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.”

Full synthesis based on transcripts from LSC Roundtables (2016 - 2019):