Spotlighting Classrooms: Designing Collaborative Learning Spaces for Learners of Writing

April 23, 2013

4:00 p.m. EDT

Agenda

- Context
  - Institutional
  - Disciplinary

- Evolution

- Impact
  - Student
  - Department
  - Community of writing teachers

- Lessons learned

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Learning Outcomes

- The value of **user-centered design**, with clear goals for the student learning that happens in the renewed spaces

- The reality that—no matter the field of study—21st century learners need access to spaces that enable engaged, **team-based learning**

- The value of **iterative planning, piloting, and assessing**

- The power of planning from a perspective of **real-world writing practice**

PLANNING FOR A LAB REDESIGN

History of space

- Departmentally owned space
- 1983 – origin as a "computer lab"
- 1990 – moved to a new departmental home. Department had no choice of design
- 1995 – moved again
- 2005 – "new" surplus furniture procured
- 2007 – Suite Lab

Lab space in 2006

Lab space in 2006

Redesigned lab space in 2007

Redesigned lab space in 2007

Redesigned lab space in 2007

Redesigned lab space in 2011

Goals for Room 101

- Students collaborate

- Understand writing as a collaborative act.

Why redesign?

Rhetoric of Space

Physical space is a type of text that helps people achieve specific goals.

- Multimodalities
- Multiliteracies
- Multiple Intelligences

Goals for Suite Lab

- Mobility, informality, a social environment

- Get beyond the ideology that computer labs are quiet, for individual learners

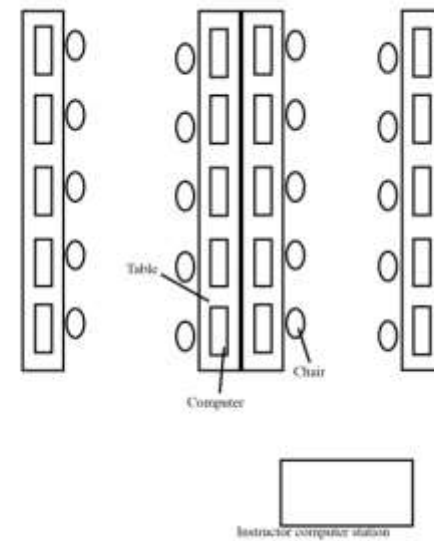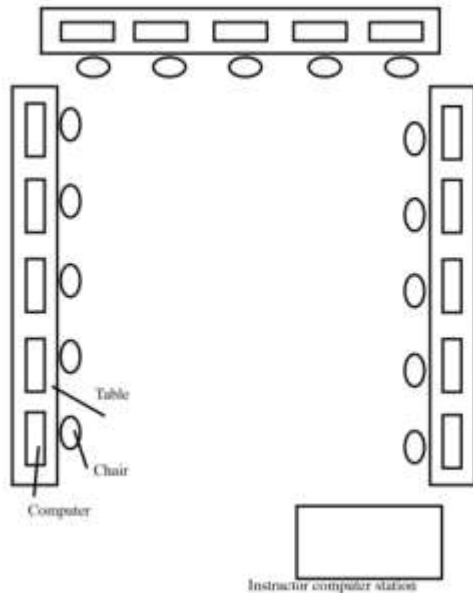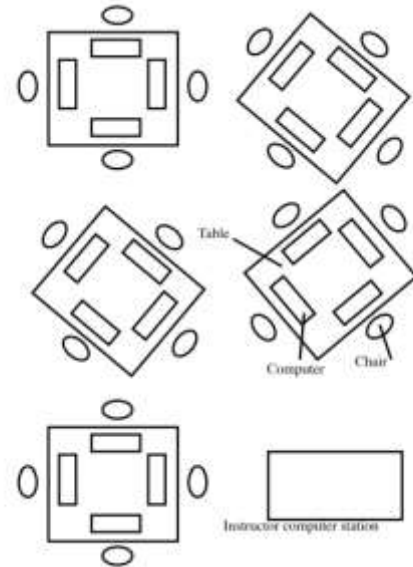- Move toward the ideology of student-owned spaces
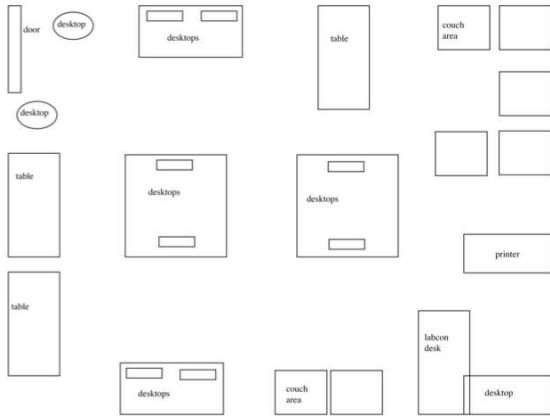
Questions?

