

A photograph of a modern, multi-level library interior. The space features a high ceiling with a complex, geometric structure of white beams and panels. Large glass railings with metal handrails are visible on the upper level, overlooking a lower level with various study areas, including tables, chairs, and bookshelves. The lighting is bright and even, highlighting the clean, minimalist design.

# Designing learning spaces to meet the changing needs and expectations of students and staff

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University of Canberra  
Case Study  
Sep 2011







# staff & student commons

## project overview

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EIF Funded, (\$3.7million)

1 of 3 campus development projects

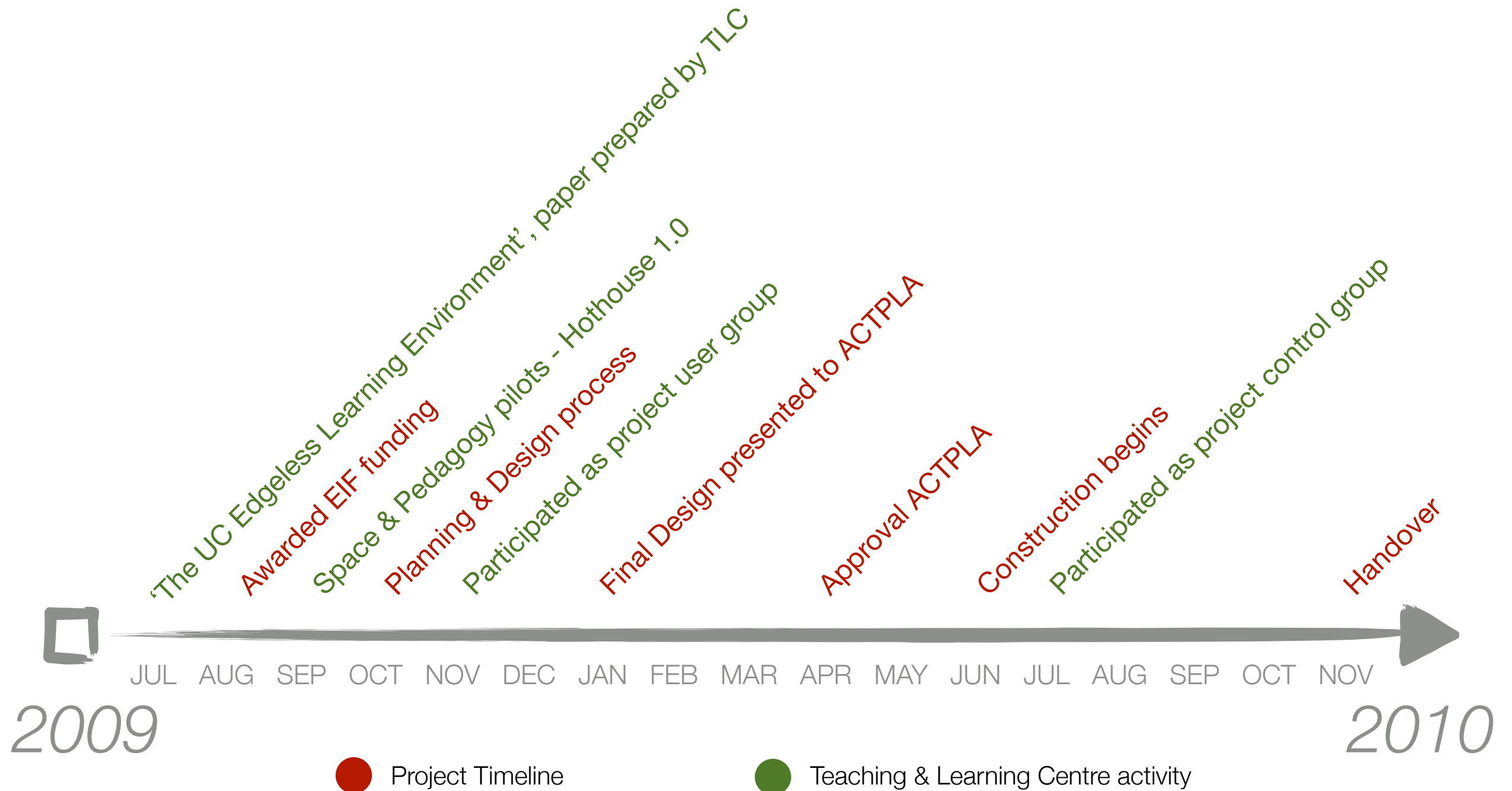
Collaboration between the University Architect, Teaching and Learning Centre, Jackson Architecture and Manteena project management

