Making University Spaces Places for Education and Learning

Gregor Kennedy

The University of Melbourne

centre for the study of higher education

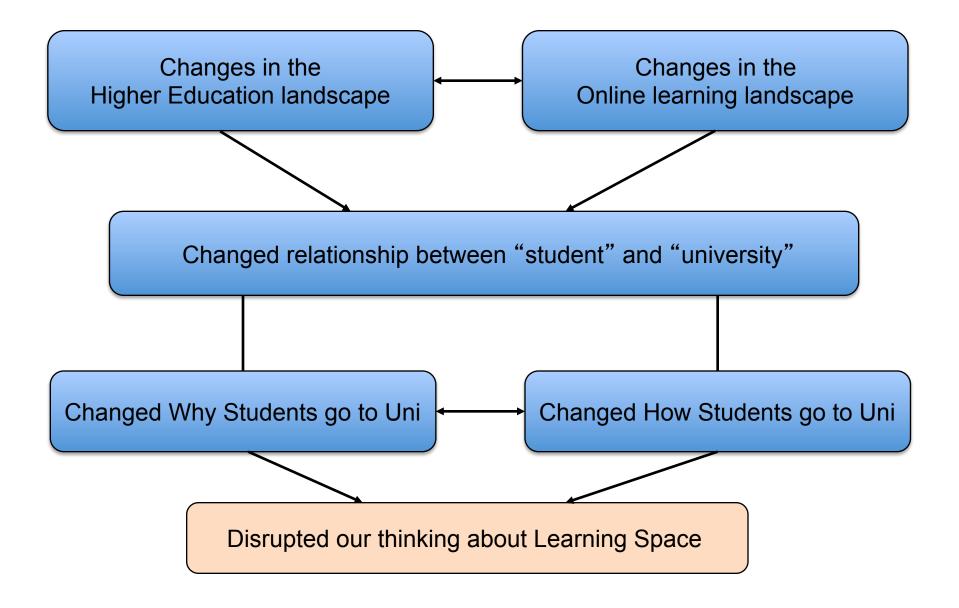
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Higher Education Policy

- 'Mass' participation
- More vocationally-oriented education system
- A 'deregulated' higher education sector
- Increasingly competitive, global higher education market
- Increasing Higher Education costs ... to the student

Educational Technology

- Rapid technological change and adoption
- The gradual maturing of online learning
- Social Networks: informal learning communities
- Open Educational Resources: Free, high quality, online content
- MOOCs: credentialing, nano degrees



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FINANCIAL REVIEW

Free online study is 'game changing'

Tim Dodd

Tertiary Education Minister Chris how they add value, whether the tions of online education. Evans has questioned whether the gov- nature of what they do is undergoing The University of Melbourne will ernment sh sities' build **Tertiary Education Minister Chris** education r Senator Evans has questioned whether the try skills (moves by t ties to make government should keep funding online was would have universities universities' building programs US univ as developmer massive ope higher education rapidly moves online. offer highacademics

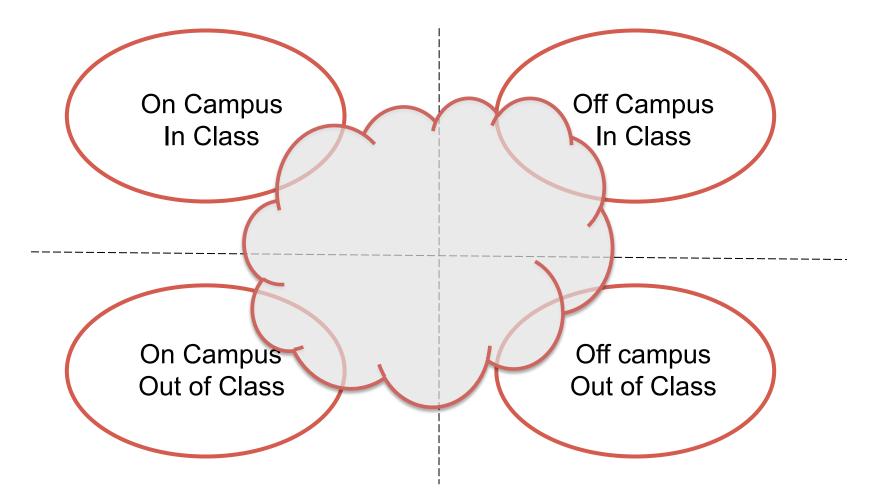
scrambling to understand what it websites.

