Evaluating Learning Spaces

workshop

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Workshop Outline

1) Where do we learn?
2) How do we evaluate learning spaces?
3) What kind of spaces should we be considering for the future?
yes you have to do something!
Where do we learn?

The University learning landscape

$11b, post GFC funding
EIF, TLCF (HE), BURF

What did it buy?
'online learner' learning landscape

Photos provided by online learners, OLT project
Where do we learn?
Scope and map student learning spaces

Step 1
Discovery

Identify where students learn: 5 minutes

In groups, write down as many locations where students learn as you can.
Think about your own institution and particular style of learners there.
Tip: Also think beyond the campus!

Locations

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Step 2
Interpretation

Place your locations on the learning spectrum: 5 minutes

Consider each of your locations and place them on the learning spectrum below.
At one end is UNSTRUCTURED SELF DIRECTED STUDY and the other is STRUCTURED TEACHER LED

UNSTRUCTURED / SELF DIRECTED STUDY

--- spectrum ---

STRUCTURED / TEACHER LED

Step 3
Feedback

Are there any commonalities? Which spaces do you prefer to learn in? 5 minutes
## How do we evaluate?

**Comparison Study Based on TEFMA 2007 Figures**

**Tuesday, 30 March 2010**

### Australian Institutions

<table>
<thead>
<tr>
<th>Institution</th>
<th>Estimated Expenditure 2010-2015 AUD/$M</th>
<th>Melbourne Institute Ranking 2007</th>
<th>Campus m² (GFA)</th>
<th>Campus m² (TEFMA UFA)</th>
<th>Campus m² (ARINA UFA)</th>
<th>UFA/GFA</th>
<th>EFTSL Internal</th>
<th>EFTSL External</th>
<th>EFTSL TOTAL</th>
<th>FTE Staff Academic</th>
<th>FTE Staff General</th>
<th>FTE Staff TOTAL</th>
<th>Area (GFA) m²/ EFTSL</th>
<th>Area (ARINA UFA) m²/ EFTSL</th>
<th>ELF Round 1 $M</th>
<th>ELF Round 2 $M</th>
</tr>
</thead>
</table>
Where do we learn?

8 Universities & Schools - UQ, QUT, VU, Griffiths, University of Melbourne, UWS, UTS, Northern Beaches


Themes - Consumerisation of technology, window of wow, spaces as agents for change, desire paths

FIT SPACES

F – **Flexibility** (reconfigurable spaces that promote student’s desire paths. However, include anchor points to avoid creating a soulless space without structure. Some solid pieces provide structure and interest to the area)

I – **IT** (Students may bring their own, but often some presentation technology will be needed)

T – **Table** (at an appropriate height)

S – **Safe** (for 24/7 access)

P – **Power** (for their own devices)

A – **Accessibility** (ensure people with disabilities can make good use of the spaces)

C – **Comfort** (personalised – this may mean a cosy private spot, a beanbag or a chair and desk)

E – **Eat** (Students want to eat and drink in these spaces, include kitchenettes, a microwave, hot water and vending machines for 24/7 access)

S - **Surfaces** to write on
How do we evaluate?

*literature*

- "Performance measures are often associated with the practice of post occupancy" evaluations" (Lackney, 2001).

- Need for both pre-design and post occupancy evaluations (Lee, Tan & Tout, 2011).

- "insufficient qualitative/deep research on the relationship between pedagogy and design of learning environments" (Fisher, 2005).

- Classrooms *were* the focus of learning in higher education (Brown, 2005).

- The impact of different learning spaces is not easy to explore independently of the learning techniques, teacher style, information systems employed and many other factors. (SFC, 2006).

- Heppell et al. (2004) argue that ‘no one knows how to prevent ‘learning-loss’ when you design a space ‘pedagogically’, whereas we know lots about designing for minimum ‘heat loss’. (The Department of Education and Early Childhood Development, 2011).
Strategies for evaluating

● wide array of strategies beyond surveys

● different perspectives provide different insights

the design of furniture across the Infozone was intended to break up the traditional anthropomorphic relationship between the user and their laptop. (Hill, 2008)
how the variability of wi-fi maps onto the informal use of space enabled by the Library’s open design
The city is filled with an invisible landscape of networks
ACTIVITY TWO

How do we evaluate learning spaces?
Identify space attributes and impact

Step 1
Discovery

Identify attributes: 10 minutes

Choose two of your previous learning locations and identify their attributes.
Think about the space from the perspective of the user, what might support or impede their learning?
List the attributes below... (eg. capacity of wifi, availability of coffee...)
TIP: Choose a location from each end of the spectrum!

1) location: ___________________________ attributes: ___________________________
   ___________________________ ___________________________
   ___________________________ ___________________________
   ___________________________ ___________________________
   ___________________________ ___________________________
   ___________________________ ___________________________

2) location: ___________________________ attributes: ___________________________
   ___________________________ ___________________________
   ___________________________ ___________________________
   ___________________________ ___________________________
   ___________________________ ___________________________
   ___________________________ ___________________________

Step 2
Ideation

Measure impact: 5 minutes

Looking at the attributes you have identified. Discuss how you would measure them and their impact on learning?
TIP: Think about the physical and immaterial attributes.

notes...
   ___________________________ ___________________________
   ___________________________ ___________________________
   ___________________________ ___________________________
   ___________________________ ___________________________
   ___________________________ ___________________________

Step 3
Feedback

Feedback: 5 minutes

Time to share with the group. Tell us about one of your locations, its attributes, impacts on student learning and how you would measure this?

   ___________________________ ___________________________
   ___________________________ ___________________________
   ___________________________ ___________________________
   ___________________________ ___________________________
   ___________________________ ___________________________
   ___________________________ ___________________________
   ___________________________ ___________________________
Designs for the future
Step 1
Ideation

Brainstorm: 10 minutes

What do our evaluations tell us about the kind of future learning spaces we should be considering? What are the implications for teacher practice?

Now's your chance to imagine new solutions. In your groups sketch 6-8 radical ways that learning spaces might change in the next 5 or more years.

Don't worry about being perfect, draw your ideas quickly to capture them. Use more paper if you need!
Designs for the future
Looking forward five years or more...

Step 2
Prototype

One BIG idea: 10 minutes
From your brainstorming/discussions... Choose one idea that has great potential and scale it up.
This is your chance to pitch the future learning spaces!