Learning Spaces

AGENDA

PROGRAMMING & SPACE
CONSIDERATIONS

INTERVIEW SESSION

Learning Spectrum

- Rote learning (lecture/auditoriums)

- Rote learning (classroom)

- Pulse learning (large format to small group and back over semester)

- Pulse learning (large format to small group and back in one class)

- Project-based learning

- Small group learning

- Learning alone, together

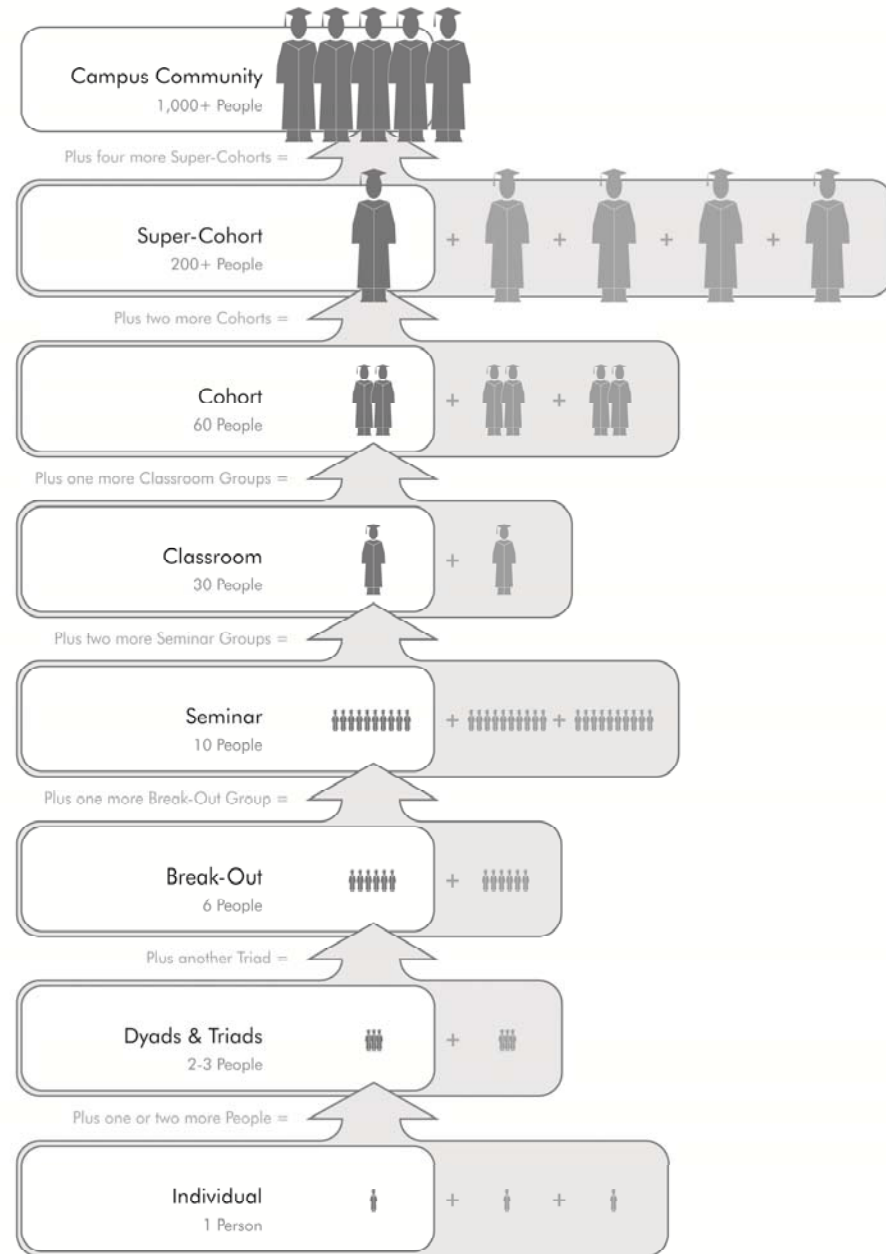- Individual learning

Passive

↑

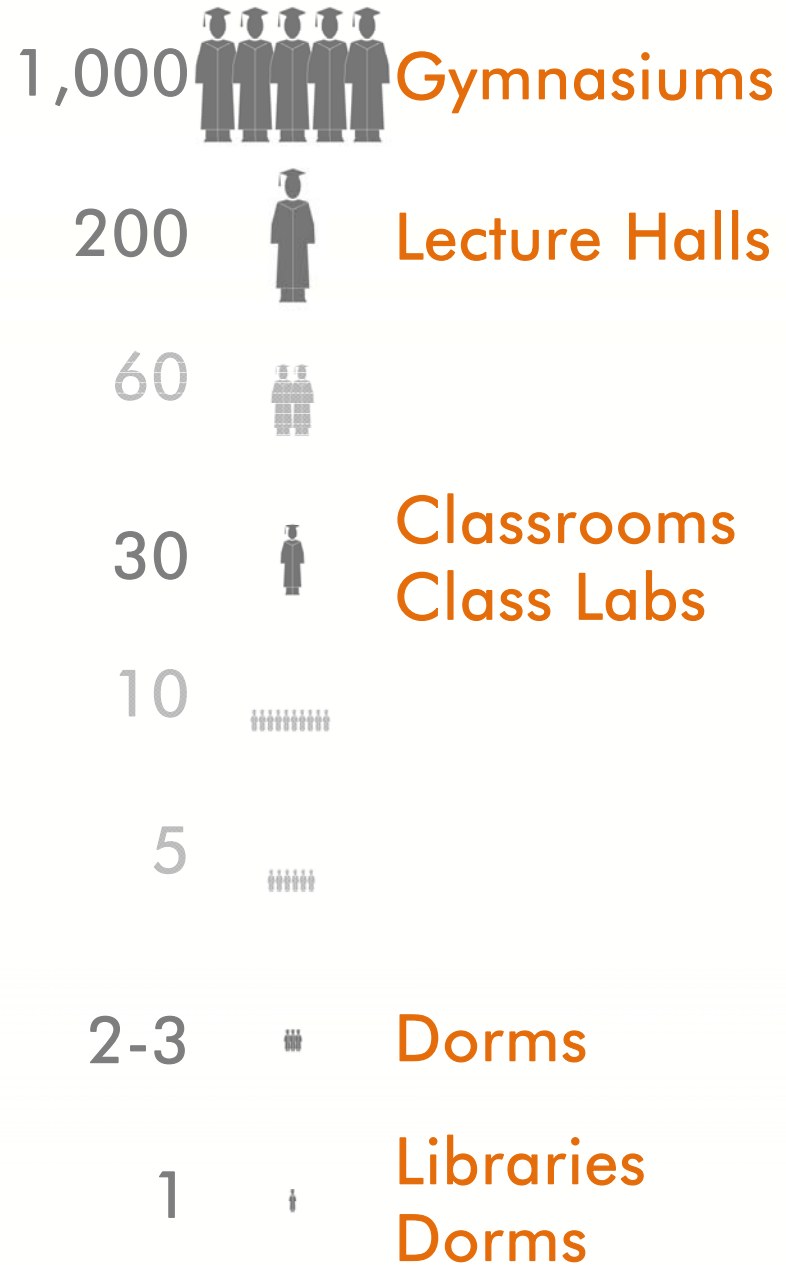Active

↓

Passive

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Orders of Magnitude in Delivery

- Full array of teaching, learning and assembly groupings

- What's best for teaching?

- What's best for learning?

Campus Community
1,000+ People

Plus four more Super-Cohorts =

Super-Cohort
200+ People

Plus two more Cohorts =

Cohort
60 People

Plus one more Classroom Groups =

Classroom
30 People

Plus two more Seminar Groups =

Seminar
10 People

