PROCESS—Engaging Stakeholders
Learning Spaces Collaboratory Webinar

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Facilitators
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Director of the Searle Center for Advancing Learning and Teaching – Northwestern University

John Starr
Principal – Lord Aeck Sargent

Jim Swartz
Dack Professor of Chemistry and Director of the Center for Science in the Liberal Arts – Grinnell College

Tim Winstead
Regional Director – Ewing Cole

Moderator
Jeanne L. Narum – LSC
LSC ROUNDTABLES
LEARNING GOALS for this webinar

• How academics and architects engage throughout the process in conversations about shaping spaces for learning
• How to engage faculty and other stakeholders in the process
• How a driving vision of how learning happens and shapes the process of planning
• How the institutional context and culture influences the process for planning
What keeps you up at night when thinking about learning spaces?
Bennett Goldberg

Director of the Searle Center for Advancing Learning and Teaching – Northwestern University
Comments from Colleagues

John Starr  Jim Swartz  Tim Winstead
John Starr

Principal – Lord Aeck Sargent
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Jim Swartz

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John Starr

Tim Winstead
Tim Winstead

With an increasing desire for a customized academic experience, how do we create learning environments that, while fiscally may require larger numbers of students, still address the needs of the individual?

Tim Winstead

Regional Director – Ewing Cole
Comments from Colleagues

Bennett Goldberg  John Starr  Jim Swartz
There is a definable sequence of activities which are at the heart of all acts of building, and it is possible to specify, precisely, under what conditions these activities will generate a building which is alive. All this can be made so explicit that anyone can do it.

Tim Winstead

Recognizing Diversity
Engaging all Stakeholders
Challenging Standards
Celebrating Outcomes

Regional Director
Ewing Cole
A Glass Full of M&M’s…
The Factors ...

variety of institutions...

Liberal Arts  Minority  Religious  Public  Private
The Factors...

variety of institutions...
Liberal Arts  Minority  Religious  Public  Private

variety of methods of learning...
Individual  Group  Auditory  Visual  Tactile
The People ...

faculty – style and methodology...

Inspiring  Reliable  Engaging  Innovative  Supportive
The People...

faculty – style and methodology...

Inspiring  Reliable  Engaging  Innovative  Supportive

students - traits and attitudes...

Acuity  Physical  Cultural  Personality  Religious
The Tools...

effectation for technology...

BYOD  Online  Collaboration  Lifespan  Fear
The Tools ...

expectation for technology...

BYOD  Online  Collaboration  Lifespan  Fear

the learning environment...

Working with what is available OR creating what will work moving forward
Personalized ... for every student?

- Institutional ethos
- Learning differences
- Faculty preferences
- Student personalities
- Technology
- Learning environments
Invisible Students ... where?

- Institutional ethos
- Learning differences
- Faculty preferences
- Student personalities
- Technology
- Learning environments
Learning Labs ... for everyone?

- Connections, not content
- Diverse needs
  - Ability
  - Language
  - Culture
- Agency – Students and Faculty
  - Wellness
  - Control
  - Belonging
- Affect
  - Comfort
  - Community
  - Belonging
Across Campus ... residential

University of Delaware
Across Campus ... academic

North Carolina Central University
Across Campus ... arts

North Carolina School of the Arts
Across Campus … libraries

Anne Arundel Community College
Diversity... consider all aspects

accommodating diversity in our learning spaces is more than just getting the right tables and chairs.

personalization and our ability to identify the invisible students is an important part of planning for the future.
Comments from Colleagues

Bennett Goldberg  John Starr  Jim Swartz
Bennett Goldberg

Motivating Stakeholders

Supporting Risk-takers

Rewarding Participation

Thinking about the Learning Experience
Structural silos of stakeholders with misaligned priorities, diverse languages, and different motivations and institutional roles.

Motivating humans to pivot from a space of private experience (as instructor in higher education) to evidence-based, exploratory and innovative change agent.
Faculty and administrative innovation and buy-in --- Provide support for risk taking

The challenge in undergraduate education now lies less in knowing what works and more in getting people to use proven techniques.

- Faculty reward system and time
- Disciplinary tradition and socialization
- Institutional structures

- Fear and aversion to risk

Human behavior change is driven by:
Motivation; Ability and Opportunity

Support risk taking:
- Provide time; rewards; recognition
- Motivate individually and collectively
- Create cohorts and affinity groups
- No student evaluations for a year

Open classroom initiatives

Fairweather 2008; PCAST 2012; A. Austin
Active learning is "anything that involves students doing things and thinking about what they are doing"

A collaborative learning space is
  • where both students and faculty feel empowered to engage, share ideas, work product, and provide feedback.
  • the power dynamic between faculty and students around who controls and owns learning is minimized.
  • small groups are enabled, the singular focus on the front of the room is removed equalizing the surrounding walls.
  • work sharing is enabled among a small groups of students, both electronically and traditionally to the entire class.

