

JOB DESCRIPTION FOR A CLASSROOM

Facilitate and enhance learning.

The successful applicant will be much more than an indoor space with chairs and a chalkboard. The classroom must be multi-purpose (lecture/workshop/collaborative/laboratory) and adaptable on demand. The applicant must provide ways for learning to be student-centric, where appropriate, and must provide the ability for small group learning and reporting out.

Reconfigure on demand in an efficient and reliable manner.

As a modern space, you must be flexible, multi-configurable, and easy to return to basic layouts. Your space must be flexible enough for easy reconfiguration multiple times during a single class. Your structure should never force a particular learning mode; rather, you must support multiple existing learning modes and be flexible enough to support future ideas about learning.

Supporting student engagement means changing things up every so often, and taking a moment for students to stand up and move their chairs and tables around can provide both a needed break from sitting, as well as changing the space for a different learning activity.

Take a leadership role in connecting faculty with students, and students with students.

Inclusive learning spaces facilitate faculty and students understanding and supporting each other's perspectives and understandings, setting the stage for a true meeting of minds. You must serve as a model so that faculty and academic leaders see possibilities rather than barriers. The successful candidate will attract the attention of academics interested in exploring new teaching possibilities.

Take a modest role in building new kinds of communities.

Capable, flexible, fluent work spaces are always in demand. With sufficient time set aside for faculty professional development, you will lead conversations about the future of teaching.

Serve as a model of an ideal classroom.

Be flexible, forward-looking, and non-dogmatic.

Provide a venue for professional development for faculty.

If the classroom is a great place for learning for students, then it should be a great place for learning for faculty as well. Schedule sufficient time for faculty to experiment.

Play well with other classrooms.

Activities within this space should not in any way disturb learning in any nearby or adjacent spaces, demanding excellent sound isolation, no direct paths of light extending from, and so on. The learning curve for using this classroom will be shallow enough that it won't scare late-adopters away.

Attract and engage the user base.

Regularly highlight the dynamic environment enabled by your design, through social media postings, conference presentations, and journal articles. Include live feeds from the classroom to highlight the evolving pedagogical environment.

Must work hours assigned.

Reliability and predictability are of prime importance: state-of-the-art tools are expensive nuisances if they can't be relied upon to work first time, every time. Likewise, interface design should support untrained users, emphasizing ease of use over novelty. Appropriate support and downtime should be scheduled to ensure high reliability during scheduled hours.

LSC Roundtable at Stanford University - June 2018

