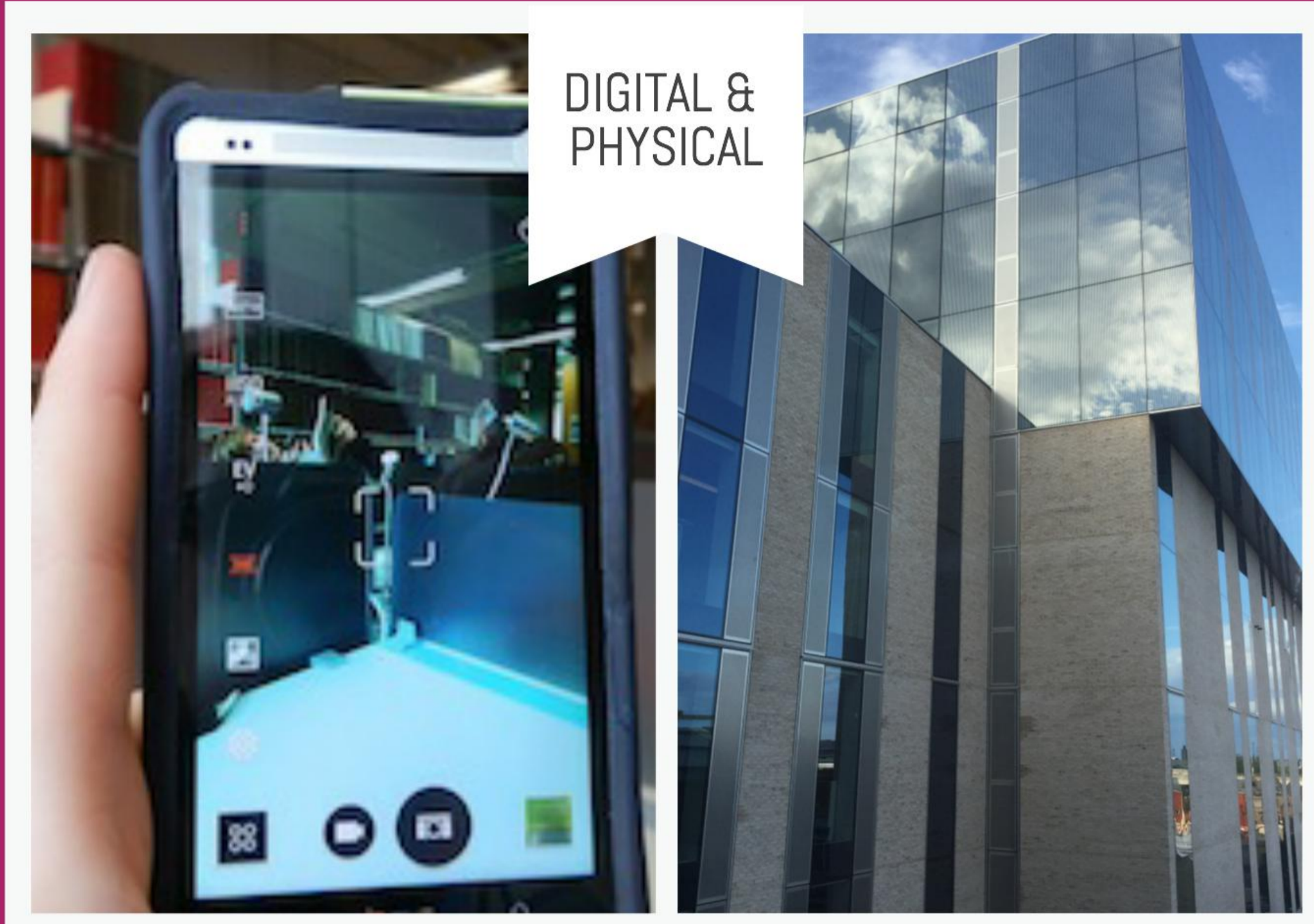


Informing the future design of spaces and pedagogies that promote belonging, inclusion and equity in Higher Education learning environments

Learning Places

As the global higher education landscape undergoes change at an unprecedented rate, are learning spaces evolving in tandem, leading or chasing the change?



