

# INFLOW

## HOLISTIC WELLNESS EDUCATION CENTER

### THE SITE



- Adjacent to main roads
- Access to multiple bus stops
- Accessible parking lot
- Flat ground
- Near elderly communities
- Near schools
- Near residential areas
- Near major public centers
- Adjacent to multiple nature paths and trails



### NARRATIVE

Traditional education systems are often rigid, under-inclusive, and do not prioritize wellbeing. Shifting the pedagogical approach embraces diverse, evolving forms of knowledge, creating learning environments that support a wider range of abilities and learning styles, making education more adaptive, holistic, and engaging for all learners.

Surrounded by urban energy, a peaceful network of forest paths and creeks form a restorative setting for a holistic learning experience. Inflow supports post-secondary education by bringing interdisciplinary learning to life. Welcoming students of all ages and abilities to learn about holistic wellbeing, exploring human biology and its connection to consciousness through spiritual practices. This integration of trails outside Inflow invites individuals and classes to learn beyond its walls, connecting with nature's biology, stillness, and serenity. Diverse knowledge flourishes even further as community guests are welcomed in to share their teachings, and as classes venture out to meet local speakers and engage in related events.

Intimate-sized cohorts enhance focus and relationships, while flexible classrooms augment dynamic learning, giving students the chance to experience through physical, written, and mixed means (Colomer et al., 2020). Modular desks provide options for individual, collaborative, fixed, or flex focal configurations. Collapsible desks and stackable chairs make space for mats or cushions supporting physical movements or spiritual exercises. The vast chain of trails outside Inflow invites individuals and classes to learn beyond its walls, connecting with nature's biology, stillness, and serenity. Diverse knowledge flourishes even further as community guests are welcomed in to share their teachings, and as classes venture out to meet local speakers and engage in related events.

Drawing from the superminds theory, Inflow redefines how students interact with knowledge. Integrating technologies such as biofeedback walls helps to visualize the relationship between biological response and spiritual practices. To support diverse learning styles, e-device libraries and headphones enable visual, auditory, and self-paced learning while expanding access to online resources. Recognizing when technology is most beneficial, the in-class visible technology such as tablets are stored away during spiritual and mindfulness practices.

Digital bulletin boards allow both in-person and remote learners to share notes, reflections, and insights, strengthening collective knowledge (Liu et al., 2025).

Here, community and technology form the foundation of a shared intelligence, while the intersection of the physical body and conscious mind amount to true human wellbeing.

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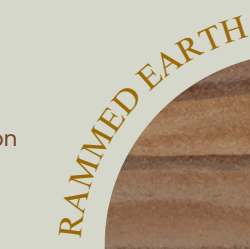
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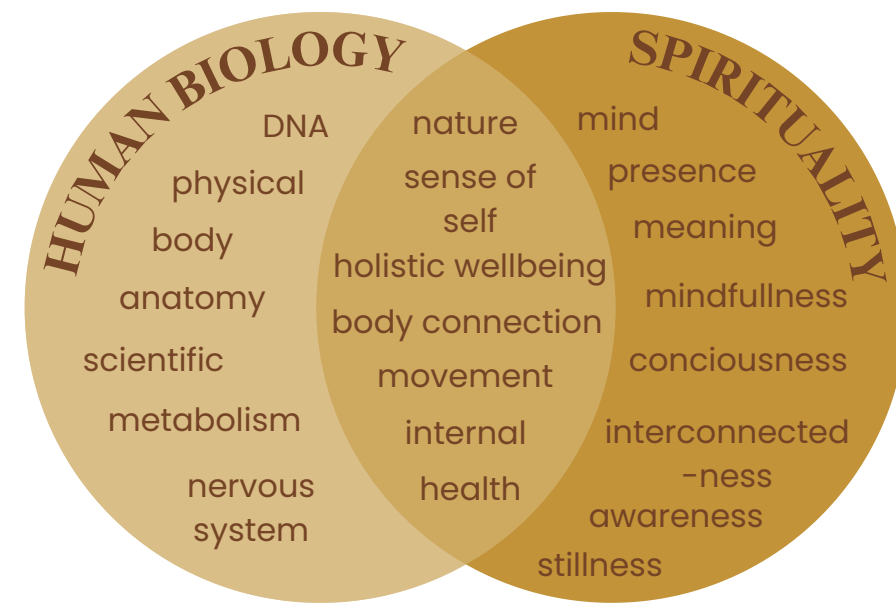
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### EXTERIOR MATERIALS

