Leading the Campus Conversation About Learning Spaces

SCUP-49 Plan for Transformation - CN068

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University of North Carolina at Greensboro
The University of North Carolina at Greensboro is..........

............a public, coeducational, doctoral-granting, residential university chartered in 1891.

It is one of the three original institutions of The University of North Carolina System.
HOW WE BEGAN
What We Know About Planning Learning Spaces and What We Still Need to Know
November 5 - 7, 2010

Westfields Marriott
- near Dulles Airport
Chantilly, Virginia

These two themes—what we know and what we still need to know—will be tightly woven into all sessions for this event, giving attention to three critical planning issues:

A. Planning spaces that serve learners, learning and learning goals (student-centered; research-based pedagogies; etc.)

B. Planning spaces that foster new kinds of learning communities (interdisciplinary STEM communities; virtual communities; informal learning communities; etc.)

C. Planning spaces in a time when little or no funds are available, when it is possible and prudent to plan for the future (aligning space planning with institutional and academic planning; contributing to ‘greening’ the campus, etc.).

The colloquium will be of interest to:

- Campus planning teams with responsibility for learning spaces, faculty, staff. The sessions will address planning issues and questions important at all stages of the planning process—from auditing the current reality to assessing the impact of the outcome of the planning process.

Considering what we know: i) case studies will be presented of recent projects that exemplify good practices in addressing one or more of the issues woven through the colloquium (A.B.C., above). These sessions will be presented by teams of academics and architects responsible for the project; ii) panel discussions presenting and exploring research and theory that validates best practices in planning and designing 21st century spaces for learning.

- Theorists and practitioners (architects, design and construction professionals, academics) with expertise and interest in exploring current research on learning, organizational change
We are interested in localizing a national discussion on learning spaces and their impacts on the learner. Questions to consider include:

Can spaces make a difference in how people learn?

What are the attributes of these learning spaces?

What kinds of spaces best support faculty teaching?

Join the Conversation

Email: SeRegionLSC-L@lists.uncg.edu
subject: [blank] body: subscribe fname lname

The peer reviewed *Journal of Learning Spaces* provides a scholarly, multidisciplinary forum for research articles, case studies, book reviews, and position pieces related to all aspects of learning space design, operation, pedagogy, and assessment.

*Learning spaces* encompass formal, informal, and virtual environments:

**formal**: lecture halls, labs, traditional classrooms

**informal**: learning commons, multimedia sandbox, residential study areas

**virtual**: learning management systems, social media websites, online virtual environments

**Call for Submissions**

We invite online submissions of practical and theoretical works from practitioners and academics across a wide range of subject disciplines and organizational backgrounds, including Architecture, Interior and Product Design, Education, Information and Library Science, Instructional Technology, Sociology, and Student and Residential Life. Details online.

http://libjournal.uncg.edu/ojs
Journal of Learning Spaces

Announcements

No announcements have been published.

Vol 2, No 2 (2013)

Table of Contents

Research Manuscripts

:: Most recent additions

Female Status and Infant and Child Homicide Victimization in Rural and Urban Counties in the U.S. by Hunnicutt, Gwendolyn C. (2007)

Cumulative Family Risk Predicts Increases in Adjustment Difficulties across Early Adolescence by Ruehl, Cheryl A. (2013)

A Second-grade Teacher's Adaptive Teaching During an Integrated Science-Literacy Unit by Matthews, Catherine E. and Allen, Melony Holyfield (2013)


Bat Bonanza by Matthews, Catherine E. (2013)


A Course on Effective Teacher-Child Interactions: Effects on Teacher Beliefs, Knowledge, and Observed Practice by Scott-Little, Catherine and LaPare, Karen M. (2012)

Implementation of a Course Focused on Language and Literacy Within Teacher-Child Interactions: Instructor and Student Perspectives Across Three Institutions of Higher Education by Scott-Little, Catherine and LaPare, Karen M. (2011)