Since the first MOOC appeared late such as posting course materials ANU, presented modelling under way last year, universities have been online and replacing textbooks with that will determine government

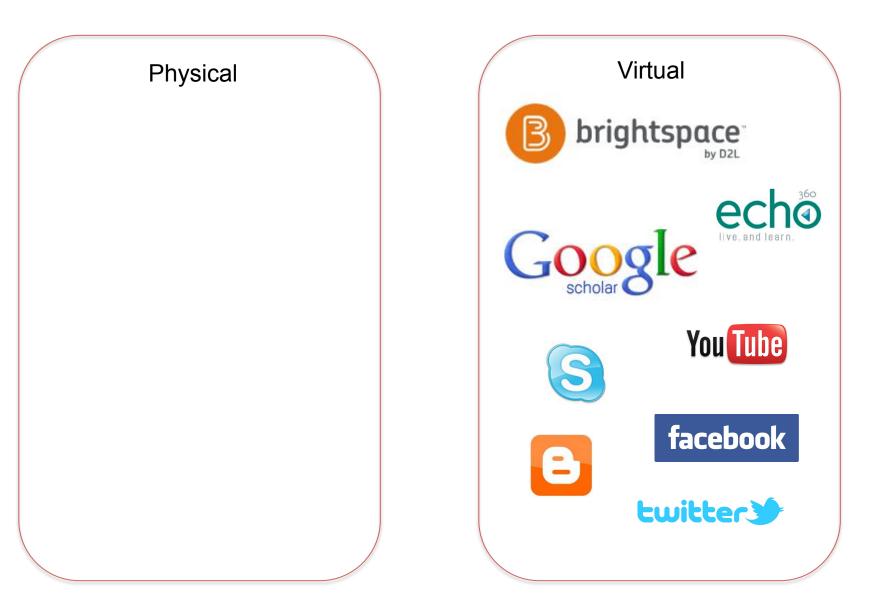
"Universities are having to question of Canberra to discuss the implica- cial crises in Asia.

spending on training. Scenarios means for them when the best courses Senator Evans will chair a confer- included a terms of trade shock to the in the world are available at no cost. ence later this month at the University labour market and natural and finan-

The Location of Education & Learning



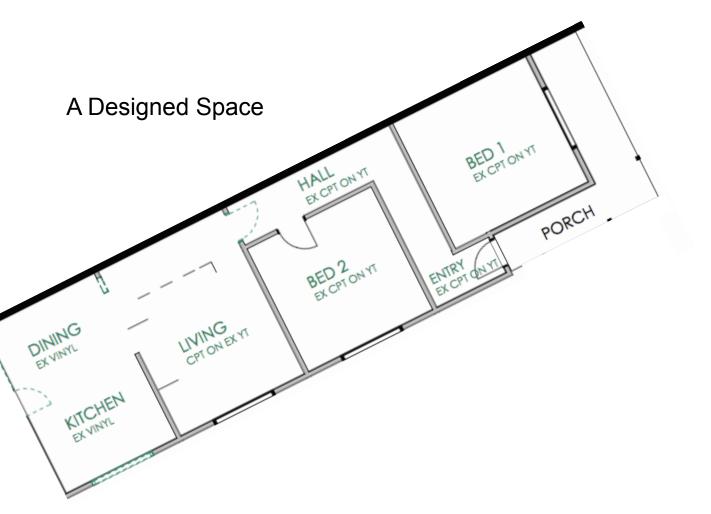
Physical vs Virtual Learning Space



Learning Spaces and Places



From Spaces to Places



A Lived Place

Urban Design

- Place-making is about creating lively places by integrating multiple functions in a single place, and organizing vibrancy and variety in those functions....
- The aim of place-making is to ensure that the people using a place can appropriate that place
- place-making is ... the process by which people transform the locations they inhabit into the place they live



Human Computer Interaction, Interaction Design

Place is a space which is *invested with understandings* of behavioural appropriateness, cultural expectations, and so forth. We are located in "space", but we *act* in "place". Furthermore "places" are spaces that are valued."