Advancements in information and communication technologies have penetrated all academic disciplines and formal bodies of knowledge

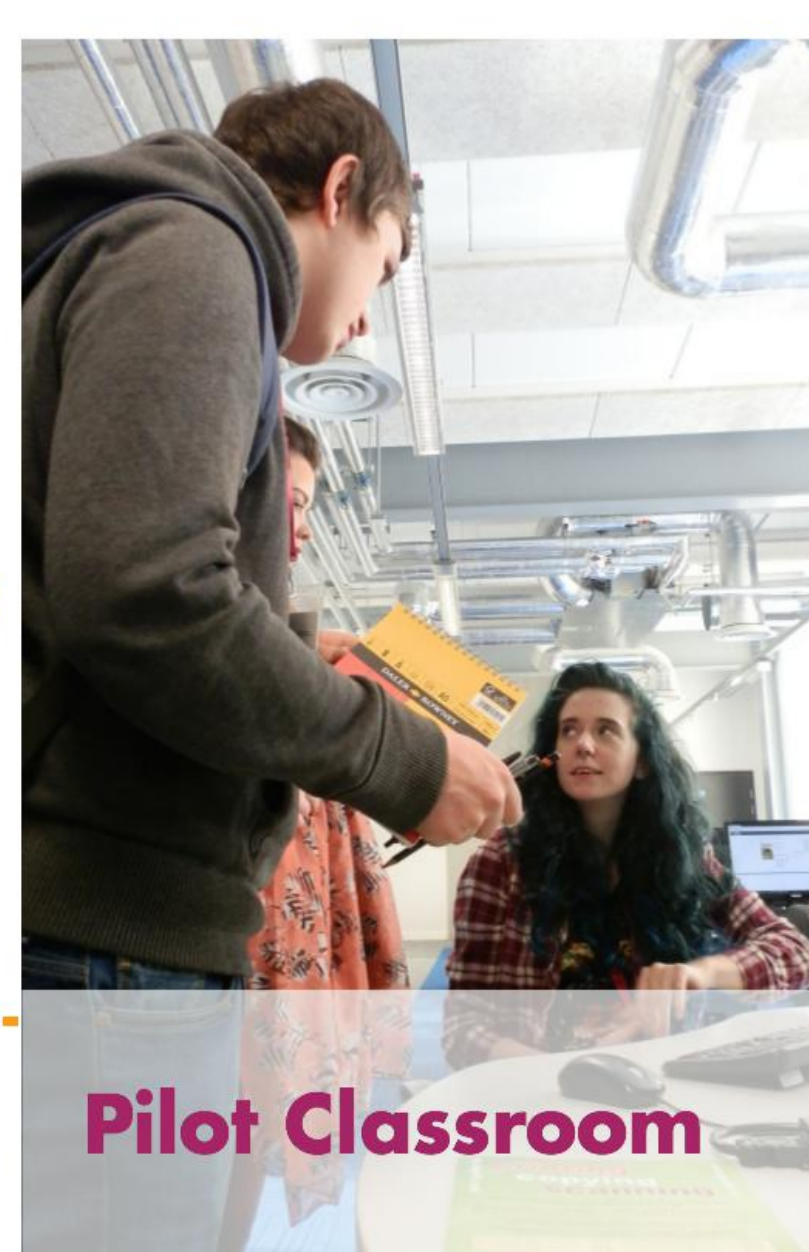


OBJECTIVES



METHODS

What we did...



