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INYUVESI YAKWAZULU-NATALI

Academic Monitoring and Support (AMS)

Learning in the 21st Century for Academic Success

Managing and maximising learning spaces for academic success

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Content

- History
- What are teaching & Learning Spaces
- Learning then and now
- Space design that fit “tech generation”
- Blended Learning
- Collaborative Learning
- Shared values and regulatory framework in maximizing space use effectively

Learning Spaces Research

•The common theme of learning spaces highlights the impact of collaboration and social learning in 21st century learning environments (Oblinger, 2005; Chism, 2006).

• Brooks (2012) – Learning spaces shape on-task student behaviour – Different spaces are suited to different activities

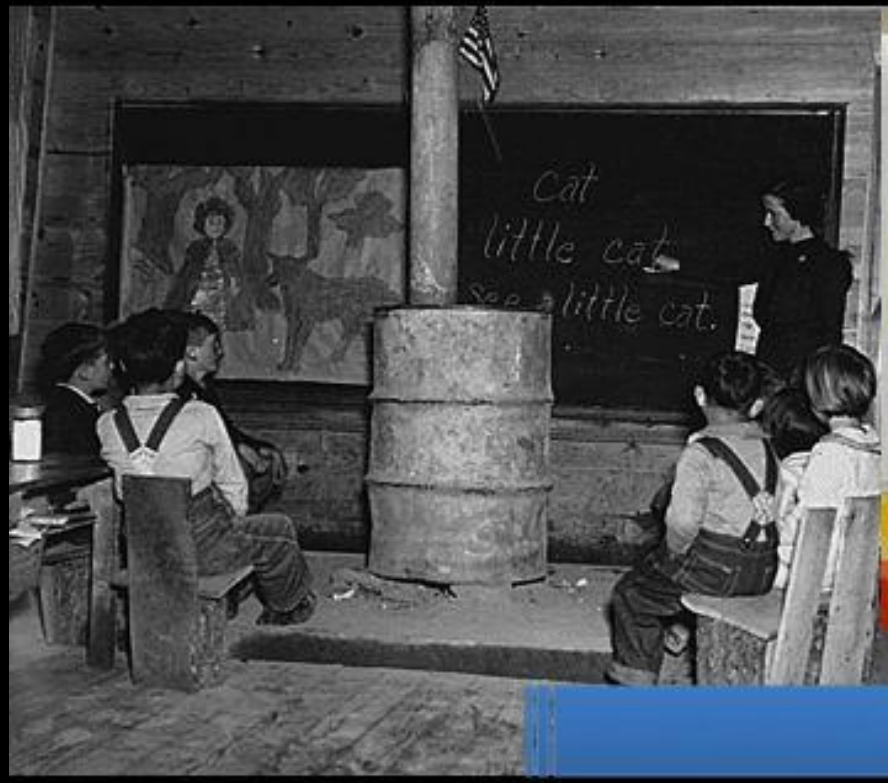
• Fisher (2005) - the physical learning space layout works best when it can be adjusted based upon the type of teaching being performed

• Steelcase (2013) - Learning spaces have been shown to positively impact student interaction with School and students

Learning Space - a definition

- a learning space is either a classroom or a physical location dedicated to curricular activity. It is a room that is designed for face-to-face meetings of instructors and students.
- Accordingly, a learning space is
  - a room routinely used and officially scheduled (e.g., by the registrar) for regular lectures and meetings;
  - a room designed to host instructors and the students for face-to-face sessions

