

2019

The openness of new learning spaces in campus-based institutions

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The openness of new learning spaces in campus-based institutions

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Overview

Exploring open education in the context of learning space design

- What is a “learning space” in 2019?
- How have learning spaces in campus-based institutions been opened up through the evolution of learning theories and technologies?
- How has the design and use of physical learning spaces been remediated through the evolving use of blended and online learning in campus-based programmes?
- Does having more open spaces mean we will have more open practices?

Some Context

Both Technological University Dublin (City Campus) and Purdue University are engaged in the redesign of physical spaces

At Purdue, a new Active Learning Center has been built in the middle of the campus (fall 2017)

The building has 27 active learning classrooms

The building also consolidates all the STEM libraries into one central location

Purdue is literally making active learning central to its mission





Some Context

Both Technological University Dublin (City Campus) and Purdue University are engaged in the redesign of physical spaces

TU Dublin campus at Grangegorman

We are actively reflecting on the design and use of physical learning spaces in 21st century universities

Considering whether/how architecture has interacted with rapid changes in educational technology and pedagogy

Work-in-progress: we welcome your responses!



Central Quad Progress Continuing

Posted: 27 February, 2019



First Steel added for Performance Hall in East Quad

Posted: 8 February, 2019





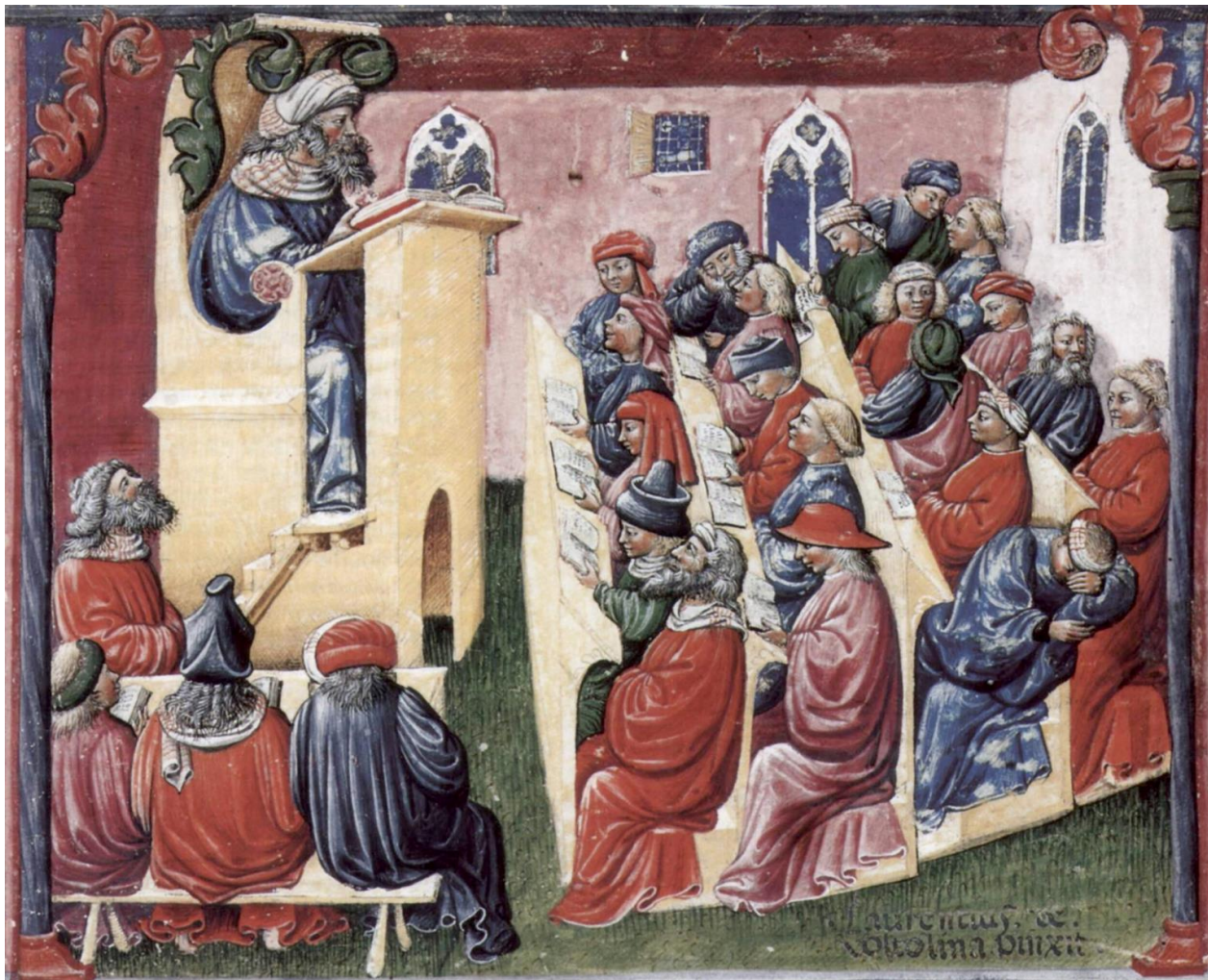
Architecture and education: well-developed research on the design of schools and classrooms

