ELI 2014 Online Fall Focus Session: Re-Imagining Learning Spaces: Design, Technology, and Assessment
http://www.educause.edu/eli/events/eli-fall-focus-session/program

The Focus Session will take place online at http://educause.acms.com/elifocus (registration and login required).
All times are in US Eastern Time: World Clock Time Zone Converter

<table>
<thead>
<tr>
<th>Tuesday, October 28, 2014</th>
<th>Details and Speaker(s)</th>
</tr>
</thead>
</table>
| **Focus Session Welcome** | Malcolm B. Brown, Director, EDUCAUSE Learning Initiative, EDUCAUSE  
Veronica Diaz, Associate Director, EDUCAUSE Learning Initiative, EDUCAUSE |
| **The Active Learning Ecosystem Reimagined: Pedagogy, Technology, and Space** | Lennie Scott-Webber, Steelcase Education |
| Technology is often the Band-Aid for education’s woes. Millions are spent on technology each year, trying un成功lessly to make a difference where it counts: students’ success. A more holistic look at the ecosystem of an active learning environment, the pedagogy, technology, and space helps envision what a true, deep learning experience might allow. It takes an active teacher for active learning to occur. First, educators have to teach differently. Then, knowing what the pedagogy might be, a strategy can be built for the technology and spatial needs. One builds on the next. |
| Outcomes: Learn about a guiding Active Learning Ecosystem Framework  
*Learn how research should be guiding decision making  
*Learn about innovative solutions using the framework and research as guiding constructs |
| **Presentation:** 20 minutes and follow-Up Q&A with Speaker(s): 5 minutes |
| **Learning Space Design: University-wide Design Coordination** | Phillip Long, Professor, The University of Queensland |
| Most universities are refurbishing, renovating or building new learning spaces every year, spending millions of dollars |
in the process. Bringing design thinking to such a complex activity with a wide array of stakeholders is a significant challenge but one that can yield large savings and enhance the student experience. Through a combination of a senior Learning Space Design Principles Group, coupled with a large scale physical prototyping facility both learning activities and coordinated planning can be achieved. Such an effort is underway at the University of Queensland.

Outcomes: Discuss UQ learning space principles & their localization to real spaces; take home the LSDesign charrette guidelines; walk through the activity-space mapping survey instrument; discover approaches to using physical prototyping methods to test design assertions and trial proposed learning activity/enabling technology combinations surfacing practical constraints and opportunities with faculty who will have to live with the outcomes.

Presentation: 15 minutes and follow-Up Q&A with Speaker(s): 5 minutes

1:00 p.m. - 1:05 p.m. 5m

Break

1:05 p.m. - 1:30 p.m. 25m

Drafting a University Master Plan for Learning Spaces

Crista Copp, Director of Academic Technology, Loyola Marymount University
Matt Frank, Manager of Classroom and Creative Services, Loyola Marymount University

After a campus reorganization for learning spaces and computer labs, it became clear that a true future master plan for our spaces was needed. The draft of the plan has come alive in the past few months and includes input from faculty, students, Facilities Management, the Registrar’s Office, and Information Technology Services. Concentrating on the next three years, the plan seeks to address multiple stakeholders, various pedagogical practices, accessibility, simple technologies, flexibility, efficiency standards, and positive experiences for all.

Outcomes: Understand what elements might need to be included in a master plan for learning spaces * Explore some different organizational structures and potential creative ways to overcome silos * Share their own pitfalls and successes with writing and implementing master plans for learning spaces

Presentation: 20 minutes and follow-Up Q&A with Speaker(s): 5 minutes

1:30 p.m. - 1:50 p.m. 20m

Active Learning Classrooms and Social Context: Changing Relationships to Improve Learning

J. D. Walker, Research Associate, University of Minnesota
Paul Baepler, Research Fellow, Office of Information Technology, University of Minnesota

Research indicates that the social context of teaching and learning affects the student learning experience as well as student learning outcomes. New learning spaces have the potential to alter social context in constructive ways, in particular the relationships among students themselves but also between students and instructors and between...
students and course materials and content. We will describe the validation and testing of an instrument designed to measure changes in social context, along with preliminary results and suggestions for future research in this area.

