

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

University of Canberra
Case Study
Sep 2011



staff & student commons

project overview

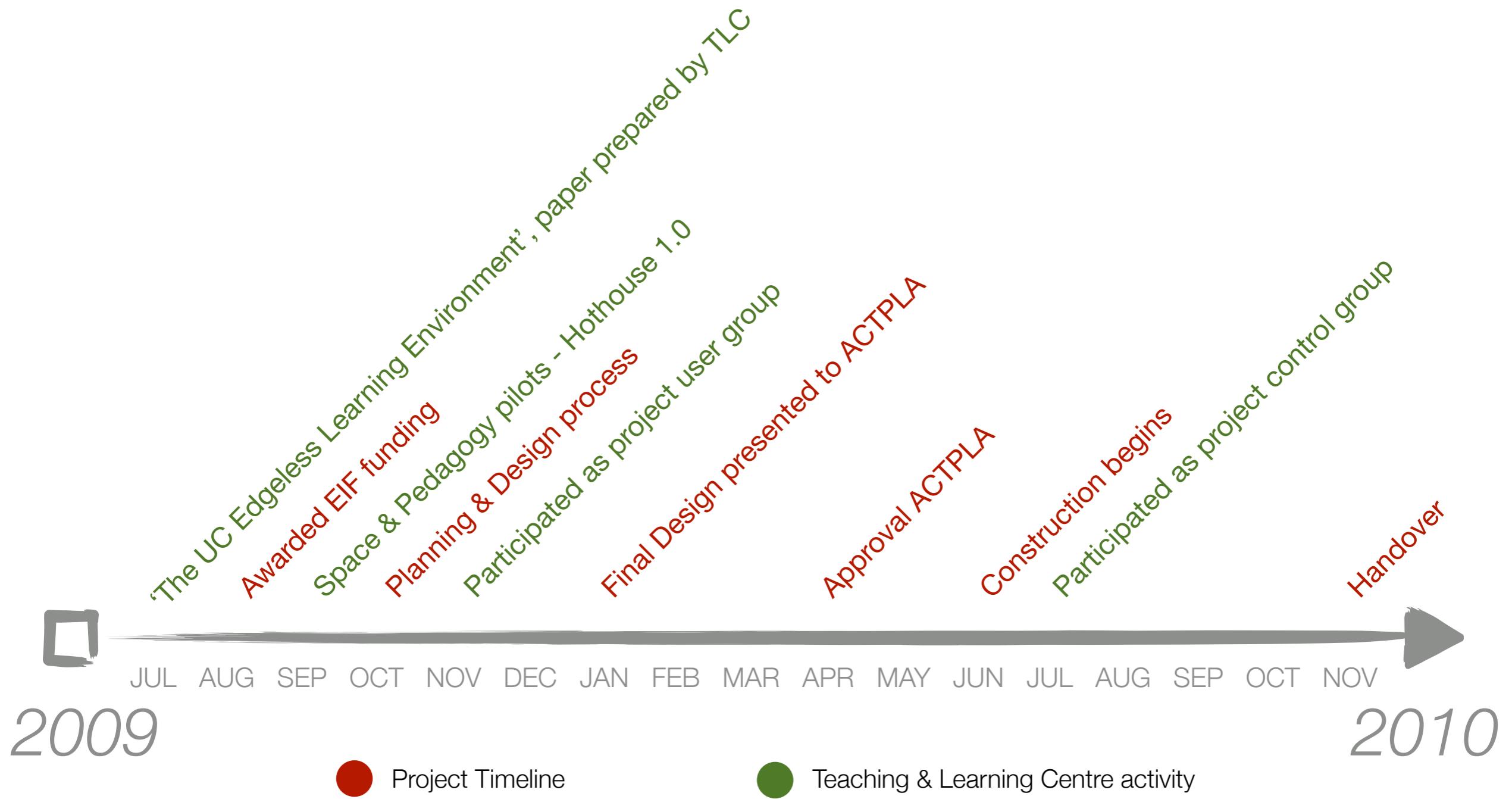
EIF Funded, (\$3.7million)