Plus one more Break-Out Group =

Break-Out
6 People

Plus another Triad =

Dyads & Triads
2-3 People

Plus one or two more People =

Individual
1 Person

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Orders of Magnitude in Delivery

- Original buildings built to support a traditional set of teaching environments

- There are facilities gaps in available learning environments

- This inhibits curriculum delivery (which has changed despite facilities), course design and learning outcomes

1,000 **Gymnasiums**

200 Lecture Halls

60

30 **Classrooms**
Class Labs

10

5

2-3 Dorms

1 Libraries
Dorms

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Orders of Magnitude in Delivery

- How does WPU shift from traditional teaching environments to learning environments?

- How are the gaps in the learning spectrum filled?

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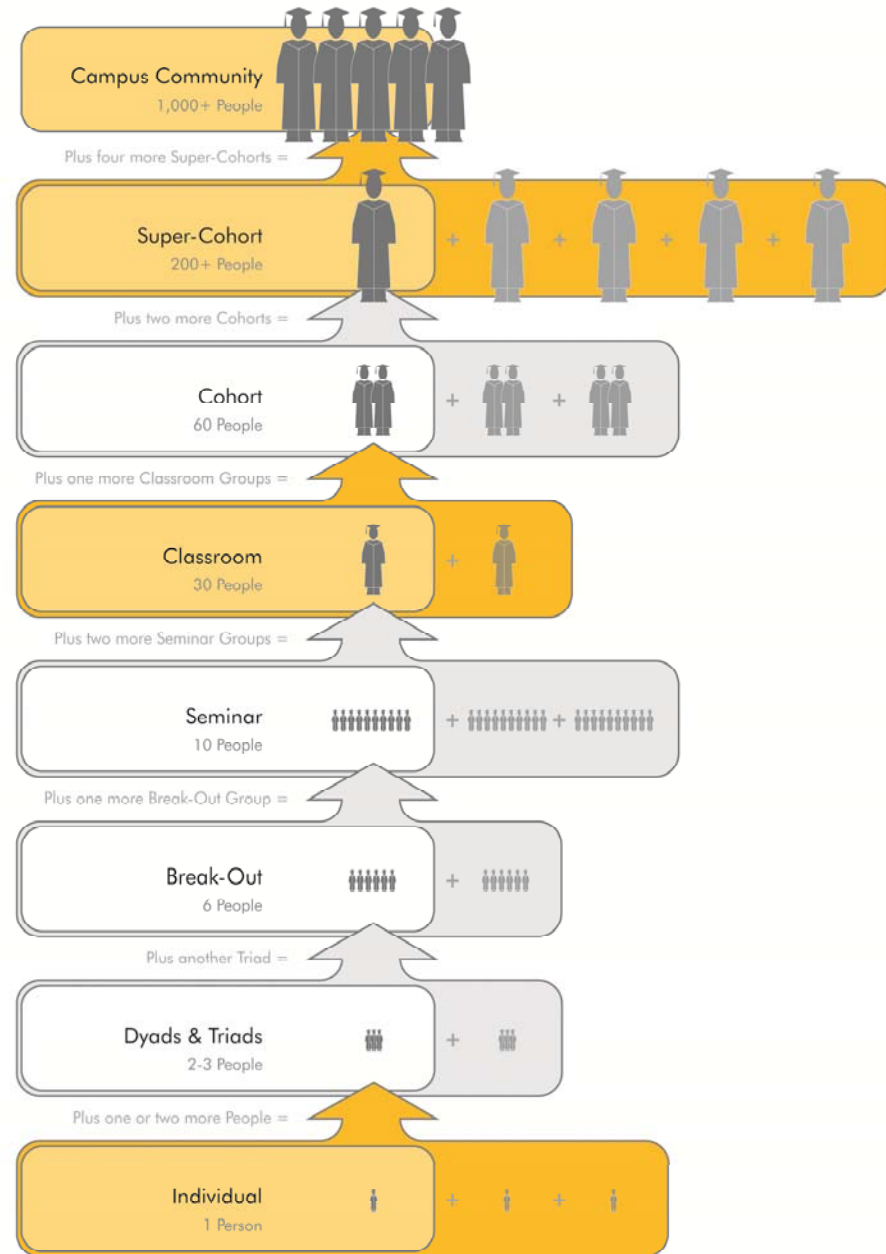
Orders of Magnitude in Delivery