Learning Then & Now



Space Matters

Teamwork

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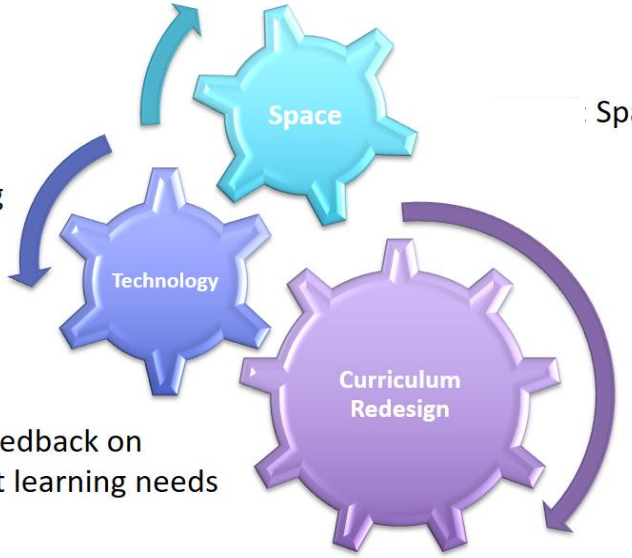


Space, lighting, furniture etc

IT Services: Teaching Technology Toolkit

