Space, place and the future of learning

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Royal Opera at the Backstage Centre, London

Speakers

SPACES THAT WORK

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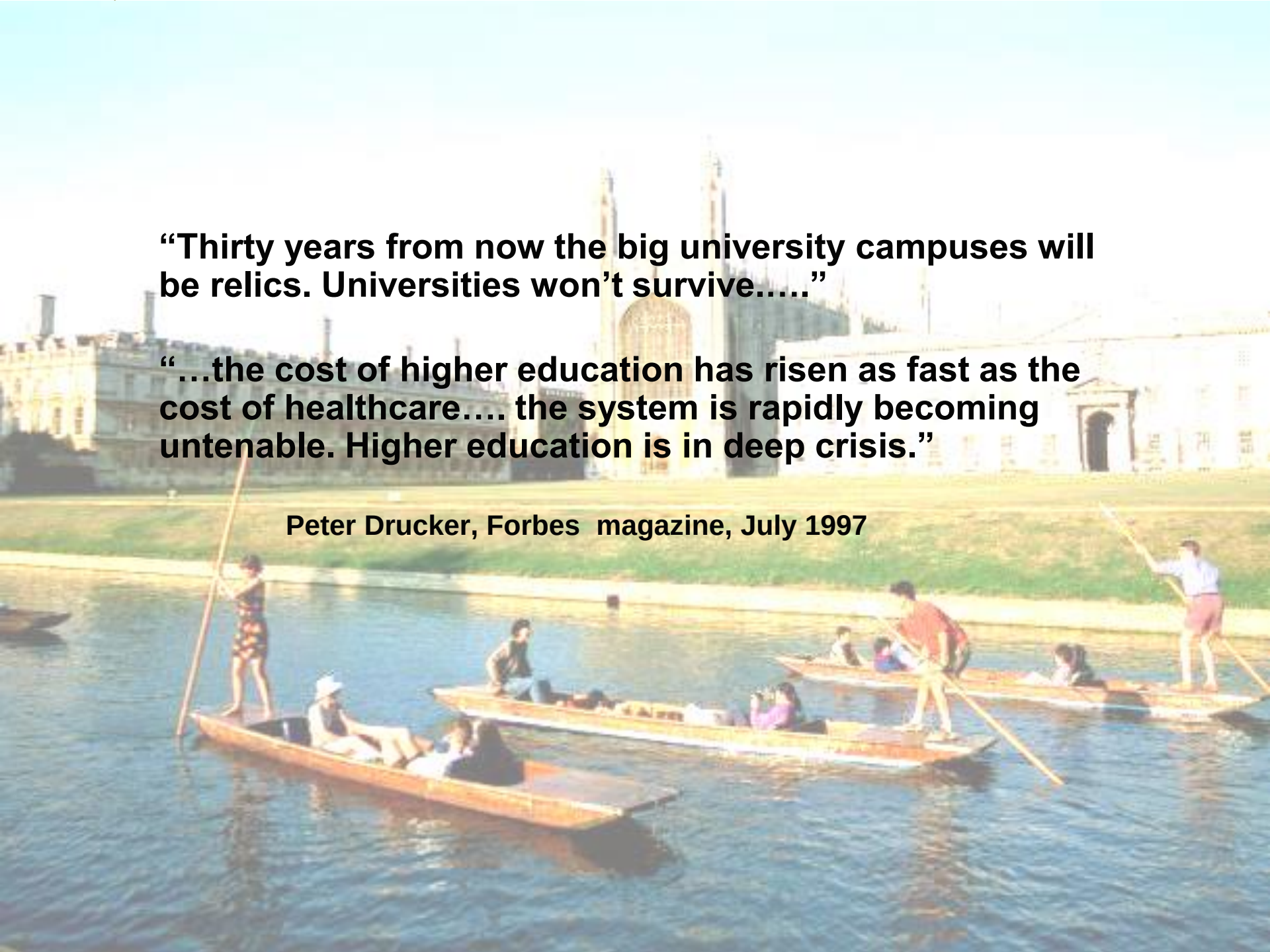
The rules are changing…..

