ELI Online Focus Session

Activity Workbook

One of the goals for this ELI focus session is to assist you in engaging with the content and considering how it might apply to your institutional context. A full resource list to support the focus session and the following activities can be found at [http://bit.ly/ELIlearnspace](http://bit.ly/ELIlearnspace). If you are participating in the focus session with your colleagues, we strongly encourage you to do these activities collaboratively.

Before the session begins, set up a place for you and your colleagues to keep a roster of key ideas as they crop up during the focus session. This could be a flip chart or a Google doc. The ideas can be ones you’ve heard in presentations or that have occurred to you while you listen.

**Tuesday, October 28, 2014**

**Activity 1. FLEXspace: Flexible Learning Environments eXchange** *(Lisa Stephens & James Frazee, with additional members of the FLEXspace Core Team logged in to help respond to chat questions)*

**Activity description:** Demonstration and discussion of how to use FLEXspace to search for examples and design inspiration from others, and to showcase innovative learning environments from your own campus.

**Advance preparation:** Please 1) visit [www.flexspace.org](http://www.flexspace.org) to “Request an Account,” 2) receive your credentials and login to the FLEXspace portal to peruse the interface and search the library of examples. For guidance, visit the “Tutorials & Quick Start” section to view the Quick Start Guide and short video tutorials.

**FOCUS SESSION BADGE REQUIREMENTS:** To qualify for the focus session badge, you must request/set up a FLEXspace account and actively participate in the activity at 1:55pm ET on October 28. Please note, the activity on October 28 AND the activity on October 29 must be completed to qualify for the focus session badge.

1. **Introduction to FLEXspace.** The activity will begin with a brief overview of the growing momentum behind FLEXspace, a large-scale, increasingly global collaboration to share knowledge and examples of learning environments. Will include roadmap for inclusion of K-12 and museum spaces to help inform STEM education, and to better understand the technology environments many students are exposed to prior to entering higher education.

2. **Demo and discussion: How to get started with FLEXspace.** Participants will learn how to request and receive a FLEXspace hosted account, and see how to use the portal to browse and upload learning environments.

**Case demonstration will include:**

1. **How to browse** learning environments: login, enter key words, discover tile views, print records, download records, compare spaces, zoom in/out and navigate views.

2. **How to upload** learning environments: use of high-resolution photos, view of three taxonomies (learning/assessment, facilities, technology integration), and integration with the LSRS (*Learning Space Rating System*).

3. Q&A
Wednesday, October 29, 2014

Activity 2. The Learning Space Rating System (LSRS) *(Shirley Dugdale, AIA, Dugdale Strategy LLC).*

This activity is a brief introduction to the Learning Space Rating System (LSRS). You will have the opportunity to try out a section of the rating system using a campus classroom of your choice.

**FOCUS SESSION BADGE REQUIREMENTS:** To qualify for the focus session badge, you must download the LSRS scoresheet, rate a classroom against the first five credits (*Proximities within Space, Movement Through Space, Seating Density, Furnishings Layout, Furniture Configuration Movability*) in Section 5 recording the scores on tab 1 of the scoresheet, email the scoresheet to Malcolm Brown at mbrown@educause.edu, and actively participate in the activity at 2pm ET on October 29. Please note, the activity on October 28 AND the activity on October 29 must be completed to qualify for the focus session badge.

**Advance preparation:**
You will need to download in advance the Learning Space Rating System criteria and a copy of the scoresheet. These can be found at: [http://www.educause.edu/eli/initiatives/learning-space-rating-system](http://www.educause.edu/eli/initiatives/learning-space-rating-system)

You will also need to identify a classroom on your campus to use for your test of the rating system. It may be helpful to have photographs of the classroom and a plan of it on hand for reference.

1. **Introduction to the Learning Space Rating System:**
   a. Intent of the system and overview of the criteria sections
   b. Explanation of a sample section: Section 5 Layout & Furnishings criteria, classroom types
   c. Explanation of how the scoresheet works
   d. How to coordinate with the FLEXspace database for recording LSRS scoring with the image record

2. **Trying it out:** Test scoring a classroom of your choice using the sample section—Section 5 Layout & Furnishings criteria.
   a. Identify on the scoresheet what type of classroom it is from the four categories listed and enter the identification information for the classroom.
   b. Rate the classroom against the first five credits in Section 5, recording the scores on tab 1 of the scoresheet. Score additional credits in Section 5 if time allows.
   c. The totals for the classroom’s score will transfer automatically onto tab 2 (Score Summary sheet).
   d. Insert photos of the classroom on tab 3 for future reference.

3. **Q & A**

We welcome feedback from the community during the next phase of development of the rating system and are interested to hear how you have used it. If you have observations or suggestions for improvement of the LSRS after testing it on your campus, please use the community input form on the website for comment.

Questions about the focus session activities or badge requirements?
Please send an email to Veronica Diaz at vdiaz@educause.edu or Malcolm Brown at mbrown@educause.edu.