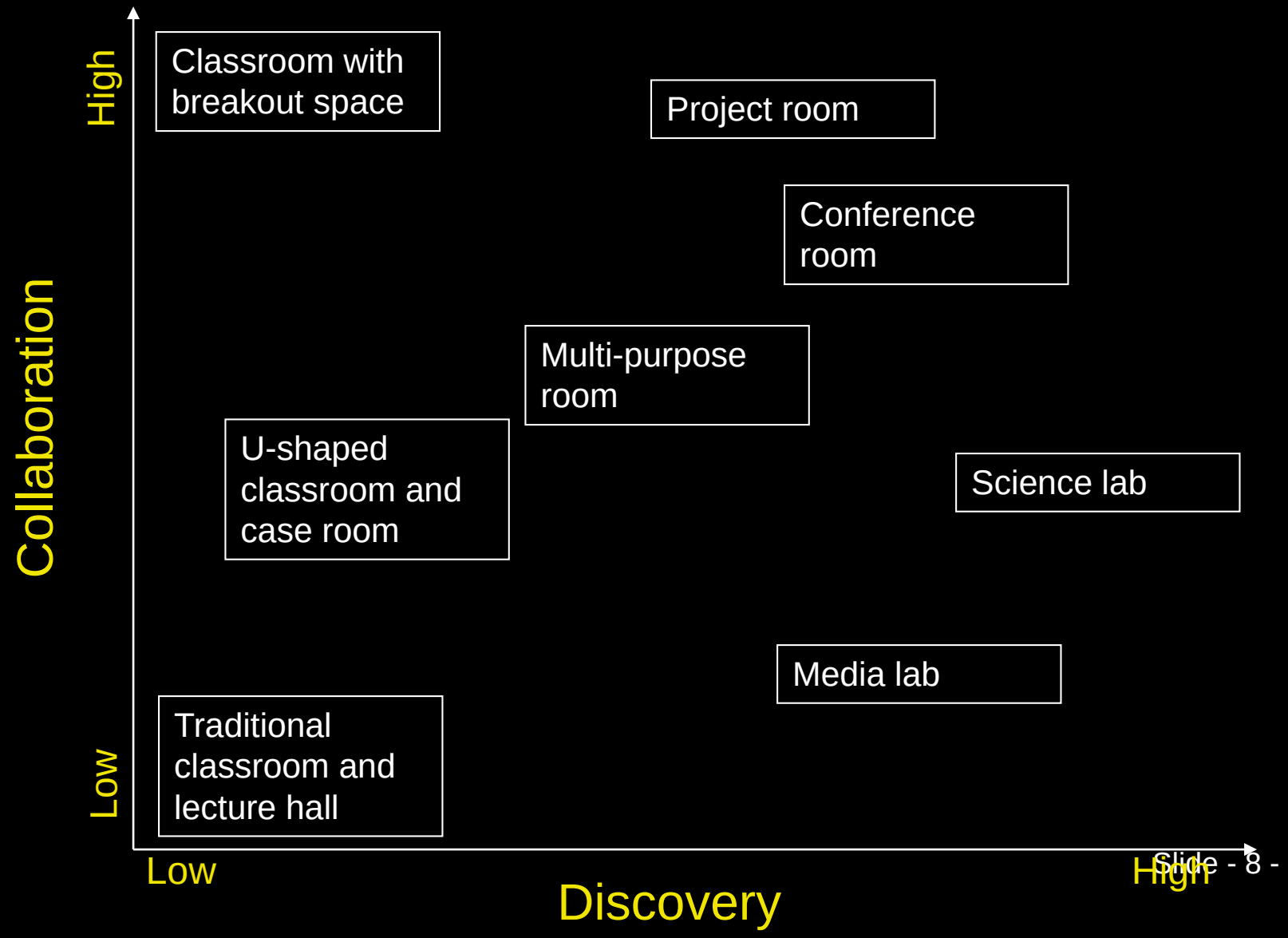
eLearning: Curriculum Design Support

Schools: Input on any discipline needs and space use

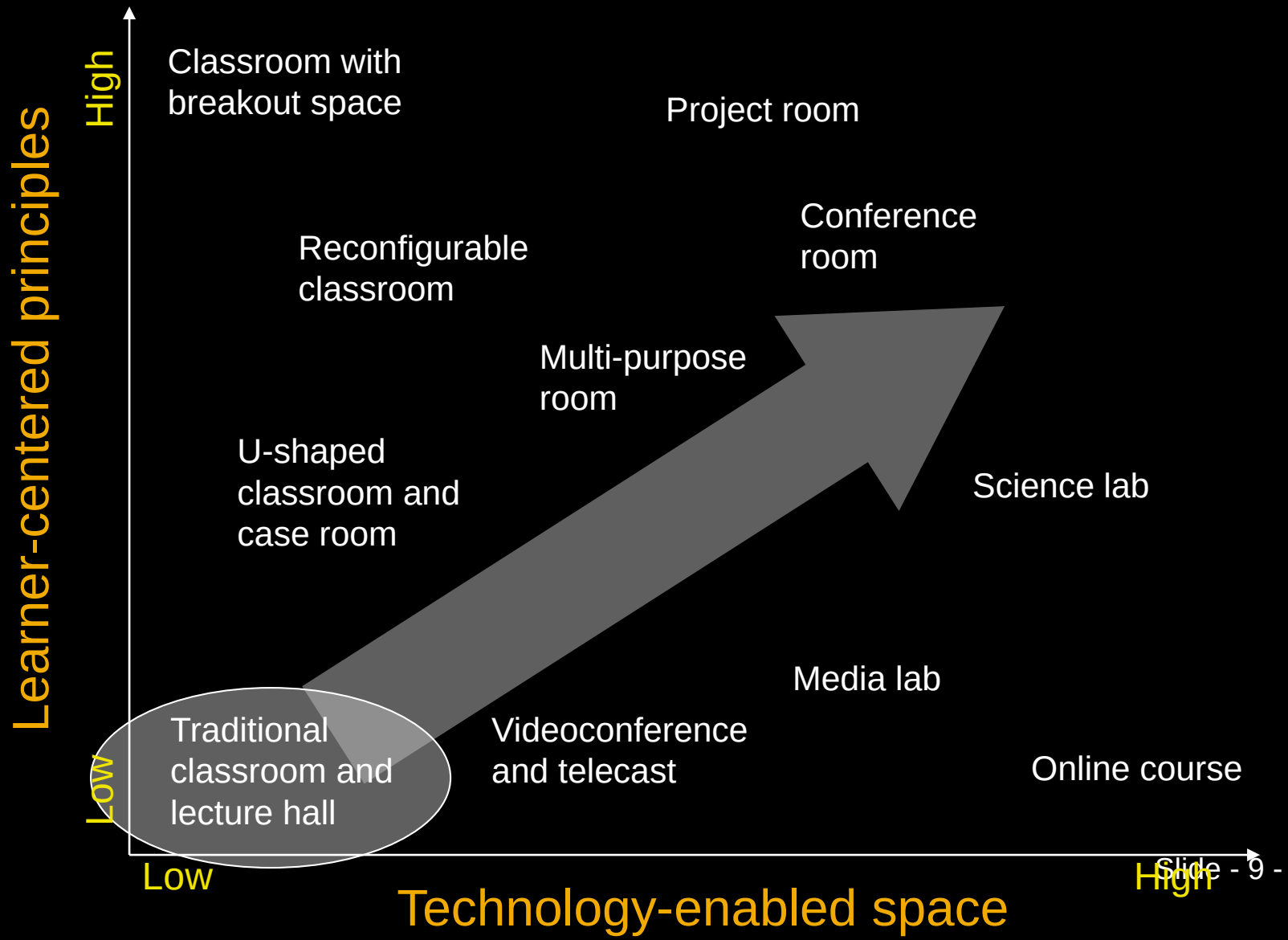
Students: Feedback on independent learning needs