(Harrison & Dourish, 1996; p. 3)

... activities or interactions are used to produce place. Place is comprised of setting, meaning and interactions"

(Saudners et al., 2014; p. 1083)

From Spaces to Places

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Places are *meaningful* spaces in two senses:

1. Places have personal meaning:

they engender personal identification, are seen by the individual as significant, relevant, valuable and important.

2. Places facilitate meaning making:

they facilitate interaction, encourage and afford learning, and promote the development of new understandings. How do we make University spaces "meaningful" ...

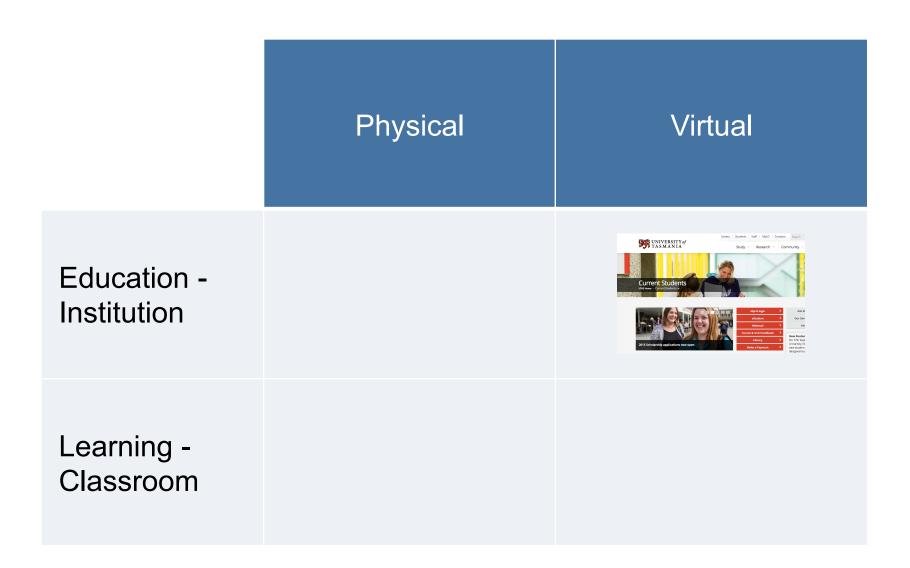
... so they become engaging places for education and learning?



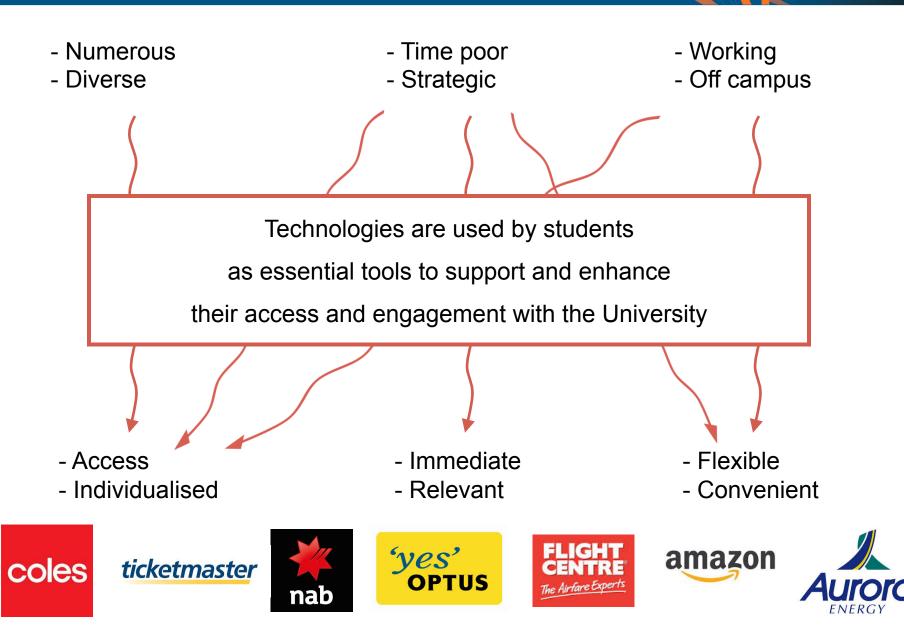
Educational Place-Making

Disclaimer	Physical	Virtual
Education - Institution		RRED W V
Learning - Classroom	KED A	2 2 0 8 7 0 8 7 0

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Students' Expectations



	Physical	Virtual
Education - Institution		
Learning - Classroom		

Campus & Learning Place Design

Oodles of projects and writing on learning space design in universities



Campus & Learning Place Design



Spaces for knowledge generation.