- The internet has changed notions of place, time and space
- Emerging new methods of teaching and learning based on an improved understanding of cognition
- Effect of demographic changes on learning population
- Changing financial context for education: increased competition, pressure on resources
- Impact of changes in government policy: funding, participation, research strategy
- Blending of living, learning, working and leisure
- Life-long learning

Hellerup School, Copenhagen, Denmark

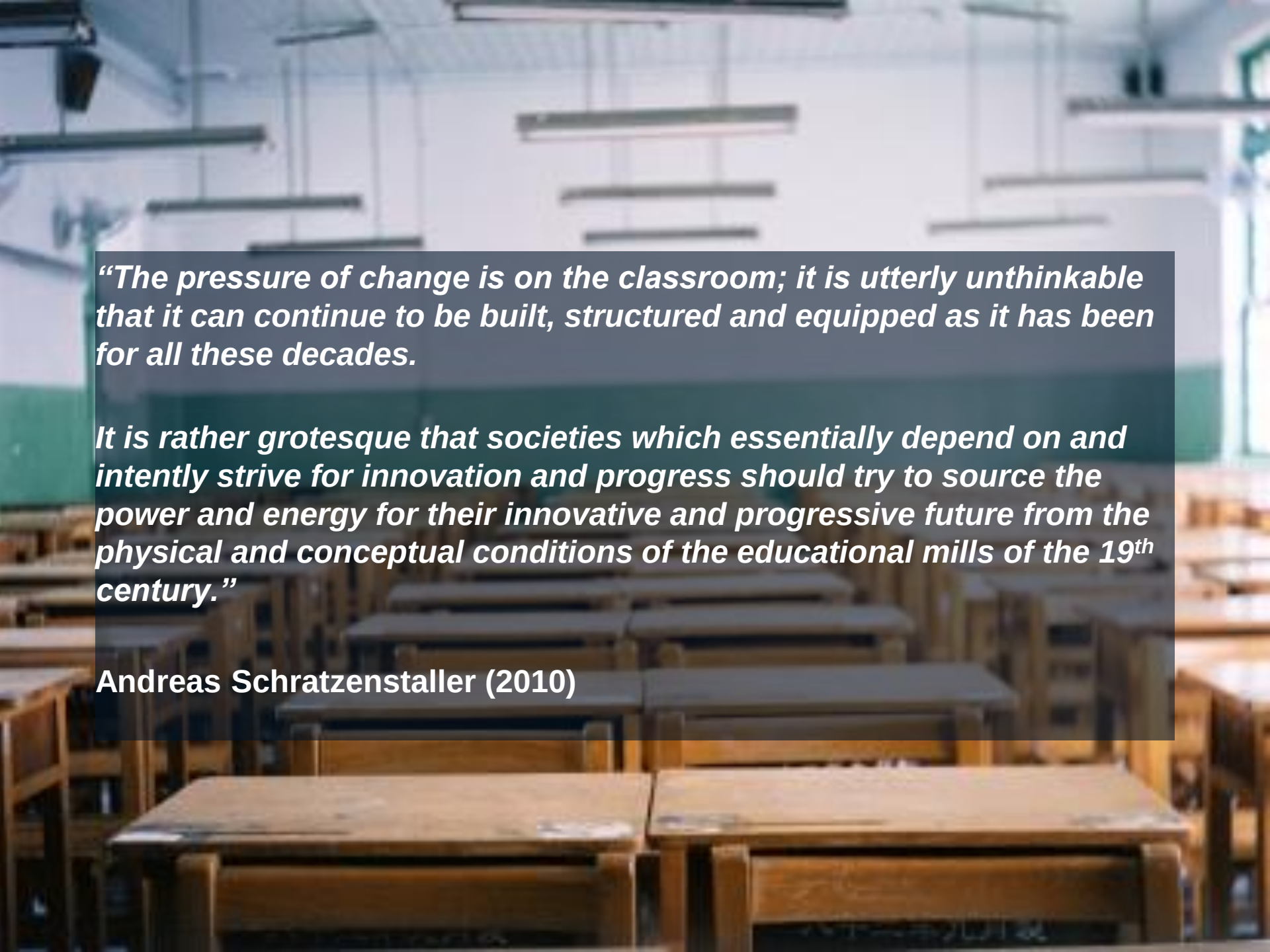
Source: DEGW



“Thirty years from now the big university campuses will be relics. Universities won’t survive…..”