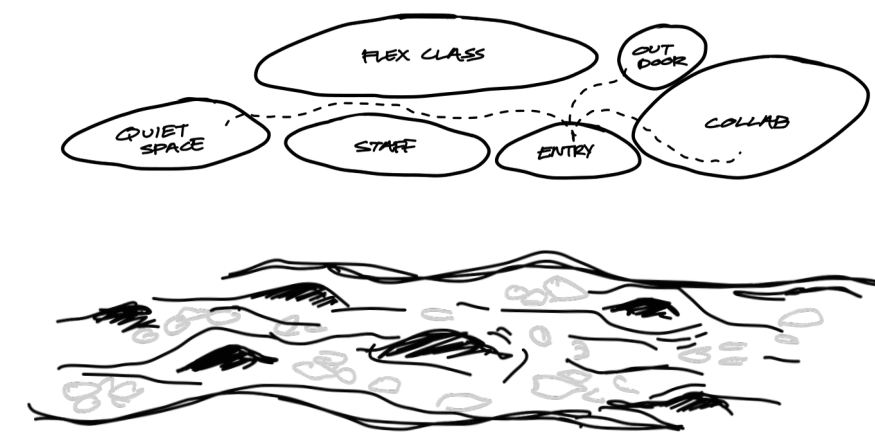


### CONCEPT

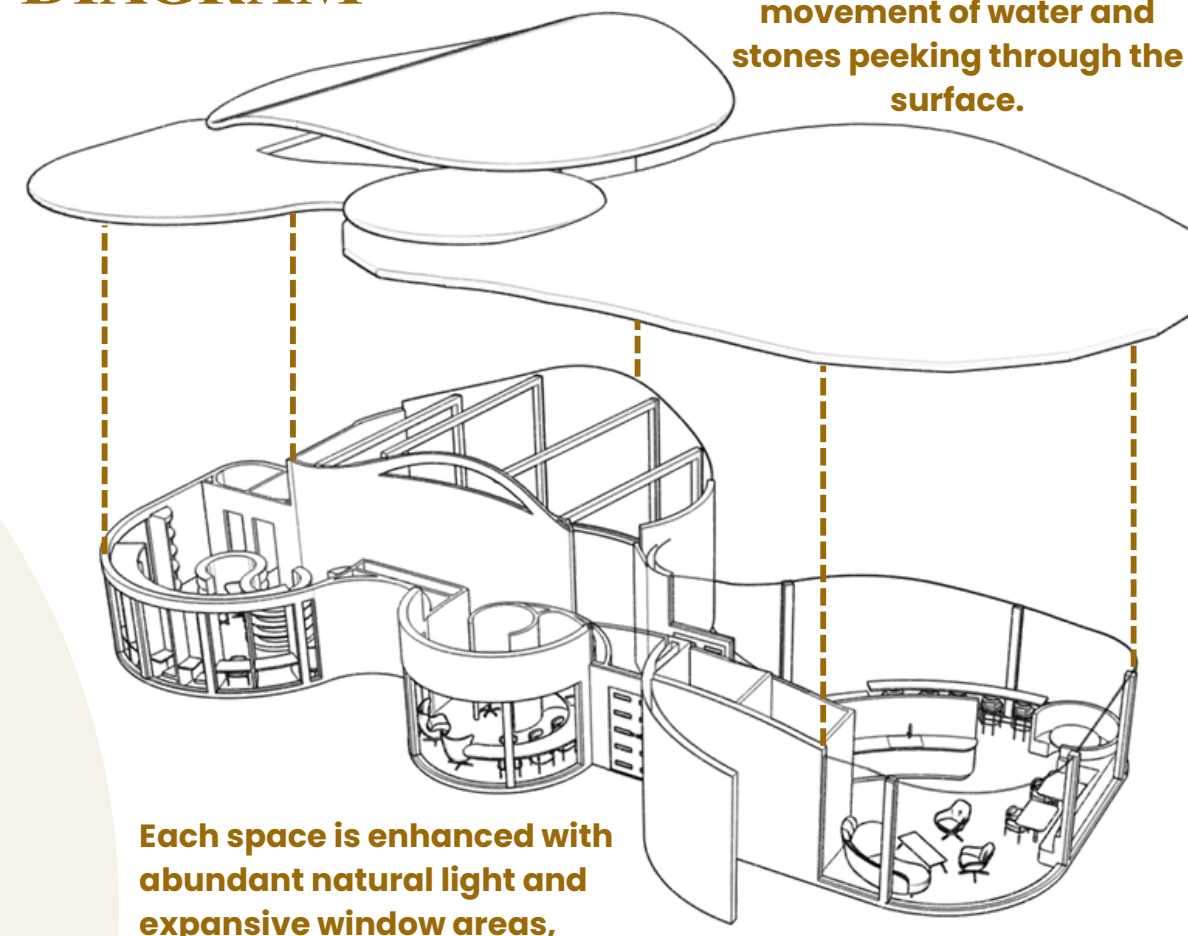
Inflow is a dynamic, community-centered learning environment where people and technology work together to enrich and support lifelong learning. Its purpose is to advance holistic wellbeing by connecting the study of human biology with spiritual understanding, helping individuals discover a more integrated self. Inspired by the fluidity and stillness of a creek bed, the space and its occupants flow naturally while stone-like zoning forms inclusive areas for various learning styles and environments. Grounded, nature-inspired colors and materials mirror the surrounding forest and creek, creating a calming, focused environment that enhances the wellbeing of every user.