16 month project





# project timeline







## UC context





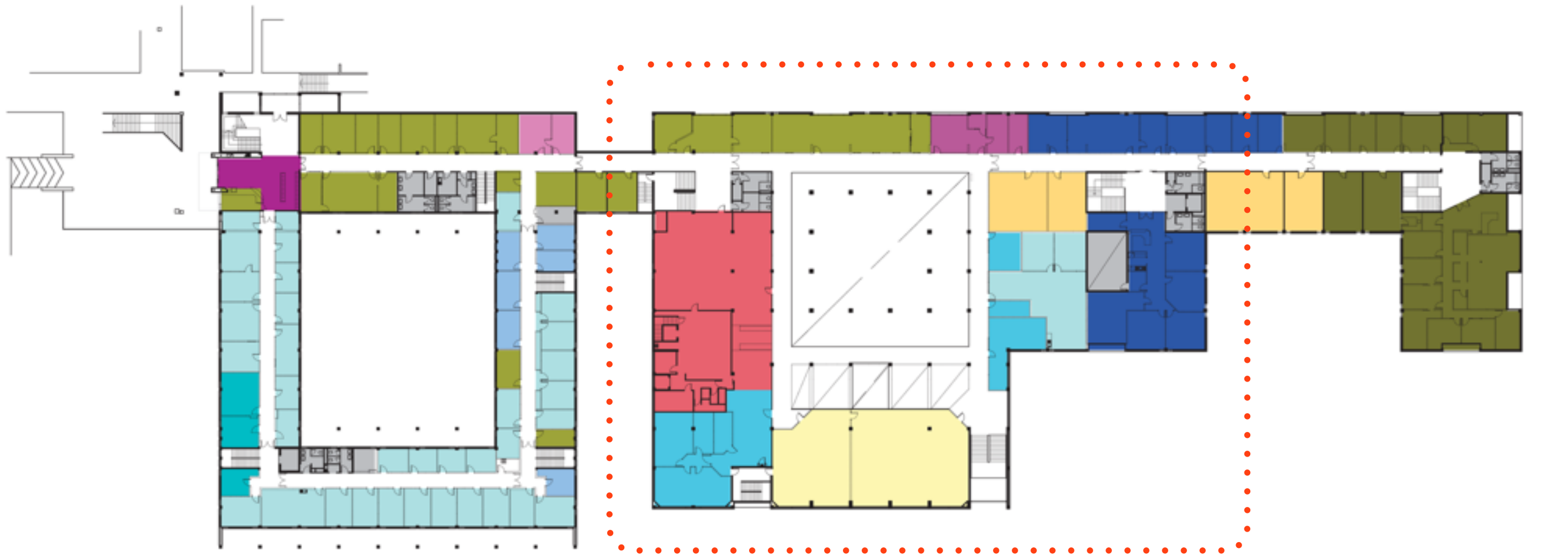










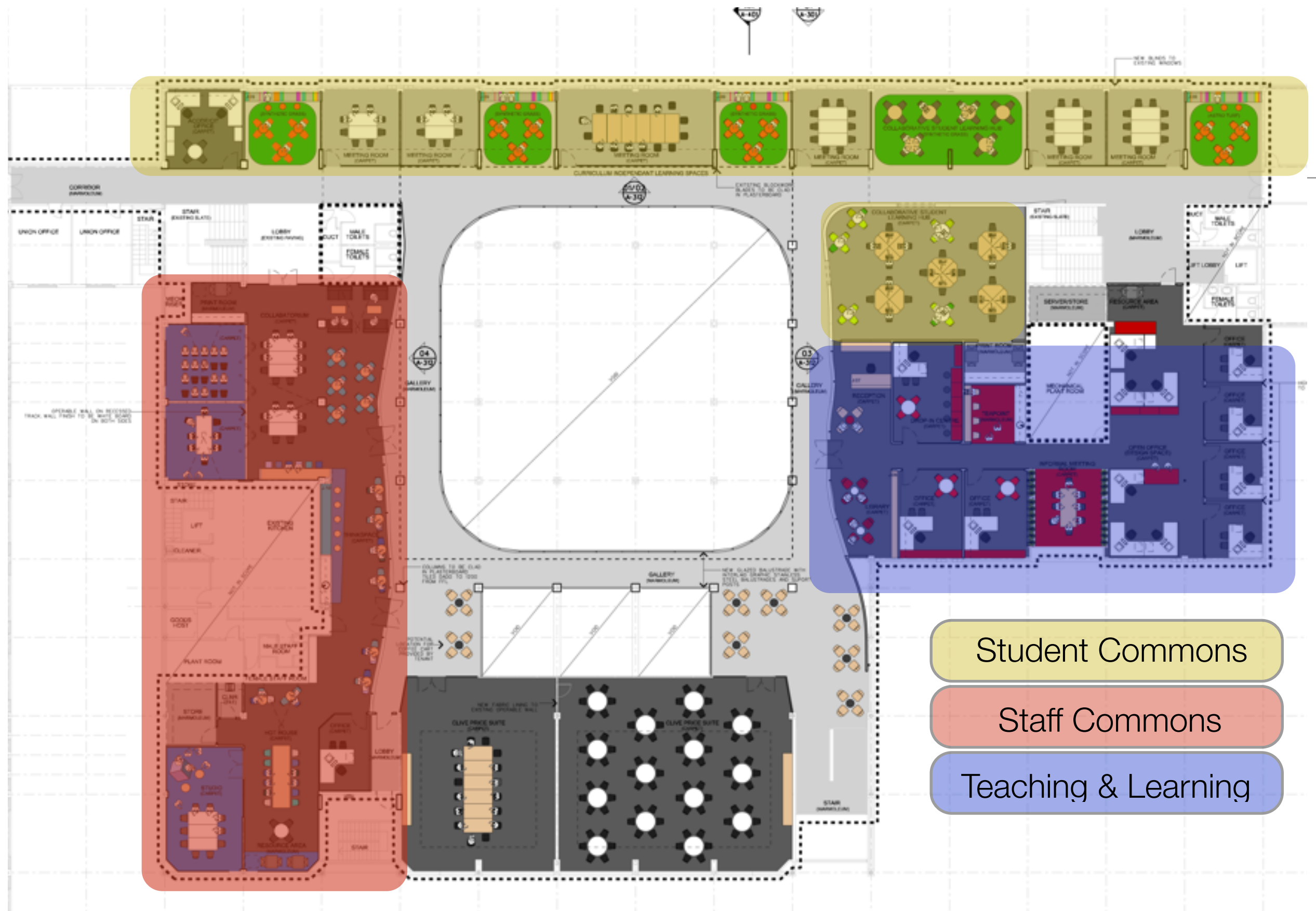


Building 1 - Level C Existing Layout

Level 7 16 Marcus Clarke Street Canberra ACT 2601 | T 61 2 6113 3200 F 61 2 6113 3299 | <http://www.ghd.com>







