Campus space – a place for interaction and learning

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place and space — social

place and space for learning in higher education

HOW

space and place physical + virtual
What is a space or a place?
Ground rules for place

**Geographic location** — Place is the distinction between here and there.

**Material form** — Place has physicality, place is stuff. Social processes happen through the material forms.

**Meaning and value** — Places are perceived, felt, understood and imagined (see Soja, 1996)

**Place is space filled up with people, practices, objects and representations.**

(Gieryn, 2000, 464-465)
What begins as undifferentiated space becomes place as we get to know it better and endow it with value.

(Tuan, 2002, s.6)
Another view…

Both place and space are social products (Dourish, 2006).

Space affords opportunities for action and can be related to social aspects (de Certeau, 1984).
We experience spaces different, and our need for personal space varies.

"What crowds one people does not necessarily crowd another"

Hall (1966 s. 84)
Sociopetal space

Sociofugal space is not necessarily bad, nor is sociopetal space universally good. What is desirable is flexibility and congruence between design and function so that there is a variety of spaces, and people can be involved or not, as the occasion and mood demand. (Hall, 1966, p. 110)
Sense of a place

feeling or perception held by people (cf. Tuan (2002))

places bring people together in bodily co-presence — but then what?

engagement or estrangement can both be built in (Sennet, 1990)
People act in spaces — making them a place
EU-Debatt på Petri. Elever ställer sig upp och vänder ryggen till när det är dags för SD att tala.
Learning spaces and places...

Space designed telling people what to do (Gitz-Johansen, Kampmann & Kirkeby, 2005; Kirkeby, 2006).

Space is negotiable and designed in interaction with the participants in the space (cf. Jewitt, 2005).

While teachers usually have little agency over spatial arrangements at the fixed ranks of building and floor, there is much potential in the more dynamic ranks of room and element.

Such work is the stuff of pedagogic design...

Jones (2008)
How did we think about interaction and learning in higher education...
When we came up with this?
Did we think like this?

Learning only happens in classrooms.

Learning only happens at fixed times.

Learning is an individual activity.

What happens in classrooms is pretty much the same every day.

A classroom always has a front.

Flexibility can be enhanced by filling rooms with as many chairs as will fit.

(Chism & Bickford, 2003)
and not this?
Rum för lärande / Room for learning
Photo: Umeå University

Active Learning Classroom, University of Minnesota
SILK building, Flinders University, Adelaide
... so, if we put before the mind's eye the ordinary schoolroom, with its **rows of ugly desks** placed in **geometrical order**, crowded together so that there shall be as little moving room as possible, **desks almost all of the same size**, with just space enough to hold **books, pencils and paper**, and add a table, some chairs, **the bare walls**, and possibly a few pictures, we can **reconstruct the only educational activity that can possibly go on in such a place**.

**It is all made ”for listening”**… (Dewey, 1900, 31-32).
How?

My focus in research is on how room and space in higher education can be understood as potential areas and resources for interaction and meaning-making when places are shaped.
How?

Schedule, booking system, no possibility to choose classroom, time, rules, choices made by others…

Designs for learning
(Selander & Kress, 2010)
How?

Sal Marie lämnas enligt nedan punkter efter avslutad föreläsning

- Salen återmöbleras enligt skiss till vänster
- Pappersmuggar kastas i papperskorg
- Tavlan suddas
- Flipchart-papper rörs av
- Papper tillhörande föreläsningen kastas/tas med
- AV-utrustning stängs av
- Överbliven beställd fika/mat tas med

Alltså ska inga stolar och bord stå längs väggarna eller liknande. Kommande föreläsare (era kollegor) ska inte behöva inleda med att möbiera upp salen igen.
Please refurnish!

In this room we have tried three different types of setting... You could try this one or this one...

Take a picture of your example and spread your ideas to your colleagues...
your classroom
10,000 students are in this building each day...what are you leaving behind?

Do your part to keep spaces clean.

That chair you’re sitting in? Eight butts sit in it each day.

It’s your space; take care of it.

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How? Define the situation, read the room, understand the framing of the activity

and this reading follows in to the activity in the room…
How?

Designs in learning
(Selander & Kress, 2010)

interaction
keying
framing
(Goffman, 1974)
to participate — or not…
negotiation — where is my safe place?
re-designing

the teacher way
to sum up so far...

Space, as designed for learning, is something both teachers and students read, transform and re-design in action, designing their way in learning.

hence — space should be a part of pedagogic and didactic design.
physical + virtual spaces
The HyFlex example

HyFlex is a model where the course design combines physical and virtual spaces and face-to-face with online learning.

Live streaming lectures + chat
Students attend at campus or online in a synchronous setting.

1 teacher lectures, 1 teacher facilitates the live streaming and the chat with the online students.
Learning spaces

- The Physical space
- The Representational space
- The Online space

The Interactional Space

The Hybrid Space

Leijon & Lundgren, 2015
The physical spaces
The representational spaces
The interactional spaces

- Lecturer
- Participants in the room
- Participants online
  - same mode via chat
- Facilitator
Hybrid Space

Space + Time + Access
Different modes

A liminal space? "Between-ness"
Learning spaces

The Physical space

The Representational space

The Online space

The Interactional Space

The Hybrid Space


Leijon & Lundgren, 2015
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Students and teacher act in, design and re-design different spaces in higher education.

traditional

innovative & flexible

hybrid
all learning spaces invite, encourage, permit — but do not directly cause student learning…

(Langley, 2015).

space pedagogy & interdisciplinary work
References


Tuan, Yi-Fu (2002). *Space and place: The Perspective of Experience*. Minneapolis: University of Minnesota Press.