### PARTI



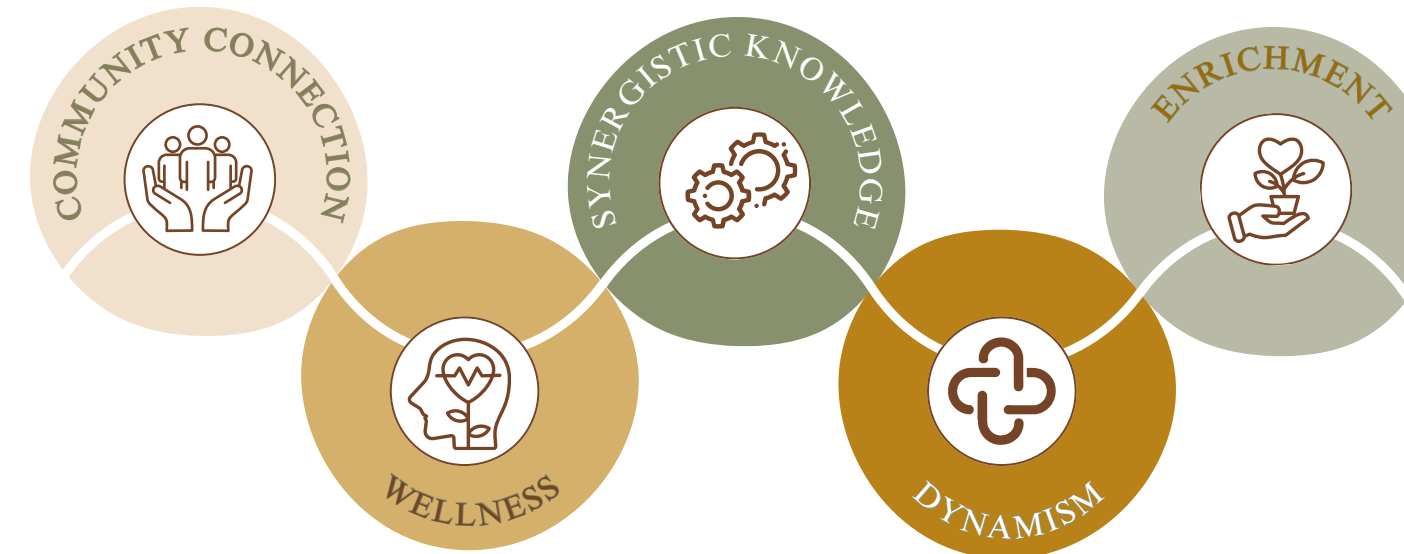
### EXPLODED DIAGRAM



Inflow's roof mimics the movement of water and stones peeking through the surface.

Each space is enhanced with abundant natural light and expansive window areas, providing constant visual connections to nature. This design consideration helps lower heart rate and blood pressure, improves mental attentiveness, and enhances the overall mood of students (Browning et al., 2014).

### GUIDING CONCEPTS



Shapes a learning environment rooted in lifelong and community-based learning (Learning for Justice, n.d.). Inflow aims to foster belonging and engagement by creating meaningful opportunities for people of all ages to learn with and from one another through intergenerational learning experiences (Learning for Justice, n.d.). By centering education around the well-being of self and the population, a community in itself is formed through shared knowledge, collaboration, and connection. (MacQueen et al., 2001).