Student Commons

Staff Commons

Teaching & Learning

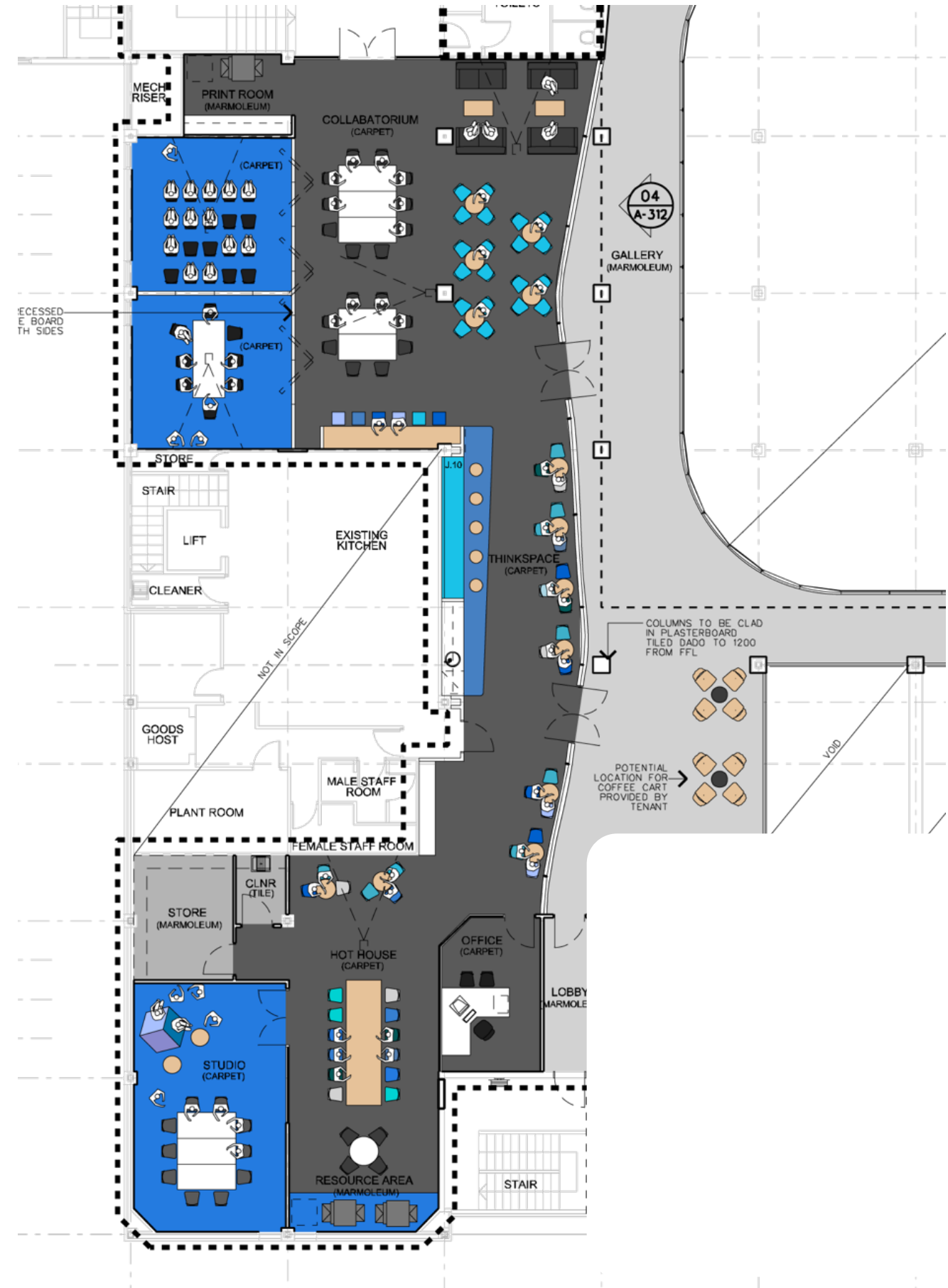


# Staff Commons

## floor plan

The idea is for a conceptual space in which communities of educators committed to inquiry and innovation come together to exchange ideas about teaching and learning, and use them to meet the challenges of educating students for personal, professional and civic life.

(Carter, 2009)

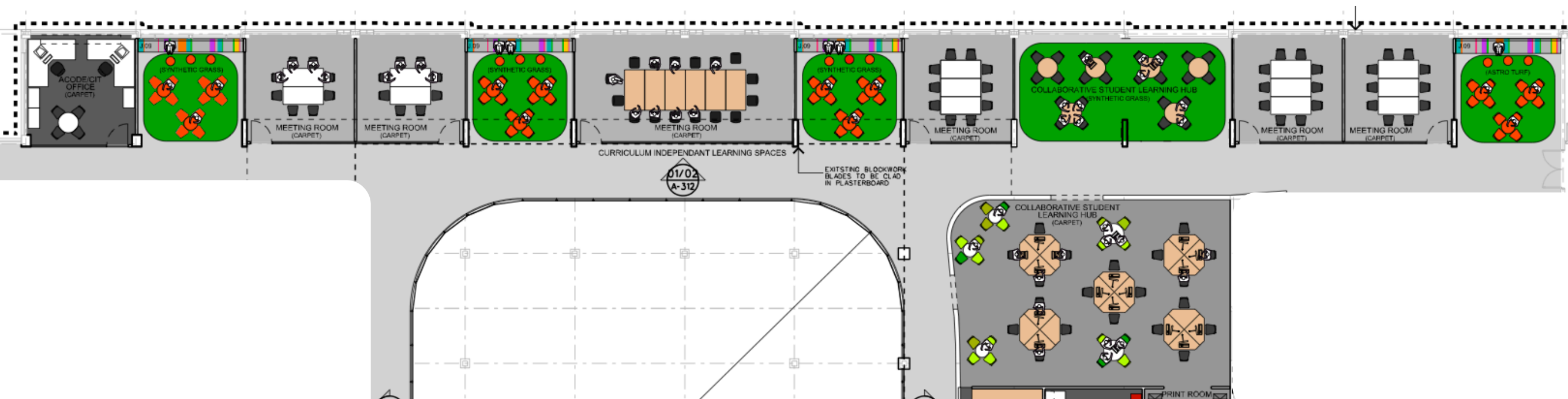




# Student Commons

## floor plan

The student commons will expand facilities for **informal, formal and self-directed learning** and provide access to **collaborative learning spaces** for students.





# the objectives

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Provide a space that

- encourages active learning<sup>1</sup>, inter-disciplinary study and collaboration
- supports both students and staff as learners
- encourages learner centredness<sup>2</sup> as opposed to teacher focussed
- can be accessed informally and booked when required
- can be used independently, as a group or for events, (including clubs & societies<sup>3</sup>)
- supports learners who 'bring your own device' (BYOD)
- has considered 'space and light and order'<sup>4</sup>
- provides for the basic levels of human need<sup>5</sup> (coffee)

1. (McLennan and Keating, 2005; p.5 ), 2. (Dewey, Vygotsky, Piaget), 3. (Lave & Wenger), 4. (Corbusier), 5. (Maslow)





# objectives | provide a space that...

encourages active learning, inter-disciplinary study and collaboration

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Active learning requires students to take responsibility for their learning in both collaborative and independent learning situations, and is dependant on students developing and employing generic skills and attributes. (McLennan and Keating, 2005; p. 5)





# objectives | provide a space that...

supports both students and staff as learners

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# objectives | provide a space that...

encourages learner centredness as opposed to teacher focussed

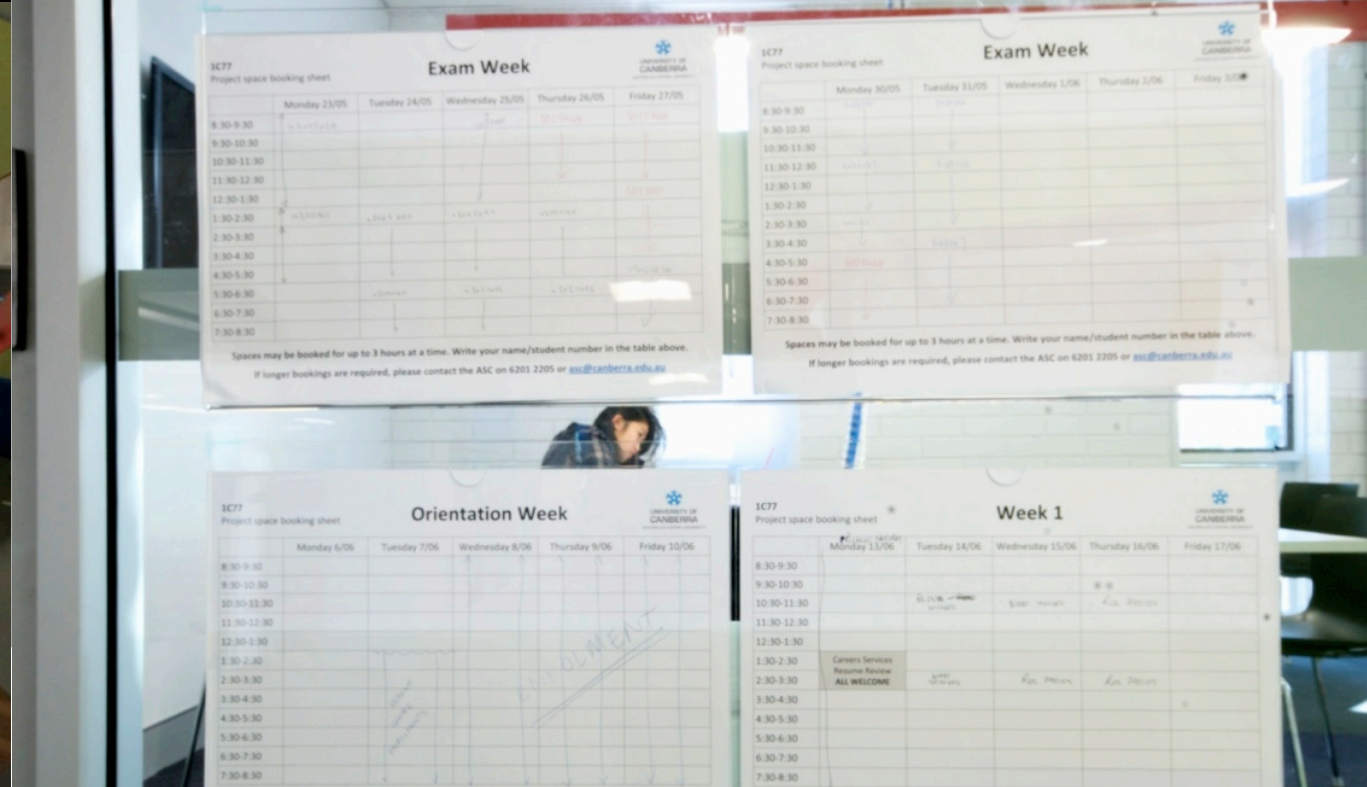
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# objectives | provide a space that...

