



Universiteit Utrecht

PROJECT FUTURE LEARNING SPACES & TEACHING & LEARNING LAB

Letting go of the limiting classroom

Rethinking your learning spaces

Jasper van Winden & Frans van Dam

Frans van Dam

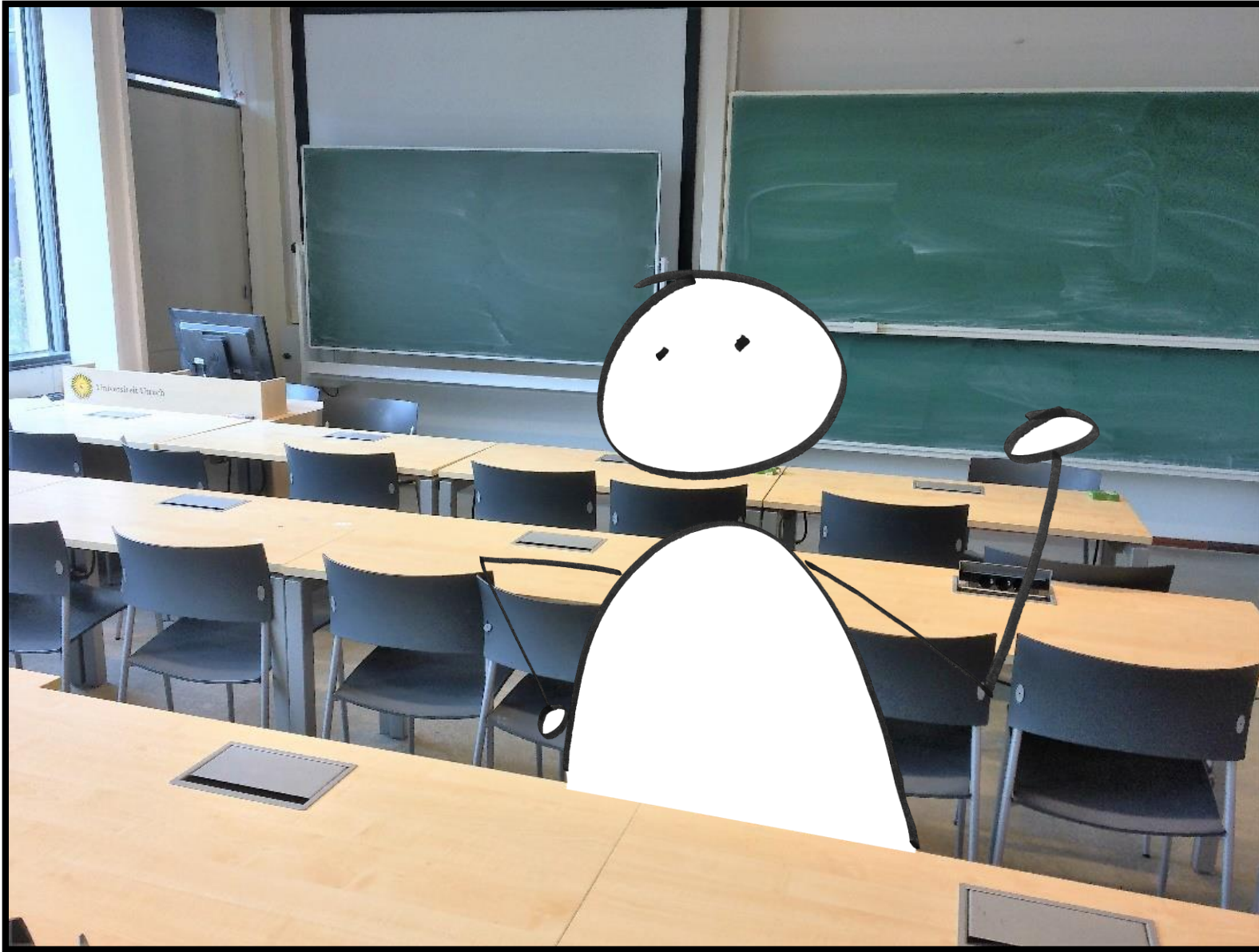
Manager Teaching &
Learning Lab =
experimental Active
Learning Classroom +
studio

