

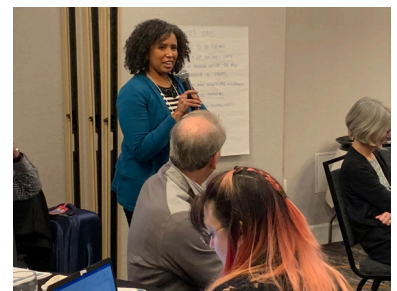
TAKE-AWAY/TAKE-HOME QUESTIONS & STRATEGIES

Learning Spaces Collaboratory 2019 National Colloquium

CLOSING REPORTING OUT SESSION, NOVEMBER 3, 2019

Colloquium participants were assigned to table groups (~ eight people) that met twice during the weekend—following the opening plenary on Friday and then following the closing plenary on Sunday. On Sunday, each table group was charged to identify one or two important research papers & findings about how spaces matter, how planning matters.

They were also charged to shape and share one 'take-away/take-home' question that would move their peers beyond current practice toward strategies that recognize the changing context, that might shake up the discussion.



FROM THE TABLE GROUPS: TAKE-AWAY/TAKE-HOME QUESTIONS & STRATEGIES

1. How can our discussions giving attention to spaces move our campus forward? This is a question about survival, about competition for students, for funding, for distinction.
2. Are we sure we have everyone at the table, involved with and aware of our planning?
3. Are we focusing enough on pre-/post-assessments of learning spaces? Is our attention to assessment of learning spaces incentivized, publicized?
4. Have we a plan for continuing to engage students—through the years of design and construction to the time when those spaces are in use? Do we have a plan to assess if and how they meet our goals for students learning we set for the project? Are there budgeted funds to support assessment and student involved in assessment over the long-term?
5. Do we have a strategy—a 'media' strategy—to keep all planning discussions and decisions on track, centered on the goals we establish for this project?
6. Are we really empowering our students to take ownership of their learning spaces or are we making assumptions of how they experience learning? Are we intentionally inclusive in engaging students? Do our students feel valued?
7. Who should be at the table? Do we have the right mix? Voices new and old?
8. Are we bringing new ideas into the conversation? Is that intent reflected in who we have invited to the table?
9. Can we actually start to embed this major space initiative into ongoing research of our faculty (some of which involves students)? Can we think about how the WELL Building Standards influence our design decisions?
10. How risk-adverse are we? How do we make decisions about institutional change?