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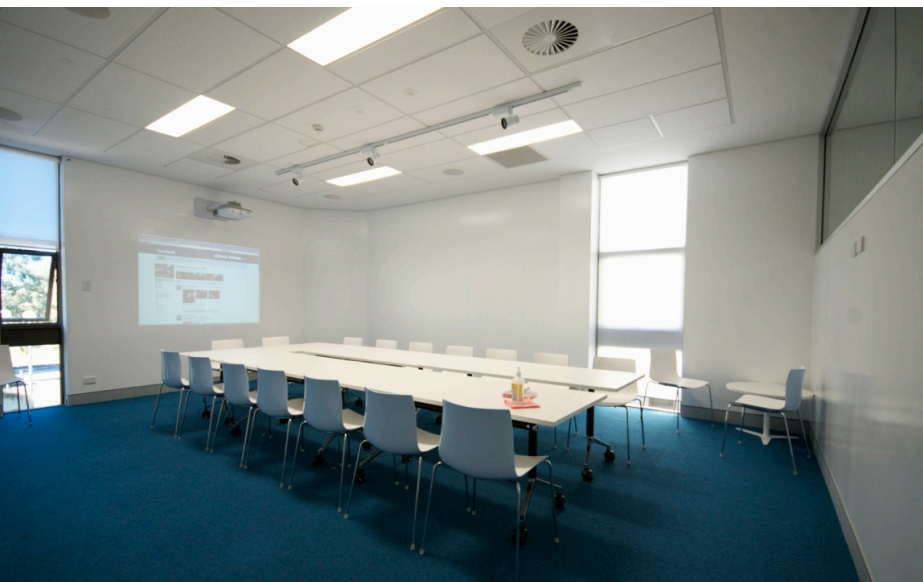


# objectives | provide a space that...

has considered 'space and light and order'

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'Space, and light and order. Those are the things that men need just as much as they need bread or a place to sleep' (Corbusier, 1923)





# objectives | provide a space that...

provides for the basic levels of human need (coffee)

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# the principles

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- Retrofitting Learning Spaces (ALTC)
  - 8 Key principles
  - 25 simple ideas
- To provide excellent WIFI - State of Queensland Library, post-occ WIFI evaluation (ARUP)
- Address the changing needs of NetGen and Digital Natives, (Rubida Research)





# 8 key principles to guide the redevelopment of university learning spaces

Retrofitting University Learning Spaces (ALTC)

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Spaces should

1. support a range of learners and learning activities
2. provide a quality experience for users
3. help foster a sense of emotional and cultural safety
4. enable easy access by everyone
5. emphasise simplicity of design
6. integrate seamlessly with other physical and virtual spaces
7. be fit-for-purpose, now and into the future
8. embed a range of appropriate, reliable and effective technologies