BUILDING & EVALUATING REDESIGN
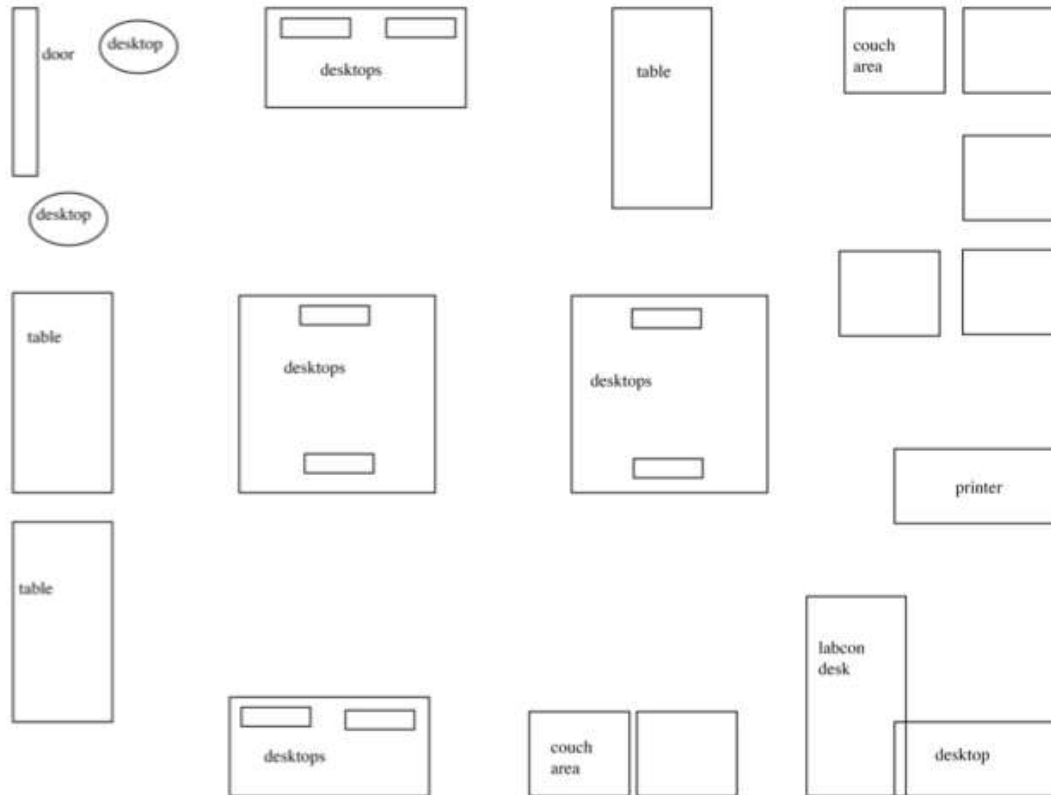
Process of Planning

- Examined the literature

- Examined work of peers

- Arrived at a common vision/language about what works

What works: Structural Layout

What works: Structural Layout

What works: Mobility

What works: Computers

What works: Furniture

What works: Color

What works

- Seeking informal student reactions

- Responding to student reactions

- Considering options

What works: Personnel

- Trained consultants
- Seeking formal student reactions

What works: Users

- Seeking formal student reactions
- Conducted a "usability test"

Lessons Learned

- About student sense of ownership

- About roles of labcons

- About the space worked and why.

Lessons Learned: Student-Users

- The value of **user-centered design**, with clear goals for the student learning that happens in the renewed spaces

- The reality that—no matter the field of study—21st century learners need access to spaces that enable engaged, **team-based learning**

Lessons Learned: Lab Cons

- The value of **iterative planning, piloting, and assessing**
- The power of planning from a perspective of **real-world writing practice**

Lessons Learned: Space

- The value of **user-centered design**, with clear goals for the student learning that happens in the renewed spaces

- The value of **iterative planning, piloting, and assessing**

- The power of planning from a perspective of **real-world writing practice**

Questions?

IMPACT OF SUITE LAB REDESIGN

Impact

- On students

- On the department

- On us personally

- On our community of peers

Student Impact

- Sense of community between students

- Foster relations between faculty and students

Department Impact: Before

Department Impact: After

Us as change agents

- Why and how to make a difference

- Being part of a growing natural community of change agent peers.

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Questions?

Changing Space

Changes in space help facilitate reflection and redesign of pedagogical styles. If spaces reflect 21st century writing practices, our pedagogies are more likely to follow suit.