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









Commercial Tenancy

Existing Commercial Food Tenancy

Function / Meeting

Existing Tutorial Space

Existing Conference/Meeting Space

Administrative Functions

Human Resources

Marketing & International

Pastoral

Spiritual Space

Dean of Students

Direct Service Delivery

TLC

Developments

UCU

Health

Arts & Design

Public Realm & Interactive Space

Main Entry

Building Services & Facilities

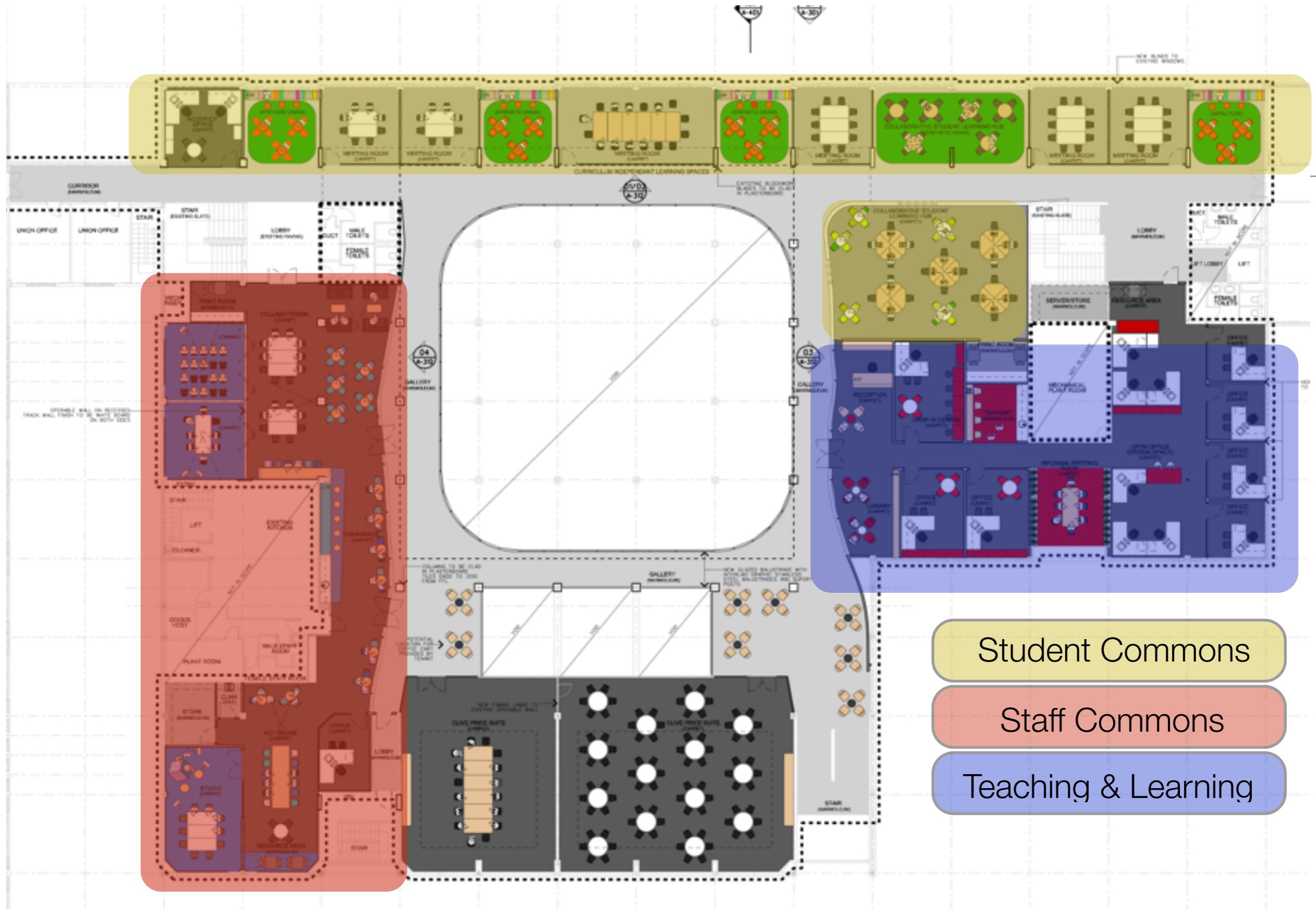
Circulation

0 5 10 15 20 25m
SCALE 1:500 AT ORIGINAL SIZE

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>



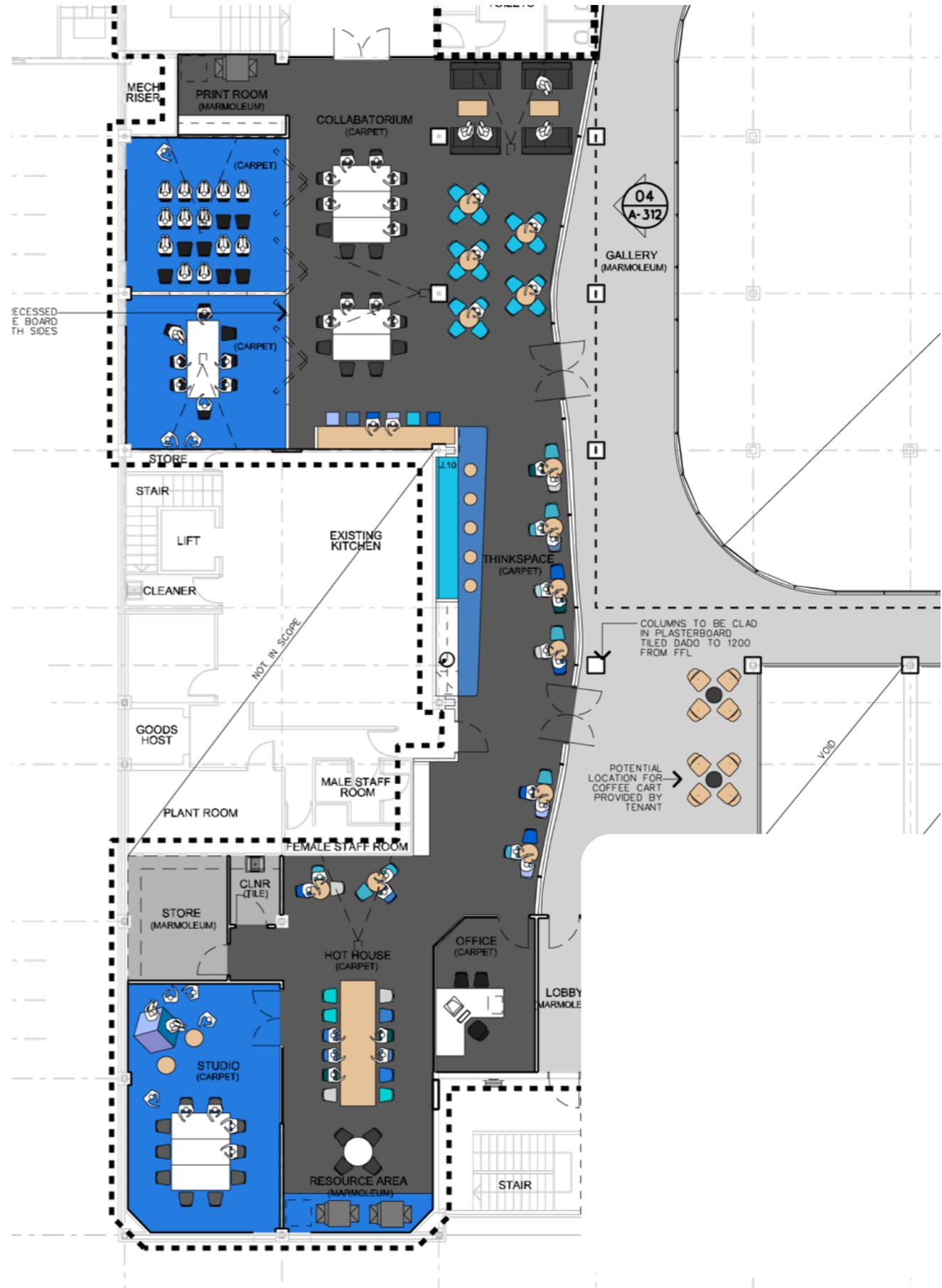


Staff Commons

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.