- Spaces shift to smaller, more engaged environments

- Teaching is done differently, focus on engagement and instructor facilitated learning

- Requires investment in both the facilities, as well as training on how to use them

- Requires an almost equal focus on both content and social interaction

- Students become more responsible for their learning

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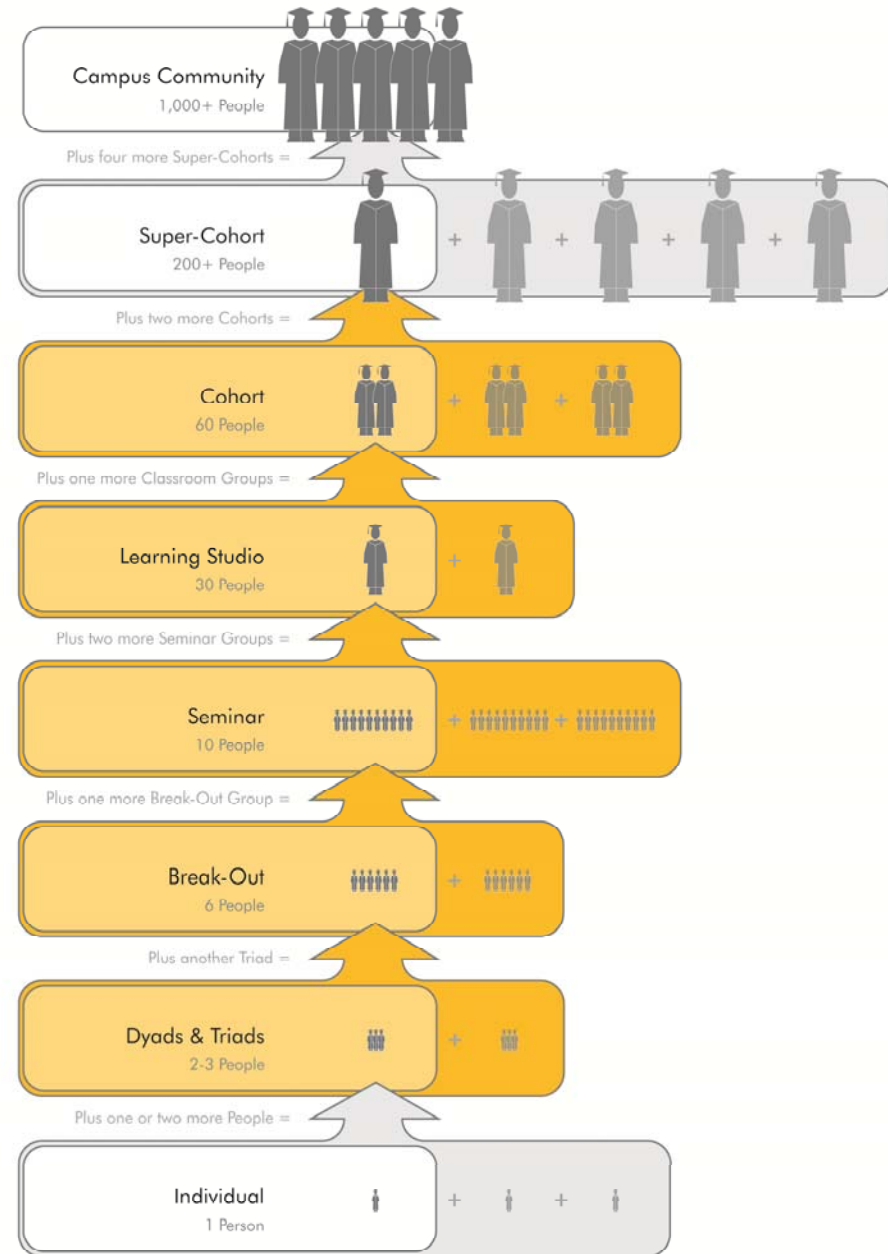
Identifying the Spaces Needed – Core Resources

- Things to consider in learning spaces:

  - What kinds of curriculum delivery can shift outside of the classroom? Can rote learning leave the classroom?

  - If improved learning outcomes are the goal, and better engagement is the best way forward, how do facilities support that?

  - How are faculty supported in this change?

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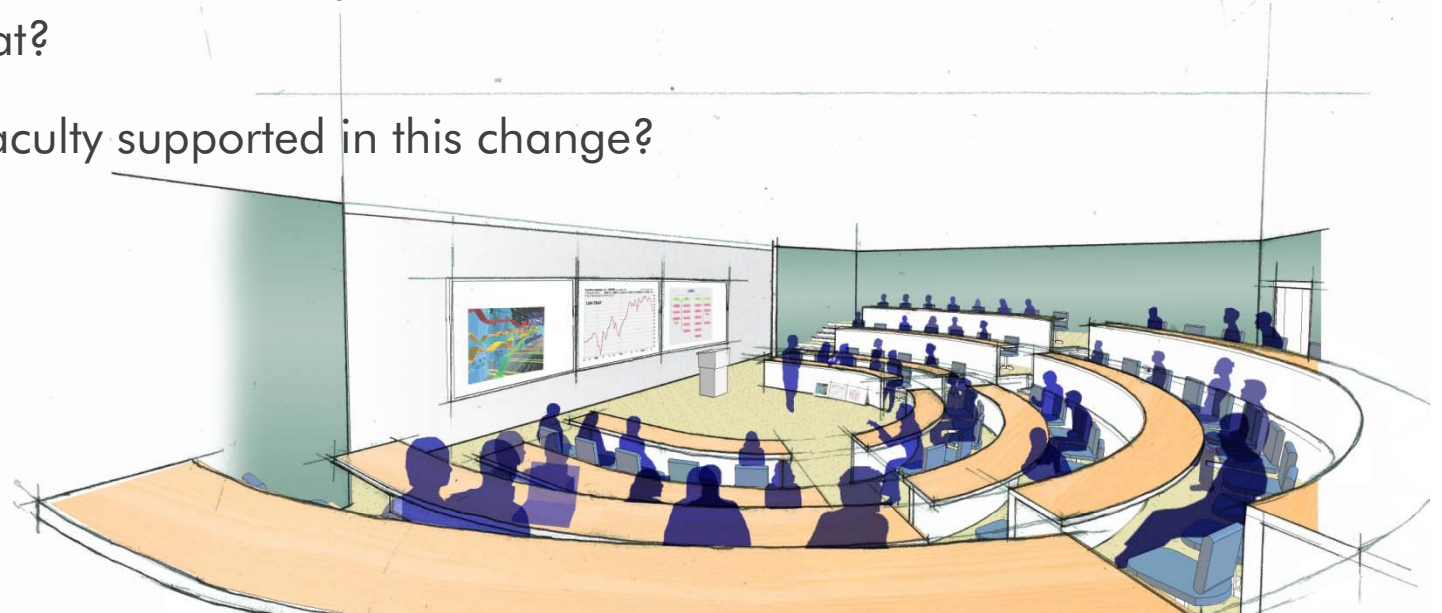
Identifying the Spaces Needed – Core Resources