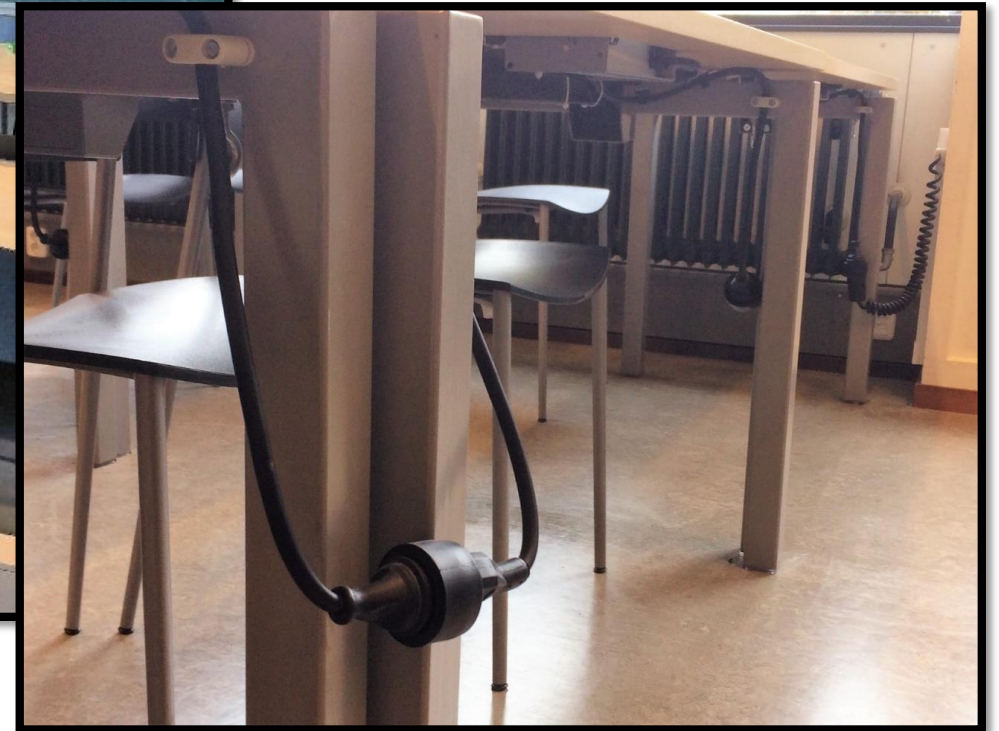
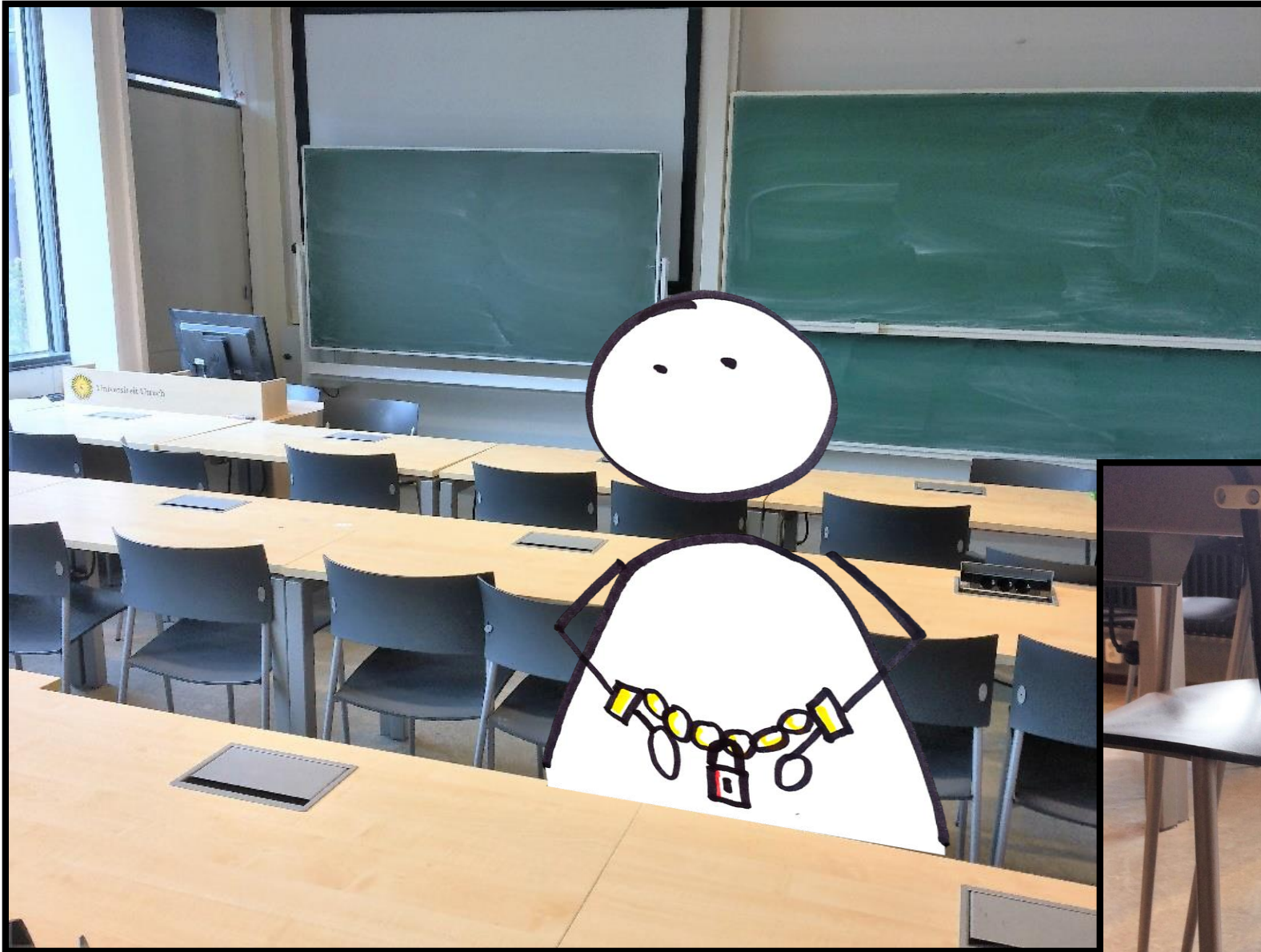
Lecturer in Science
Communication

Background: biology









We should adapt our
learning spaces to our *teaching*,
not our *teaching* to our *learning spaces*



Project Future Learning Spaces

How can our learning spaces facilitate the kind of teaching Utrecht University stands for?