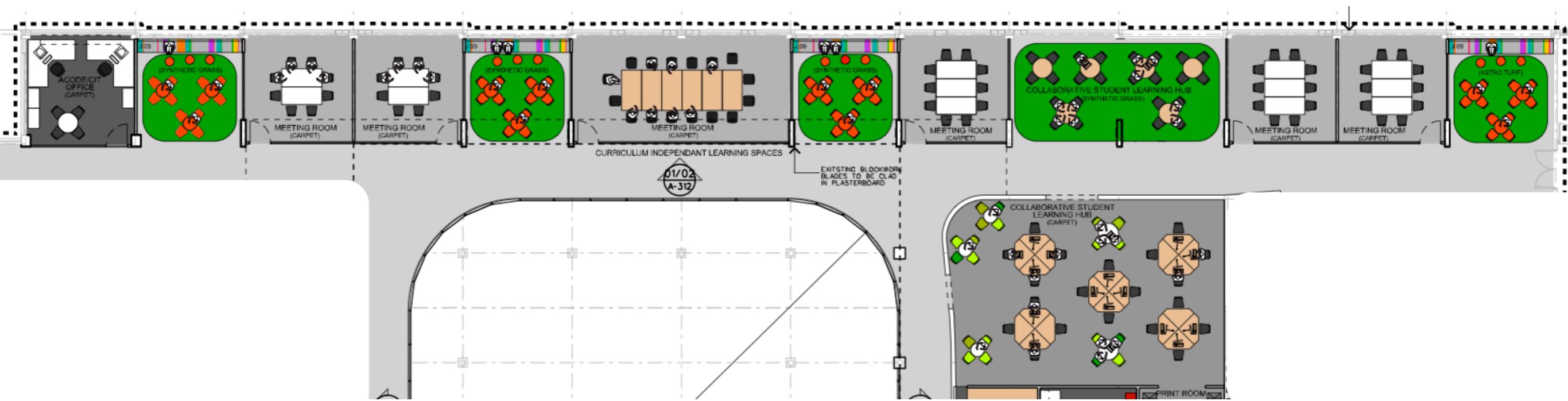
(Carter, 2009)



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

Provide a space that

- encourages active learning¹, inter-disciplinary study and collaboration
- supports both students and staff as learners
- encourages learner centredness² 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 & societies³)
- supports learners who 'bring your own device' (BYOD)
- has considered 'space and light and order'⁴
- provides for the basic levels of human need⁵ (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

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



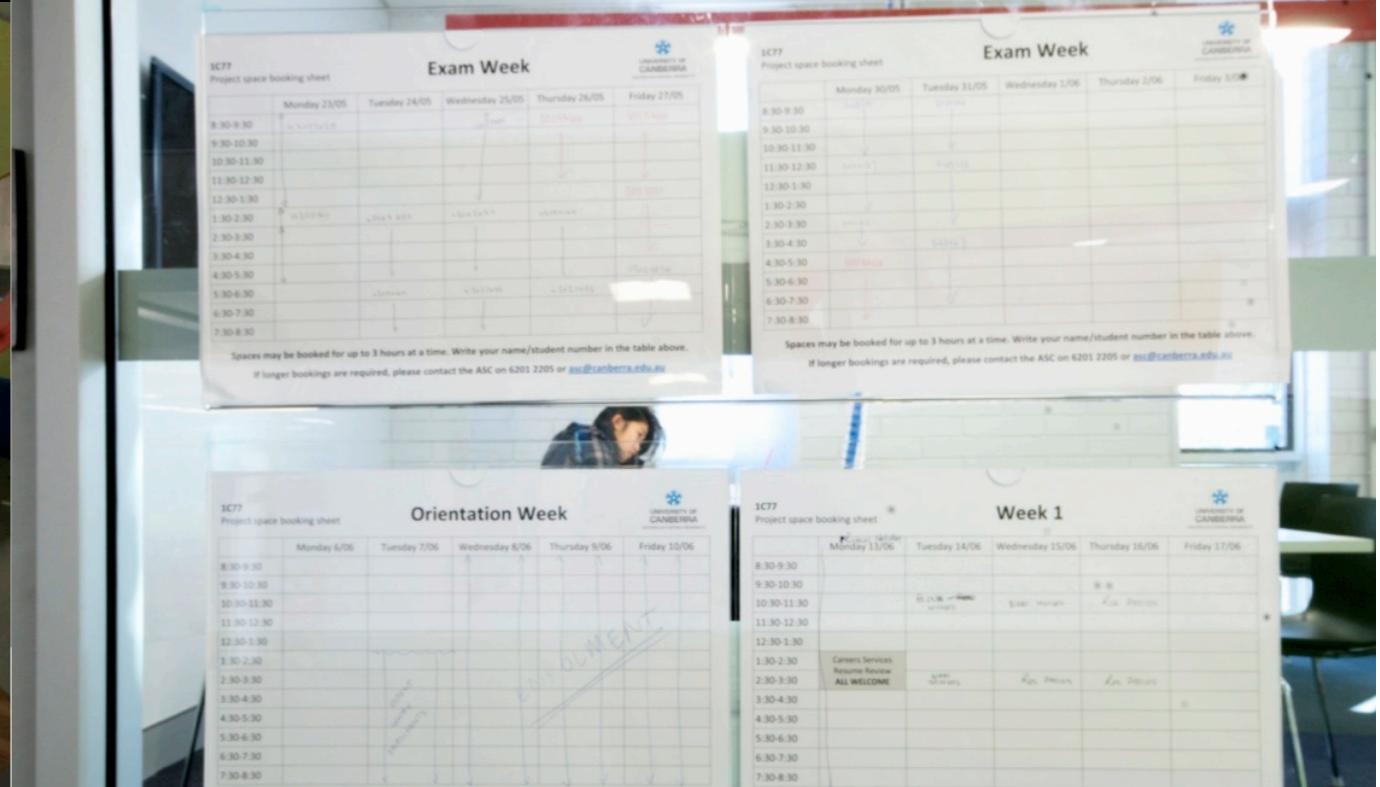
objectives | provide a space that...

encourages learner centredness as opposed to teacher focussed



objectives | provide a space that...