Review, evaluation – feeds into next iteration of standards

Campuses have a range of learning spaces that help or hinder learning options



Are there different space designs that better fit our educational goals?



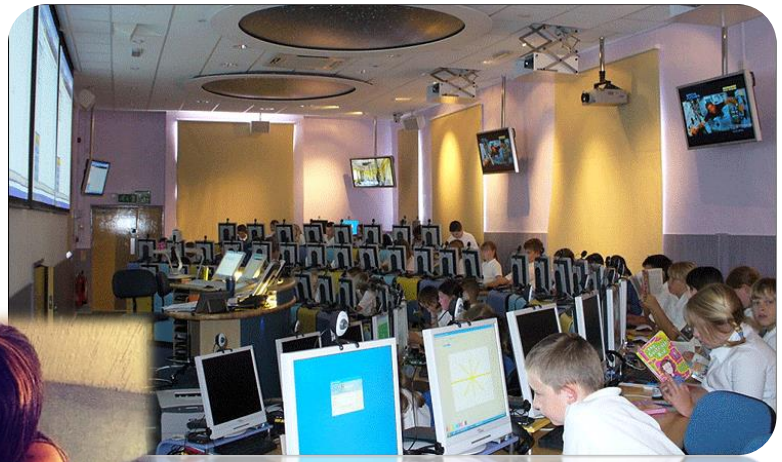
Why does it matter

- *"Space –whether physical or vitual –can have an impact on learning"* (Oblinger, 2006)

- *"institutions are responsible for creating environments that make learning possible, and that afford opportunities to learn"* (Krause & Coates, 2008)

- *"..learning can be enhanced , deepened, and made more meaningful if the curriculum makes the learners active participants.."* (brown & Long, 2006)