Assessing Beliefs of Preservice Early Childhood Education Teachers Using Q-Methodology by Scott-Little, Catherine and LaPare, Karen M. (2009)

A Compreensão da Gratidão e Teoria da Mente em Crianças de 5 anos by Marcovitch Stuart (2012)

:: Featured Item

Effective Crisis Management Planning: Creating a Collaborative Framework

Rock, Marcia
Professor
Specialized Education Services
UNCG

Violence has permeated the fabric of public schools. Many teachers are fearful, unprepared, and ill equipped to deal with dangerous student behavior. One of the major impacts of the lack of active cri... View More
“Traditionally most conversations happen in a vacuum based on department funding or budget allocations”

Work is done in silos does not lend itself to the efficiency of joint use or collaboration on design.
Learning Spaces Interest Group

Agenda

Workshop
Friday, Sept. 7, 2012, Alexander Room, EUC.

12:45-1:00 Registration.

1:00-1:10 Welcome.

1:10-1:40 Visual Explorer exercise. Patrick
Session Goals: To set an active tone for the workshop; To get participants started thinking about and articulating the components and goals of learning; Have participants begin sharing their different perspectives and involvement related to learning spaces.

Participants will envision learning in the year 2022. Higher Ed has experienced a renaissance and is thriving.
Participants will be asked to select one image (from an assortment at each table) that exemplifies some aspect of learning in higher education they envision ten years from now.
Participants talk about why they selected their image, what it says to them about learning.
Moderator recaps the themes, notes the different perspectives and types of learning and spaces.

1:40-2:00 Learning spaces introduction. Patrick
Session goal: introduce general learning spaces design concepts and considerations, current trends and research.

2:00-2:45 Small group conversations: Define learning goals. John
Session goal: articulate and create shared goals of a 21st century learner at UNCG.
Participants will sit at assigned tables to ensure mixed seating.
5 minutes -- individuals write down their definitions of a 21st century learner.
20 minutes -- share definitions within the group, develop a shared definition.
20 minutes -- share group definitions and observations with large group.

2:45-3:00 Break
Coffee, tea, ice water, and cookies

3:00-4:15 Case studies, inspiration. Rosann
The Link @ Duke. Ed Gomes (20 min.)
Other innovative spaces beyond UNCG. Bob Beichner (20 min.)
UNCG Library spaces. Kathy Crowe (15 min.)
Q&A with speakers (20 min.)

4:15-5:00 Group discussion: UNCG spaces. Mike
Moderator separates the room into small groups. Each group has been assigned 2 photographs from the example spaces assigned before the workshop.
20 minutes -- Using the example photographs, each group will discuss questions such as:
What works in these spaces? What doesn’t work?
What kinds of learning can happen here; what kinds of teaching?
Was this space designed to ensure usability by all types of learners with a range of learning differences?
How could this room be modified to improve its value as a learning space?
25 minutes -- Small groups pick one example room and report back their discussion to larger group.

5:00-5:15 Close
Next steps?
listserv info, regional meeting info, LSC forum info
Steps for instructors to take on campus to ensure better match of space to pedagogy
Learning Spaces Interest Group  
September 12, 2013  
Agenda – topics for discussion

Introductions
Previous activities
   2012 workshop
Statement of purpose (what do we want to accomplish)
   Vision statement
   Strategic plan
Scope of influence (impact to local campus or beyond)
   Relationship to Space Management Committee
   Involvement with other organizations
Ideas
   FTLC component
   Libguide for resource repository
   Other organizations to watch/participate
      SCUP
      LSC
      HETL
Infrastructure partnerships
   State construction office
   State eProcurement Office
   FDC (Facilities, Design and Construction)
Assessment ideas
   Use of space by students
   Use of space by faculty
   Furniture and equipment needs and designs
   Group vs. individual needs

Next steps
   Meeting schedule
   Sharing of resources
   Involving others?
Who’s at the Table?