Focuses on holistic wellness where biophilic design (Kellert & Calabrese, n.d.), sensory choice, spatial planning, natural light and the sense of security work together to create an environment that brings many facets of equilibrium to an individual's state (Miller & Foster, 2010). At Inflow, wellness emerges naturally when people feel connected, supported, and safe in the spaces they inhabit.

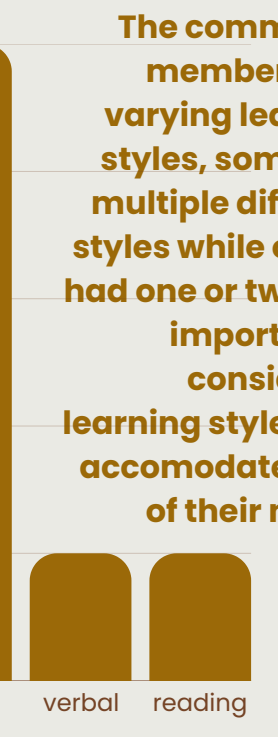
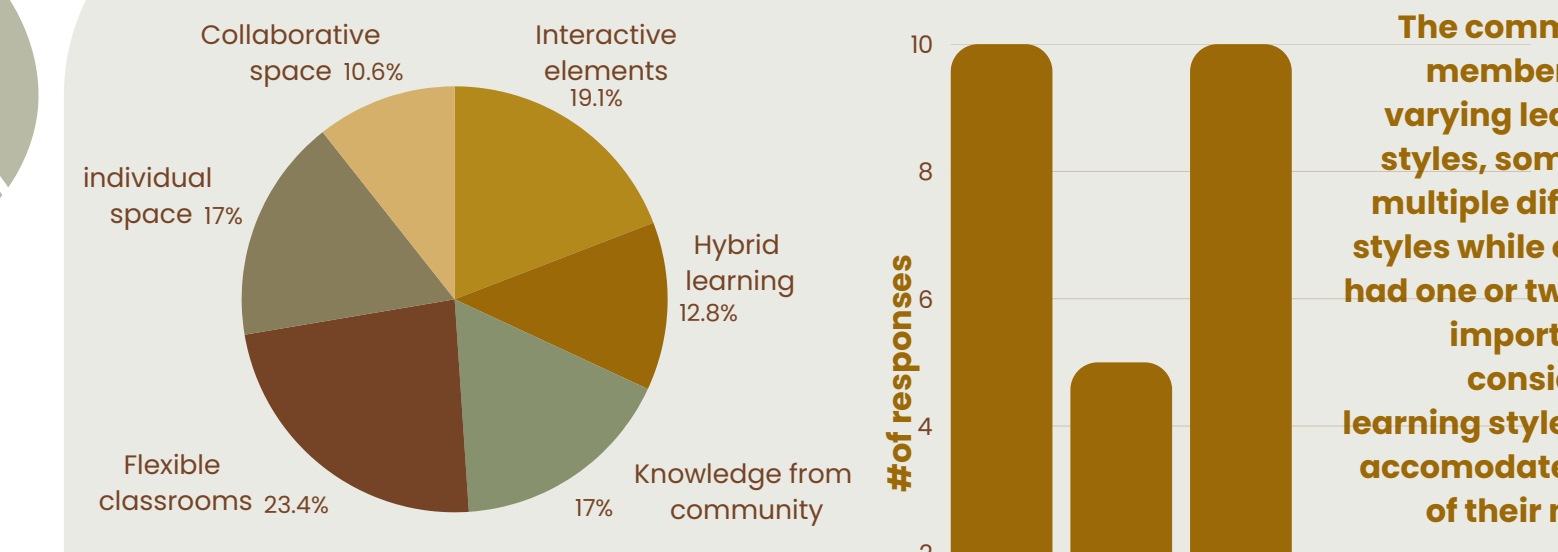
Blends human intelligence with technological intelligence (Malone, 2018). This enables collaboration, communication, and knowledge-sharing that goes beyond individual capability (Hakkariainen, 2005). This fusion creates a new form of intelligence, where learners co-create understanding, discover new knowledge, and innovate through interconnected, collective learning experiences (Scardamalia & Bereiter, n.d.).

Guides the design by acting as a participant in learning, responding to and shaping the experiences of its users (Watkins et al., 2020). Through adaptive spaces and social elements, the environment evolves to support diverse activities and learning styles (Yesil & Aras, 2024). This dynamic approach supports inclusivity, ensuring that learning accommodates the needs of all learners while promoting continuous engagement (Nubani & Lee, 2022).