“…the cost of higher education has risen as fast as the cost of healthcare…. the system is rapidly becoming untenable. Higher education is in deep crisis.”

Peter Drucker, Forbes magazine, July 1997



“The pressure of change is on the classroom; it is utterly unthinkable that it can continue to be built, structured and equipped as it has been for all these decades.

It is rather grotesque that societies which essentially depend on and intently strive for innovation and progress should try to source the power and energy for their innovative and progressive future from the physical and conceptual conditions of the educational mills of the 19th century.”

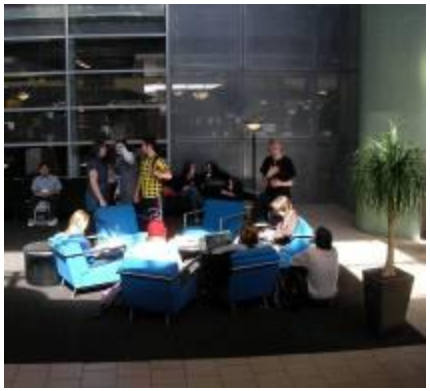
Andreas Schratzenstaller (2010)

Transformation not extinction: new space models

SPACES THAT WORK

- **Traditional categories of space are becoming less meaningful as space becomes less specialized**, boundaries blur, and operating hours extend toward 24–7
- **Space types designed primarily around patterns of human interaction** rather than specific needs of particular departments, disciplines or technologies
- **New space models focus on enhancing quality of life** as much as on supporting the learning experience

redefining 'balance' space
circulation as glue



circulation as event space

more freely available space
group project work, solo work

Source: DEGW

Supporting new ways of learning

- **Collaborative**, active learning with hands-on experiences
- **Integrated**, multidisciplinary
- **Distributed**, learning takes place anywhere/anytime, mobile technology with social activity
- **Immersive** with simulated or real-world experiences
- **Blended** activities, online with face-to-face, mixed reality

There are no stable space types in education.
Every space, every level of education is open to innovation.

Design Factory, Aalto University, Helsinki

Vittra Telefonplan, Stockholm

Vittra Telefonplan, Stockholm

Harkness Table, College Preparatory School, California

Kiva, Institute for Educational Development,
Aga Khan University, Karachi, Pakistan

D School, Stanford University

Saltire Centre,
Glasgow Caledonian University, Scotland

University of Virginia Medical College, USA

University of Melbourne Learning Lab
Melbourne, Australia

Department of Architecture, TU Delft
The Netherlands

Department of Architecture, TU Delft
The Netherlands

Fiordland Kindergarten, New Zealand

TK Park, Bangkok, Thailand

Aalto on Tracks, Aalto University, Mongolia.

Aalto on Tracks, Aalto University, Mongolia.

