Exploring the boundaries of academic development for supporting the effective use of diverse learning spaces

Dr Janet Buchan
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A University for the tropics
What is an academic developer?
The Learning Space Spectrum

[Diagram showing the spectrum from unstructured to structured spaces, including categories like City Community Networks, School & Staff Cohort, Campus Community, Campus & Interdisciplinary Networks, Library support, Active Learning, Didactic, Reflective, Peer to Peer Learning Spaces, Seminar, Active Learning Space (next generation lecture theatre), Collaborative Teaching & Learning space, Lecture Theatre, Faculty Community, Specialist spaces, Social Learning Spaces, Gym, Bar, Pool, Cafe, Art Museum, Library, Park/Garden Landscape, Home, and City Community Networks.]
Collaborative teaching & learning spaces

Education Central - Townsville

https://sites.google.com/site/jculearningspaces/home
https://www.dropbox.com/s/4hdvn2rf5mnh8g/Renae1.mp4?dl=0
• Transitioning staff to new learning spaces
• Showcasing practice
• Evaluating the use of the spaces & technology
Education Central - Townsville
https://sites.google.com/site/jculearningspaces/home

https://www.dropbox.com/s/400vn2rf5mimh8g/Renae1.mp4?dl=0
<table>
<thead>
<tr>
<th>Title</th>
<th>Description</th>
<th>Video Options</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUCATION CENTRAL Townsville</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Our Space, Our Place</strong></td>
<td>The value of peer to peer learning spaces. The features and variety of student use of peer to peer learning spaces are described.</td>
<td>PLAY VIDEO</td>
</tr>
<tr>
<td><strong>Engaging students in active learning</strong></td>
<td>Describes features of the TEAL room and technology that support active learning strategies.</td>
<td>HD VIDEO</td>
</tr>
<tr>
<td><strong>Effective use of technology in a large Collaborative Lecture Theatre</strong></td>
<td>Space design and technology in the collaborative lecture theatre.</td>
<td></td>
</tr>
<tr>
<td><strong>An overview of the affordances of Education Central</strong></td>
<td>An overview of the affordances of Education Central.</td>
<td>HD VIDEO</td>
</tr>
<tr>
<td><strong>Never too old to learn, never too young to teach</strong></td>
<td>The XO Professors. Young prep-students turn teachers in the TEAL room, sharing their knowledge and skills with XO laptops with pre-service teachers and lecturers.</td>
<td>PLAY VIDEO</td>
</tr>
<tr>
<td><strong>Blending for interactive learning in a large class</strong></td>
<td>A blended learning approach in a large undergraduate course is supported by technology in the collaborative lecture theatre.</td>
<td></td>
</tr>
<tr>
<td><strong>Collaborative learning in practice</strong></td>
<td>Staff and students describe their experiences of collaborative learning in the different types of spaces in Education Central.</td>
<td></td>
</tr>
</tbody>
</table>
Peer to peer learning spaces

- Flipping the classroom inside out
- Evaluation & and feedback towards improvements

Mt Isa
Townsville
Mackay
Cairns
Thursday Island
• Meeting the needs of 'purposeful' blended learning
• Flipping the classroom inside out
• Evaluation & and feedback towards improvements
Specialist spaces

3D Vislab
eResearch Centre

ACO Virtual orchestra

eMerge Gallery
- Scholarship in teaching, research
- Communities of Practice
- Multiple stakeholders
Specialist spaces

3D Vislab
eResearch Centre

ACO Virtual orchestra

eMerge Gallery

Outdoor learning spaces

Learning Spaces Specialist Interest Group
(L&T Academy)

Necropsy room
Veterinary Sciences
Learning & Teaching Grant partnership
Necropsy room
Veterinary Sciences
Learning & Teaching Grant partnership
Spaces on the Edges

Collaborative teaching & learning spaces

Education Central - Townsville
Spaces on the Edges
teaching at the COAL FACE

Communities of Active Learners, Flexible Adaptive Connected Engaged

Office of Learning & Teaching Extension
Grant 2013-14

Spaces for Knowledge Generation
ALTC Project

The COAL FACE Principles for Creating Distributed Learning Environments
• Research
• Professional development

www.coalface.org.au
The 3G Essentials

Getting ACCESS

Getting CONNECTED

Getting COMFORTABLE
The COAL FACE Principles for Creating Distributed Learning Environments

The power of the COAL FACE Principles lies in creating connected communities in multi-campus, multi-modal, dispersed and changing environments.

**Comfort:** A virtual or physical environment that creates a physical and mental sense of ease and well-being, is accessible, stable and comfortable. Human interaction is prioritised, personal and generates a sense of ownership. Being comfortable in the environment also relates to skills and competence in operating and interacting with the facilities including technology.

**Aesthetics:** Recognises the atmosphere of the learning environment that make it pleasurable to spend time in the physical and virtual learning spaces. Aesthetics include the features of the built, natural and virtual environments being functional, user-friendly and working in harmony, with fitness for purpose.

**Flow:** The connectedness learners feel when the components of the learning environment are in harmony and synchronised. These include engagement and communication with others in the learning environment and the design of the learning experience, the continuity and movement between learning spaces: on-campus, virtual, home and work.

**Equity:** Consideration of needs relating to cultural and physical differences; an equitable learning experience where the mode of delivery ensures that no groups are disadvantaged and that all have equal access to resources, technology and equipment, and that readiness (including digital readiness) for varied modes of learning is assured for students and staff.

**Blending:** Demonstration of the purposeful integration of a range of face-to-face, online, mobile, distance, social and other technology enhanced learning activities across physical and virtual learning environments and spaces to enact the curriculum.

**Affordances:** The possibility for activity that the learning environment provides users. Learning activities supported by spaces (classrooms, virtual spaces, peer to peer learning spaces, informal spaces) and physical assets (type of furniture, technology, videoconferencing etc.) facilitate effective independent learning, group work, lectures, online tutorials, practical experience and social connections.

**Repurposing:** Refers to a flexible learning environment where learning spaces - physical and virtual - can be adapted to more than one learning purpose. Repurposing occurs when a learning space or learning activity has multiple uses and there is reusability in the design of learning activities and resources.
www.coalface.org.au

The Guide
Spaces Beyond the Edges

Orpheus Island Field Station

Daintree Rainforest Observatory

https://www.dropbox.com/s/o9sqz5klbd5fzht/OrpheusYouTubeJB.mp4?dl=0
Exploring field spaces as learning places: optimising the impact of field-based learning on the student experience
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