1. Comfort

- 2. Aesthetics
- 3. Flow
- 4. Equity
- 5. Blending
- 6. Affordances
- 7. Repurposing

Campus & Learning Place Design

Campus Design

- The message: not less space ... but different space
- The spaces being created are:
 - comfortable
 - collaborative
 - technology imbued
 - flexible
- Goal : Make the campus 'sticky'

Draw students onto campus; engage and then hold them when they get here

I Love You, Please Change

October 2014 I LOVE YOU, PLEASE CHANGE Universities and their relationships



Stephen J. Toope

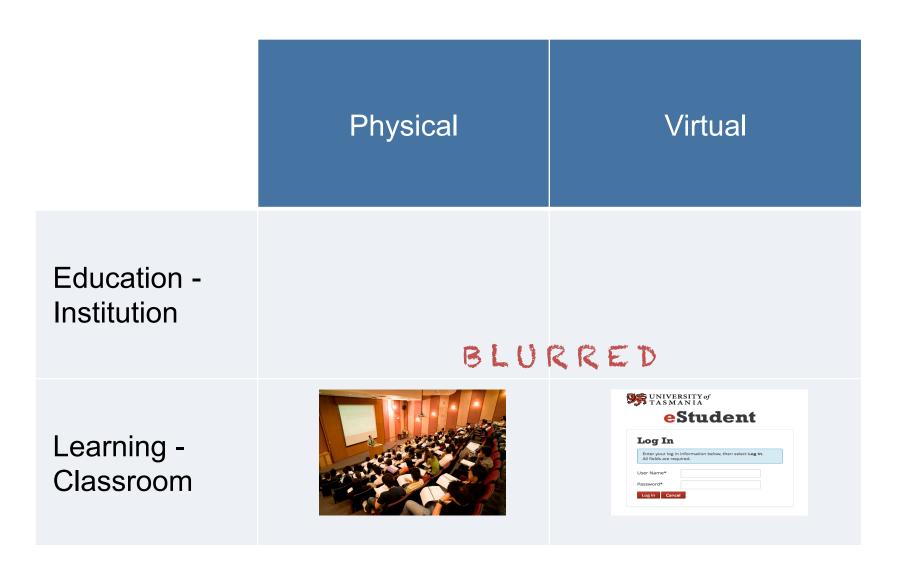
In the future students will not come to campus unless drawn there by:

- reputation, brand, networks.
- the on-campus experience which is:

"so rich and unique that students feel drawn to participate actively"

This implicates not just the design of campus space but what we offer and ask students to engage with and do in that space.

Learning Place-Making



Learning Place-Making

	Physical	Virtual
Institution	BLU	RED
Classroom		

How do we make University spaces "meaningful" ...

... so they become engaging places for education and learning?

119 Projects : ~\$2.5 Million : ~2.5 years

1. Flipped classrooms	5. LMS – Off the shelf
2. Using video	6. LMS - Extensions
3. Feedback & formative assessment	7. Simulations
4. App. development	8. Case Studies

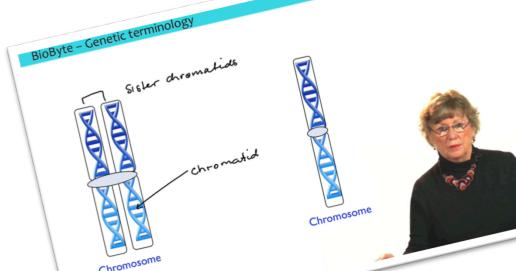
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- "Front load" lecture content using technology
- Free up class time for more interactive sessions
- Seminars, plenaries, QA, clickers, cases, etc



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- Background to lectures for diverse student bodies
- Orient students to the week
- Provide professional examples of lecture material



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- **Procedural Simulations**
- **Conceptual Simulations**
- Scenario + Predict, Observe, Explain



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- Clinical cases ... Health Sciences, Vet Science
- Authentic cases ... Business, Law
- Vehicle for analysis & critique, theory to practice, real world examples