Tent City University, London

Hamburger University, Shanghai

Natural History Museum, London

Summary: creating spaces to support the pedagogy

SPACES THAT WORK

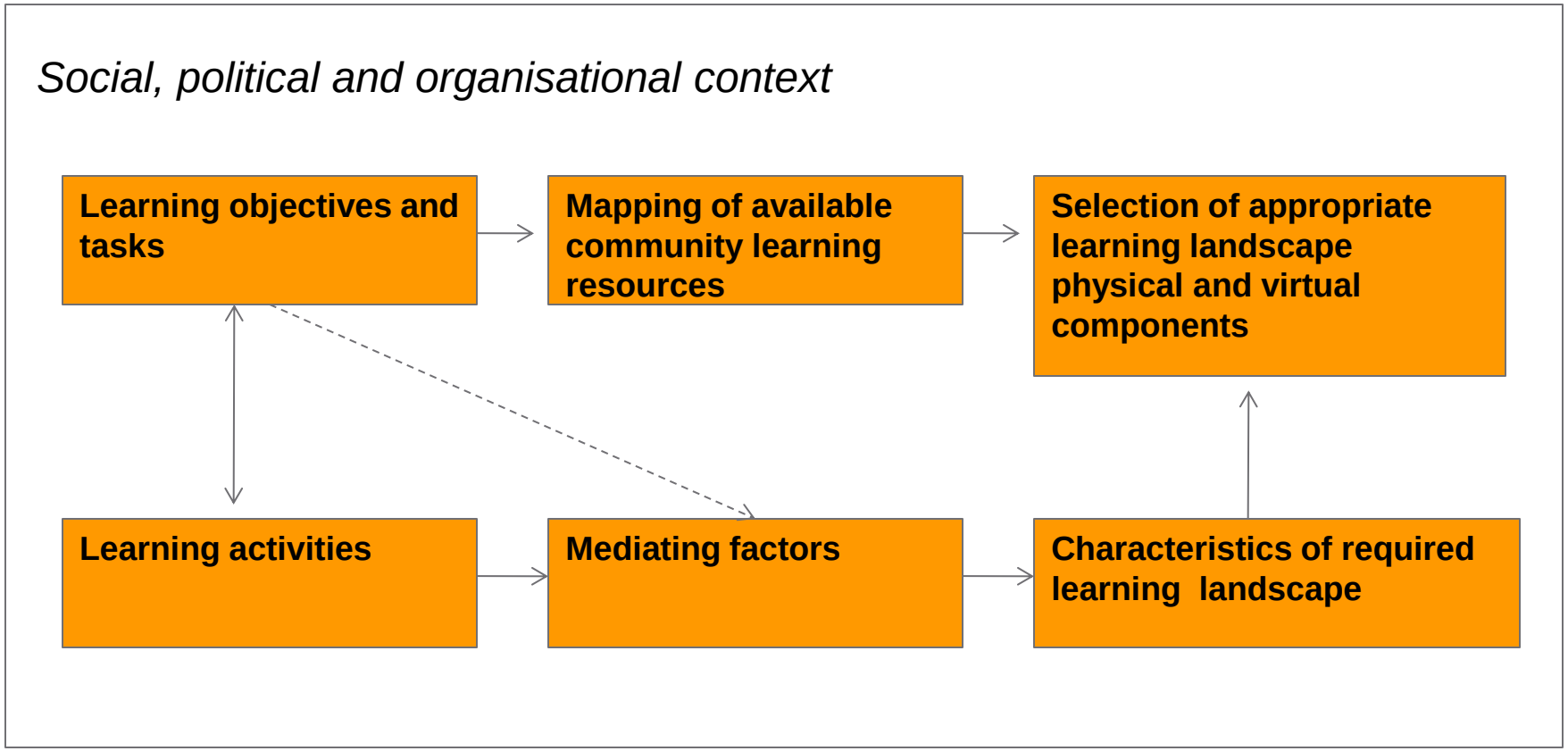
- ***Thinking*** spaces
  - spaces for conceiving ideas, deliberating, brainstorming
- ***Designing*** spaces
  - spaces for putting structure, order, and context to free-ranging ideas
- ***Collaborating*** spaces
  - spaces for enabling team activities
- ***Presenting*** spaces
  - spaces for showing things to a group
- ***Debating*** or negotiating spaces
  - spaces for facilitating negotiations
- ***Documenting*** spaces
  - spaces for describing and informing specific activities, objects, or other actions
- ***Making*** spaces
  - spaces for creating objects and artefacts using diverse materials and processes
- ***Practicing*** spaces
  - spaces for investigating specific disciplines
- ***Sensing*** spaces
  - spaces for pervasively monitoring a location
- ***Operating*** spaces
  - spaces for controlling systems, tools, and complex environments