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objectives | provide a space that...

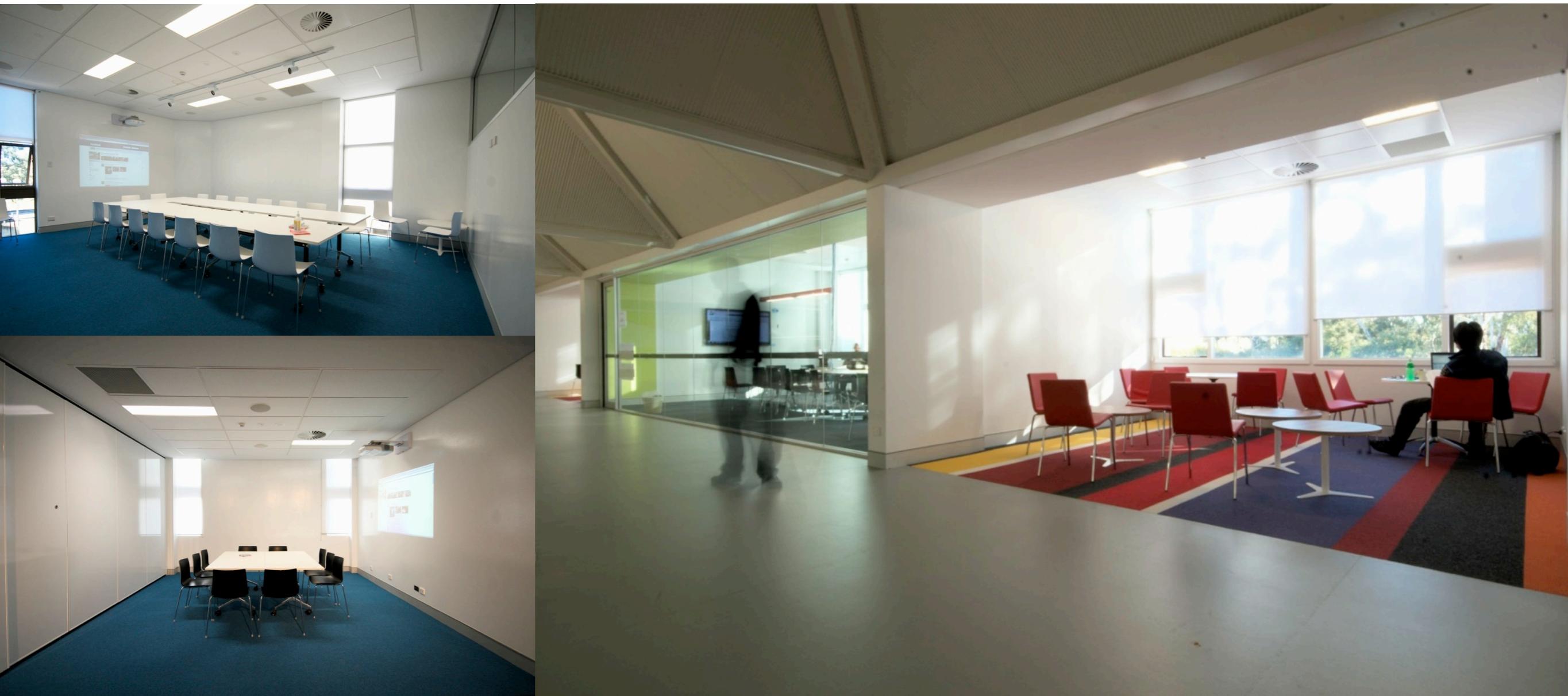
supports learners who 'bring your own device' (BYOD)



objectives | provide a space that...

has considered 'space and light and order'

'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)



the principles

- 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)