Pilot Classroom



Digital Interactions



Use Aurasma App to view films

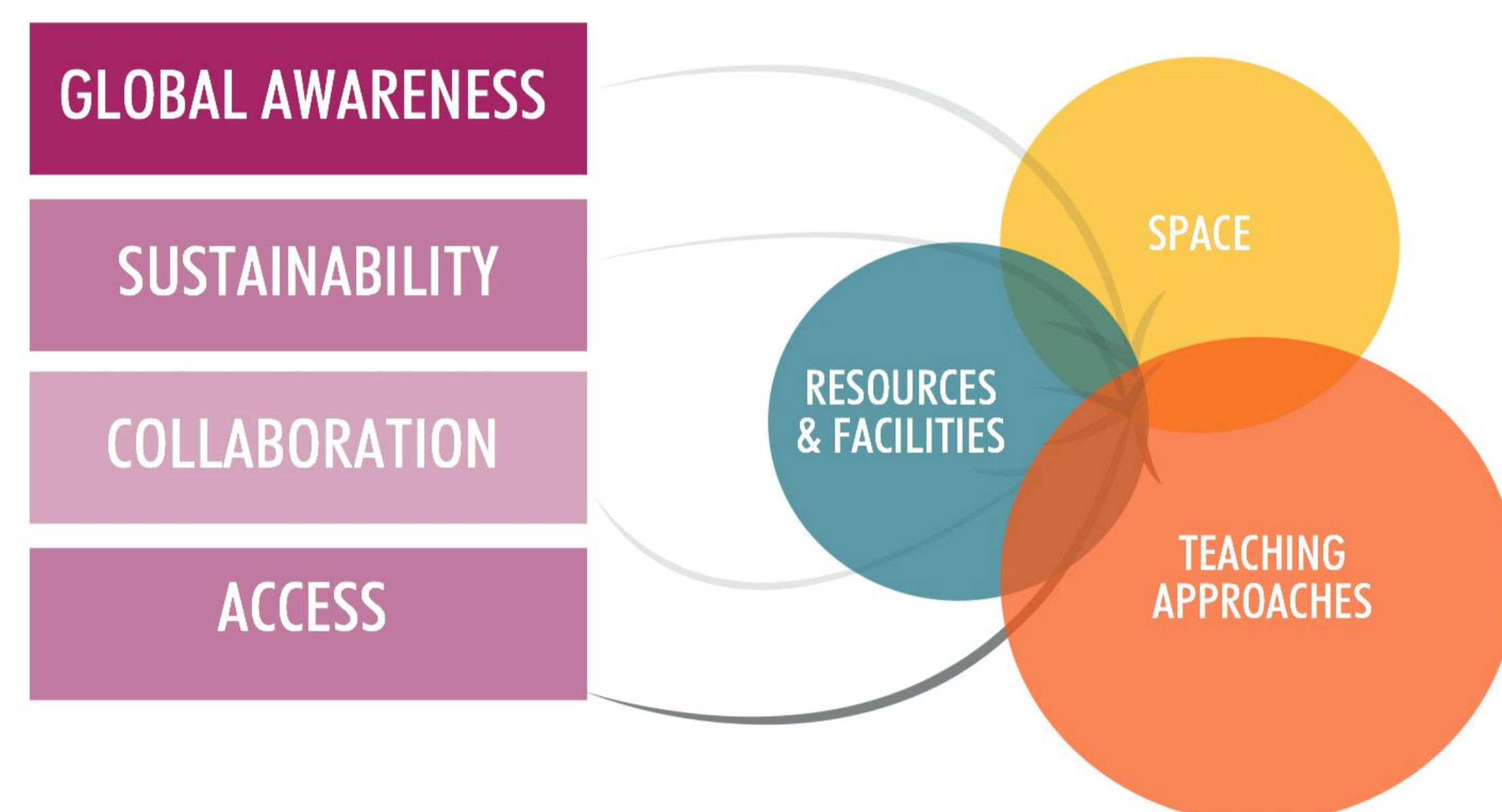
RESULTS

From both qualitative & quantitative data...

KEY FINDINGS	KEY FINDINGS
<ul style="list-style-type: none"> ★ Students feel their confidence, subject knowledge and digital literacy has improved. ▶ Flexibility in particular was highlighted as a key component to study successfully in tandem with personal and work circumstances. ▶ Attendance was consistently high throughout all sessions. Student engagement in the sessions had a significant impact on their performance in assessments. 	<ul style="list-style-type: none"> ★ The results would support the view that the current & future student will demand greater engagement with peers, staff, programme content, physical & digital resources. ▶ Students felt genuinely included and valued by being able to express their views on their learning experience ▶ There is a marked improvement in performance between 2015/16 and 2014/15 cohorts; both are similar in levels of prior educational achievement, gender balance & age range.

