

Learning Spaces Collaboratory



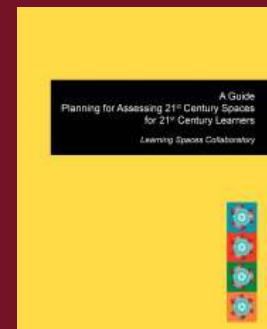
From
the
Archives

A Portfolio of
Questions
from LSC
Webinars
(2010 – 2015)

Planning Toward Substantive, Sustainable Transformation of the Undergraduate Learning Environment

A Portfolio:

- Questions extracted and distilled from the archive of LSC webinars
- A prompt for those responsible for the physical learning environment.

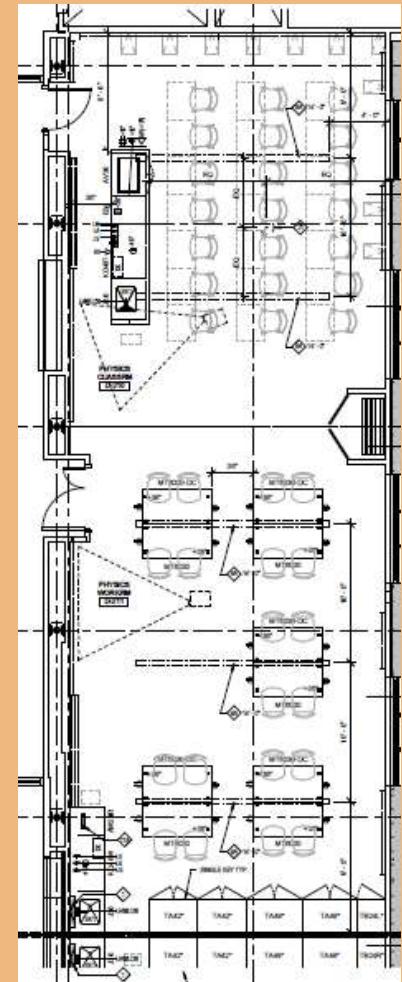


- What do we want our students to become
- What experiences make that becoming happen?
- What spaces enable such experiences?
- How do we know?

Renovating an Historic Building into a Place for 21st Century STEM Learning & Research

Questions to ask at the beginning of the planning process:

- Don't trap yourself in thinking "this is how we do it now."
- Ask "how could we do it into the future?" How will we be teaching 50 years from now and how the spaces we are planning enable that process?
- Why do we make the doing of science visible?
- How do we make the doing of science visible?
- Why should a science facility look like a prison?
- What is the highest flexibility that we can expect from/plan for in a given space?



Becoming Aware of Where Learning Happens, of the Perspective of Learners as Stakeholders

Questions to ask:

- Where does learning happen on our campus?
- Who is responsible on our campus for decisions about learning spaces?
- Are quality learning spaces an institutional priority?
- Do we have established and recognized design criteria for informal learning spaces?
- What do we know about how our students perceive our spaces for learning?
- Who cares? Who are the stakeholders?



Achieving Campus-Wide Understanding of Why Planning Matters

Questions to ask:

- How can we organize as a university to achieve a more creative, efficient, cost-effective, integrated process for attention to our technology-enhanced classrooms?
- How do we achieve wide-spread campus understanding about why planning matters?
- Who is responsible for classroom redesign now?
- What is our baseline data for how spaces are currently used?
- What do we know about how faculty want to teach, want students to learn - into the future?
- How do current classroom environments contribute to/inhibit effective teaching/meaningful learning?



Transforming, Sandboxing, Repurposing Spaces for Nurturing Creativity

Questions to ask:

- How do you incorporate play into the process of planning new and/or repurposed learning spaces as a means to build consensus about what the space is to be, become, accomplish?
- What kind of environment nurtures creativity? What do we know from research? What do we know from our own experiences?
- How can the repurposed spaces reflect and celebrate the institutional mission and vision?



Repurposing an Atrium into a Next Generation 24/7 Learning Space

Questions to ask:

- What is our retention rate between 1st and 2nd year of entering declared majors?
- How can we generate excitement about aerospace engineering (our disciplinary field) as we explore different pedagogical approaches and repurposing our spaces?
- What difference does the space make?
- What difference does the pedagogical approach make?
- How can our planning for repurposing avoid being boring, dull, conventional?



Pushing the Envelope with Questions about the Why and the How of Planning Learning Spaces that Serve the Future

Questions to ask:

- How does the changing context beyond the campus influence what we want our STEM majors to become, thus influence how we think about our spaces for learning in STEM fields?
- What is the value of experimenting with spaces as “petri dishes,” “sandboxes,” as a means to establish and validate project objectives, philosophies?
- How can spaces be designed to induce students to enjoy science *from the very first day?*

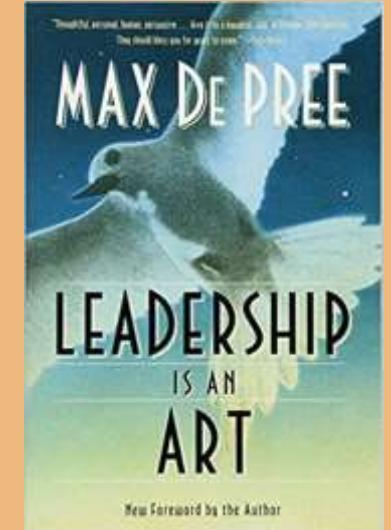


Parting Words of Wisdom

You can frequently be helped in efforts to understand a problem by asking yourself questions. Here are a few about physical places and social places. These questions lead me to think about the working environment in a variety of ways:

- Does what I do count?
 - Does what I do make a difference to anybody?
 - Why should I come here?
 - Can I be somebody here?
 - Is there for me any rhyme or reason here?
 - Can I “own” this place?
 - Do I have any rights?
- Does coming here add any richness to my life?
 - Is this a place where I can learn something?
 - Would I show this place to my family—or am I ashamed to show it to them—or does it just not matter?
 - Is there anybody here I can trust?
 - Is this place open to my influence?
 - Does it help to understand architecture as a social response?

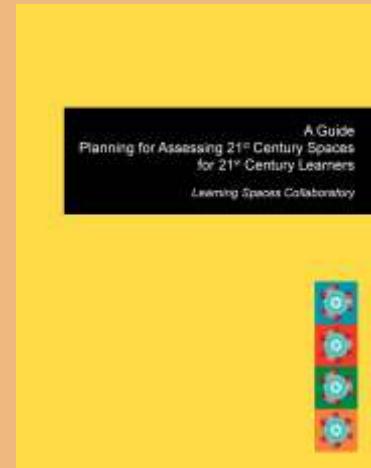
— Max DePree



DePree, Max.
Leadership is an Art.
Dell Publishing, 1989.

The LSC Guide: Planning for Assessing 21st Century Spaces for 21st Century Learners

- How do you measure return on investment of time, energy and funds expended in shaping and sustaining physical environments serving 21st century learners?
- How does space influence the nature of the learning experience?
- How can focusing on what students are to become, on how learning happens drive the process of shaping and sustaining 21st century learning environments?



<https://www.pkallsc.org/resources/lsc-guide-planning-assessing-21st-century-spaces-21st-century-learners/>

Jeanne L. Narum
Principal, Learning Spaces
Collaboratory
jlnarum.lsc.ico@gmail.com

pkallsc.org

