumption of the Roger B. Gatewood Addition. The other kiosk provides additional in-depth information about LEED and the credits earned for the project. Take time to view the kiosks and learn more about the sustainable features of the Roger B. Gatewood Addition.
Recycle! Be sure whenever possible to deposit your waste into recycling bins throughout the building to reduce the amount of waste sent to landfills.

This building is extremely pedestrian and bicycle friendly. This reflects our commitment to providing additional incentives and facilities for commuters, making it possible for faculty and students to bring their bicycles, reduce their carbon footprint, and just start riding your bike and enjoy all of these benefits.

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assessment
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