• Who I am?
• How does learning happen and where?
• What is the instructor’s role?
• Three types of learning spaces and recent developments.
• 2 projects: questions to ask/things to consider
• Road to success
Who am I?
How does learning happen and where?
learning occurs anytime, anywhere, and in multiple ways

• Recent developments in cognitive science confirm the limitations of the lecture method as a teaching methodology of the old days (Turner & Carriveau, 2010).

• Higher level learning is enhanced by experience in which students are actively engaged with the content and with each other (Association for the Study of Higher Education, 2007).

• flipped classroom model, employing inclusive teaching strategies, promoting student engagement through active learning, leading dynamic discussions, designing large lecture interactive instruction, utilizing technology to support student learning in creative and innovative ways.
What is the instructor’s role?
• support student learning
• assist students in developing their potential
• take their understanding to the next level and help them develop discipline specific skills.
Learning Spaces:

“Space—whether physical, virtual and social (intellectual and emotional)—can have an impact on learning. It can bring people together; it can encourage exploration, collaboration, and discussion. Or, space can carry an unspoken message of silence and disconnectedness...” (Oblinger, 2006).
Recent Developments
HETL Conference “Exploring Spaces for Learning” in January 2013 at the University of Central Florida

The 21st Century Learning Spaces Technology Working Group was formed at Harvard University

Yale University Classroom Design Review Committee

MIT- “...collaborative settings, where students cluster together to learn not only by doing, but by doing together.” (MIT, 2014, para.3).
BOEING AUDITORIUM (TLC-BOEING)
SIGMA-ALDRICH SCIENCE EDUCATION LAB (TLC-SA)
Monsanto Education Bio-Lab
Road to success

• Not the destination/journey
• Preparing for a conversation
• Engage faculty
• Provide incentives
• Develop infrastructure for support and experience sharing
• Support innovation
Asking the right questions

• How big is the room? Can it comfortably accommodate all students?
• Is the furniture comfortable? Is it flexible? Can you rearrange the furniture in the room?
• How is the lighting in the room?
• Are there any distractions in the room?
• What is the noise level in the room? Can you hear a teacher in the room next door?
• What kind of technology is set up in the room? Can you clearly see what you project on the wall?
• If a student leaves the room can he/she easily walk out of the room? Will they have to cross the whole room without disrupting the class?
Ask the right questions

- What is it about the learning that will happen in this space that compels us to build a brick and mortar learning space, rather than rely on a virtual one?
- How might this space be designed to encourage students to spend more time studying and studying more productively?
- For what position on the spectrum from isolated study to collaborative study should this learning space be designed?
- How will claims to authority over knowledge be managed by the design of this space? What will this space affirm about the nature of knowledge?
- Should this space be designed to encourage student/teacher exchanges outside of the classroom?
- How might this space enrich educational experiences?
Selection and Evaluation of Emerging Technologies

- **Engagement**: the technology supports student engagement and motivation, encourages student active participation.
- **Collaboration**: the technology supports collaborative work and peer-to-peer learning environment.
- **Learner-Centered**: the technology support diverse learning styles, can address the needs of a 21st-century learner interests, styles and lifelong learning needs.
- **Communication**: the technology supports interaction between faculty and students and/or between students.
- **Content Creation**: the technology supports online content creation for a class: online presentations, demonstrations, and lectures.
- **Functionality**: How well does this technology function? Does it do its intended job better than competing technologies?
- **Accessibility**: the technology is accessible for people with disabilities and/or works with other assistive technologies.
Road to success

• Not the destination/journey
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C³ Learning Space

The “C³ Learning Space” is designed to provide the Manhattan Campus with a classroom environment that emphasizes NYIT’s commitment to student-centered teaching/learning and provides the infrastructure for interactive, project-based classes within science-art-mathematics curricular.
Rubric for evaluating proposals

• DESIGN
• METHODS / STUDENT-CENTERED TEACHING AND LEARNING
• STUDENT EXPERIENCE
• ASSESSMENT
• COLLABORATION
• TENTATIVE BUDGET
Design

Which student-centered classroom design makes the most appropriate use of the space?

– The proposal covers all required topics and includes a detailed design plan for the classroom.
– The proposal includes a detailed written plan for the classroom design.
– The proposal includes a drawing of the classroom layout and labels to identify key features and uses.
– The proposal includes a narrative from the perspective of a student and the instructor. The narrative describes their reactions to the space and discusses the types of experiences and activities that the design supports.
– The proposed design can support multiple disciplines and teaching methods.
METHODS

Which proposal best promotes student-centered learning?

– The proposal clearly explains how the design and its major elements support/promote student-centered teaching and learning methods.
– The proposal includes a description of the types of student-centered teaching methods/activities that the space is designed to support.
– The proposed design supports/promotes faculty-student interaction.
– The teaching methods/strategies of the proposed design are sufficiently described such that others can clearly see how they might teach in this space.
– The described teaching/learning strategies are appropriate to the design of the space.
STUDENT EXPERIENCE

Which proposal best promotes student actively engaged in the learning process?

– The proposed design creates a learning environment that promotes the skill development of communication, collaboration and problem-solving.

– The proposed design accommodates a variety of learning styles.

– The proposed design encourages students to be actively engaged in the learning process.
Which plan includes the most appropriate plan/criteria for assessing the re-designed classroom and student-centered teaching methods?

– The proposal includes a suggested plan for assessing the effectiveness of the classroom design.

– The proposal includes a suggested plan for assessing the effectiveness of the student-centered teaching methods planned for the space.
Which proposal best encourages interdisciplinary or collaborative teaching and learning?

– The proposal includes at least one faculty and at least one student as authors.

– The proposal explains the role/contribution of each team member in the creation of the proposal and classroom design.

– The proposal provides quality ideas that encourage faculty, students and departments to collaborate in student-centered teaching and learning.
TENTATIVE BUDGET

What is the proposed budget for the selected design?