ENABLING

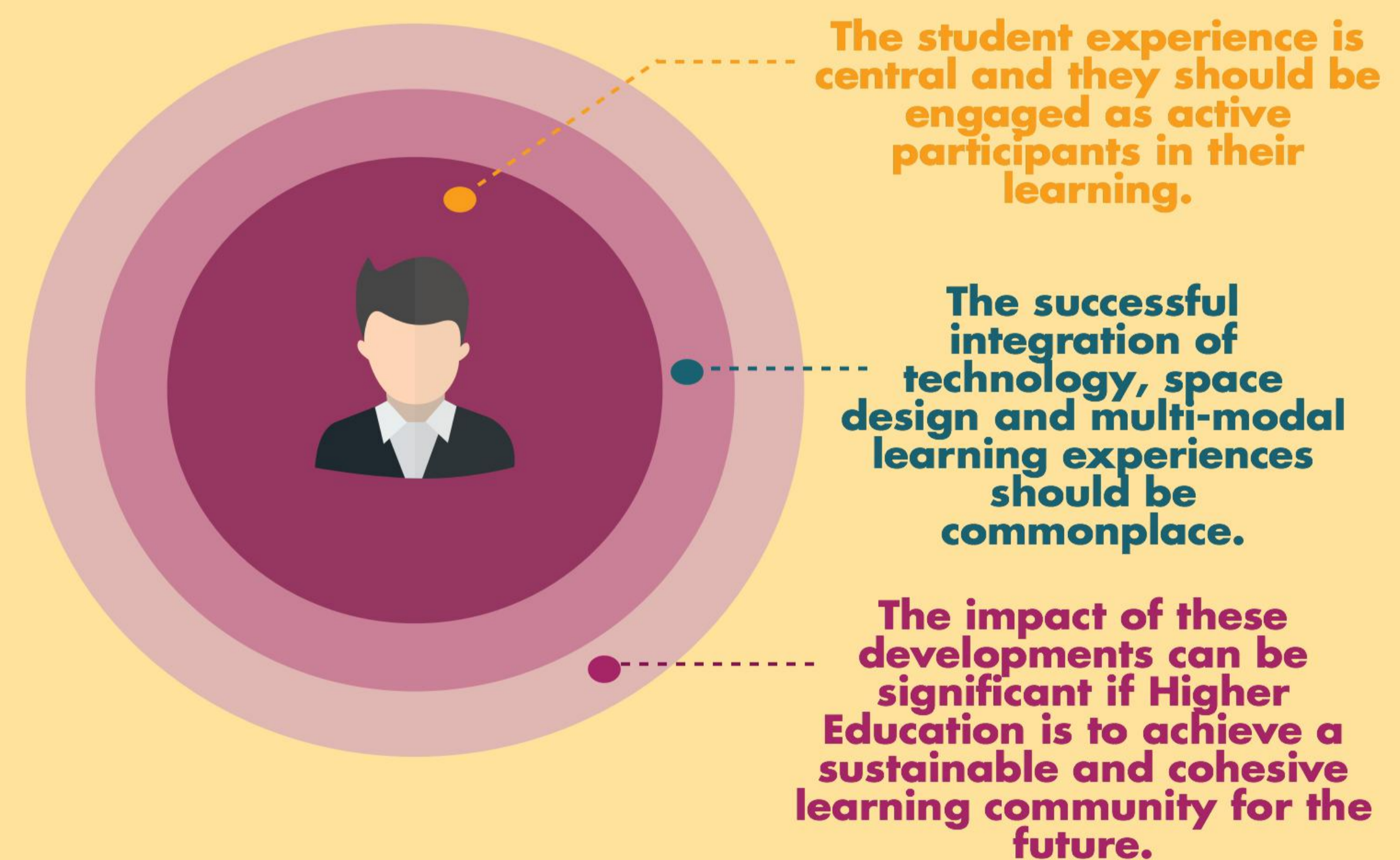
Hybrid models of interactive learning, promoting...



CONCLUSION

The construction of learning environments that foster high quality learning through inclusivity and equity of all learners is dependent upon understanding and responsiveness to how students use such places.

Assessing the elements, structure and impact of those places (physical and/or digital) through discussion with both staff and students can inform future pedagogies.



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