Transforming the Learning Space
Can Principles & Criteria Help?

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The first problem
having mutually productive conversations

The urgent matter of overcoming organisational complexity to get on the same page by finding a common language?
"It's complex - it's about conversations..."
How do we know and share a vision of what 'good' looks like?

Design and evaluation is about having the right conversations...

The critical matter of knowing our decisions are based on what we value.

Framing conversations based upon good teaching and learning practice.
If we don't value learning space... ...what does it say about our learning?

The value of Evaluation

Ensuring investment = impact

Aim: investment in maintaining and developing formal and informal learning spaces positively impacts on student learning and learning engagement

• Generating data to benchmark and track progress
• Reporting and reviewing annually
• Requires resources and budget commitment

We will spend £millions on learning spaces without having a way to evaluate it!
Evaluation - lots of questions

Are we already doing what we need to do? What are we doing that we could use? Why?

• Surveys?
  Quantitative / Qualitative?

• Face to face?
  Observation / Conversation?

• *Learning needs to be put into practice*
  Lessons learned = changes to future projects
Holistic View
Where does learning happen?
What should we evaluate/improve?

Blurring of boundaries between formal and informal learning spaces...

How can we develop a holistic method of evaluation?
By knowing how to design for any situation
By using principle-based design
By involving the right people, early and often
Why do we need design principles?

• If we don't know what we want to achieve, how can we achieve it?

• Consistency across projects

• "Translation" of key learning and teaching concepts

• Basis of evaluation - measuring against indicators that matter
Foster a sense of belonging

Example indicators
Students and their tutors are positive about new or refurbished physical and virtual space in relation to:

• Being co-located;
• Forming common disciplinary identities;
• Developing ‘ways of being’ and habits associated with disciplinary practice;
• Feelings of a course home and ability to have trustful conversations, being inspired by peers, informal mentoring and buddying, etc.
Promote good teaching and learning

Example indicators

Students and their tutors are positive about new or refurbished physical and virtual space in relation to:

• Learner-tutor interaction;
• Peer co-operation;
• Active learning;
• Spending time on task;
• Feedback on and in learning;
• Being set attainable high challenges and benefitting from peer or tutor support (scaffolding);
• Using meaningful authentic contexts as the basis for learning;
• Inclusivity and benefitting from a diversity.

Promote and support time on task in and beyond the classroom

Example indicators

Students and their tutors are positive about new or refurbished physical and virtual space in relation to:

• Spending time on campus engaged in formal and informal learning;
• Reading or discussing written content with peers;
• Conducting inquiry-based activities including problem-based learning;
• Independent engagement in developing coursework, projects and learning portfolios;
• Storing, accessing and managing physical and digital artefacts relating to academic work including study resources, readings, support materials and information, and peer and learner-generated artefacts such as notes and coursework.
About design principles
What does 'good' look like?

Promote peer co-operation and independent learning

Example indicators
Students and their tutors are positive about new or refurbished physical and virtual space in relation to:
• Working together supportively;
• Successful collaborative or group-based learning, whether formal or informal;
• Making progress;
• Co-curricula and extra-curricular activities including the
• Self-directed and self-determined learning and the self-management of peer support including actual and virtual personal learning networks and learning sets.
Accommodate flexibility
Example indicators (selected)
Students and their tutors are positive about new or refurbished physical and virtual space in relation to:
• Being able to ‘make the space their own’;
• Easily changing components of the space (e.g. furniture, light, acoustics, technology, etc) to make it more suitable for tasks in hand;
• Being able to personalise the space;
• Easily switching between tutor-led and learner-led activities in formal settings;
• Using a range of media to suite learner or tutor requirements and preferences;
• Comfortable and attraction;
• Affording flexible and variegated use across a range of disciplines;
• Offering access beyond typical staff working hours.

Promote study and self-belief

Example indicators
Students and their tutors are positive about new or refurbished physical and virtual space in relation to:
Developing knowledge, skills or learning and teaching dispositions;
Applying knowledge in meaningful and complex contexts;
Communicating knowledge and receiving feedback on it;
Accessing and applying feedback which confirm learning contributions matter;
Taking a lead in developing an effective learning environment.

Promote active and authentic learning

Example indicators (selected)
Students and their tutors are positive about new or refurbished physical and virtual space in relation to:
• Being able to learn in diverse ways;
• Being challenged in ways that demand and enable active responses;
• Being able to reflect the way the knowledge is used in real life;
• Engaging in activities that have open-ended real world consequences;
• Accessing expert performances and the modelling of processes;
• Experiencing and enacting multiple roles and perspectives;
• Experiencing collaborative construction of knowledge;
• Reflecting in ways that enable abstractions to be formed;
• Communicating in ways that enable tacit knowledge to become explicit;
• Providing and receiving support at critical times;
• Engaging in authentic assessment of learning within the tasks including negotiated and self-determined activities.

See: [http://authenticlearning.info/AuthenticLearning/Home.html](http://authenticlearning.info/AuthenticLearning/Home.html)

Promote learning through the integrated use of personal and provided technologies

Example indicators

Students and their tutors are positive about new or refurbished physical and virtual space in relation to using provided and personal technologies that support:

• Connection with and formation of up-to-date information and learning networks;
• Communication underpinning learning and engagement in learning;
• Curation and discovery of learning artefacts;
• Co-operation amongst communities of practice that support mutual benefits, joint enterprise and sharing of practice in and off-campus including collaboration and supportive activities;
• Creativity and productivity that leads to learning and the generation of knowledge;
• Checking learning progress and developing and testing capabilities in digitally-enhanced learning environments.

The Hybrid Learning Space

a holistic understanding of learning space for the digital social age

Still fit for purpose?