

Teaching and Learning with Technology



21st Century Learning Spaces

Participant Packet

Innovations in E-Learning 2009



STANFORD
UNIVERSITY

San José State
UNIVERSITY



Tops & Flops Activity

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In this “Tops & Flops” activity, you will view a collection of photographs of learning spaces taken at universities across the United States including San José State University, Stanford University, Emory, and San Diego State University.

(1) Choose and assume the role of a particular stakeholder perspective/persona:

- A tech-savvy faculty member
- A "Millennial" or "Net-Gen" student
- Faculty Developer/Instructional Designer supporting teaching in the space
- Audio-visual/instructional technology staff
- Facilities staff (electrician, carpenter, plumber, HVAC, etc.)
- Telecommunications staff (phone/data)
- Academic leadership/administration
- A faculty member who wants to conference with guest speakers nationally and internationally
- A faculty member who wants students to be able to share laptop screens with each other and project to the main display screen
- An art and design professor who wants students to rapidly prototype furniture needed in a mobile 21st century office environment, instantly compile & share their prototypes via the web and display on the main screen for discussion
- A nursing/nutrition professor teaching research who wants to simultaneously display a PowerPoint, a clinical trials series of websites and have students display dangerous medical information from web sites on another screen
- An IT technician who needs to purchase and support the equipment for the class

(2) Critique each learning space photograph through your stakeholder perspective.

Be prepared to debate your position/decision in your small group. Once you have decided on the role that you want to assume for today, please write the title on your table card and use that "lens" as you view and critique the informal and formal learning space pictures.

Tops & Flops Activity (cont.)

Assumptions

- i. 2-4 tables with five to six participants at each table.
- ii. Each table of participants work together as a "design team" to critique and discuss the same set of given learning spaces images.
- iii. Each table likely has a unique combination of member roles, based on your choices and perspectives. Please write each role on the table card in bold, to clearly show what viewpoints are represented. We encourage you to push to assume a different perspective than your current job title.

We will provide 20 images of formal and/or informal campus learning spaces printed as poster-size depicting clusters of decision-making stimulations:

1. fixed vs. movable furniture
2. 1,2 or 3 screens
3. audio/video or webconferencing ability
4. with or without document camera, fixed(bunker) or moveable podium
5. room control

Leave a post-it note on your favorite photo depicting each of the 5 bulleted items listed above. At the end of the exercise, we will ask each group to explain their choices.

Credit for the original title and initial design of this activity is attributed to James Frazee, IT Director, and San Diego State University.

21st Century Learning Spaces: *Making Your Dreams Come True*

Name of your project:

Goals of your project:

How does this project fit into campus strategic plan?

Proposed budget

Plan for needs assessment/discovery process

Plan to build campus buy-in for project

Identify stakeholders who need to be at table when planning

Who will project manage? Using what tools?

Who will make final purchase decisions?

What is role of campus architect and facilities department?

Staffing needs?

Assessment/Evaluation process?

Learning Spaces Site Visit Survey

Thank you for touring ([name of location](#)). We hope that you will help influence the design of the new Student Success Center by offering your opinion about the aspects of ([name of location](#)) that you would most recommend ([your institution](#)) replicate.

Please respond to these questions briefly and return to _____ or _____ before leaving today. Please feel free to send additional comments to the Academic Technology office, zip _____.

1. What was the one technology that you saw today that you would find most useful for teaching and learning? How can you imagine using that technology in your teaching?
2. Was there an architectural or space utilization feature of the ([name of location](#)) that you think promotes teaching and learning that we should replicate?
3. What aspects of the student learning labs did you think were the most compelling?
4. What is missing in ([name of location](#)) that we should include in a ([your learning spaces project](#)) on the ([your institution](#)) campus?
5. Was there a software package/system that you saw today would find most helpful in teaching or that would promote student learning that you would like replicated on the ([your institution](#)) campus?
6. Can you name a couple features of ([name of location](#)) that help establish a compelling teaching and learning environment?
7. What personnel were in place at ([name of location](#)) that we should replicate in a ([your learning spaces project](#)) to make it a success? Instructional technologist? Technical support?
8. What technical support issues arise in supporting ([your learning spaces project](#))? Is the technical support system you saw at ([name of location](#)) the best that you have witnessed? Is there a technology that we should be searching for that provides an overview of the technology that would allow us to maintain ([your learning spaces project](#)) in its most operable state?
9. What skill sets or training is needed for technical support personnel to maintain equipment in a ([your learning spaces project](#))?

Tips for Leveraging Questionnaires:

1. Visits proved most effective when a combined team of faculty, students, technical support staff and administrators attended together.
2. Optimum group size was 20.

Rationales

Having the entire team visualize the same learning space and pedagogical processes and then share the conversation assisted with institutional buy-in at all levels. Exposure to new and different learning spaces is essential to creating institutional change. In [Kurt Lewin's Change Theory \(1947\)](#), successful change requires 3 steps: (1) unfreezing or dismantling your current mindset, (2) introducing change and (3) freezing or solidifying attitude change. Observing sites where student success is enhanced through a variety of new learning spaces and pedagogy excites faculty, staff, students and administrators to lobby for a change in their own institution.

Learning Space & Pedagogy Resources

Best Places to Visit for formal and informal learning space design

- Wallenberg Center, Stanford University, <http://wallenberg.stanford.edu/>
- Cox Center, Emory University, <http://cet.emory.edu/cox/index.cfm>
- Informal Learning Spaces, Indiana University Purdue University Indianapolis, ES Corridor Project, <http://www.educause.edu/learningspacesch21>
- Academic Success Center, San José State University, <http://www.sjsu.edu/asc/>
- Estrella Mountain Community College, <http://www.educause.edu/learningspacesch19>

Recommended Readings in Learning Space Design & Pedagogy

Presented in order of the importance of influencing learning space & pedagogy projects

- Oblinger, D. (Ed). (2006). *Learning Spaces*. EDUCAUSE eBook <http://www.educause.edu/learningspaces>
- Chism, N. Van Note (2006) Chapter 2. Challenging Traditional Assumptions and Rethinking Learning Spaces and Informal Learning Spaces in Support of the Institutional Mission, in D. Oblinger (Ed). *Learning Spaces*, EDUCAUSE eBook <http://connect.educause.edu/library/abstract/InformalLearningSpac/39130>
- Pink, D. (2005). *A Whole New Mind*. New York: Riverhead Books.
- Friedman, T. (2005). *The World is Flat*. New York: Farrar, Straus and Giroux.
- Lancaster, L. & Stillman, D. (2002). *When Generations Collide*. New York: Harper Collins Publisher.
- AAC& U. (2002). *Greater Expectations: A New Vision for Learning as a Nation Goes to College*. Available on-line at <http://www.aacu.org/gex/index.cfm>
- Chickering, A., Gamson, Z. (1999). “Development and Adaptations of the Seven Principles for Good Practice in Undergraduate Education.” *New Directions for Teaching and Learning*, no. 80, Winter 1999. Jossey-Bass Publishers
- Milne, A. (2007). “Entering the Interaction Age: Implementing a Future Vision for Campus Learning Spaces...Today.” *EDUCAUSE Review*, vol. 42, no. 1 (January/February 2007): 12–31
- Bain, K. (2004). *What the best college teachers do*. Cambridge, Mass.: Harvard University Press.