



## II. HAVE WE PUT THE LEARNER/USER AT THE HEART OF OUR ATTENTION TO SPACES THAT WORK?

### INITIAL NOTES

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A. What do we know, need to know about our students—21<sup>st</sup> century undergraduate learners—as we begin our planning? How will that influence our planning?

B. What do we know, need to know about the changing context, about the world in which our graduates will live and work? How will that influence our planning?

C. What do we know, need to know, about how the experience of being in a space affects the learner? How will that influence our planning?

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FINAL NOTES

Lined area for final notes.

- Three questions about student learning, workplace, and student behavior.



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A PROMPTING QUESTION: WHAT KEEPS ME UP AT NIGHT?

*My dream is about the journey of students; my nightmare is about my students walking into a space and not knowing what they are to be doing in that space. They are walking in cold and unprepared. They are asking about why they are there then....*

*I see space as part of the learning journey, whether it is a lab space or a single classroom that is different from other learning spaces s/he has experienced. My dream is that spaces are to be built to facilitate the student's journey of understanding what learning is about. My dream is that in their journey that their spaces—and their faculty—allow students to become sharers, collaborators—regardless of their personal dispositions. Facilities can make that happen.*

### RESOURCES FROM THE LSC ROADMAP

- ? How can a campus create common ground for discussions about what student success means for the community and what improved learning would look like?
- ? What does student-centered planning mean? How might we address in our planning the need for spaces?
- [LSC spaces that work portfolio](#)
- ? How do we create a safe space for learning, for people of different backgrounds, abilities, aspirations?
- [LSC Roundtable Collection I: Essays on Designing for Inclusion and Equity](#)

### FROM THE FIELD: WORDS OF WISDOM

How can America's colleges and universities be redesigned to enhance creative outcomes and educate students to be innovative? In an era where educational "success" has been too connected to standardized tests and the development of narrowly focused skills in preparation for particular jobs, how can we prepare our graduates to respond creatively to the complexities of the modern world? Every individual is capable of creativity, and in every discipline—even in our daily lives—we face choices where we can "break out of the mold" and do something different. These creative actions may be small, but with similar contributions from others, they can lead to real change. In the words of Maya Angelou, "You can't use up creativity. The more you use, the more you have."

— Oxtoby, David. "The Creative College: What Higher Education Can Learn from Kindergartens and Neuroscience." [AAC&U Liberal Education](#). Summer 2018.