# 25 simple ideas to use in the redevelopment of university learning spaces

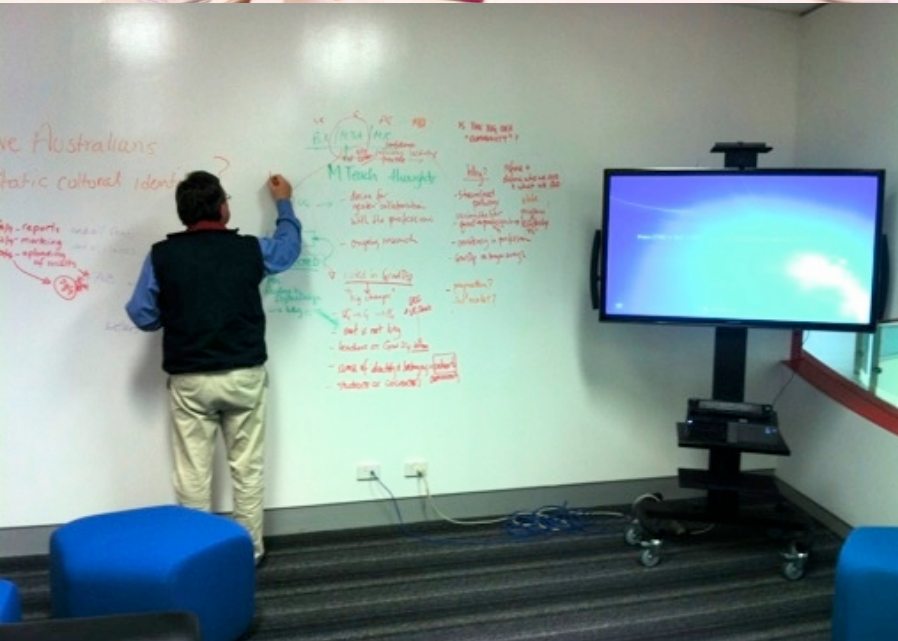
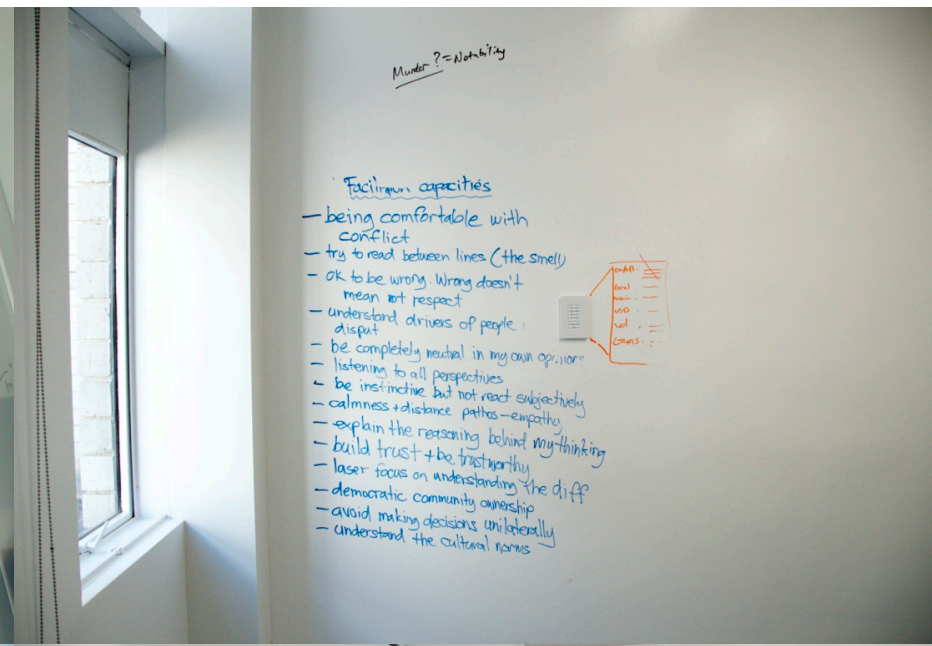
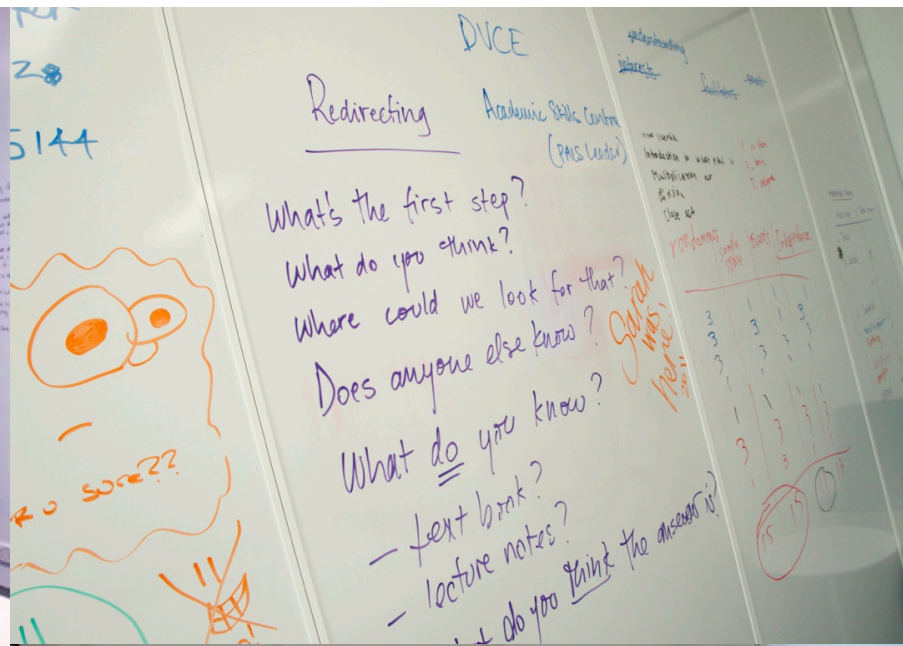
Retrofitting University Learning Spaces (ALTC)

1. Don't try to get it perfect
2. Reduce distractions
3. Think beyond the four walls
4. Lighten the space
5. Maximise writing surfaces
6. Make spaces within spaces
7. Avoid beige
8. Let them eat cake
9. Start at the Bottom
10. Think outside the square - and the circle
11. Keep on moving
12. You can't have too much storage
13. Provide alternatives
14. Remove the podium
15. Engage them when they're not looking
16. Provide power everywhere
17. Think ubiquitous connectivity
18. Free the technology
19. Provide access to more than just Word and PowerPoint
20. Feel free to touch the screen
21. Let students take control
22. Keep it simple stupid
23. Spend less
24. Don't forget the great outdoors
25. Clean the toilets