Less well-developed for higher education

... which is also digital

... and post-compulsory

How well are current learning theories and innovations in teaching and learning reflected in design?



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Voltolina 001.jpg



Research Methodology

Collaborative research in partnership

1. **Currently:** Literature review and desk study of data from Purdue
2. Identifying existing institutional practices and how these might be influenced and changed
3. Symposium with academics, students, architects in May 2019 to inform research design
4. Primary research to commence in September 2019 in Dublin drawing on approaches and methods used in Purdue (case studies, Activity Theory modelling)
5. Outputs to support planned uses of space in both universities



How are we defining “open”?

Open educational pedagogies: opening up teaching, giving agency to learners as contributors to knowledge and the community, seeking opportunities for experiential and active learning, flexible forms of assessment (Cronin & MacLaren, 2018; Weller, 2014, 2018)

Open educational resources and open access publishing: moving knowledge out of locked systems, beyond institutional walls to the community, embedding information access (i.e. libraries) into learning spaces (Weller, 2014)



Spaces have been blurring for some time...

VLE/LMS mainstreamed in higher education since the early 2000s (VLEIreland, 2018)

OER projects and repositories JORUM, MERLOT, NDLR

Open scholarship and open access in Libraries

Wifi and constant connectivity - student ownership of smartphones estimated at over 90% (O'Rourke, 2017)

Learning taking place inside and outside the classroom and campus as well as online and offline

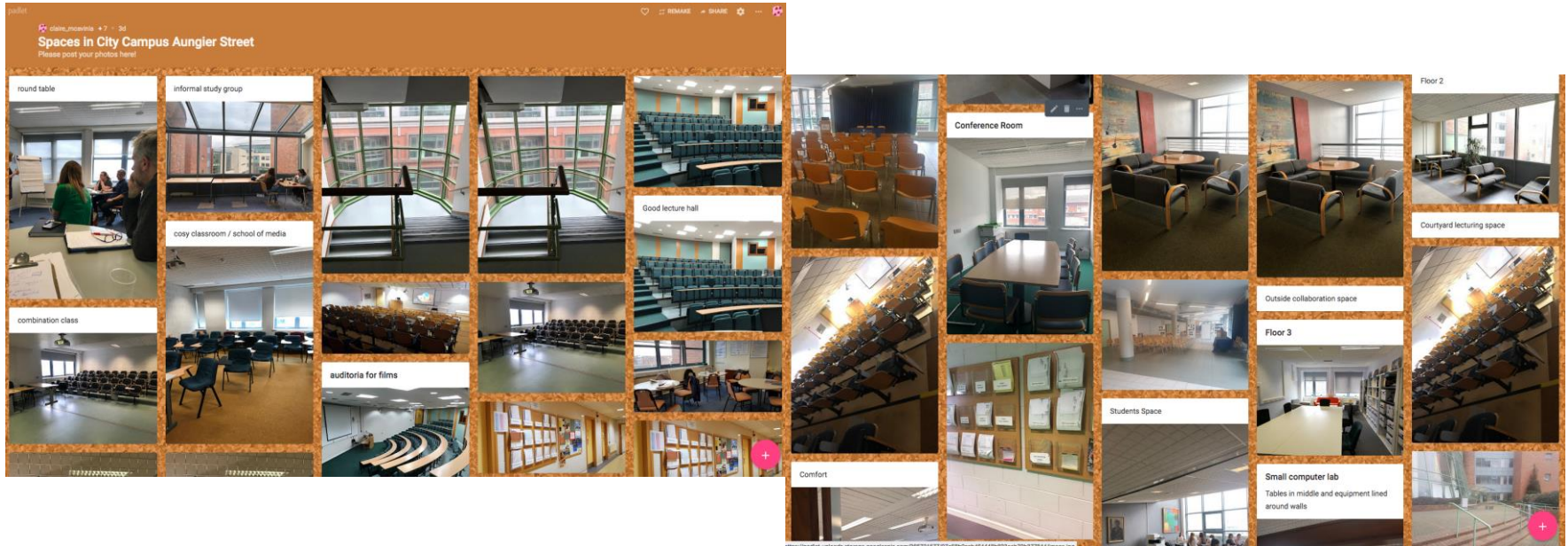
Is any space a learning space in 2019?