Project Future Learning Spaces

- Shared vision
- Community
- Academic development
- Experiments
- Consulting



*A short exercise in
Learning Space whisperer skills*



Why space matters

What message does this space give you about:

- Learning activities.
- Roles of students, teacher and subject matter.

Traditional Lecture Hall -
Utrecht University



Why space matters

What message does this space give you about:

- Learning activities.
- Roles of students, teacher and subject matter.

Flexible seminar room –
Utrecht University



Why space matters

What message does this space give you about:

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- Roles of students, teacher and subject matter.

‘Dynamic Seminar Room’ –
Utrecht University



Why space matters

What message does this space give you about:

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Traditional Seminar room -
Utrecht University



Why space matters

What message does this space give you about:

- Learning activities.
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Virtual Classroom–
Utrecht University



Picture: Fridolin van der Lecq;

Why space matters

What message does this space give you about:

- Learning activities.
- Roles of students, teacher and subject matter.

Governance Lab –
Hybrid Active Learning
Classroom - Utrecht
University



Picture: Dick Boetekees; design Christel Kleijnen, Utrecht University

Why space matters

What message does this space give you about:

- Learning activities.
- Roles of students, teacher and subject matter.

Governance Lab –
Utrecht University



Picture: Dick Boetekees

Why space matters

It's not just about implicit messages...

Research shows: students and teachers behave differently in different learning spaces.

Even when the educational design is the same.



•Brooks, D.C. (2011). Space matters: the impact of formal learning environments on student learning. *British Journal of Educational Technology*, 42(5), 719-726. doi:10.1111/j.1467-8535.2010.01098.x

•Brooks, D.C. (2012). Space and consequences: The impact of different formal learning spaces on instructor and student behavior. *Journal of Learning Spaces*, 1(2).



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*Design a new learning space
with design principles*

Your new learning space

Due to time limitations:

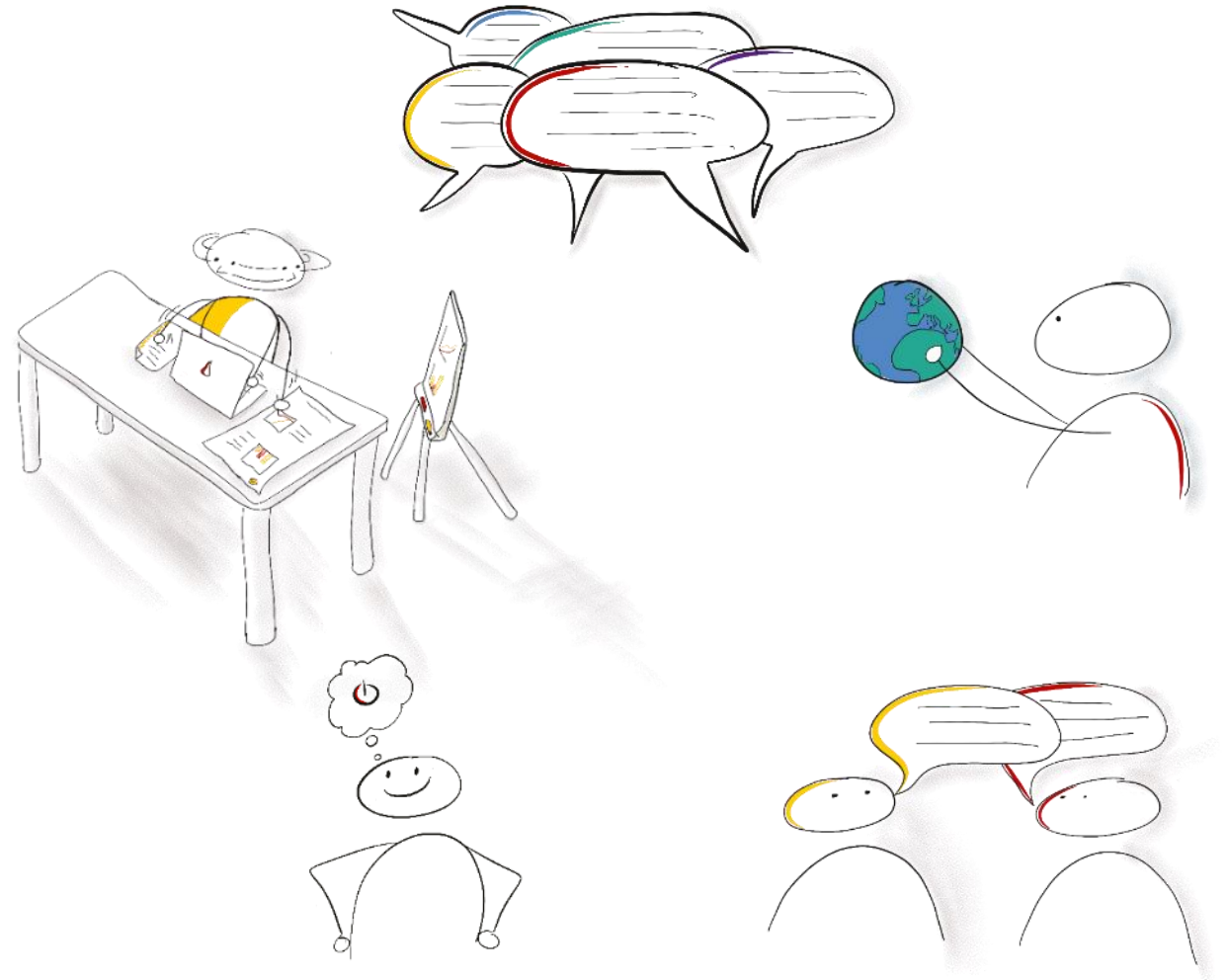
- We will design only one space.
- With a limited number of design principles