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





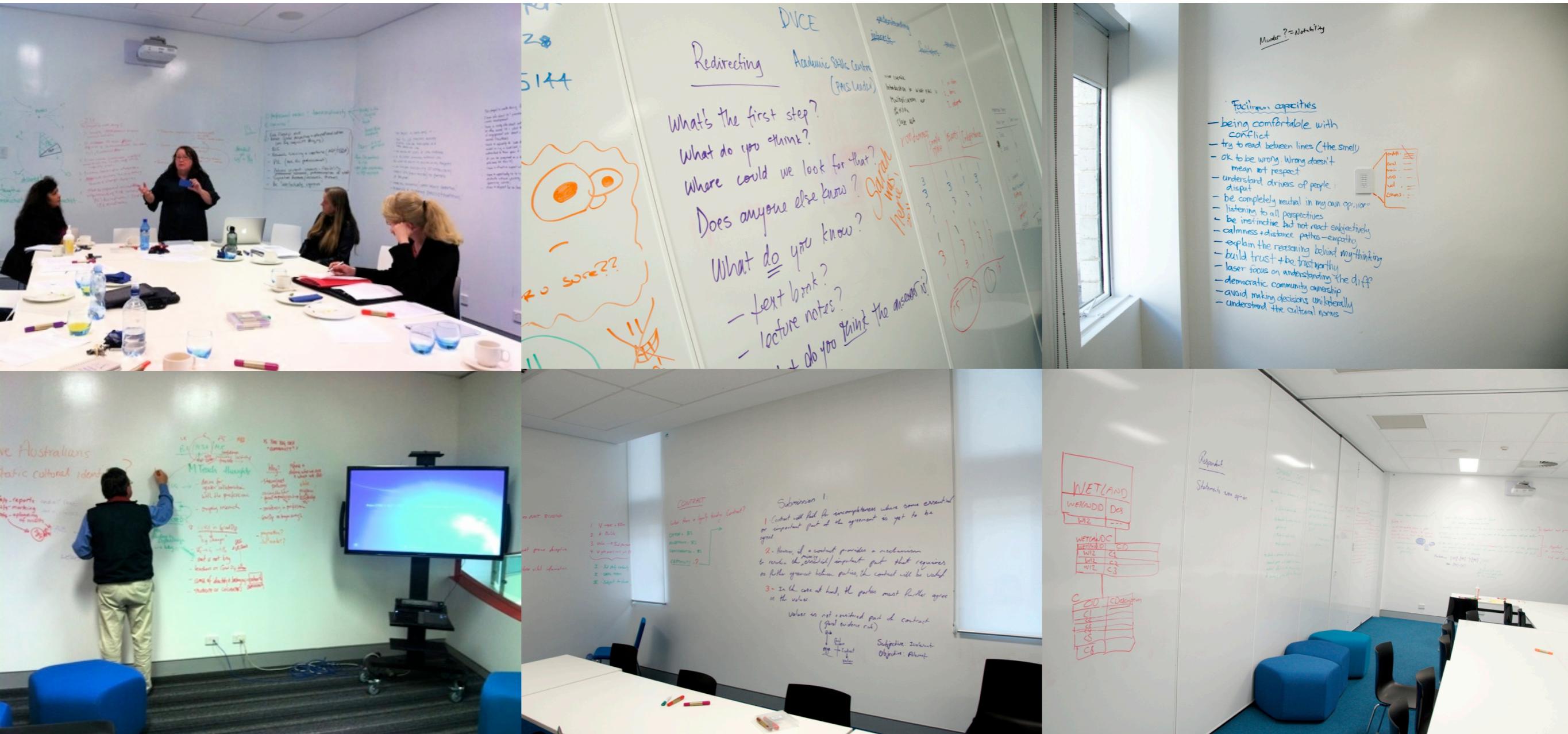
25 simple ideas to use in the redevelopment of university learning spaces