- Things to consider in learning spaces:

  - Flexible furnishings

  - Multimedia placement

  - Project based learning

  - Natural light

  - Better sightlines

  - Distraction tolerance

  - Adjacencies

    - Faculty offices

    - Collaborations

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Identifying the Spaces Needed – Core Resources

- Things to consider in learning spaces:

  - How are faculty supported in this change?

  - How does the institution better engage students socially? And how is that social activity co-opted and leveraged for learning?
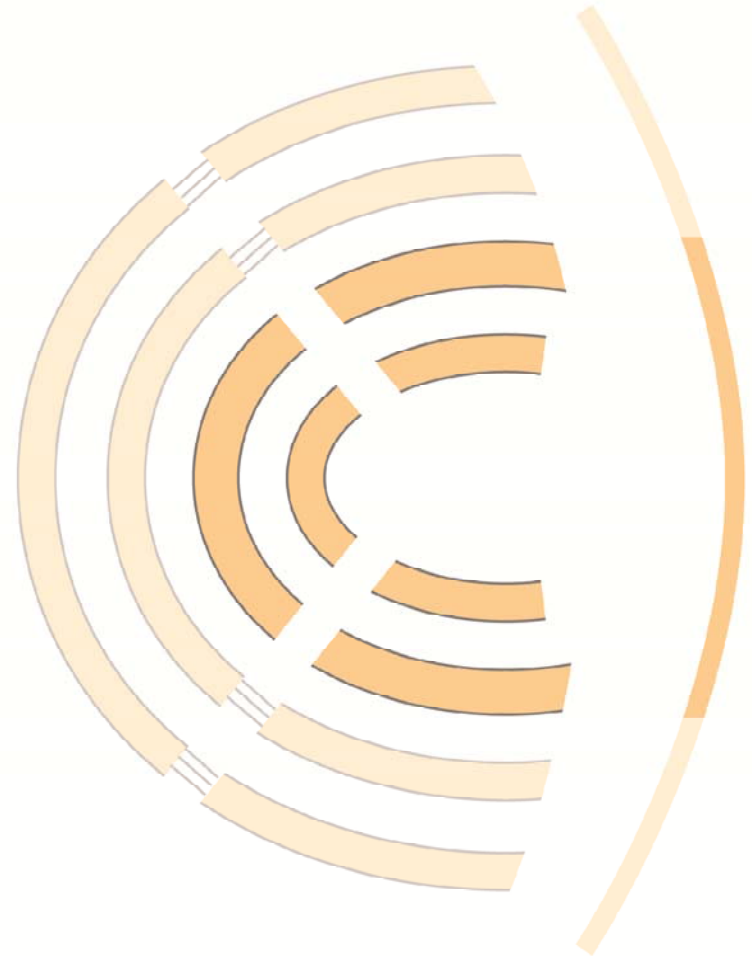
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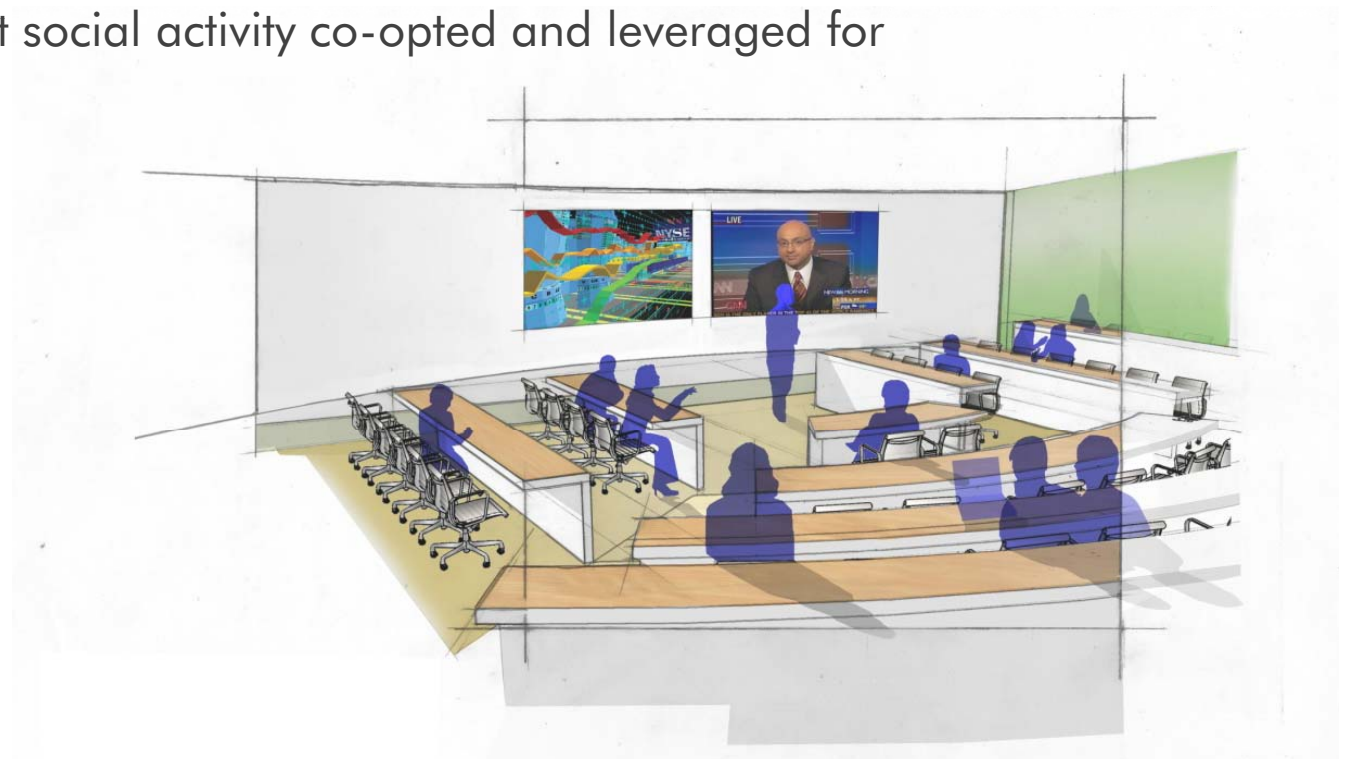
Identifying the Spaces Needed – Core Resources