Outcomes: Understand the motivation for investigating mechanisms and moderators of the effects of active learning classrooms * Recognize the importance of social context for teaching and learning, particularly in new learning spaces * Consider conducting your own investigation of changes in social context related to learning space design

**Presentation: 15 minutes and follow-Up Q&A with Speaker(s): 5 minutes**

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1:50 p.m. - 1:55 p.m.</td>
<td><strong>Break</strong></td>
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</table>
| 1:55 p.m. - 2:25 p.m. | **Activity: FLEXspace: Flexible Learning Environments eXchange**
  Lisa Stephens, James Frazee, and additional members of the FLEXspace Core Team
  For information on this activity, go to the Activity Workbook found under Step 4 at [http://www.educause.edu/eli/events/eli-fall-focus-session/resources](http://www.educause.edu/eli/events/eli-fall-focus-session/resources)
| 2:25 p.m. - 2:35 p.m. | **Break**                                                  |
| 2:35 p.m. – 3:00 p.m. | **Exploring the Impact of Active Learning Spaces on Teaching and Learning**
  **Tanya Joosten**, Director, eLearning Research and Development
  This presentation will highlight University of Wisconsin–Milwaukee's piloting of an active learning classroom as part of a Steelcase Innovation Hub grant. I will briefly discuss our design considerations, faculty orientation, our data collection, including survey instruments for faculty and students, and our findings. Finally, I will discuss our next steps for 2014–15.
  Outcomes: Hear design consideration in active learning space development * Gain access to survey instruments for students and instructors using active learning spaces * Find supporting evidence for further development of active learning spaces to support active learning behaviors, engagement, learning, and satisfaction
| 3:00 p.m. - 3:20 p.m. | **UMN Technology-Enabled Classroom Design**
  **Jeremy Todd**, Director, Office of Classroom Management, Academic Support Resources, UMN Twin Cities
  The University of Minnesota sought to enhance student learning experiences by integrating innovative teaching

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pedagogies and technology. To accomplish this, UMN researched and implemented an active learning classroom (ALC). Research results show how the faculty and students are reaping the benefits of new, technology-rich learning environments. This session will review this work and overview where technology is going in the UMN classroom design process.

Outcomes: Review UMN research that demonstrates learning improvements when students work collaboratively with instructors and peers * Learn how distinct teaching and learning improvements result from use of the ALC * Identify the key design and technology elements in an ALC that enhance faculty/student interaction * Review UMN’s vision for future design of technology-enabled classrooms

**Presentation: 15 minutes and follow-Up Q&A with Speaker(s): 5 minutes**

| 3:20 p.m. - 3:30 p.m. | **Focus Session Closing**  
Malcolm B. Brown, Director, EDUCAUSE Learning Initiative, EDUCAUSE  
Veronica Diaz, Associate Director, EDUCAUSE Learning Initiative, EDUCAUSE | 10m |
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**Wednesday, October 29, 2014**

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<thead>
<tr>
<th>Session Time (ET)</th>
<th>Details and Speaker(s)</th>
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| 12:00 p.m. - 12:05 p.m.  
5m | **Focus Session Welcome**  
Malcolm B. Brown, Director, EDUCAUSE Learning Initiative, EDUCAUSE  
Veronica Diaz, Associate Director, EDUCAUSE Learning Initiative, EDUCAUSE |
| 12:05 p.m. - 12:30 p.m.  
25m | **Beyond Active Learning**  
Mark Valenti, President/CEO, The Sextant Group |

There is a coming conundrum in learning space design. The pedagogical approach to instruction we know as “active learning” is transforming classroom design toward a student-centered, project- and team-based model. Meanwhile, developments in learning analytics and competency-based modular instruction as well as the disruption in the economics of higher education are forecasting an unbundling of courses, semesters, and other time-honored institutional traditions. How will we reconcile the personalization of learning with the design of learning space? What will the classroom of the future look like?

Outcomes: Understand the essential components of an active learning classroom *Learn about technology developments impacting teaching and learning *Explore design concepts for future learning space.
In 2006, McGill University created one centralized group, the Teaching and Learning Spaces Working Group (TLSWG), to coordinate and prioritize, based on sound pedagogical principles, all funding for classroom renovations. This group of 45-plus members includes all stakeholders of learning spaces, both the academic (e.g., faculty and students) and operational sectors (e.g., facilities, IT services, registrar). The TLSWG has been responsible for improvements in over 350 classrooms and has created a community dedicated to the improvement of learning spaces across campus. In addition, TLSWG has contributed to the inclusion of spaces as a strategic priority. This session will discuss key success criteria and lessons learned.

Outcomes: Learn about key criteria for the success of a multidisciplinary, transparent working group to improve learning spaces across campus * Apply our lessons learned from this process to your institution * Discuss how the renovation of learning spaces can be an access point for promoting discourse about teaching and learning

Presentation: 20 minutes and follow-Up Q&A with Speaker(s): 5 minutes

12:55 p.m. - 1:00 p.m. 5m

Break

1:00 p.m. - 1:25 p.m. 25m

**The Design and Assessment of a Next-Gen Flex Classrooms**

**Robert Smith**, Director of Technology Services, Wallenberg Hall, Stanford University

Stanford University has designed and built a number of advanced resource classrooms, including those in Wallenberg Hall, which opened in 2002. The iterative work of evaluation and design has continued, and this session will cover two of the resulting spaces. The first is a reconceiving and remodel of the Peter Wallenberg Learning Theater, a medium-sized (55 students) flex classroom; the second is a large (150 students) flex classroom optimized for small group work, while avoiding most of the spatial and interaction constraints of the prevailing solutions. This session will cover the motivations for the designs, the enabling technologies, the design and implementation of the assessment programs, and report on experiences with the learning spaces.