- Students
- Faculty
- Administration
- SME/vendors
Campus-wide Fellows Program

FTLC

get in the conversation...

Faculty Teaching & Learning Commons
University of North Carolina at Greensboro
Student Perspectives
Student involvement in campus space is significant for both their stakeholder perspective, but also their learning outcomes.
In the case of paths that pass through the served spaces, there is a planned, intentional intrusion. In these cases you, as the designer, have determined that the resulting integration between the path and the served space or spaces is desirable or, at least acceptable.

Page 77 “space/path relationship and level of autonomy”

In the case of superimposed spaces, two (or more) spaces are literally superimposed over one another, creating a new spatial definition and geometry. Depending on the treatment of the surfaces and ceiling planes, both spaces can have equal dominance or one can dominate the other.

Pages 77-78 “the art of joining spaces”

Passageways can be either tunnel-like adjoining passages between spaces or merely openings in the wall that allow movement between spaces. In the first case, they invite movement; in the second, they allow it. Many modern interiors rely on wide passageways as a way to move between spaces. Openings allow movement between spaces, but the user relies on other directional cues from the furnishings or other objects to know which way to go.

Page 44 “passageways”

With the way these spaces are laid out, it allowing natural movement of people through the space. This works within my design because I want people to go in the lounge to see what it is and experience the space. The kitchen area separates the lounge into sections but also keeps the entire space a whole. Because it is so open, the dropped ceiling acts as a cue to tell the user where to go. They can either follow it to enter the kitchen, cross through it to enter another lounge section, or use it as a leader to find the lounge - depending on the direction they enter from.

Kacie Leisure
Main Desk

In front of Incomming Students

Sorting Room Replaces City Lab

Inter-library Transfer Replaces Offices
Concept

PATHS OF DIRECTION-
is an idea based on the grid system of Jackson Library, this grid
was inspired from the analysis of the Library by studying the
systems of the Library and when those analysis of systems are
overlaid, they create the grid. The grid makes a connection with
movement and directions which is an important element in a
design. The “Path of Directions” idea makes movement in the
space easier.
universal design principles

Equitable Use  Flexibility in Use  Simple and Intuitive Use  Perceptible Information

Tolerance in Error  Low Physical Effort  Size and Space for Approach and Use

UND0

leslie k canipe 03.19.12
universal design

Equitable Use - The space is useful to people with diverse abilities, for example, a wheelchair. People with different abilities can access the work surfaces as well as pull into the lounge area. The tackable surfaces and shelves are also low enough (and high enough) for all different heights to reach.

Simple and Intuitive Use - The layout of the space is simple and the circulation throughout the space helps to guide users throughout the lounge. The functions of each space are also easily understood because of the components that are visible.

Flexibility in Use - The furnishings allow users the option of doing their task in several different ways, depending on their needs.

Low Physical Effort - Multiple tasks can be done in this one room. These tasks can include designing, collaboration, critique, relaxation and many more in this multifunctional lounge.

Kacie Leisure
material selection 1

material selection 2

floor plan/ sections/ perspectives
GETTING EVERYONE TO SHARE THE CONVERSATION
JACKSON LIBRARY

FUNCTION: there exists a lack of clear function pertaining to the presence of both reference and circulation desks in separate spaces. Users to the library seem confused about where to go for what.

BOUNDARIES/TRANSITIONS/CIRCULATION: with the introduction of the entrance/connector to the Elliott University Center, the sense of function seems further compromised. Patrons remain confused about where to ask basic questions, check out materials, find current magazines and DVDs, etc.

USERS: students observed students and faculty as patrons, as well as library staff and custodial staff as users within the spaces. Because of the level of confusion about what and where, some clarity around interfaces among people seems warranted.

MATERIALITY: the variety of materials in the first floor spaces ranges from a number of upgrades to finishes throughout the history of the building. No cohesive set of materials indicates any sort of hierarchy or division of space within the whole.