- Hybrid case-methods classroom

  - 60-80 seats

  - Orientation on instruction well, learning wall and peer-to-peer interaction
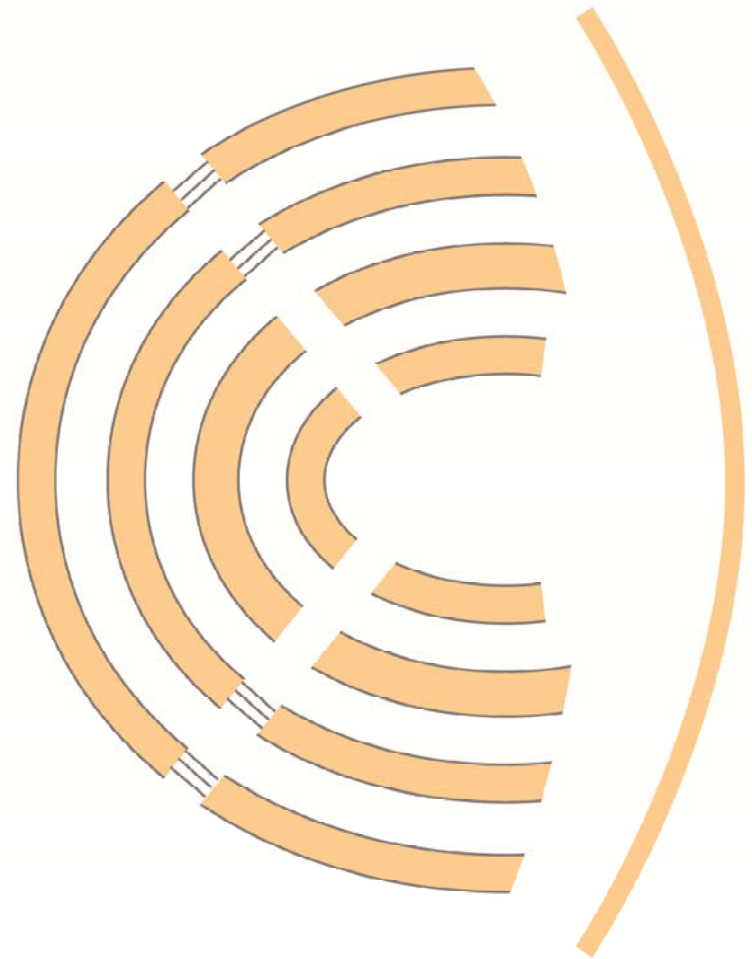
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Identifying the Spaces Needed – Core Resources

- Hybrid case-methods classroom

  - 60-75 seats

  - Orientation on instruction well, learning wall and peer-to-peer interaction

  - Scales down to 30 seats

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Identifying the Spaces Needed – Core Resources

- Hybrid case-methods classroom

  - 60-75 seats

  - Orientation on instruction well, learning wall and peer-to-peer interaction

  - Scales down to 30 seats

  - Supports break-out learning of 2 to 4-person groups with deeper desk

 - Additional activity space in back

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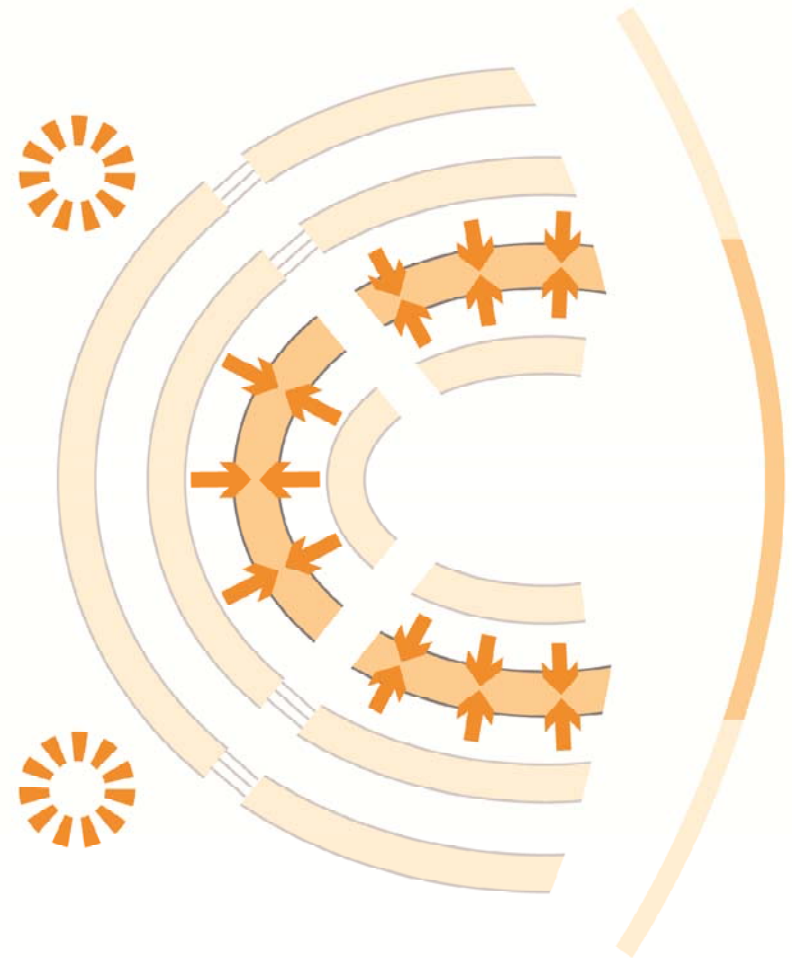
Identifying the Spaces Needed – Core Resources

- There is a differential between where you schedule students and where you don't – what's between scheduled spaces?