Outcomes: Receive an overview of small-group classroom approaches and our preliminary observations * Learn about enabling technologies and user orientations * Receive assessment design and goals for near-, mid-, and long-term evaluation

Presentation: 20 minutes and follow-Up Q&A with Speaker(s): 5 minutes

1:25 p.m. - 1:50 p.m. 25m

**Evolving Teaching Methods Drives Changes in Learning Space Design and Furniture.**
### ELI 2014 Online Fall Focus Session: Re-Imagining Learning Spaces: Design, Technology, and Assessment

| 25m | **Frank Kolavo**, President & Founder, Computer Comforts, Inc. (CCI)  
**Chris Kolavo**, VP of Sale, Computer Comforts, Inc.  

As teaching methods change to a more "Active" learning model, changes in learning space design and furniture are quick to follow. Computer Comforts will outline growing trends on campuses nationwide.  

Outcomes: Walk thru a few projects recently completed at San Diego State University, Texas State University and University of Miami *Examine challenges and solutions on these projects including before and after photos.*  

*Presentation: 20 minutes and follow-Up Q&A with Speaker(s): 5 minutes* |
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| 2:00 p.m. - 2:30 p.m. - 30m | **Activity: The Learning Space Rating System**  
**Shirley Dugdale**, AIA, Dugdale Strategy LLC  

For information on this activity, go to the Activity Workbook found under **Step 4** at [http://www.educause.edu/eli/events/eli-fall-focus-session/resources](http://www.educause.edu/eli/events/eli-fall-focus-session/resources) |
| 2:30 p.m. – 3:00 p.m. - 30m | **Hunt Library's Designs for Teaching and Learning: Radically Student-Centered Design and the New Learning Commons**  
**Lee Van Orsdel**, Dean, University Libraries, Grand Valley State University  
**Eric Kunnen**, Associate Director, E-Learning and Emerging Technologies, Information Technology, Grand Valley State University  
**Josh Boyer**, Head, User Experience Department, North Carolina State University  

Grand Valley State University embraced a radical new vision when it designed its new library, which opened in June 2013. At its core was the intention to create a learning and information commons that: (1) aligned with students’ preferred learning environments, (2) allowed students to manage their own learning, and (3) engaged students in serendipitous moments of learning and discovery. Among the features of the new library is the Technology Showcase, where students and faculty come together to discover, interact, share, and learn how innovative emerging technologies can transform teaching and learning.  

North Carolina State University opened its second main library, the James B. Hunt Jr. Library, in January 2013, which features large open spaces and new technologies. Hunt Library offers dozens of group study rooms; music and media production rooms; a makerspace; a game lab; two high-end visualization rooms; and four large public video walls. We
will show how this 21st-century library's design offers novel opportunities for teaching and learning, and how faculty and students are leveraging the design.

Outcomes: Understand the value of intentionally designing learning spaces with a student-centered focus * Discover the possibilities of engaging students with innovative emerging technologies * Learn how large-scale visualization walls can enhance teaching and learning * Discover the advantages of a makerspace program * Learn how the combination of multimedia production spaces with presentation spaces can involve the library in every step of an assignment

**Presentation: 20 minutes and follow-Up Q&A with Speaker(s): 5 minutes**

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| 3:00 p.m. - 3:20 p.m. 20m | **Outside In, Inside Out: Designing and Delivering Services within Learning Spaces**  
Elliot Felix, Director, Brightspot Strategy  

The services provided within spaces like learning commons, computing labs, or event spaces can have as great an impact on the learning experience as the spaces themselves do. These services might include reservations, room setup/takedown, advising, or help desks, to name a few. How, where, and by whom services are offered greatly impacts the experience not only of the users but also of the providers. It's only by simultaneously working outside in from the users' needs and inside out from the staff needs that services can be effective, efficient, and sustainable. This session will make the case for this integrated outside-in, inside-out approach, provide a few concrete tools to apply this approach, and show these tools in action through short case studies.

Outcomes: Identify key issues for the design of services and make the case for an outside-in, inside-out approach * Apply simple tools to understand the user and staff experience * Define levels of service and guide referrals between them and across providers

**Presentation: 15 minutes and follow-Up Q&A with Speaker(s): 5 minutes**

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For more information on ELI events, go to [http://www.educause.edu/eli/events](http://www.educause.edu/eli/events)