The future learning experience

- Layered experience
- Creation of flexible activity zones to support learning, living and working
- Users choosing appropriate settings and technology for the tasks they want to achieve
- Blending of physical and virtual research areas
- Blurring of learning with working, living and leisure
- Sharing of facilities with other institutions/ uses
- Thinking beyond the campus – the wider learning landscape

d.school, Stanford University, USA

Defining the learning landscape



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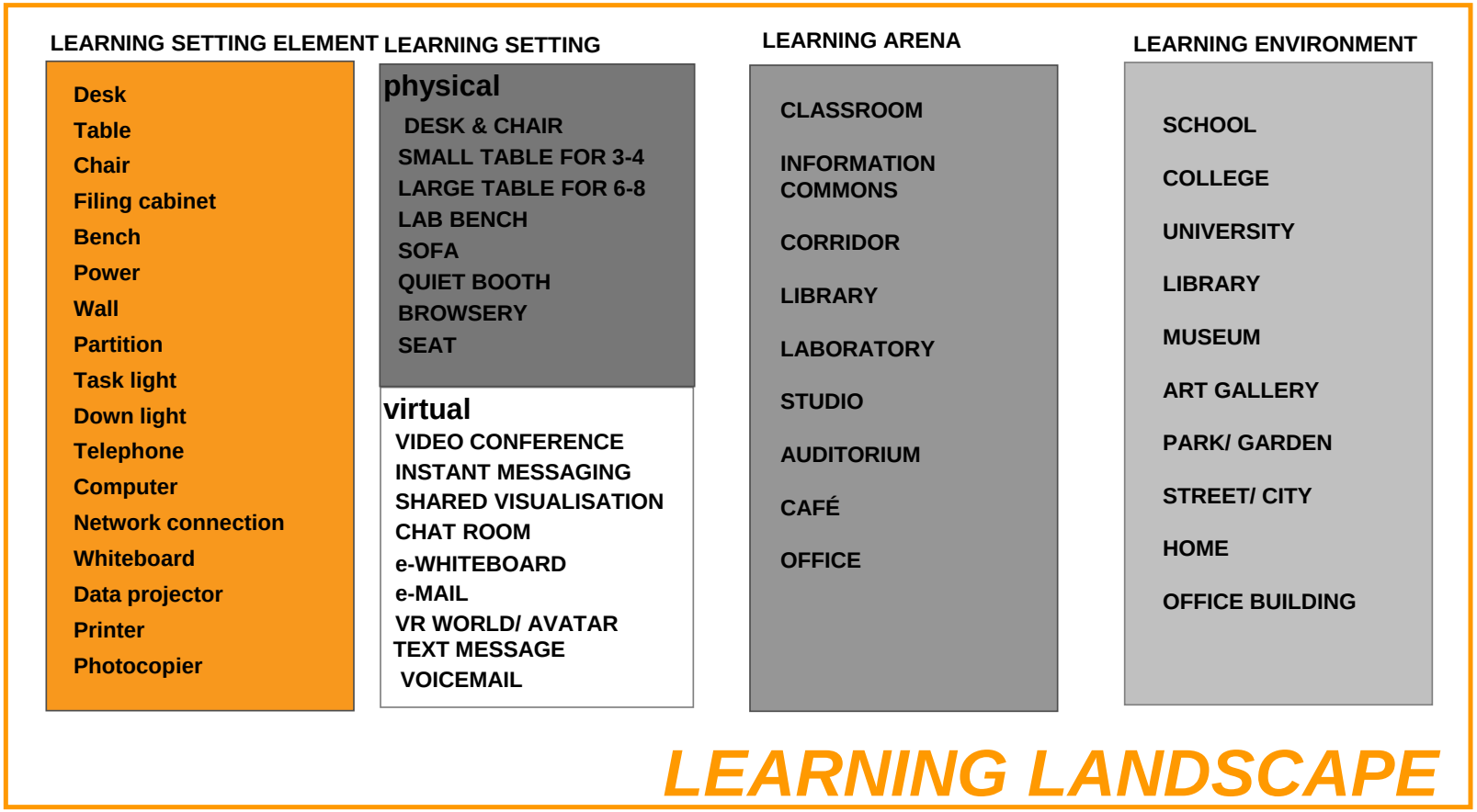
Examples of mediating factors

- Number of participants
- Geographical distribution of participants
- Individual or group activity
- Degree of concentration needed
- How intermittent or continuous the activity is
- Importance placed on the activity and the task it is part of by the participants and wider stakeholders.
- Predictability
- Formality
- Relationship needed with participants for successful activity

