Abstract

Many modern classroom designs can be underwhelming in their approach to innovation and arts-centric design.

In this creative project, I have researched and applied different arts from Japan, Africa, and Indigenous America to the design of a typical classroom. I used these art techniques to reimagine the process of classroom design without the limits of time, money, or building code. I then examined in what ways the designs could impact the pedagogical approach of the teacher in the learning classroom. Lastly, I briefly compared the three classroom designs and examined whether there was any correlation between arts.

These classroom designs are not meant to be taken literally, but rather to be used as a springboard for designing a classroom with a new perspective in mind. They may also be used to develop inquiries into a new and diverse pedagogy.

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