Your new learning space

Take a minute for yourself:

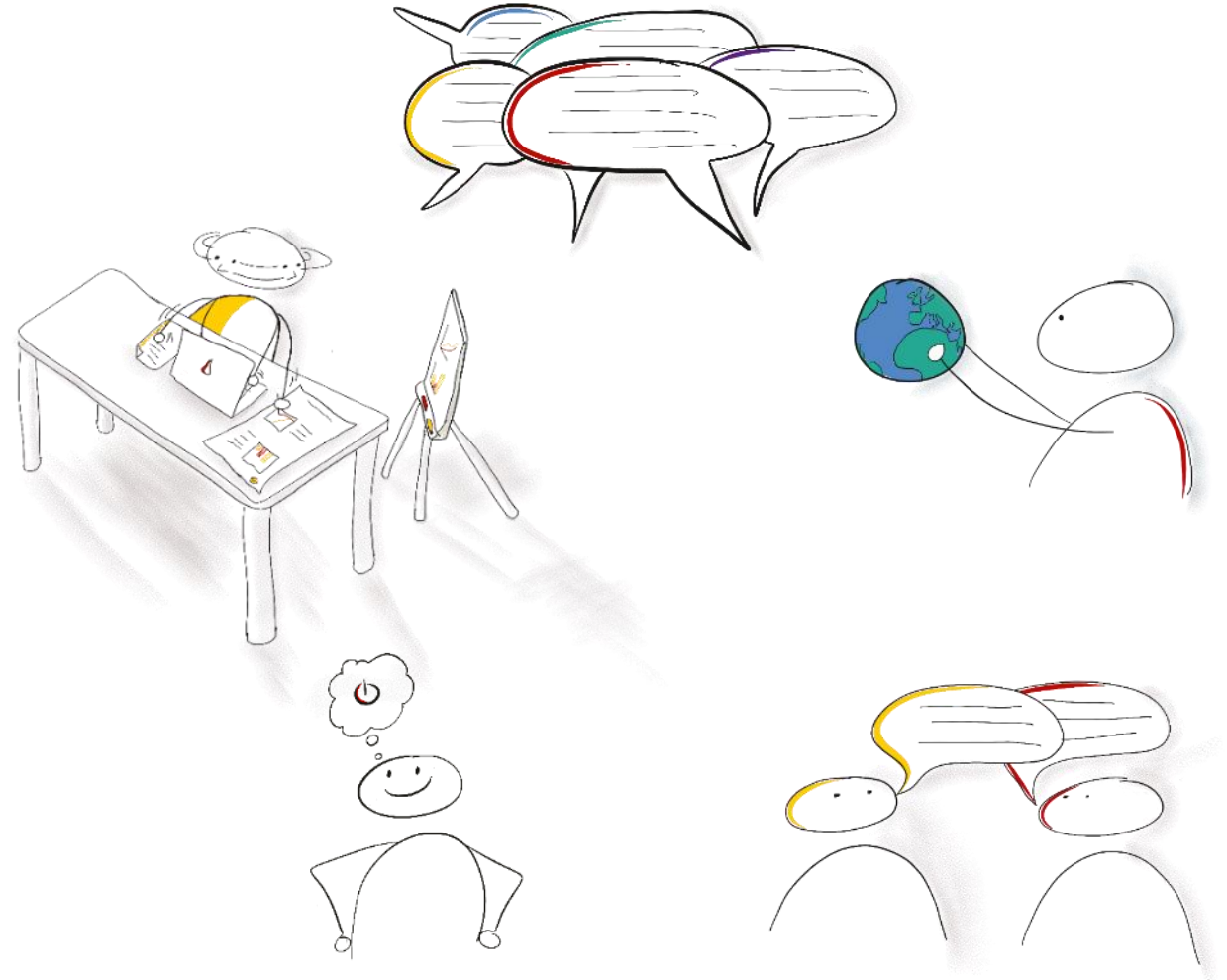
- If you teach:
What kind of learning activities would you like to take place in your new learning space?
- If you do not teach:
What didactical concepts are important for your institution?