SYSTEMS: similarly, upgrades to systems within the building have been carried out in different programs over the years. The lack of a sprinkler system represents a specific concern in the oldest part of the building. Because the university has not invested some resources over the years, the lack of upgrades throughout the first floor spaces will eventually cost much more.

FURNISHINGS: a variety of seating, case, and surface pieces populate the first floor rooms, reflecting a diversity overtime in procurement and user function. Outmoded and outsized examples dominate, with furnishings in fair to poor condition throughout. As the spaces on the first floor experience transformation, so too must their attendant furnishings.

SENSORY EXPERIENCE: the overall sensory experience within the first floor spaces is a dull one. In terms of sight, there exists very little contrast among the elements of the interior. The color palettes in both materials and furnishings tends toward a neutral scheme with low-quality finishes overall.
Aged Space is Unappealing

Basement Stacks

Government Documents
Creating appealing space
Music Library Project

Good example of how the use of space have changed with technology.

Venue has other options available so students will gravitate toward spaces that fit there need
Furniture Prototypes
CHANCELLOR’S LEADERSHIP GROUP
Their Charge

Review utilization of:
• Academic space
• Instructional space

Concepts to consider:
• “My” space attitude not Institutional Space
• Concept of “Turf” ownership not right-size utilization
The Outcome...

• Start the change process at the top

• Chancellor and Provost must communicate shared set of values
  • Space allocation
  • Encourage collaborative culture of space management

• Review current space allocation polices and governing structures

• Centralize space reservations

• Develop guidelines for future classroom design

• Re-design current Space Advisory Committee to encourage campus-wide engagement

• Develop a plan for efficient and strategic utilization of space that embraces the UNCG Strategic Plan

• Research alternate space plans for faculty, staff and administrative offices.
The Outcome... specific to learning spaces

- Explore the use of flexible hours
  - Expand classroom usage hours beyond traditional schedule to accommodate new generation of non-traditional learners

- Design adaptable spaces to create multipurpose classrooms
  - Flexible learning spaces that will allow for different type of classes to be taught in the same space – lecture, discussion, MOOC’s, active learning
  - Moveable furniture, lockers, and portable partitions to provide flexibility within the space

- Develop guidelines for future classroom design
  - Understand technology needs for different pedagogies
  - Research new breed of classroom furniture
  - Identify best finishes for new classroom uses
  - Determine “right” sf per student for types of classes that will be taught in each space
Graham Building
Creating twenty-first century active teaching spaces from 1970’s classrooms
Frank Porter Graham Building
Built 1970
Contains 14 classrooms and three academic departments
67,403 GSF
Math Emporium

• Designed for Math Department as supplemental teaching space
• Students are required to spend a minimum of 3 hours per week in the Math Emporium
• Designed for group work and problem solving
• Math Emporium opened August 2013.
• Occupied 85-90% by Math
• Sociology and Interlink held classes here in evenings when available
• Also used by groups for training on Smart Boards
• Has been an amazing success for student advising during SOAR
Math Emporium

Original classroom was front facing lecture style classroom with seating for 100 students.
Math Emporium

Classroom was re-configured for 60 students with interactive technology
Math Emporium

Room is outfitted with
- 2 Smart Boards
- 1 Promethean Board
- 1 Mondo pad
- Custom built desks
- Chairs with castors
- 5’ 6” between rows
Math Emporium
Graham 308
Project Under Construction
### GRAHAM BUILDING
### FALL 2013 CLASSROOM UTILIZATION

<table>
<thead>
<tr>
<th>ROOM NO.</th>
<th>STUDENT STATIONS</th>
<th>CLASS SECTIONS</th>
<th>STUDENT ROOM HOURS</th>
<th>STATION UTILIZATION</th>
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<td>77</td>
<td>12</td>
<td>36</td>
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<tr>
<td>203</td>
<td>26</td>
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</tr>
<tr>
<td>424</td>
<td>51</td>
<td>10</td>
<td>30</td>
<td>63.30%</td>
</tr>
</tbody>
</table>

**AVERAGES**

|              |                 | 33     | 54.09%            |

**STANDARDS ARE 36 HOURS PER WEEK WITH 65% UTILIZATION**
Graham 308 – Project Under Construction

Typical 1970’s classroom
- chalk boards
- one zone lighting
- VCT flooring

Upgrades
- ceiling mounted projector
- ceiling mounted screen
- teaching station at front of class
Desks have been upgraded to two-person tables with chairs with glides.