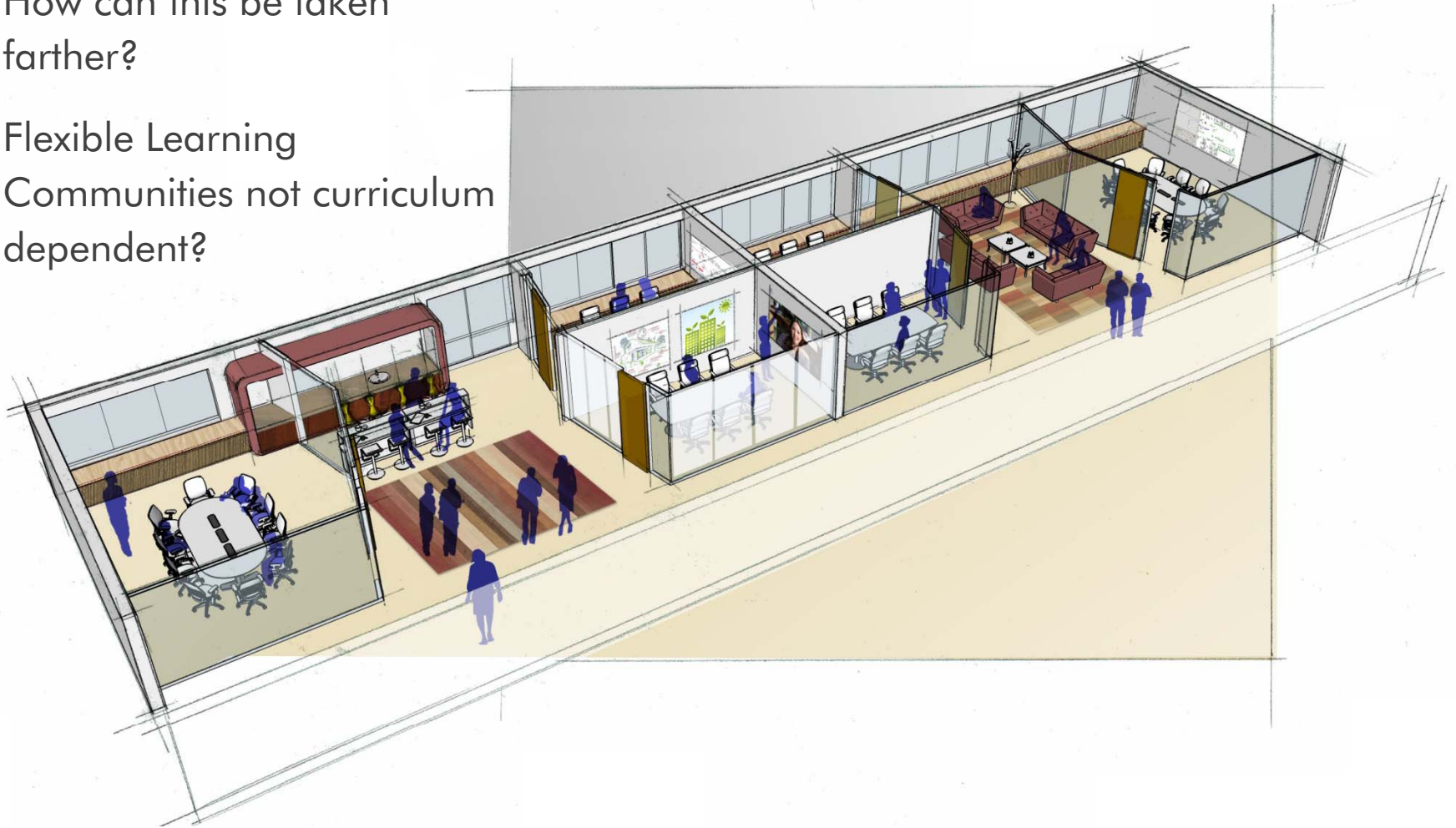- Unplanned activity should be centralized to emphasize vibrancy and ensure utilization