Your new learning space

Share in pairs (2x2 minutes):

- Learning activities
- Important didactical concepts
- Context for one (imaginary) teaching situation (# students, subject matter, level, ...)
- Oh, and please do take notes 😊



Learning Spaces

Design principle
cards

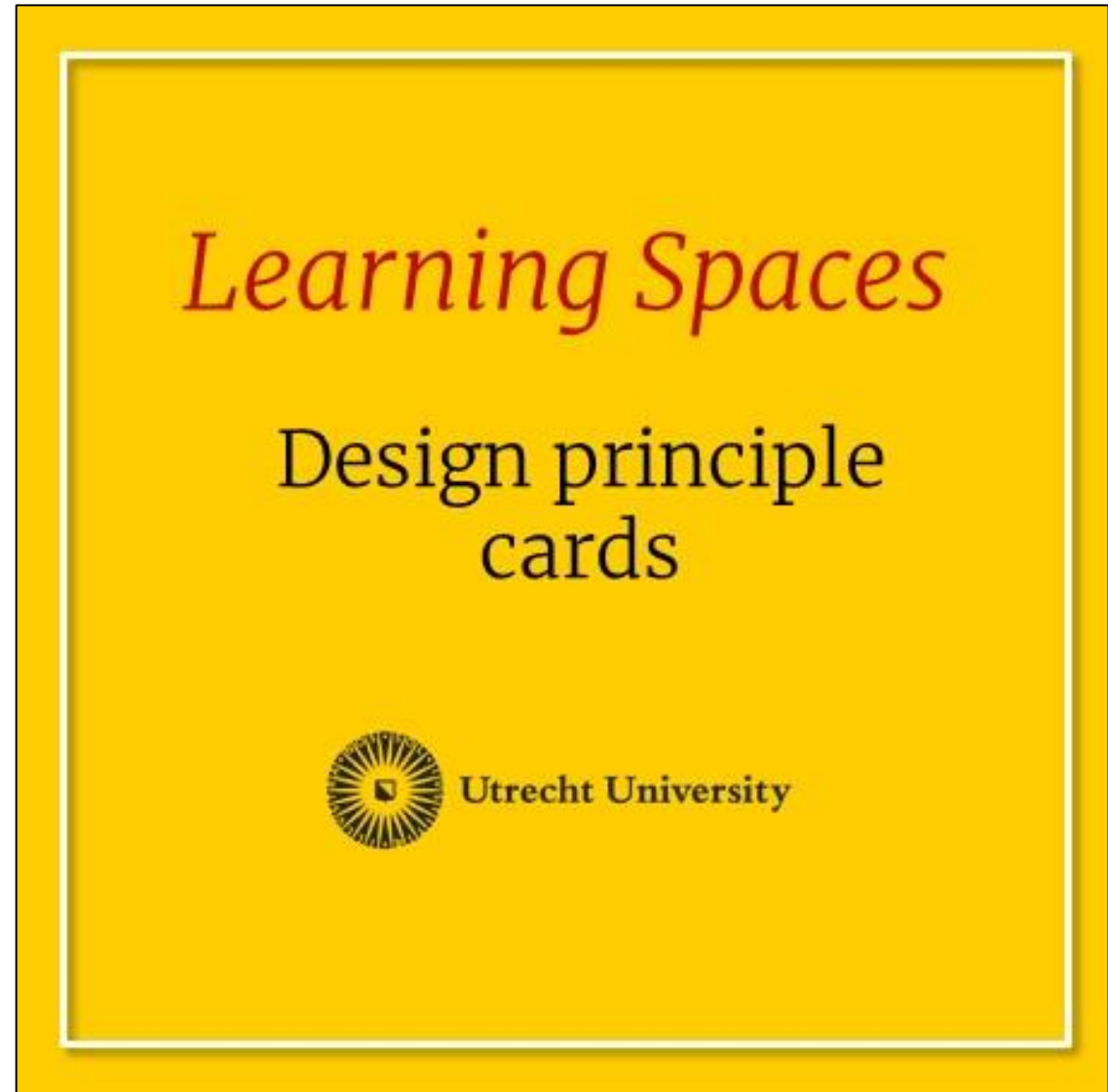


Design Principle cards

- Provide a starting point for discussing learning space designs.

But:

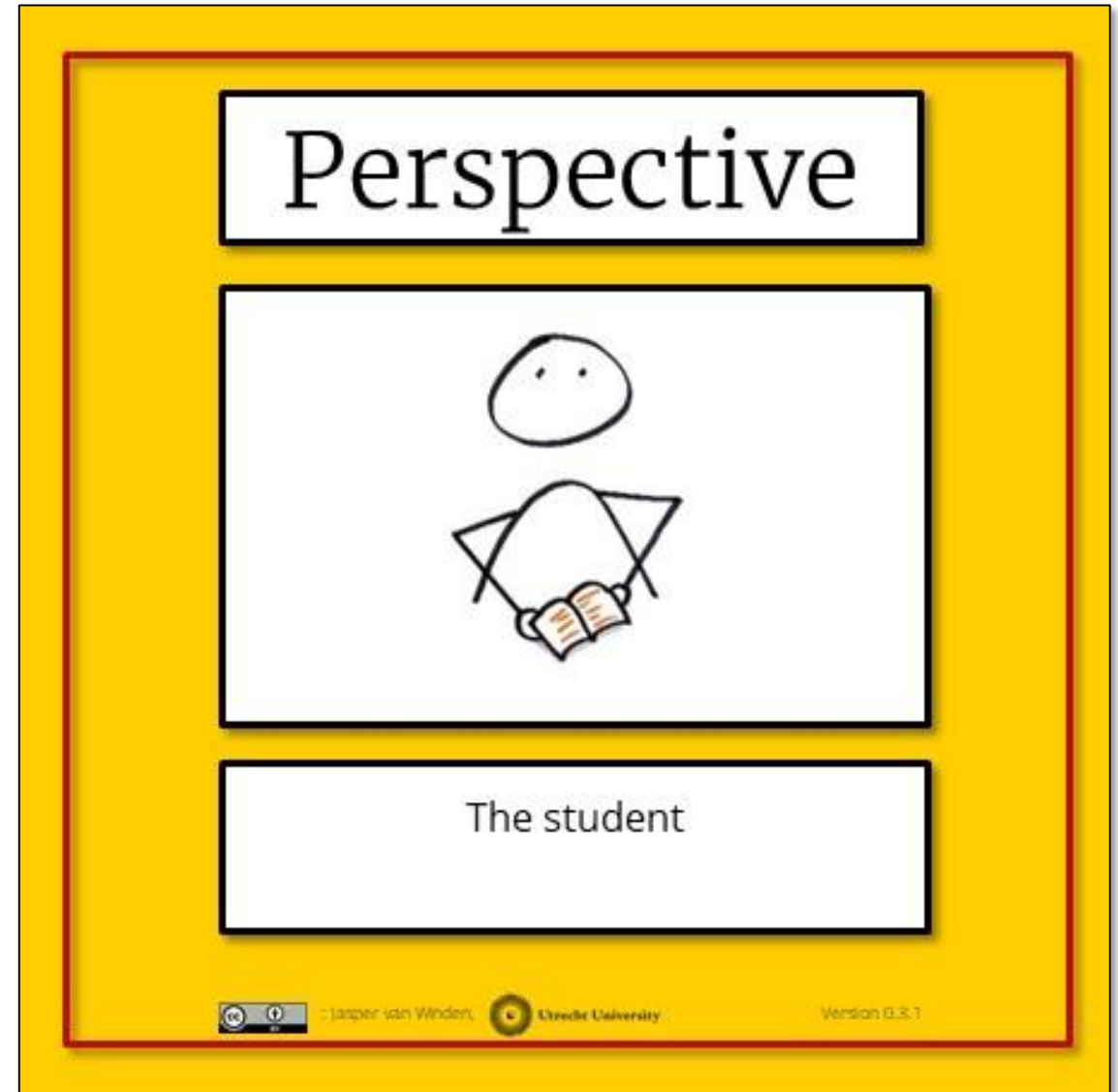
- Version 0.3: feedback & validation is still needed



Design Principle cards

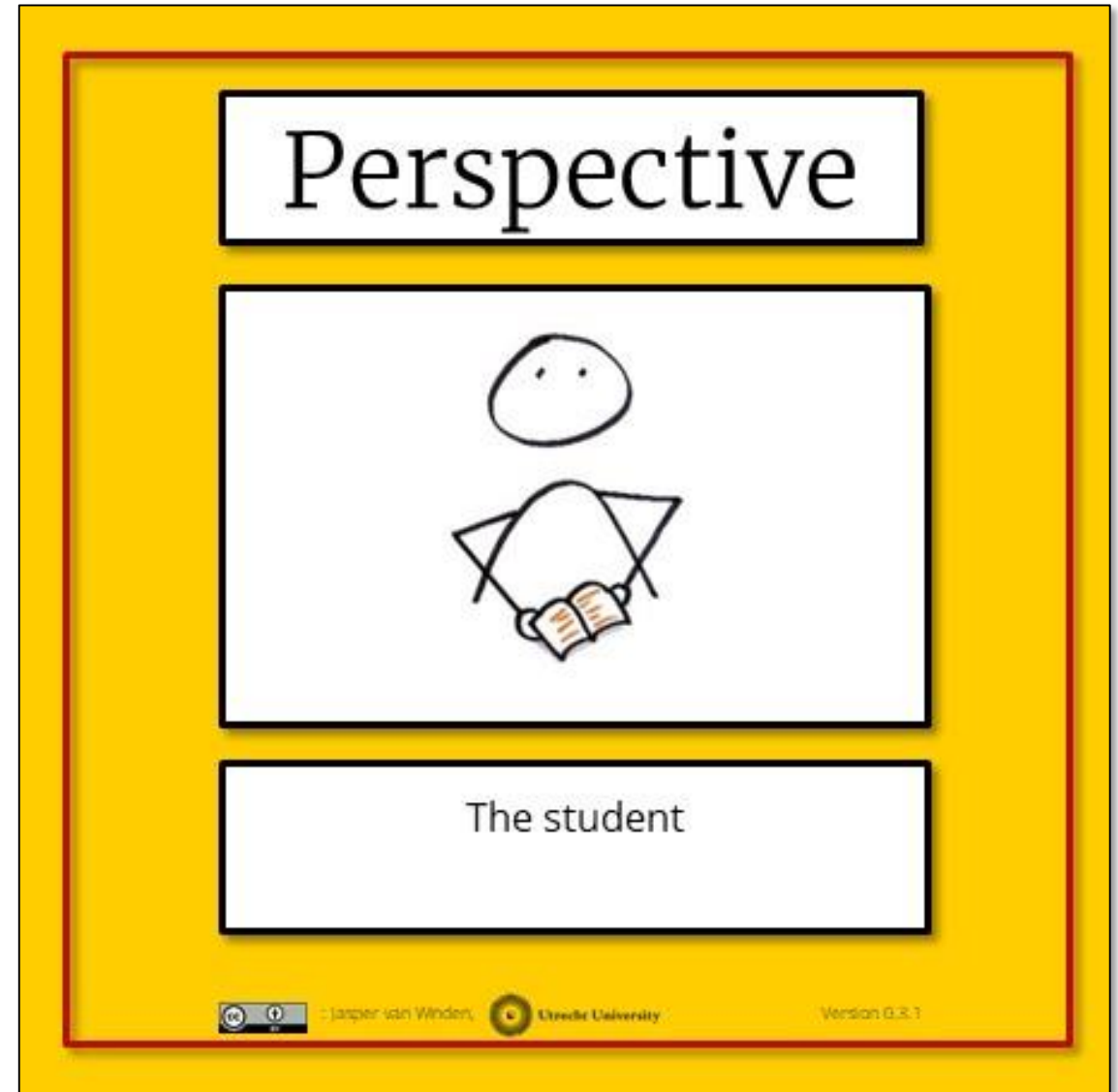
For yourself:

Select all yellow cards of one or two perspectives that are important to your learning space.



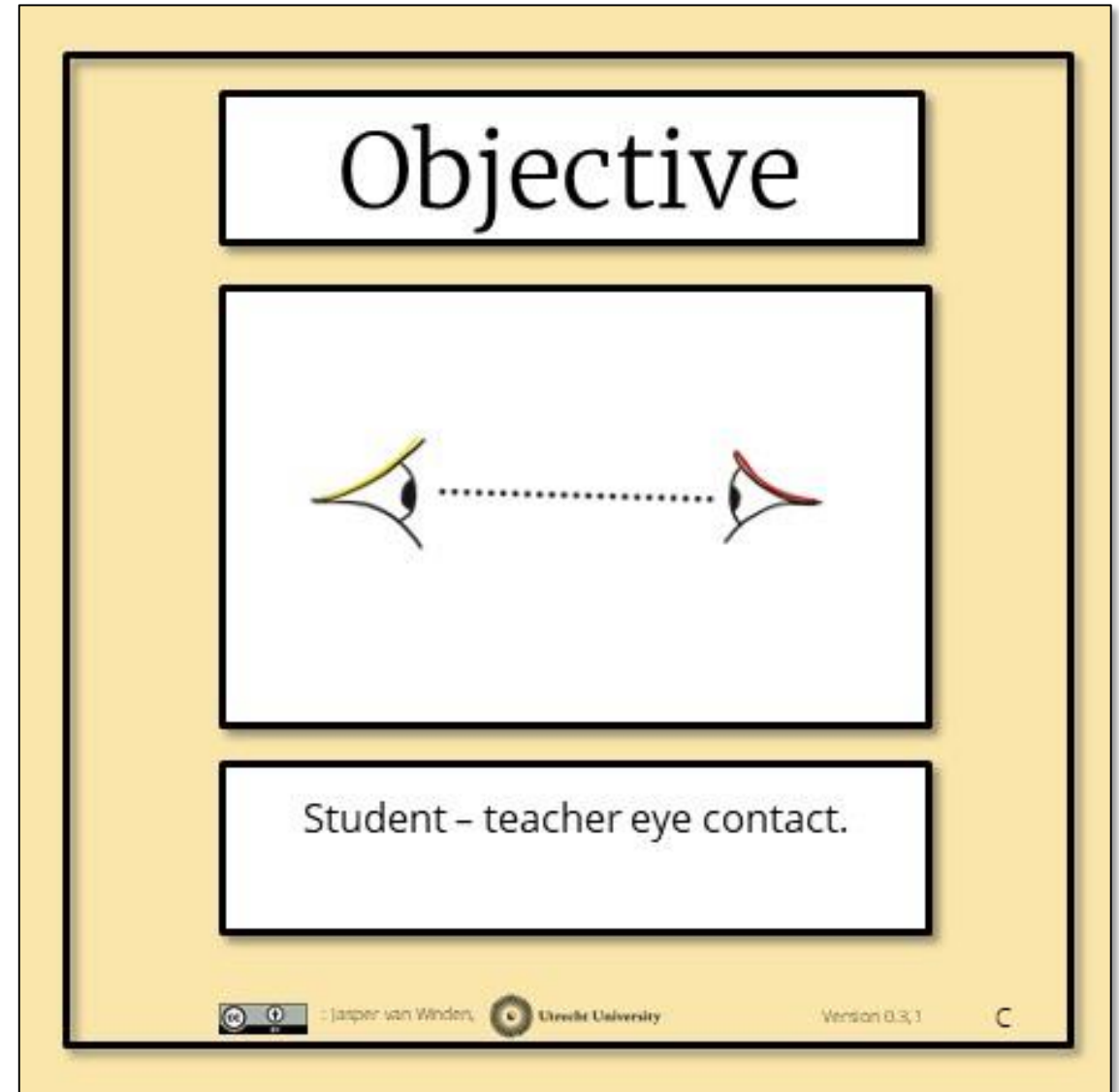
Design Principle cards

Flip the cards:



Design Principle cards

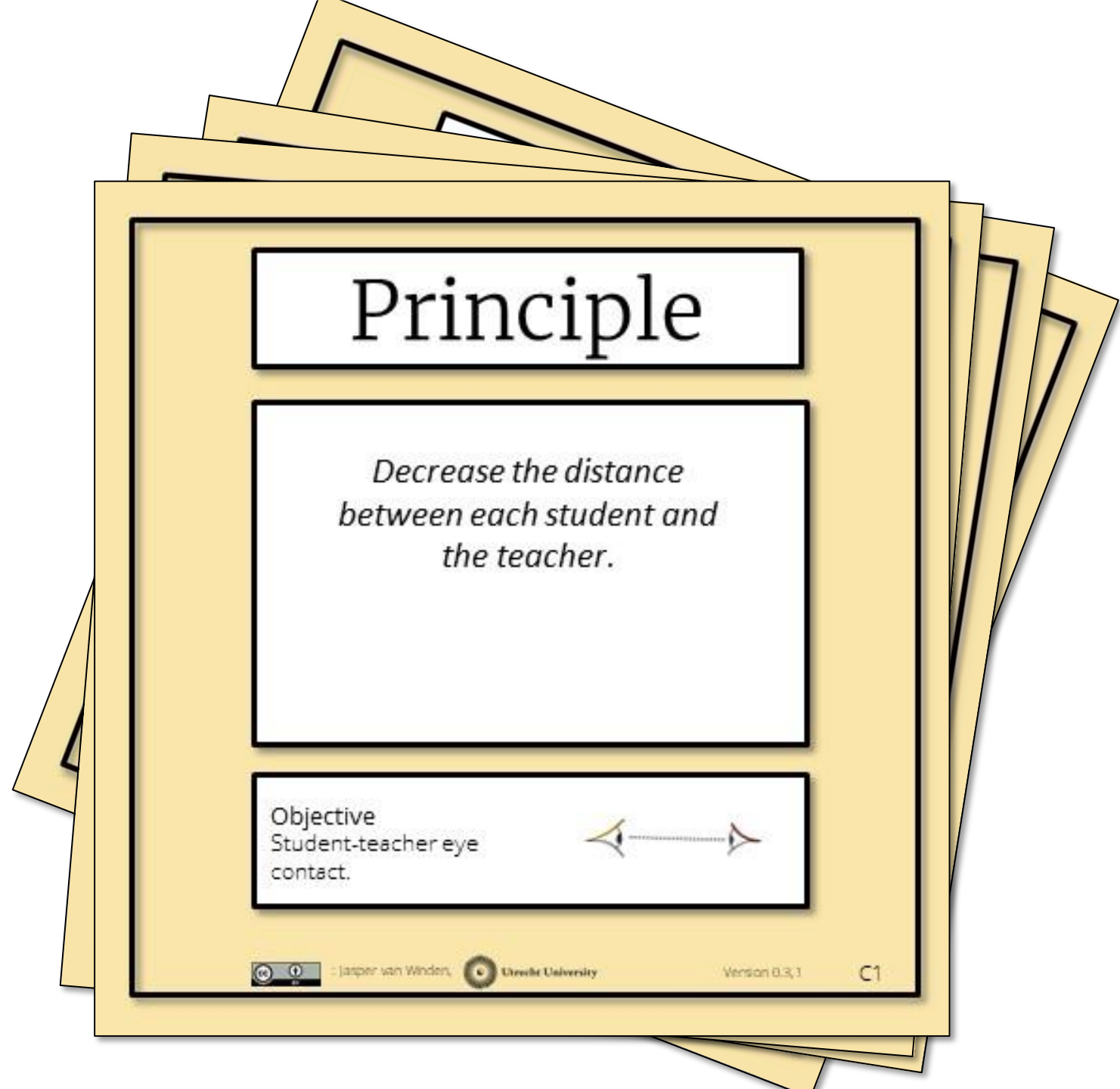
Choose max two objectives for your learning space.
And put them in front of you.



Design Principle cards

Take all cards in the corresponding colour from your deck.

Select max 3 principles for your learning space.



Design Principle cards

Now swap places with your partner – and bring your notes 😊.



You will build his or her learning space with LEGO.

Look at the backside of the cards for inspiration.

Examples

- The teacher operates from the middle of the room.
- Shorten the depth of the desk surfaces.
- Shorten the depth of the 'teacher arena'.
- Use a 'landscape' orientation of the room, instead of a 'portrait' orientation, so that the space is wider than it is long.

Principle
Decrease the distance between each student and the teacher.

 : Jasper van Winderen,  Utrecht University Version 0.3.1 C1



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Rapid prototyping with LEGO



Some things about LEGO

- It's a fast 3D visualizer.
- It's all about the story, not about realism.
- A LEGO brick can represent anything.

Advantages of our approach

- Design principles guide designs and discussions, but are open for interpretation
- Rapid prototyping helps to make thoughts concrete and gives all participants a voice.
- Designing a learning space for someone else invites participants to listen more carefully to each other and allows for new angles.



This was a very short session

- Longer trajectories can start with getting to a shared vision on design principles per type of learning space; followed by shared rapid prototyping, building on each others prototypes.

Questions?



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