Small windows provide daylight.
Graham 308 – Project Under Construction

Room set up in standard rows facing to the front
Walls are painted CMU

Room is configured for 69 students
FACULTY INPUT

Engaged faculty chairs to describe what an active learning space should look like:

• Maintaining seating capacity
• Acoustics
• Light control – both daylight and artificial
• Describe technology necessary to create an effective space
• What should seating look like and how should it function
RESULTS
Furniture rearranged to encourage group discussions

Seating capacity reduced from 69 to 66
Technology –
- Two 70” flat panels
- Ceiling mounted projector
- Ceiling mounted screen
- AV switching and signaling controlled at teaching station using a matrix switcher
- Flat panels can be used in collaborator setting or individually
- Images can be different on all three screens or one image can be displayed in multiple locations
Acoustics –
• ceiling panels
• carpet on floors
• sheetrock on walls

Lighting -
• added zoned lighting controls
• window shades to control daylight
Multiple whiteboards provides areas for student to share work and ideas.
• Construction has begun
• Completion scheduled for Aug 1, 2014
ASSESSMENT OF SPACE USE IS CRITICAL
Purposeful Assessment of Space

Space as a factor to organization’s mission
• Gathering
• Services provided
• Partner in learning

Things to consider
• Consideration of assessment’s purpose
• Types of questions to be used
• Data-gathering methodologies
• Reporting strategies for results
Problem Statement

• Needs to represent the point of view of stakeholders
• Needs to identify the scope and focus of planning an assessment activity
• Should contribute history and background information as well as flags for concerns
• Should put in context what the limitations are or could be
• Must be conveyed in an open transparent point of view that isn’t seen as defensive
Space Design

- Planners
- Architects
- Interior designers
- Stakeholders
- Donors
- Administration

- Programming – what space will be used for
- Initial layouts – DD
- Detailed review of infrastructure – CD
  - Protocols
  - Professional standards
  - Codes, local and multiple
Doing your research

Primary
(data gathered firsthand)
• Experimental
• Pilot projects
• Surveys
• Interviews
• Focus groups
• Direct observation
• Testing

Secondary
(data gathered by others)
• Secondhand reports
• Historical data
• Purchased data
• Professional publications
• Benchmarking
• Best-practices reports
Data Driven Methodology

- Removes politics
- Reduces emotional investment
- Makes adversarial moves more rational
- Takes problem out of personal context and allows for subjective analysis
Identifying Space Problem

- Library consists of 3 story main building built in 1950 and a 9 story book tower
- 131,705 sq ft of space at capacity
  - Seating for 849 reduced by 50% last 5 years
  - Collection runs full, incoming acquisitions outpacing withdrawals
- Student requests are for group study areas with tools for collaborative work
- Quality of instruction effected by small instructional space
When they’re here

Reading Room Totals

| Days and times of week | Mon. 8am | Mon. 10am | Mon. 2pm | Mon. 5pm | Mon. 9pm | Tues. 8am | Tues. 10am | Tues. 2pm | Tues. 5pm | Tues. 9pm | Wed. 8am | Wed. 10am | Wed. 2pm | Wed. 5pm | Wed. 9pm | Thurs. 8am | Thurs. 10am | Thurs. 2pm | Thurs. 5pm | Thurs. 3pm | Thurs. 7pm | Sun. 3pm | Sun. 7pm |
|------------------------|---------|-----------|---------|---------|---------|----------|-----------|----------|----------|---------|----------|-----------|----------|----------|----------|-----------|-------------|-------------|-------------|-------------|-------------|-------------|-----------|---------|
| Days and times of week |         |           |         |         |         |          |           |          |          |         |          |           |          |          |           |             |              |              |              |              |              |             |          |         |
Comparison to other UNC schools