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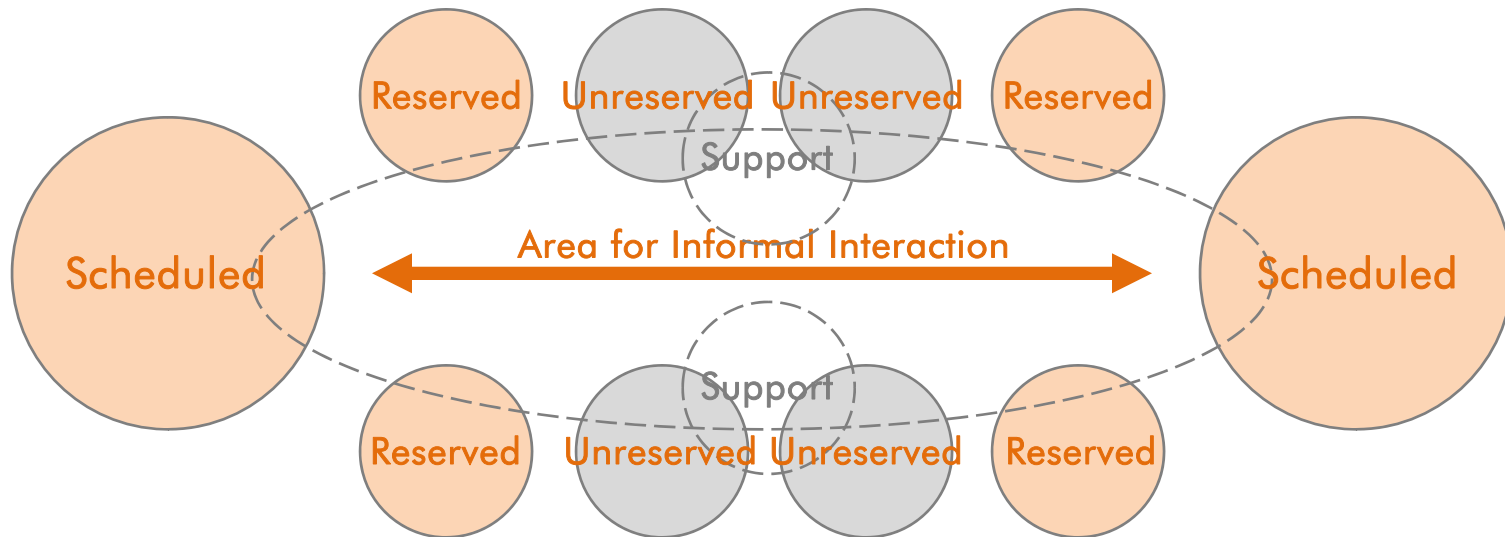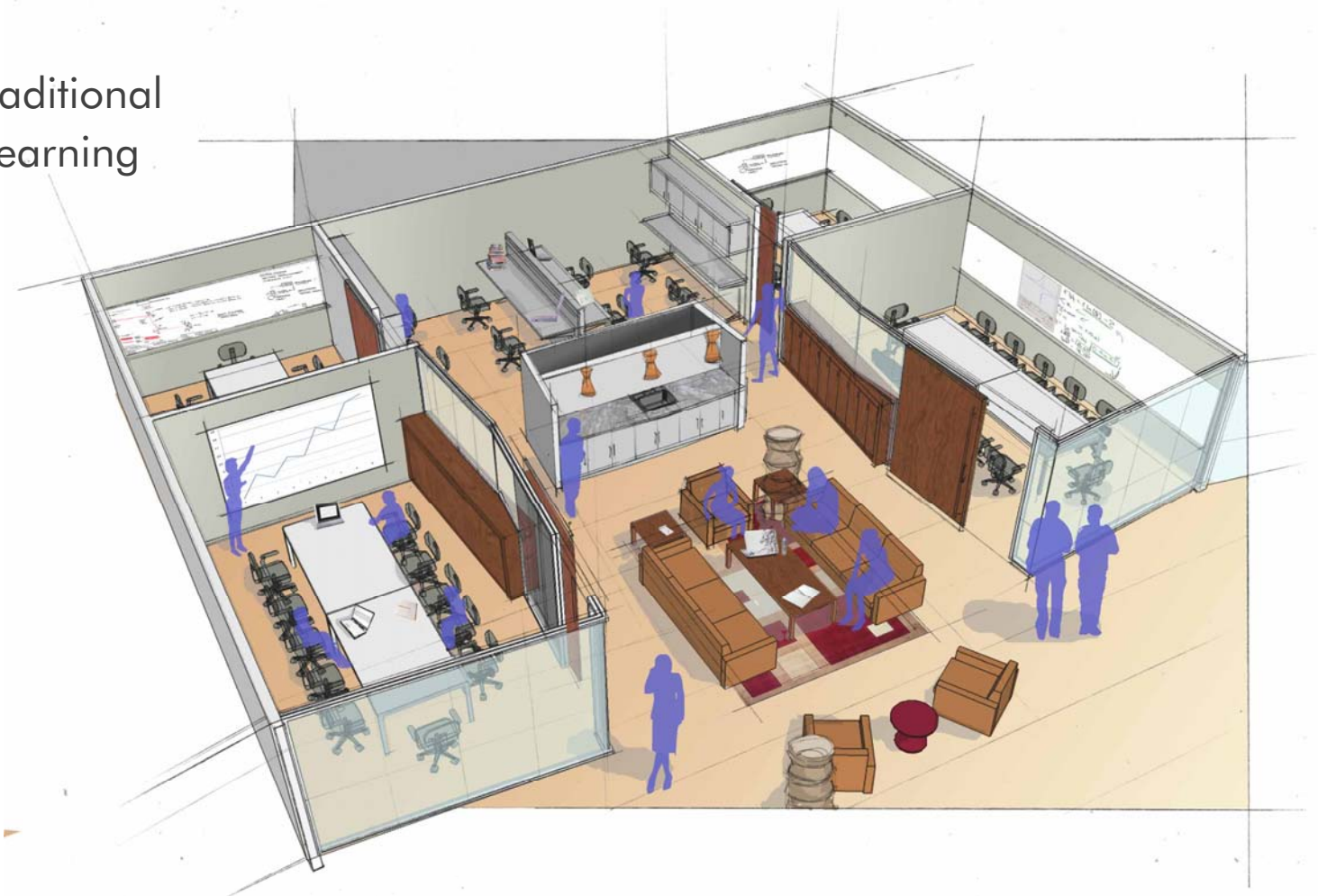
Identifying the Spaces Needed – Core Resources
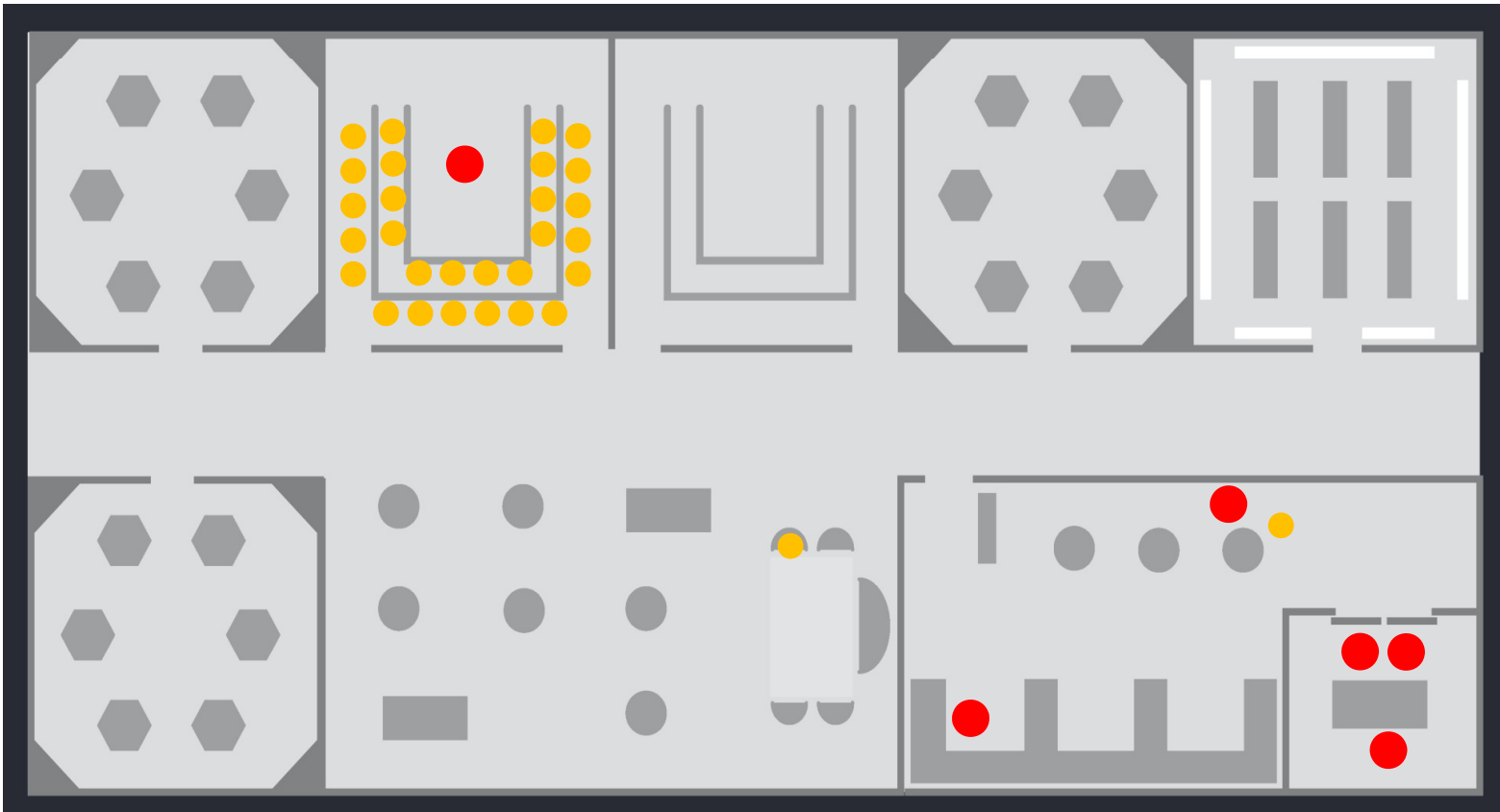
Identifying the Spaces Needed – Specialized Resources