- Formal learning spaces (e.g. classroom)
- Informal learning spaces (e.g. anything not a classroom)

What is a learning space in 2019 at Purdue?



What is a learning space in 2019 at TU Dublin?





The interaction between space and practice

Evidence that changes towards more open and shared physical spaces afford new opportunities to educators and students, research pointing to the contribution of design and space towards improving student learning, enhancing shared practices amongst teachers (Alterator & Deed, 2013; Brooks, 2010; Cohen & Harvey, 2008)

Evidence for the development of confidence and enhanced practice amongst lecturers/faculty through providing active learning spaces (FitzSimmons, Neubauer & Haston, 2018) - and concern that deteriorating spaces may constrain practice

As university educators develop and enhance their teaching practice, we can identify new opportunities for the design and redesign of physical spaces towards active learning and connection with other students **but not a case of cause and effect**



Influencing practices by changing spaces?

Theorising the potential for further change and development: building on the work of Rook, Choi and McDonald (2015) who call for stronger connection between learning theories and architecture; using Activity Theory (Engestrom, 1987) and sociomateriality to research interaction between space and activities/practices; bringing open practices into this exploration

Using this research and theorising to inform consultations between people teaching and learning and those designing and building spaces for teaching and learning

Roles of academic developers and educational technologists in supporting colleagues towards more effective use of new kinds of learning spaces and adoption of open practices (Clegg, 2009; Fisher & Newton, 2014; Jamieson, 2013; Rooney, McAvinia & O'Keeffe, 2019)



More open spaces, more open practices?

We are seeing more open practices in teaching and learning at our institutions:

- Inclusion of opportunities for students to contribute to knowledge across our programmes at all levels (CoCREATE curriculum project, experiential learning, undergraduate research)
- Inclusion of students as partners in curriculum design
- Sharing of teaching practices across teams and collaborative working in programmes (DELTA)

We argue that there needs to be flexibility in the configuration/reconfiguration of space to facilitate and promote these practices; we need to find out what approaches are most effective



Enabling pedagogical opportunities in the design of learning spaces (EPOL Project)

Change management project involving staff and students:

- builds upon current institutional practice (Teaching champions initiative) and international studies (JISC, 2018; WALC, 2018)
- explores perceived impact upon active learning strategies, teaching practices and the quality of the overall learning experience in selected room exemplars
- aims to provide tailored professional development to support practical student centred approaches in Grangegorman new formal and informal learning spaces

Enabling pedagogical opportunities in the design of learning spaces (EPOL Project)

How can I make informed choices?

What are my options? How might my decisions impact upon students' learning or my current teaching practice?





Next steps

Symposium 23rd May 2019 funded under the National Forum Seminar Series - all welcome

Collaboratively-authored paper arising from the literature review/desk study

Fieldwork phase in TU Dublin from September 2019 collaborating on existing work at Purdue:

- Configuring rooms in existing campus buildings as they will be in Grangegorman
- Adopting specific strategies and layouts to evaluate the effect of these with students
- Analysis to support and inform final planning and fitment at Grangegorman and in refurbished sites



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Thank you!

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