- Organizational preferences based on institutional identity
- History and financial structure of the institution
- Personal circumstances and enduring and temporary preferences of the individual learners

Defining the learning landscape

SPACES THAT WORK



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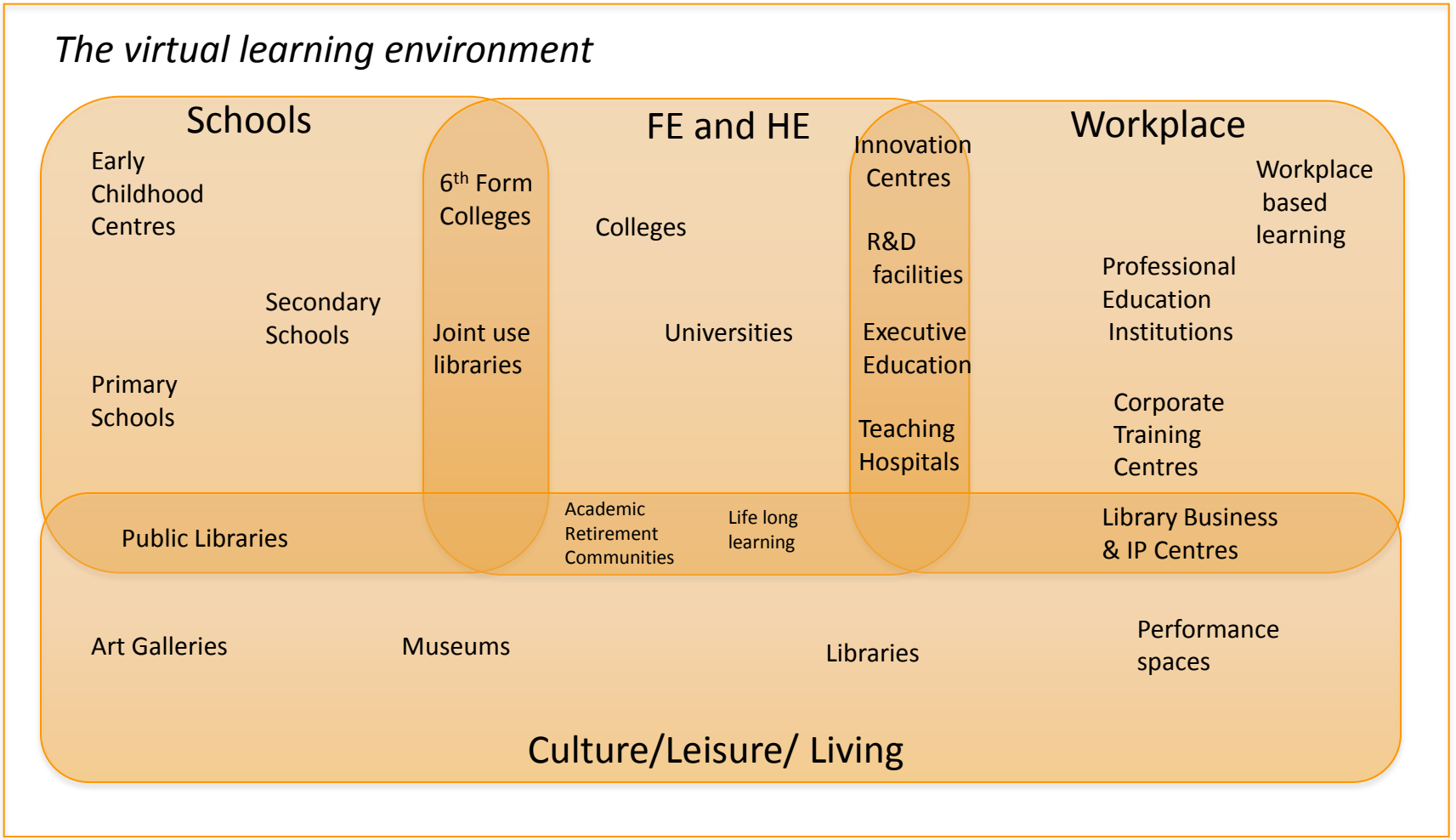
Creation of learning-centred communities



