

LEARNING SPACES COLLABORATORY RESEARCH INITIATIVE

Excerpt from Transcript Synthesis: Learning Spaces Roundtables

Why Spaces Matter

5. Students

- How do we develop a culture of student ownership of learning spaces—where students are comfortable using, and the student culture is to use, various spaces for learning?
- It is as important to pay attention to preparing learners as it is to preparing faculty. Do students know how to learn in an active learning space?
- How do we change the behavior of students as we change the spaces (e.g., transforming the traditional library space)?
- How can we create spaces that exalt the status of students as learners rather than demean them? Do our offices, administrators, etc., create a sense of being valued and belonging for students?
- How can we build learning communities in spaces other than residence halls?
- How do we engage student leaders across campus in planning the programming and preparing students to use spaces?
- What do students dread about classes? (Large classes were mentioned, and it was noted that in fact they dread these more than hard classes.)
- How do we make existing learning spaces work for current students? Are we gathering stories and data about their experiences now?
- How does limited access (like library hours, cafeteria hours) impact student learning and experience?
- How can/do learning spaces contribute to student resiliency? Also, how do we create learning spaces that are resilient for the future?
- We know that students want multifunctional formal and informal spaces that can be used privately and with groups, for various kinds of activities.
- How do we make students partners in learning, and in creating learning spaces?
- How can we create flexible, future-proofed spaces (featuring technology) in which students feel comfortable? Students must feel comfortable to interact with the space, and “put their hands all over everything.”