Emphasizes experiential learning that allows learners to engage directly with their body and the world around them (Rigg, 2017). Inflow ensures that every individual's abilities, perspectives, and backgrounds are valued (Shumer, 1994). The interdisciplinary learning approach encourages connections across fields, expanding the understanding of self. The integration of non-traditional knowledge honours diverse ways of knowing and creates a more holistic educational experience (Koul & Nayar, 2021).

### FIRST PERSON RESEARCH

We asked a group of local community members aged 20-65+ questions about learning styles and lifelong learning:



The community members had varying learning styles, some had multiple different styles while others had one or two. It is important to consider all learning styles and accommodate to all of their needs.

**33.3%** Prefers individual learning

**13.3%** Prefers collaborative learning

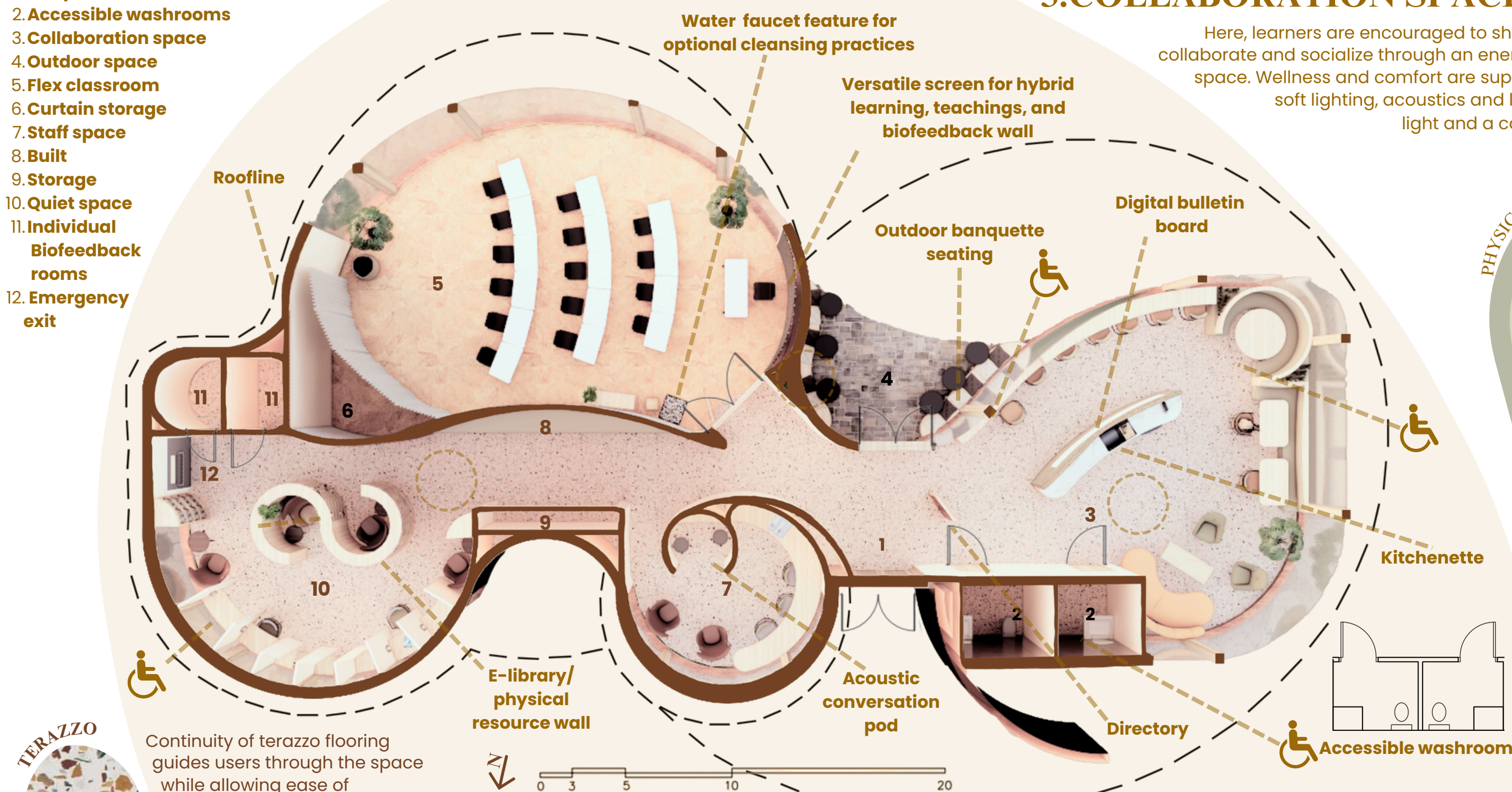
**53.3%** Prefers both

We asked participants what kind of facilities or technologies would make lifelong learning more engaging for them. These were their preferences:

### KEY PLAN

1. Entry
2. Accessible washrooms
3. Collaboration space
4. Outdoor space
5. Flex classroom
6. Curtain storage
7. Staff space
8. Built
9. Storage
10. Quiet space
11. Individual Biofeedback rooms
12. Emergency exit

### FLOOR PLAN



Continuity of terazzo flooring guides users through the space while allowing ease of travel for wheelchair users.



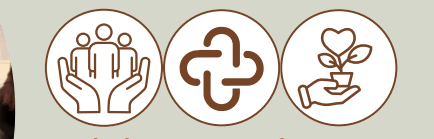
Soft underfoot to assist in physical comfort and reduce underfoot impact.



Adds acoustical performance to support focus and individual learning.

### 10. QUIET SPACE

Individual work and lounge stations, combined with a calming color and material palette provides learners with a comfortable and focused environment for asynchronous learning, enriched by the provided resources.



A digital bulletin board solution such as Miro, allows for asynchronous collaboration, providing real-time feedback for everyone to stay involved. This technology allows everyone an opportunity to engage in thought and idea sharing regardless of their physical presence. Past boards are posted to Inflow's website where they can be referred back to as a way to facilitate lifelong learning practices within the community.



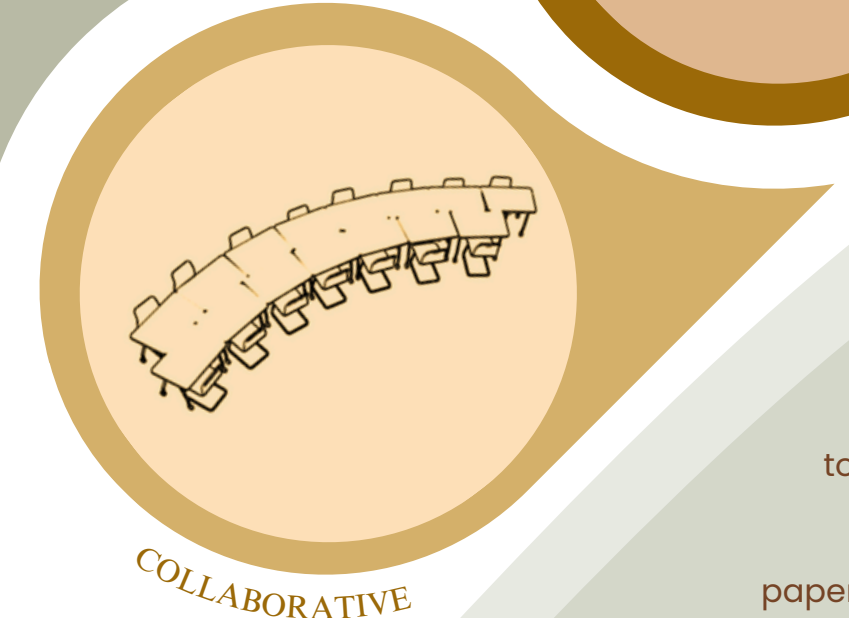
Biofeedback walls are used to measure physical changes and help the user to control or identify physical cues. This is done through wearable devices such as electrical pads or other sensors such as bracelets (Mayo Clinic, n.d.). Students are also encouraged to look at personal means of accessing biofeedback through personal devices like watches, bracelets or smartphones.

### 3. COLLABORATION SPACE



Here, learners are encouraged to share ideas, collaborate and socialize through an energizing, yet calming space. Wellness and comfort are supported through biophilic design, soft lighting, acoustics and large windows that invite in natural light and a connection to nature.

### CLASSROOM FLEXIBILITY



An e-reader library widens learners accessibility to knowledge and resources by providing digitized versions of textbooks or other important papers and studies. Through the e-readers, users are able to adjust font size, contrast, and brightness, and can even access text audibly through the provided headphones. This adaptive technology helps to accommodate various learning styles and needs.