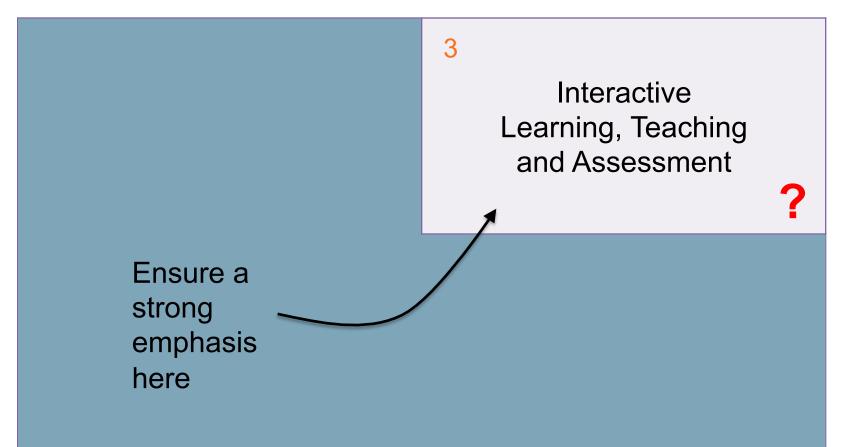


Learning Place-Making

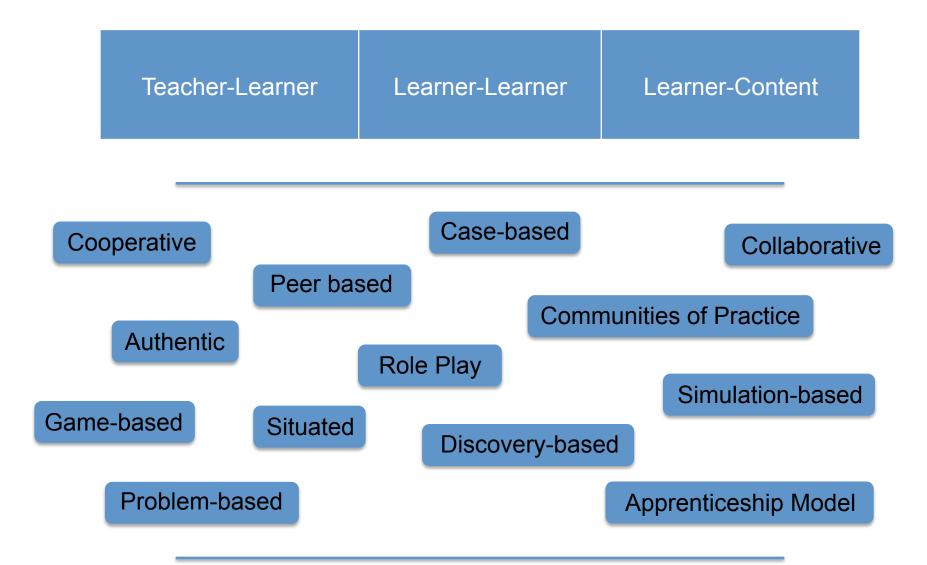
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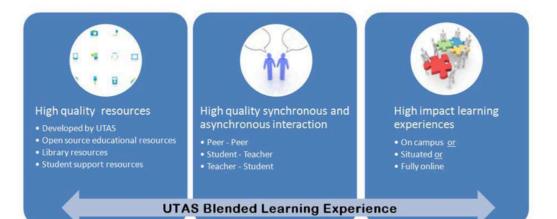
UTAS White Paper



UTAS	TELT White Paper	1
TECHNOLOGY ENHANCED LEAR AND TEACHING WHITE PAPER 2014-2018	RNING	
Natalie Brown Gerry Kregor Gary Williams With contributions from Luke Padgett, Carina Bossu, Vanessa Warren Tasmanian Institute of Learning and Teaching, University of Tasman		

"High Impact Learning Experiences"

"High Quality Interaction"



Summary



- Our thinking about what it means to "go to university", "to come to campus" has been buffeted.
- Our challenge is to make University spaces meaningful places for our students.
- Elegant design of spaces with the intent of "place-making" is really important ...
- ... but the careful design of events, encounters and activities for students *within* those spaces is critical.
- Think about *"physical-virtual-university-classroom*" as an integrated whole students move easily between the quadrants.
- Don't see "eLearning" as one thing and continually test that you are *designing for interactions* using strong pedagogical models as a guide.



When it comes to students' engagement with the University and learning...

... the ways of making spaces meaningful ...

... are different depending on the place they are in.

Thanks



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