# principles

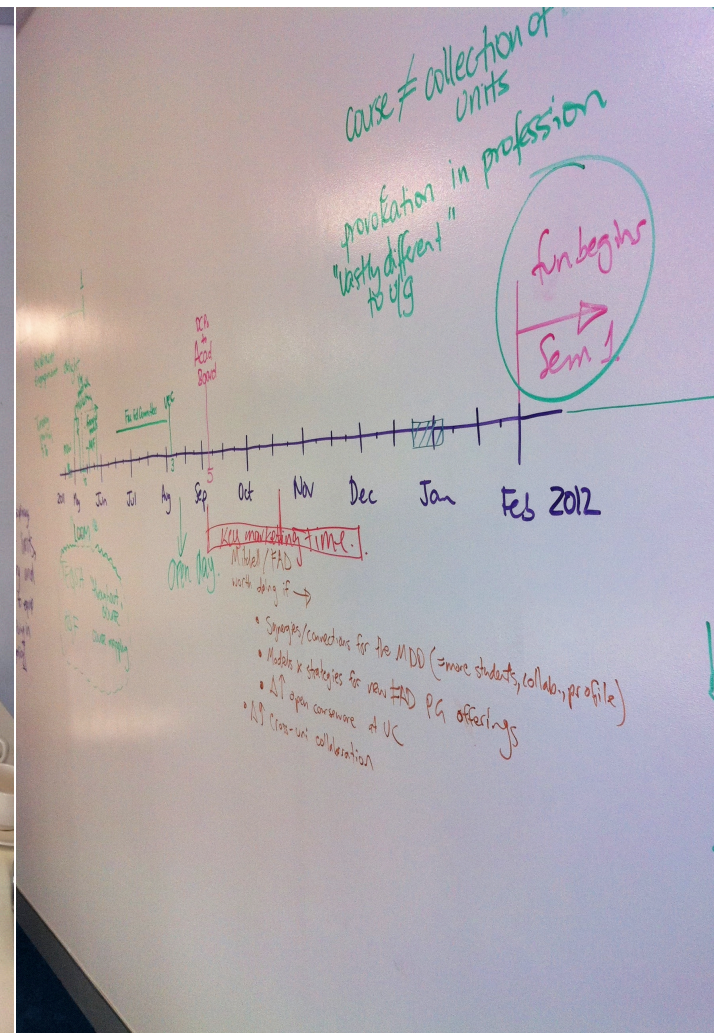
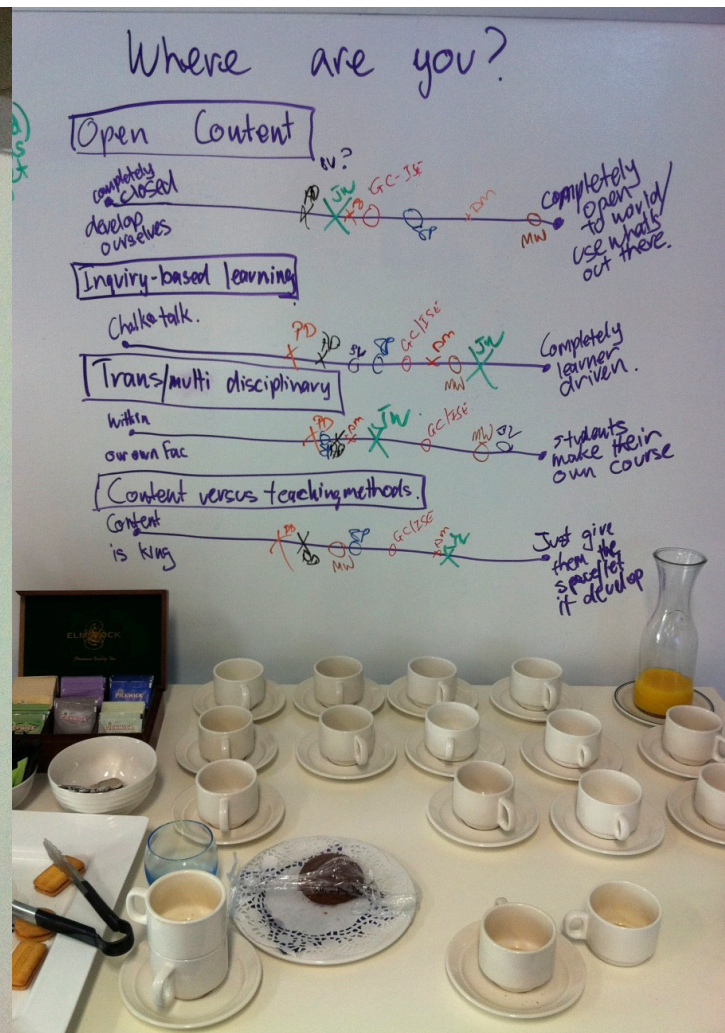
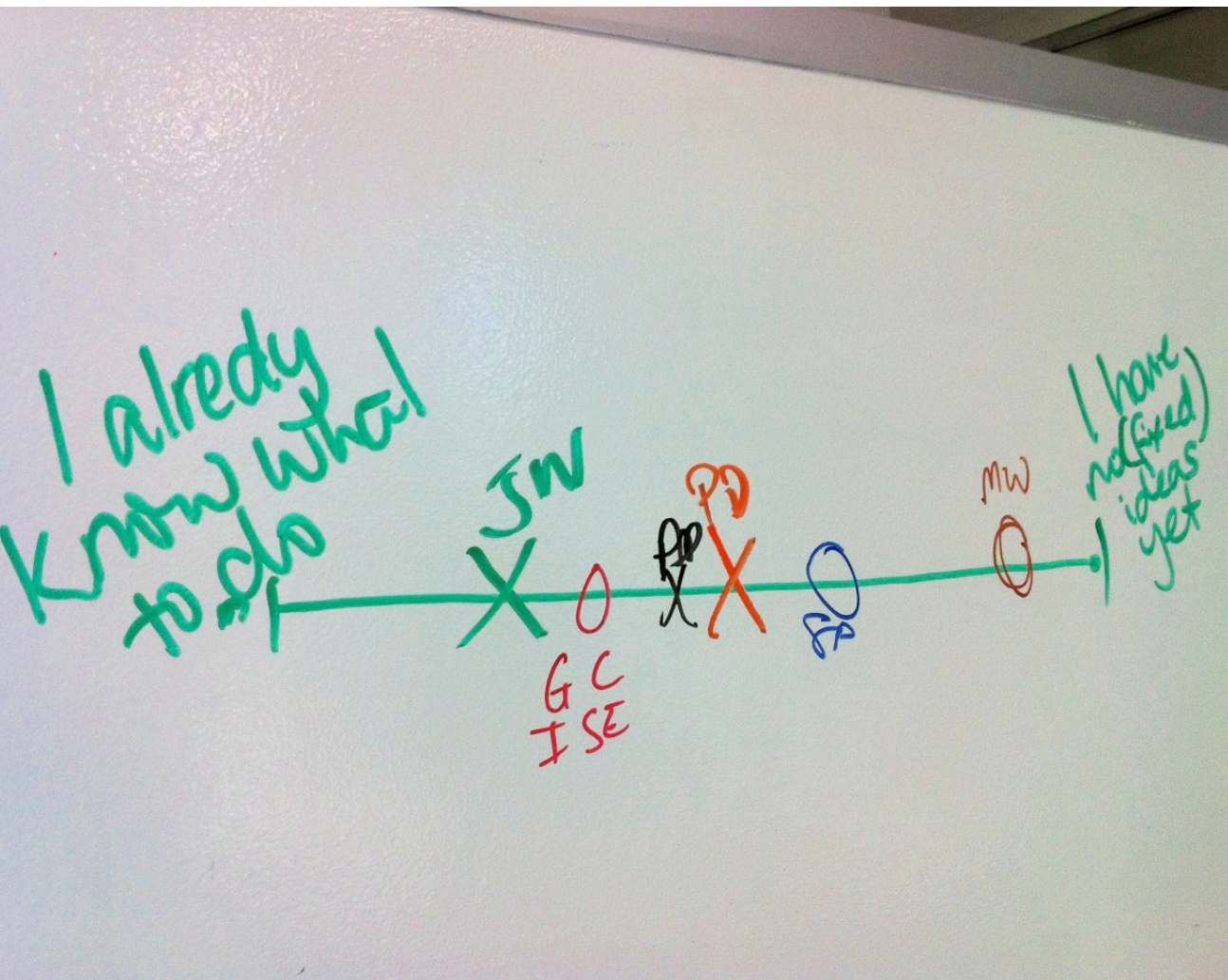
## maximise writing surfaces





