Learning Spaces in Higher Education — It is Time for Space Pedagogy!

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3 challenges

Evidence-informed decision challenge
Design challenge
Pedagogic challenge
Evidence-informed decision challenge

We know that space affects the way we interact, thus how we learn
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)
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
All this goes for learning spaces
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?
... 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).
Evidence-informed decision challenge + Design challenge
reagerar vid en allergisk reaktion. Kurskamraten Louise Jansson reflekterar över fördelarna med det nya lektionsformatet.


Just den här lektionen kallas studentled repiteration och bygger på att studenterna själva ska komma fram till vilka luckor de har i sin kunskap. Läraren finns hela tiden i närheten för att besvara frågor.

Åse Tieva menar att studenterna tidigare insåg vad de inte förstod först vid tentan.

– Då hade de kört fel för länge sedan och det blir ett otroligt kliv att backa tillbaka och försöka hitta rätt. Nu kan de rätta varandra och

Pedagogens ALC-sal

På Pedagogen finns en sal som är särskilt anpassad för undervisning som bedrivs enligt konceptet ALC (Active Learning Classroom).


Tanken bakom ALC-konceptet är att studenterna ska lära genom aktivt eget arbete i grupper. Läraren agerar processledare och rör sig mellan grupperna. Salen passar mindre bra för rena föreläsningar.

Från och med våren 2017 är salen öppen för bokning (se information nedan). Lärare som avser boka salen bör känna till ALC-konceptets
Karolinska Institutet
SILK building, Flinders University, Adelaide
Active Learning Classrooms
University of Minnesota

https://www.mcgill.ca/tls/spaces
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.

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

Based on research and proven experience

Why not make space a part of the didactic design?

Design for learning and design in learning (Selander & Kress, 2010)
Students and teacher act in, design and redesign different spaces in higher education.

traditional

innovative & flexible

hybrid
Design for learning
Sal Marie lämnas enligt nedan punkter efter avslutad föreläsning

- Salen återbbörsas enligt skiss till vänster
- Pappersmuggar kastas i papperskorg
- Tavlan suddas
- Flöpchart-papper riva av
- Papper tillhörande föreläsningen kasseras med
- AV-utråning stängs av
- Överbliven bestämt likaså tass med

Allt ska inga stolar och bord stå längs väggen eller liknande. Kommande föreläsare (sina kollegor) ska inte behöva ha med att möblera upp salen igen.
Your classroom

10,000 students are in this building each day... what are you leaving behind?

Do your part to keep spaces clean.

Your classroom

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

It’s your space; take care of it.

The University of Minnesota is an equal opportunity educator and employer.
Please rearrange!

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...
Design *in* learning
Define the situation, read the room, understand the framing of the activity

and this reading follows in to the activity in the room...
Negotiation – where is my safe place?
re-designing the teacher way
Can we make the reading explicit? Turn it into a pedagogical discussion?

http://derekbruff.org/?p=3032
To sum up… 3 challenges

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 & we need to make evidence-informed decisions when designing learning spaces.

Work with stakeholders. Participatory design projects.
all learning spaces invite, encourage, permit — but do not directly cause student learning…

(Langley, 2015).
Thank you!
Questions?
References


Övriga källor:
http://derekbruff.org/?p=3032