How do we learn



Traditional

Campus Open Spaces

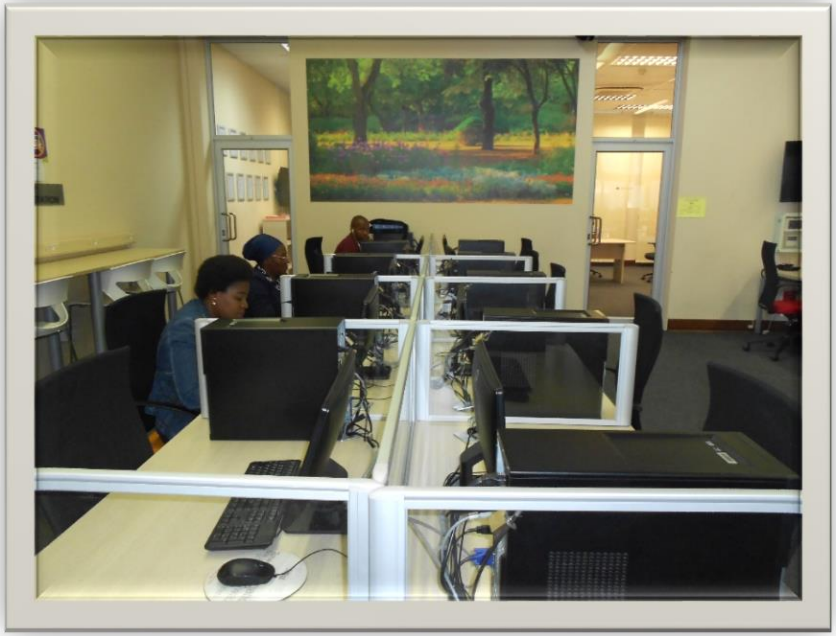
Transition – New Standards

Existing teaching spaces

- Tutor led layout
- Designed for efficiency