# principles

maximise writing surfaces





# principles

lighten the space

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# principles

avoid beige

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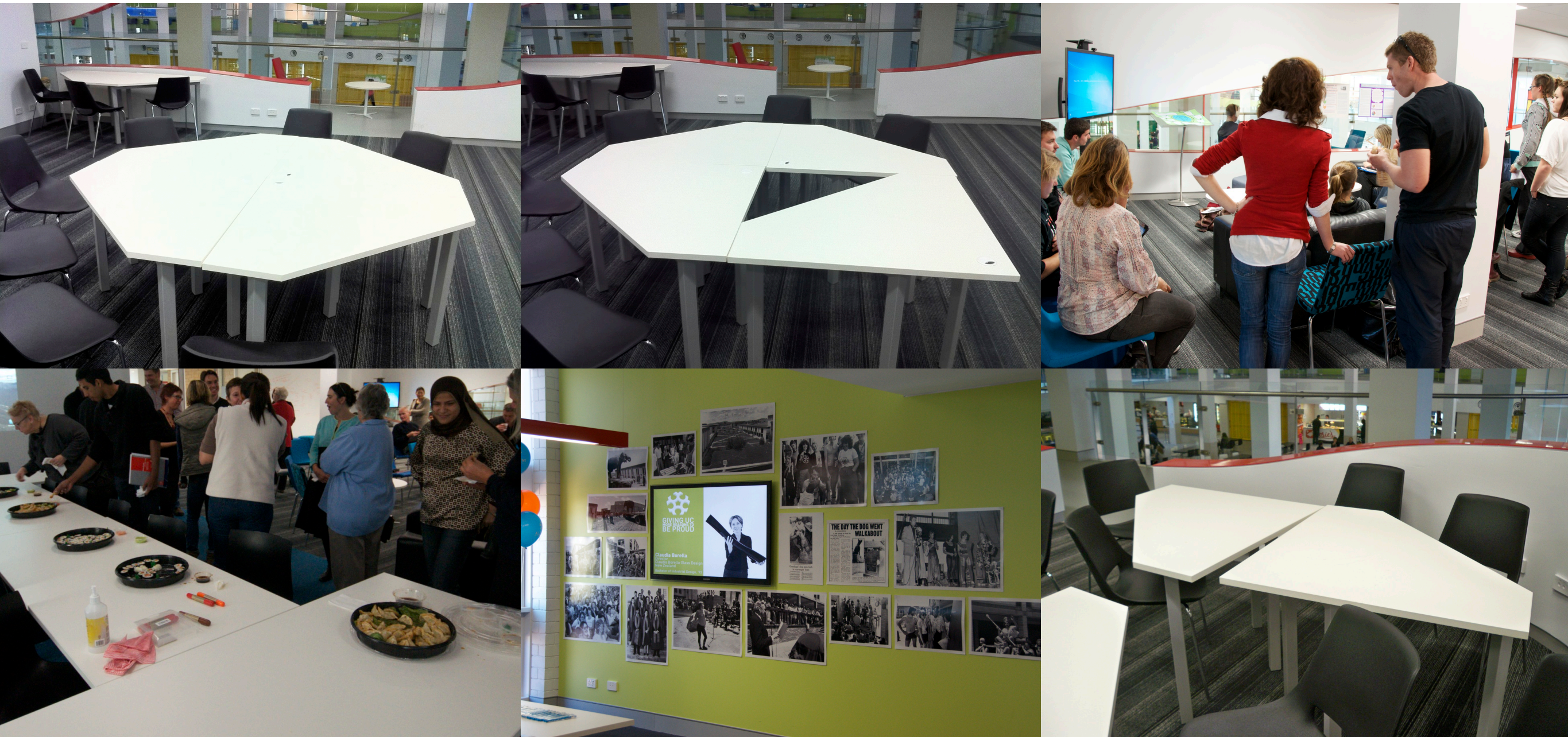




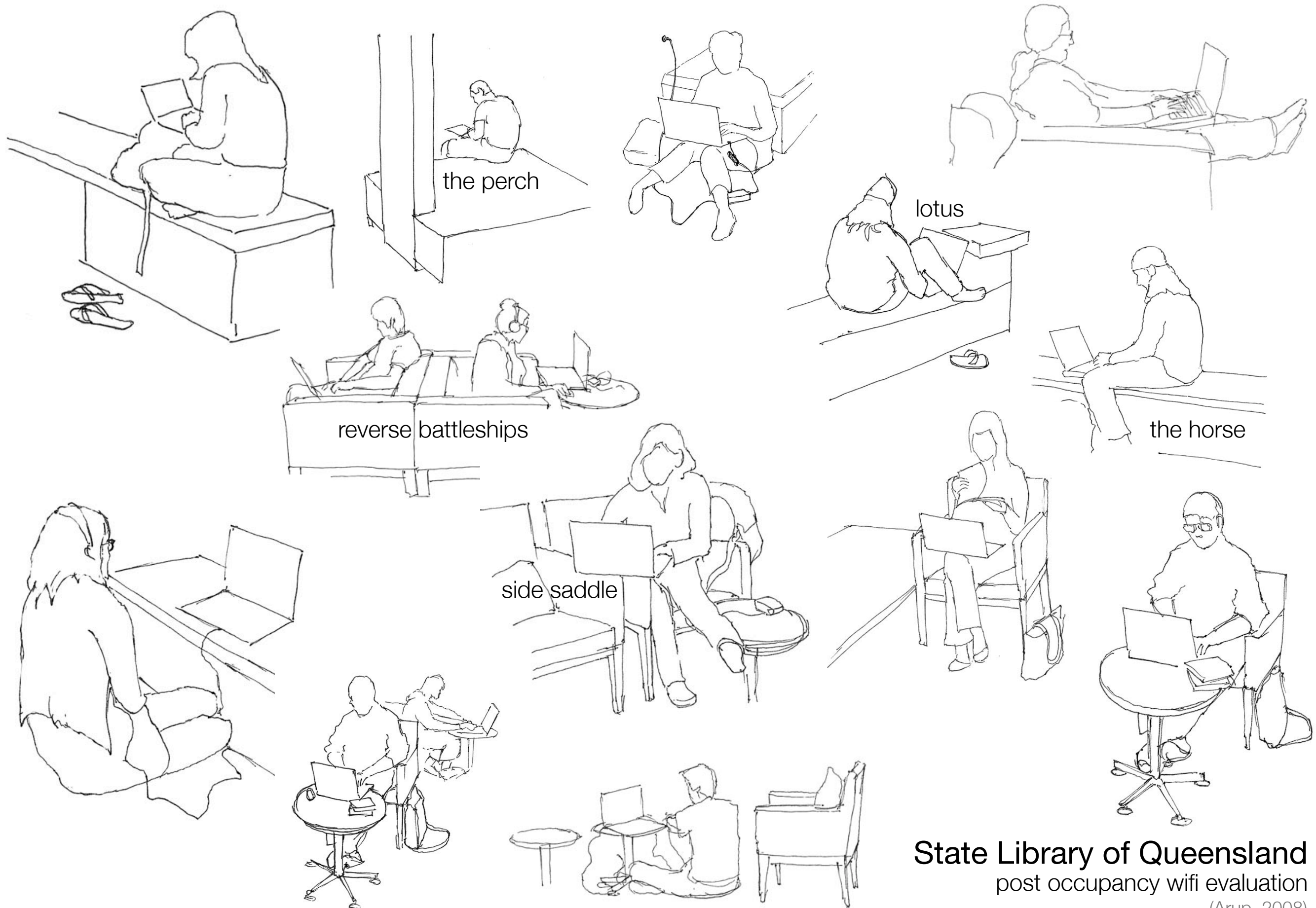
# principles

let students take control

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**State Library of Queensland**  
post occupancy wifi evaluation  
(Arup, 2008)



# NetGen & 'Digital Natives' – Mountifield 2005

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## Digitally literate

- Use variety of IT devices
- Surf the Net
- Experimental

## Multiple media literacy

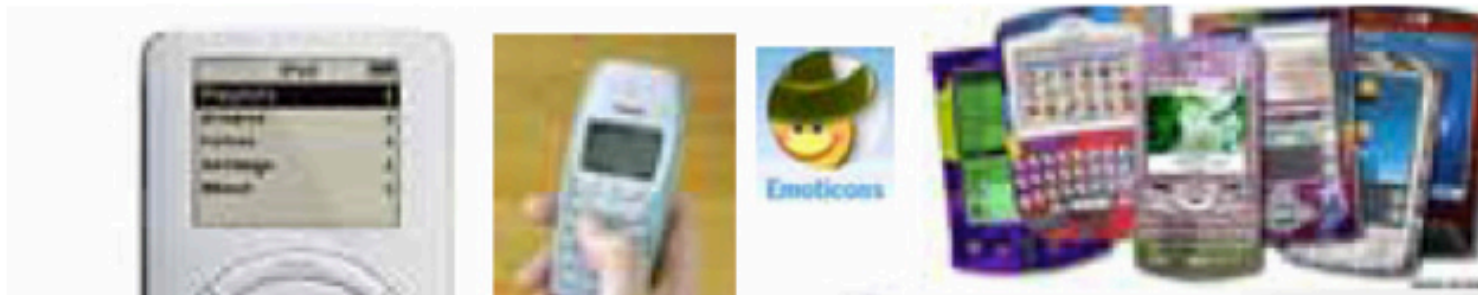
- Comfortable in visual rich environment
- Able to weave together images, text, sound
- Visual interfaces, streaming media, gaming