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

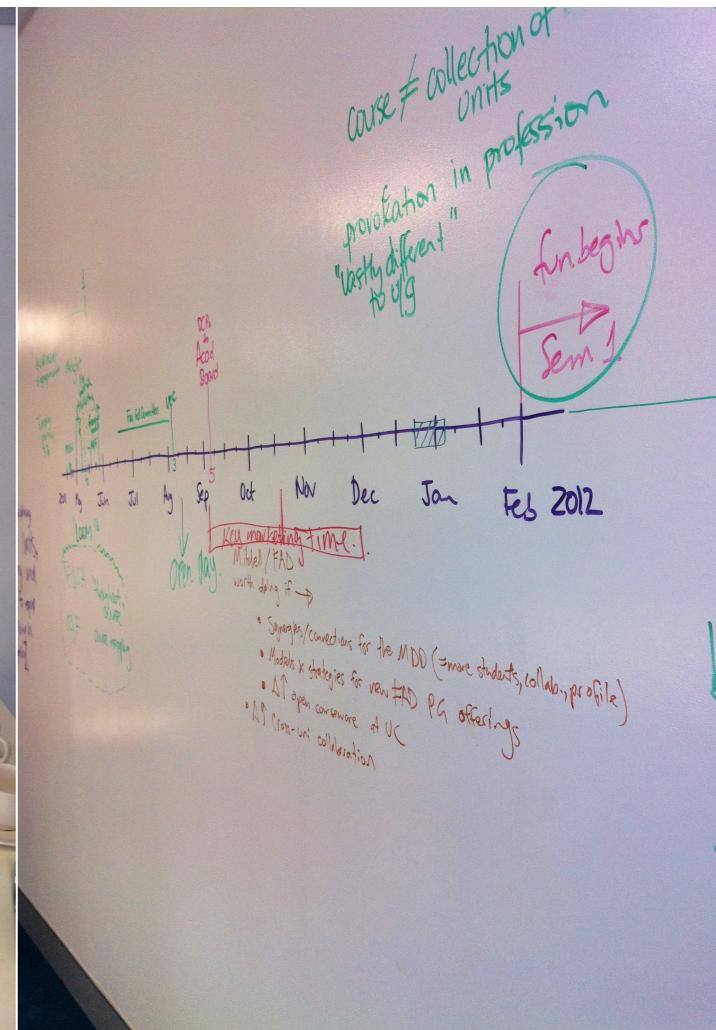
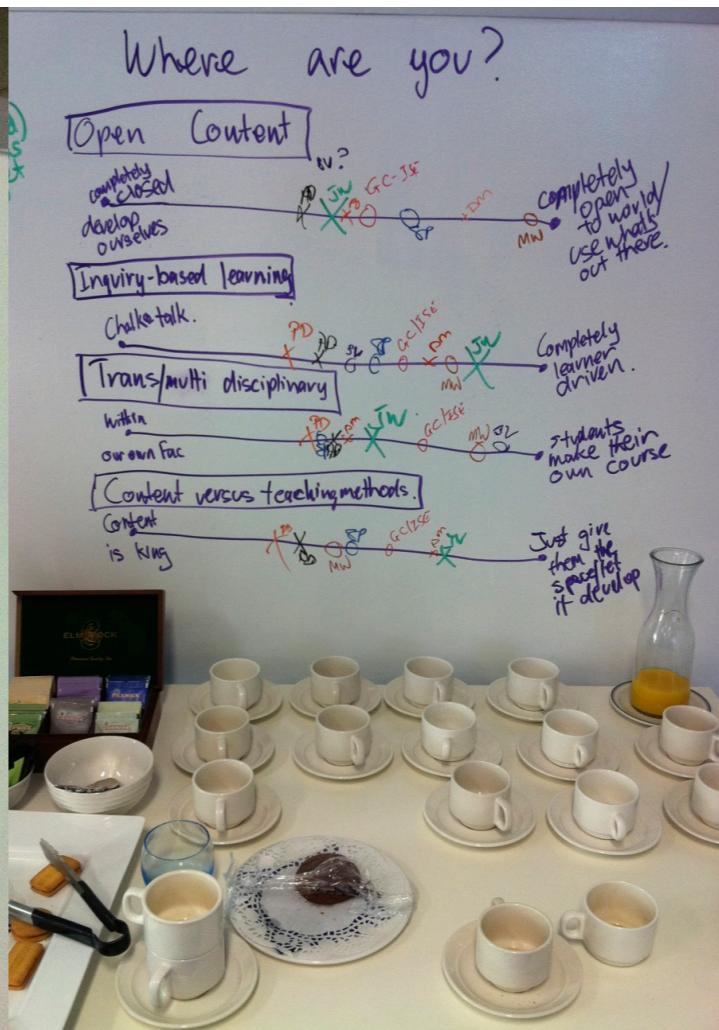
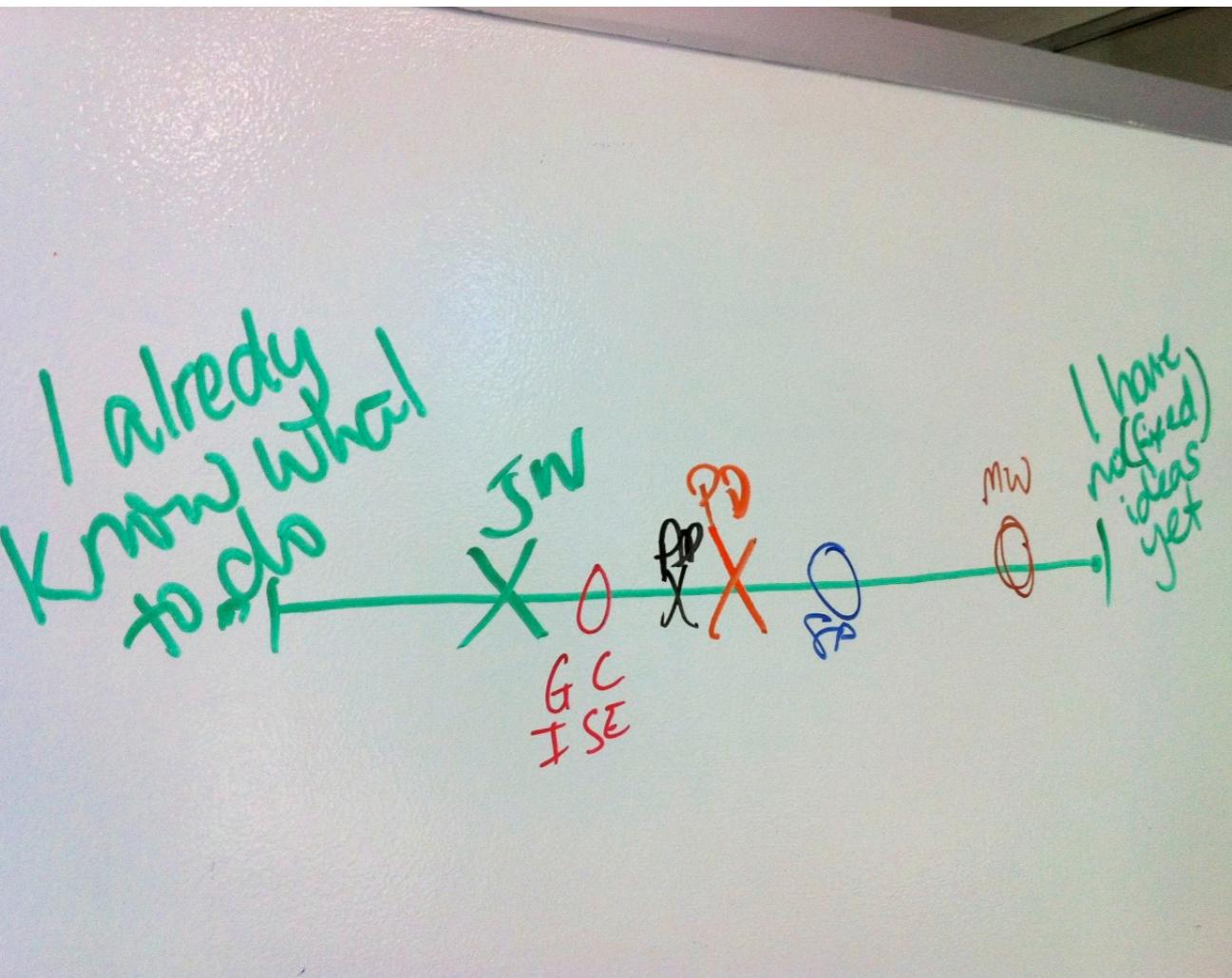
principles