Thinking about the learning experience

- **Space**
  - Creates/enables Student-Student learning
  - Create/enables Instructor-Student learning
  - Enhances types of instructional practice

- **Students**
  - Attitudes toward learning
  - Pre-conceptions and knowledge
  - Prior educational experience
  - Motivations

- **Content**
  - Instructor content, student content
  - Knowledge framework
  - Rationale and context for learning
  - Traditional/non-traditional sources/role models

- **Instructors**
  - Attitudes toward instruction
  - Expert knowledge
  - Prior instructional experience
  - Construct of students' knowledge/attitudes
Comments from Colleagues

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Jim Swartz

People & Process & Politics

Project Shepherd

Academic Stakeholders
Design Professional
The Project Shepherd

• Keeps the project moving forward toward a common vision of the project

• Ensures all voices are heard, orchestrating meaningful discussions and timely decisions.

• Has an overview of the entire project.

• Is a relentless advocate for the project and the vision.
Institutional Context

• Work with institutional leadership to establish overarching planning assumptions relating to vision and mission, costs and quality.

• Work with all stakeholders to ground planning discussions and decisions on a common vision of institutional culture and context.

• Work with institutional leaders and faculty stakeholders to develop planning assumptions relating to enrollments, etc.

• Help design team and project leaders to understand institutional culture of process and decision making.
Key Questions

1. About your institutional vision of what you want your learners to become, be able to do in the world beyond your campus

2. About what kind of learning experiences your faculty think they will need to have to achieve that ‘becoming’

3. About what kind of learning spaces are needed to support your learners to achieve that becoming
Current Project: Humanities and Social Studies Complex

Pedagogy-Led Design
- Inquiry-based teaching
- Flexible, highly-adaptable teaching/learning spaces
- Digital liberal arts

Interdisciplinary Collaboration
- Academic neighborhoods
- “Intellectual collision” spaces
- Informal learning, collaborative, and social spaces

Student-Faculty Collaborative Research
- Student research spaces
- Showcases for student work
- Faculty offices that encourage time with students
A Challenge

• The users are uniquely qualified to articulate the goals of the project and the kinds of activities that the spaces should support.

• The design team is trained to design spaces to support those goals and activities.

• Since we tend to be trained as problem solvers, we have a tendency to try to solve the problem, but give your design team space to suggest solutions and then be critical reviewers of the proposed solutions.
Wearing different hats

• Manage planning and design schedule

• Manage the design team

• Manage the budget

• Help to communicate with the executive administration, governing board, campus community, etc.

• Help with fund raising
Jim’s experiences as a shepherd with different identities

• Noyce Science Center Phase 1— as a faculty member leading peers

• Noyce Science Center Phase 2— as a Chief Academic Officer, working with faculty colleagues

• Humanities and Social Studies Complex—as a faculty peer but not a building user and outside the included disciplines
Comments from Colleagues

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John Starr

Building Excitement
How do I feel?

Getting Ready
What do I need to do?

Rewarding Participation
What’s in it for me/us?
Building Excitement

Tell a story
Building Excitement
Show Possibilities
Getting Ready

Planning Roadmap

Change Roadmap Timeline

1. GROUNDWORK
2. VISIONING
3. PROGRAMMING
4. PLANNING
5. CONCEPT DESIGN

- PROJECT ACTIVITY
- IN PERSON MEETING
- WEB MEETING/CONFERENCE CALL
- DELIVERABLE
Getting Ready  Hands On Activities
Rewarding Participation

- Pizza/Beer/Coffee
- Travel
- Release Time
- Grants
- Considered in Faculty Reviews/Rewards
- Class Extra Credit
- Ability to Influence Design
In-Progress Example
Western Carolina University STEM Building
WCU Context:
Blue Ridge EcoRegions

- 66d Southern Crystalline Ridges and Mountains
- 66g Southern Metasedimentary Mountains
- 66i High Mountains
- 66j Broad Basins
Conversation
FUTURE: Next Steps
LSC Webinar: USER - 21st Century Learners
December 4, 2017
3:30 - 5:00 pm EST
PARTICIPANTS

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