- Affect of Service
- Information Control
- Library as Place

Comparison categories:
- UNCG
- Other UNC 1
- Other UNC 2
- Other UNC 3
HOW TO HAVE THE CONVERSATION
Ray Oldenburg’s Third Place

- Public places on neutral ground where people can gather and interact
- Third places allow people to put aside their concerns and simply enjoy the company and conversation around them
- Promotes social equality and provides a setting for grassroots politics, create habits of public association
- Offers psychological support to individuals and communities
Making the Case

What Students Want

• Small group work spaces
• Access to tutors, experts, and faculty in the learning space
• Table space for a variety of tools
• Integrated lab facilities
• IT highly integrated into all aspects of learning spaces
• Availability of labs, equipment, and access to primary resources
• Accessible facilities
• Shared screens (either projector or LCD); availability of printing
• Workgroup facilitation

Learning Spaces, Educause 2006
Challenging Assumptions

• Learning only happens in classrooms
• Learning only happens at fixed times
• Learning is an individual activity
• Learning demands privacy
• Students aren’t responsible with property
• More (crowded) is better
LOOKING FOR ANOTHER WAY TO COLLABORATE
Learning Spaces Interest Group

What makes a good campus learning space? Students, faculty, administrators, and others may all give very different answers to that question. This LibGuide describes our University’s efforts to engage their campus in conversations about learning spaces.

Last Updated: Jun 24, 2014  URL: http://uncg.libguides.com/learningspaces  Print Guide

Mission Statement

Effective learning spaces are best designed when a broad, informed community works together from a common vision of student learning, drawing on best practices and lessons learned. In this hands-on session the data, responses, and recommendations from UNC Greensboro’s initial conversation will be discussed.

Comments (0)
Learning Spaces Interest Group

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Council of Library and Information Resources Seminars

CLIR Seminar on Issue of Participatory Design in Academic Libraries: Methods, Findings, and Implementations
With introduction by Nancy Fried Foster
October 2012

The papers in this volume, written by librarians and IT professionals from twelve colleges and universities, report on user research and participatory design projects that excite, delight, frustrate, enlighten, and sometimes make us wince in recognition. All of the authors of these papers attended workshops sponsored by the Council on Library and Information Resources (CLIR) and then dove fearlessly into projects with as little as two days of training. Some of the projects were large and others were very small. Some projects were well supported; others were barely supported at all. When they completed their projects, the authors found that some of their recommendations were implemented while others were utterly ignored. And through it all they persisted because they believe that participatory design supports user-centered libraries.

Participatory Design in Academic Libraries: Academic Libraries
Nancy Fried Foster, Editor
February 2014

In this volume, we hear from a number of librarians and library staff who have taken CLIR workshops and gone on to conduct their own participatory design projects. In these papers, they explain how they learned about the people who use their libraries, whether in person or online, and how they applied their findings to the design or improvement of library technologies, spaces, and services.

Resources

2011 National Colloquium Notebook
A Cost Comparison of Alternative Book Storage Strategies
Learning Spaces Interest Group

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Last Updated: Jun 24, 2014  
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Print Guide

Digital Media Commons floor plan

Layout of the Digital Media Commons

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View this page in a format suitable for printers and screen-readers or mobile devices.
Summary and Conclusions!

• Everyone needs to be at the table when discussing space design
• Space on campus is shared and borrowed, not owned and territorial
• Spaces must inspire and encourage learning, research and reflection
• Assessment of use and design is important
• Tools can be developed to facilitate conversation and share information
Questions.........