New learning spaces

- Student focused layout
- Designed for effectiveness



Hierarchy of Learning Space Attributes

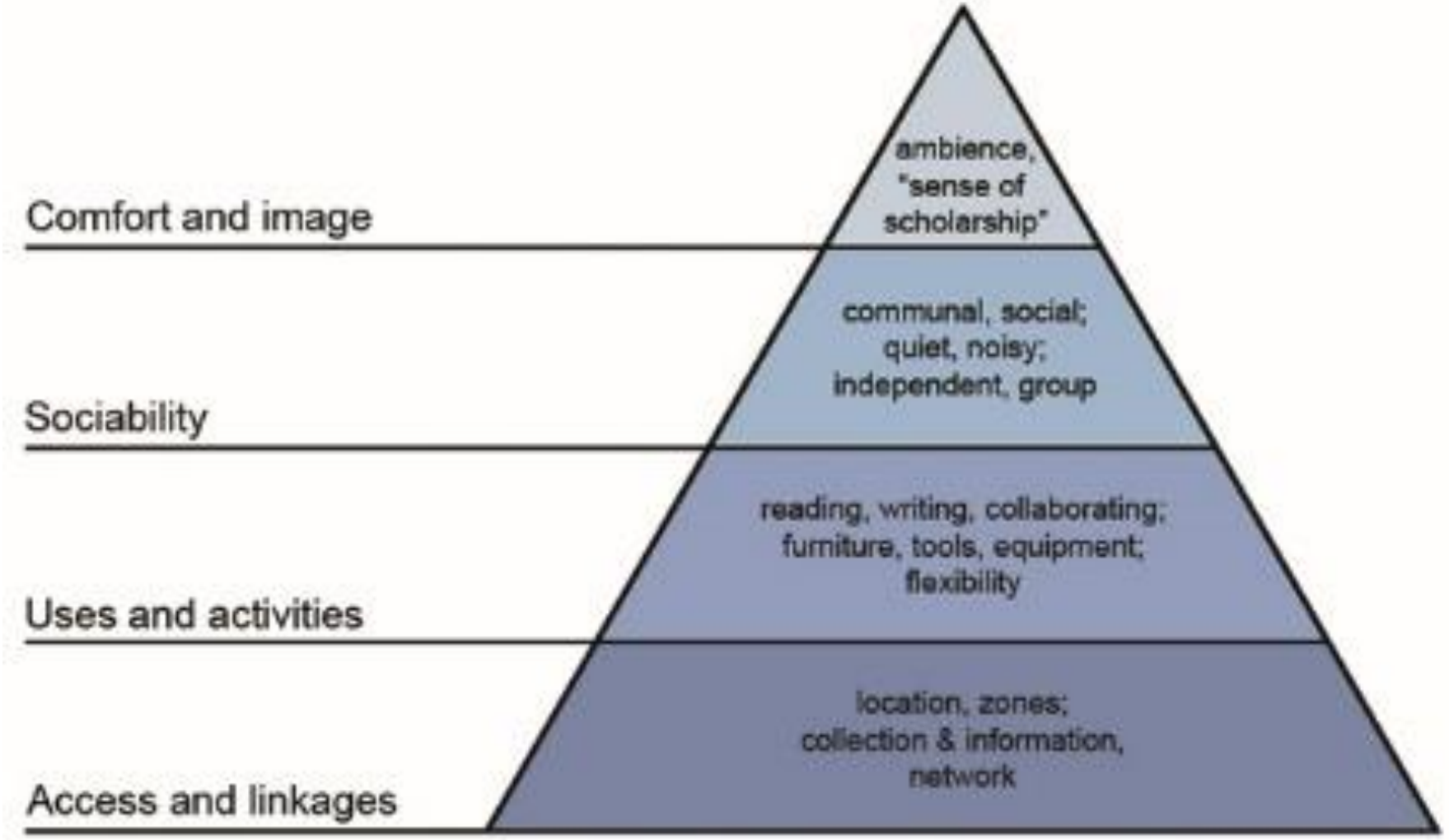
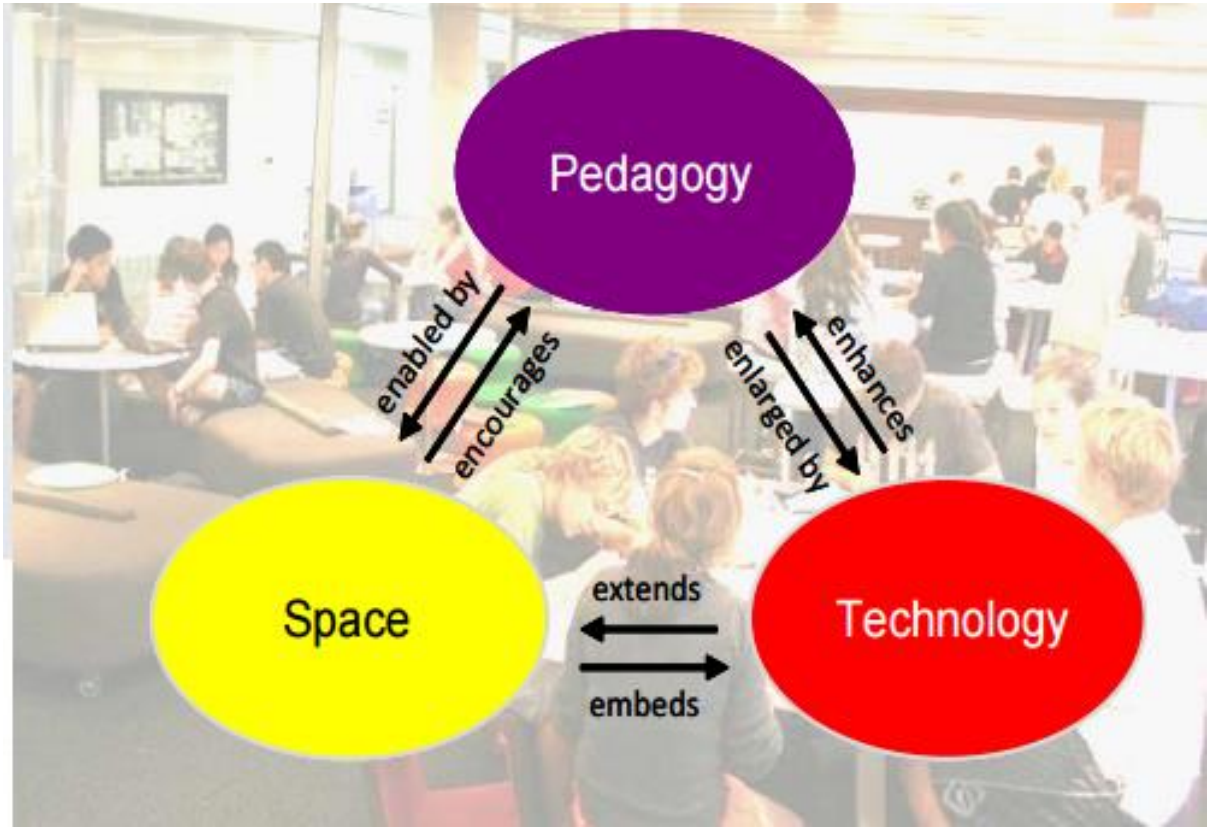