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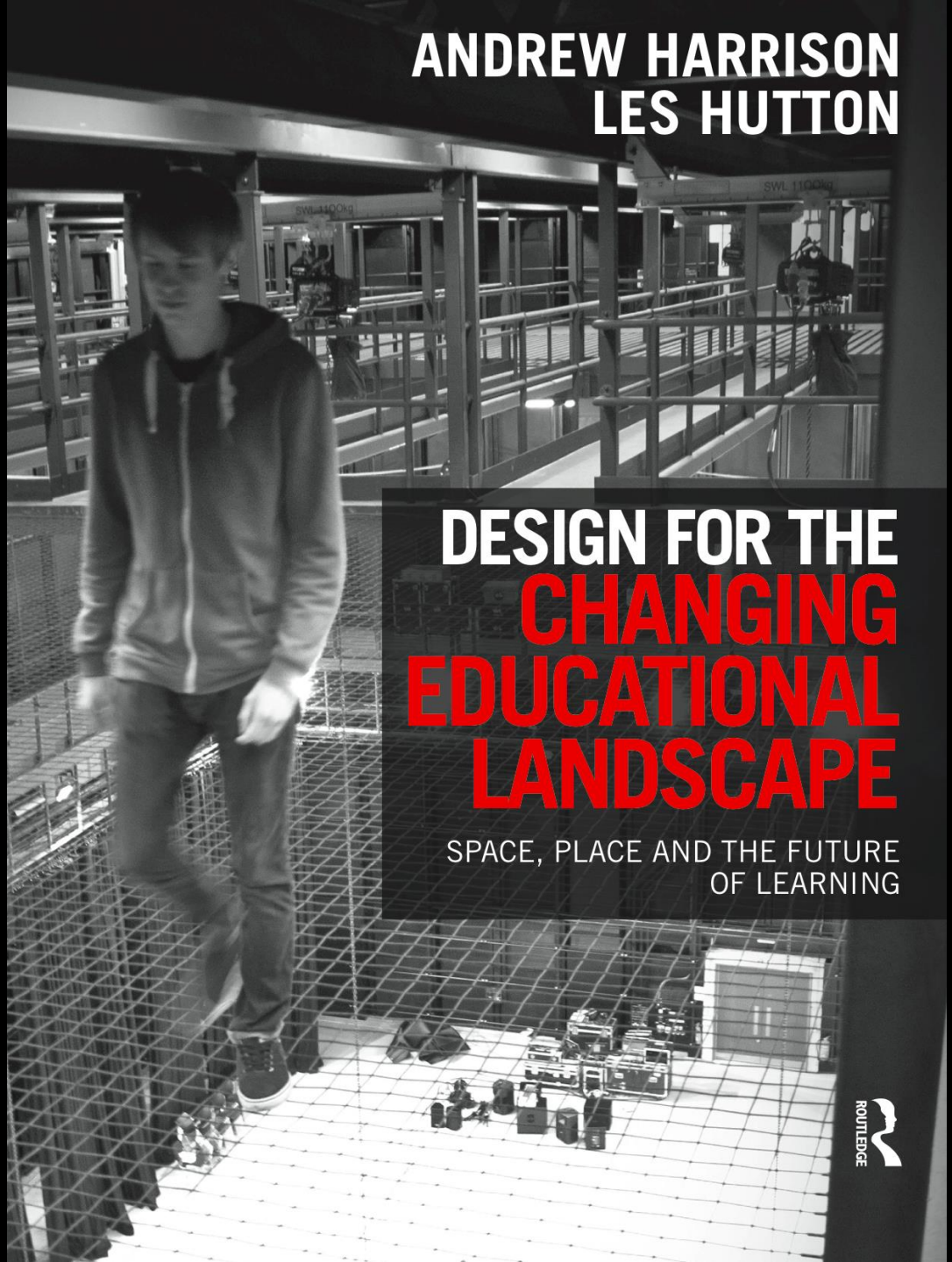

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