## Always connected

- Mobile phones, laptops, PDA, IM, web cams, wireless, blogs, email, wikis, chat, gaming

## Immediacy

- Expect information, communication, entertainment to be 24/7
- Immediate responses & instant gratification
- High expectations





## Educating the Net Gen (Educause - Brown, 2005)

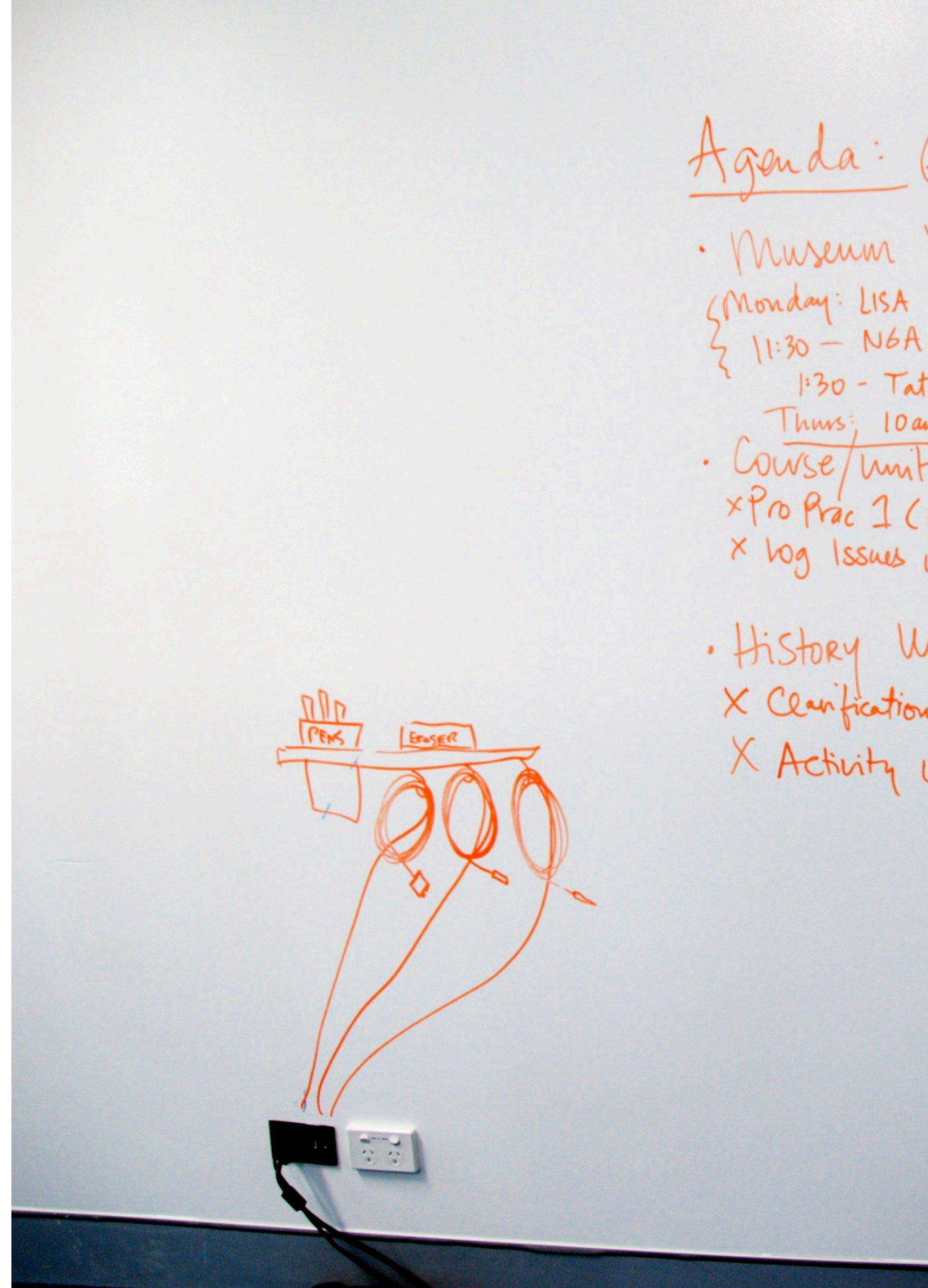
Net Gen Trait	Learning Theory Principles	Learning Space Application	IT Application
Group activity oriented	Collaborative, cooperative, supportive	Small-group work spaces	IM chat; virtual whiteboards; screen sharing
Goal and achievement oriented	Metacognition; formative assessment	Access to tutors, consultants, and faculty in the learning space	Online formative quizzes; e-portfolios
Multitaskers	Active	Table space for a variety of tools	Wireless
Experimental; trial-and-error learners	Multiple learning paths	Integrated lab facilities	Applications for analysis and research
Heavily reliant on network access	Multiple learning resources	IT highly integrated into all aspects of learning spaces	IT infrastructure that fully supports learning space functions
Pragmatic and inductive	Encouraging of discovery	Availability of labs, equipment, and access to primary resources	Availability of analysis and presentation applications
Ethnically diverse	Engagement of preconceptions	Accessible facilities	Accessible online resources
Visual	Environmental factors; importance of culture and group aspects of learners	Shared screens (either projector or LCD); availability of printing	Image databases; media editing programs
Interactive	Compelling and challenging material	Workgroup facilitation; access to experts	Variety of resources; no "one size fits all"



# lessons learnt

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- include students and staff earlier (co-create, produce and program)
- more ideapaint, power outlets, sofas, PC's
- more Mobile Collaborative Workstations (MoCoWs) less fixed screens and projectors
- wireless connectivity to screens
- **create spaces not places**



## Agenda:

- Museum
  - { Monday: LISA
  - { 11:30 - NGA
  - { 1:30 - Tat
  - Thurs: 10am
- Course/unit
  - x Pro Prac 1
  - x log Issues
- History W
  - X Clarification
  - X Activity



# thankyou

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[www.canberra.edu.au/tlc/teachingcommons](http://www.canberra.edu.au/tlc/teachingcommons)

## **contact**

email: [danny@munnerley.com](mailto:danny@munnerley.com)

web: [www.munnerley.com/dan](http://www.munnerley.com/dan)

twitter: [@munnerley](https://twitter.com/munnerley)