Figure 1. Hierarchy of learning space attributes

PEDAGOGY SPACE TECHNOLOGY (PST)

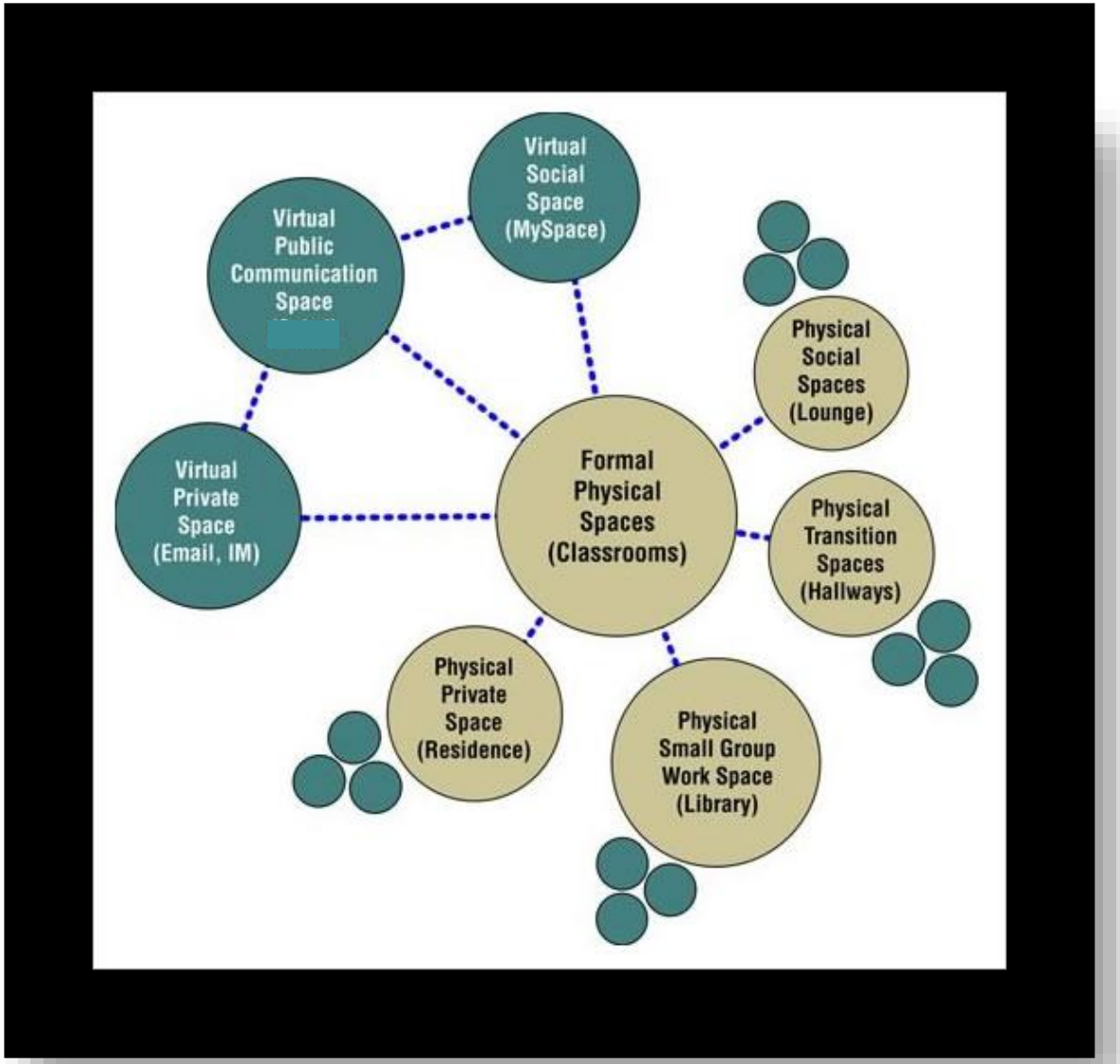


The design of individual spaces within an educational building needs to be:

- **Flexible** – to accommodate current and evolving pedagogies;
- **Future proofed** – to enable space to be reallocated and reconfigured;
- **Bold –** to look beyond tried and tested technologies and pedagogies;
- **Creative –** to energise and inspire learners and tutors;
- **Supportive –** to develop the potential of all learners; and
- **Enterprising –** to make each space capable of supporting different purposes

Blended Learning Environment

Blended Learning Environment



Research & Learning Commons

The Nature of Collaborative Learning

. . . collaborative learning fosters the development of critical thinking through discussion, clarification of ideas, and evaluation of others' ideas. . . .

Gokhale (1996)

Collaborative Learning Activity Types

Tasks that are implementable within a collaborative learning environment

- Collaborative concept-learning tasks
- Collaborative problem-solving tasks
- Collaborative designing tasks

(Kumar,1996)

SPACES

INTERACTIVE
motivating
LEARNING
personalised
MULTIMODAL
FUN
inclusive
supportive
collaborative
engaging
PLAYFUL
exploratory

The JISC report argues that "a learning space should be able to:

- motivate learners and promote learning as an activity;
- support collaborative, as well as formal, practice;
- provide a personalised and inclusive environment;
- and be flexible in the face of changing needs".

Maximizing Space
Set of design guidelines:

- Learning spaces should support a diversity of learning styles
- must be versatile
- must be comfortable and attractive
- are information rich and technologically reliable
- must be maintained continuously
- should be ubiquitous in space and time
- should be used effectively
- Sufficient resources

TaLC REGULATORY FRAMEWORK

“The future of higher education lies outside the classroom.”

Chronicle Higher Ed, circa 1999

UKZN SHARED VALUES

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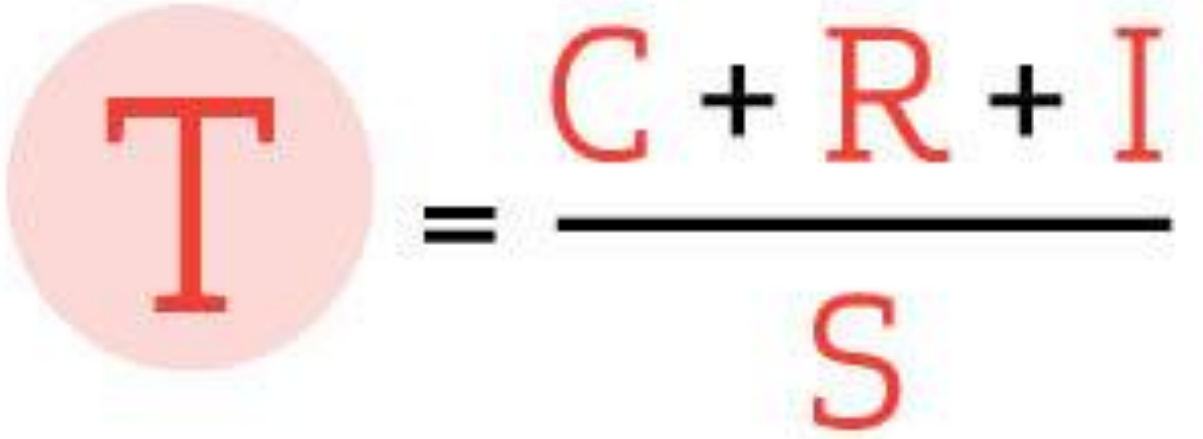
R –
E -
A -
C -
H -

The

TRUST EQUATION



T = **Trustworthiness**

C = **Credibility**
R = **Reliability**

I = **Intimacy**
S = **Self-Orientation**

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Thank You

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