- How can this be taken farther?

- Flexible Learning Communities not curriculum dependent?

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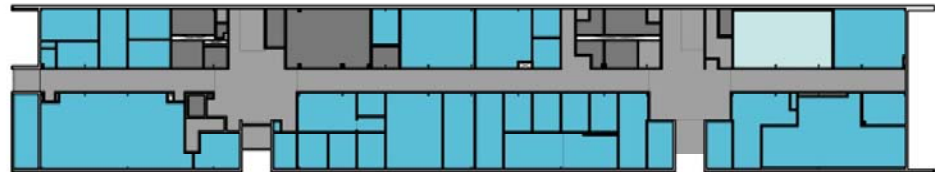## Identifying the Spaces Needed – Specialized Resources

- Beyond the traditional break-out…Learning Communities
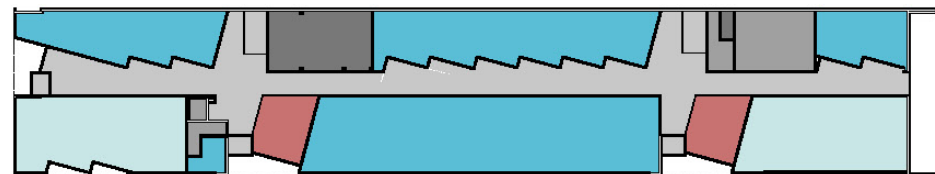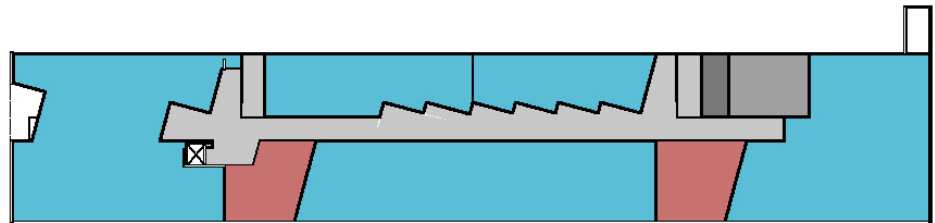
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Designing for the Learning Spectrum

- Examine how double-loaded corridors can be opened up
- Create conversation space
- Allow in more natural light

Designing for the Learning Spectrum

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- Create conversation space
- Allow in more natural light

Designing for the Learning Spectrum

- Raubinger Hall - 4th Floor

Designing for the Learning Spectrum

- Raubinger Hall - 4th Floor

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Programmatic Drivers

- Need to significantly upgrade most Academic Zone facilities' mechanical systems and this planning effort assists in determining how facility interiors should be reconstructed
- Need to change facilities to reflect the Learning Spectrum
- Need to increase amount of natural light in interior environments
- Need to contemporize the look and feel of the Zone

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