

A STRATEGY FOR PLANNERS: CREATING A SHARED VISION OF 21ST CENTURY LEARNING SPACES AND PLACES FOR 21ST CENTURY LEARNERS

The LSC Roadmap: Process

Articulating a JOB DESCRIPTION for a particular learning environment was the charge to participants in the June 2018 LSC Roundtables at Stanford University and Worcester Polytechnic Institute. This was a strategy designed to spark discussions about what the space for learning should be, become, be able to do. This strategy complements discussions about what learners should be, become, be able to do.

Beyond opening prompting general discussions, the four-hour roundtable was owned by participants. The value of such discussions is signaled by their stories.

This exercise is can be adapted at the campus level in many ways:

- It can be incorporated into the process of planning learning spaces at the earliest stages, an opportunity to share personal reflections about “what works” and to arrive at a common language and vision that advance planning with design professionals.
- It can lead to an institutional template for assessing learning spaces campus-wide.

THOUGHTS FOR IMPLEMENTING THIS STRATEGY

Logistics

- A coordinator or team of coordinators responsible for:
 - Ensuring diversity of participants
 - Providing relevant preparatory resources
 - Providing on-site tools (poster paper, markers, etc.) and food
 - Setting the stage and keeping the conversation focused and on time
 - Capturing, editing, documenting, and posting conversations
 - Exploring and outlining next steps; translating the conversation into a plan of action.

Context for Adaptation

- Setting the stage for an anticipated on-campus facilities project—new, repurposed, and/or renovated. A conversation without burden of budgets or timelines, focusing on what works, on the future, on reaching a common language.
- An opportunity to engage and prep a twenty-person task force, i.e. i) the job description for a new interdisciplinary fine arts center; ii) a job description for renovated spaces for introductory STEM; iii) a job description for a campus-wide ecosystem of spaces nurturing inclusivity; etc.
- A session at a professional meeting (before, during, after), taking advantage of the opportunity of having colleagues knowledgeable about how meaningful change happens in a particular sphere—programmatic, pedagogical, institutional—sharing experiences and questions about how space matters, how they know and considering “what next” for their particular community of practice.
- Included in a series of on-campus conversations orchestrated by the Center for Teaching and Learning, and/or an Administrator with assigned responsibilities for Learning Spaces.

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- [A Conversation with Academics and Architects at Stanford University: A Job Description for a 21st Century Classroom for 21st Century Learners](#)
 - [A Conversation with Academics and Architects at WPI: A Job Description of a Space for Project-based Learning](#)