maximise writing surfaces



principles

maximise writing surfaces



principles

lighten the space



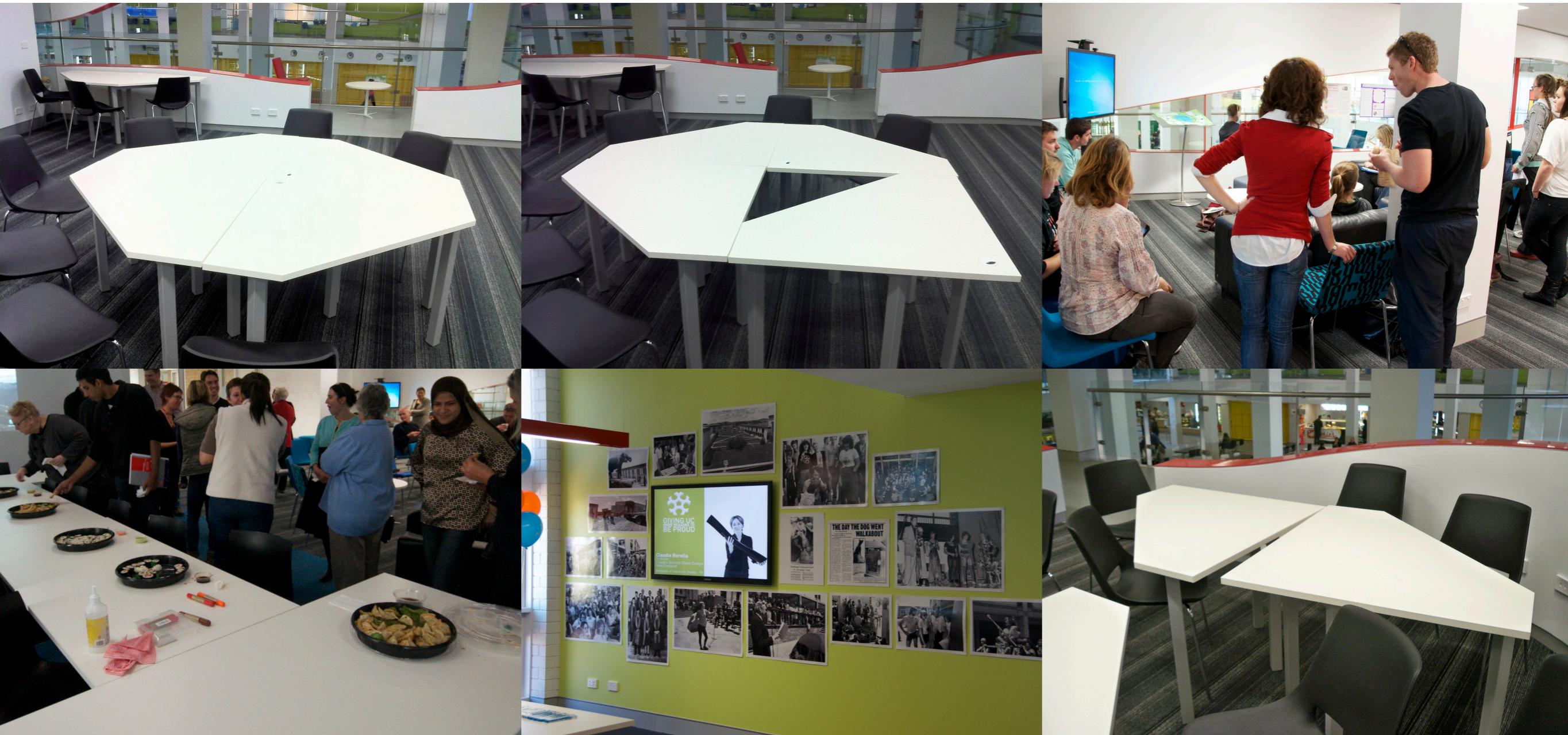
principles

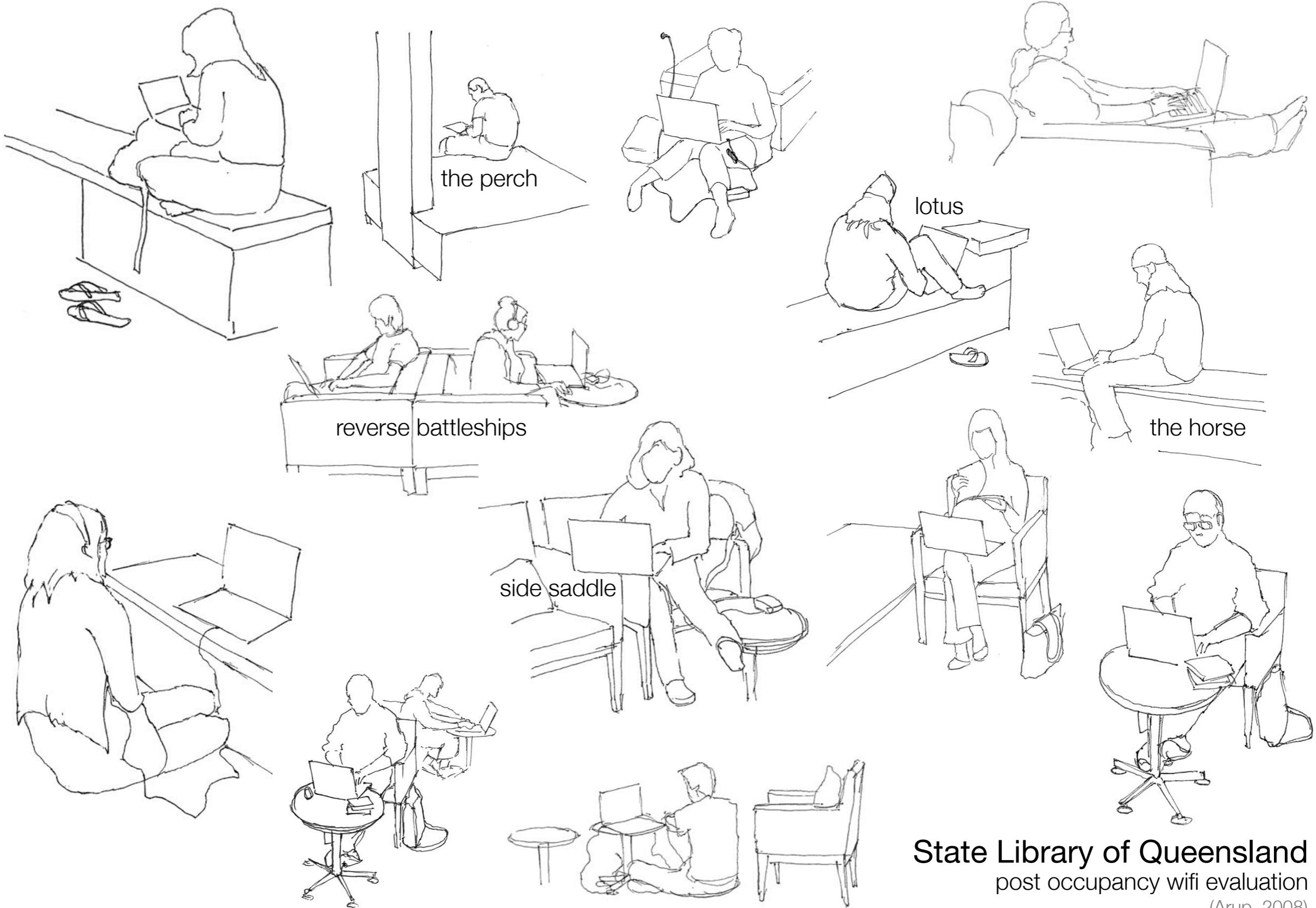
avoid beige



principles

let students take control





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

Digitally literate

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

Always connected

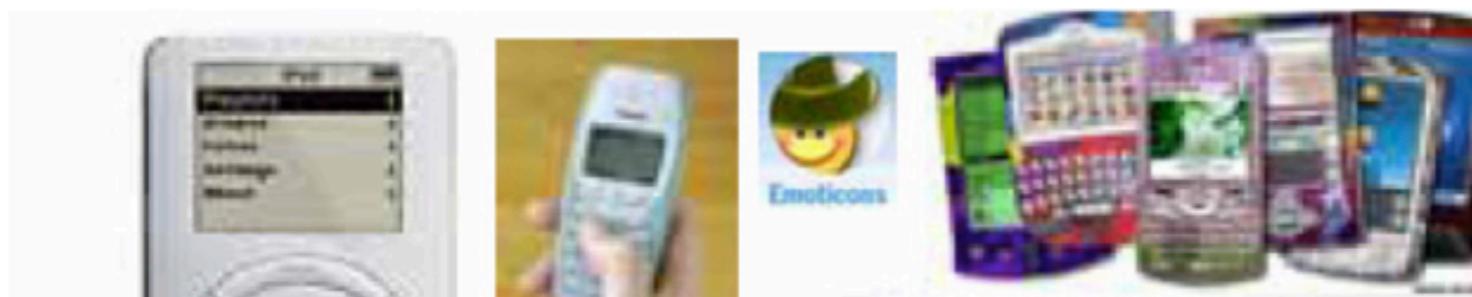
- Mobile phones, laptops, PDA, IM, web cams, wireless, blogs, email, wikis, chat, gaming

Multiple media literacy

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

Immediacy

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



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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" |

16

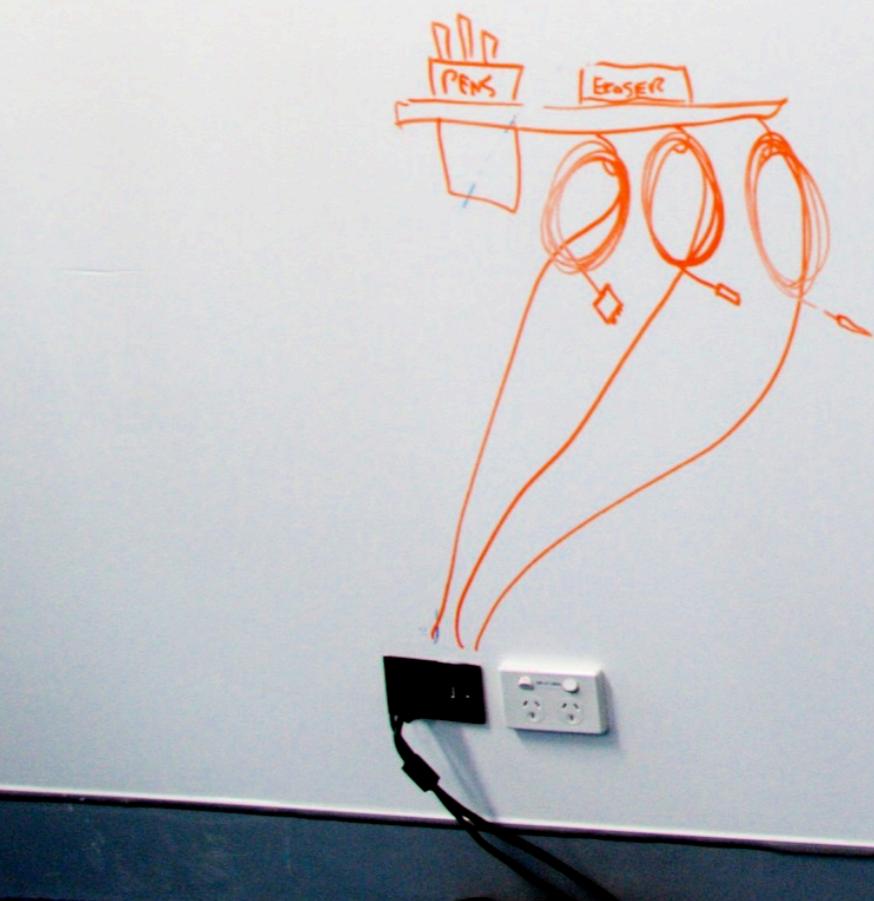
lessons learnt

- 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 – N6A
1:30 – Tat
 - Thurs: 10am
- Course/unit
 - x Pro Prac 1 (
 - x Log Issues (

- History W
 - x Clarification
 - x Activity (



thankyou

www.canberra.edu.au/tlc/teachingcommons

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