What does it mean to relate learning with space, behaviors & outcomes?

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Setting the stage for your experience today: take a seat to engage in unfolding the relationship between space and learning.

1. There is no common perspective that relates space to learning.

2. Focus on intersection of space, behaviors and outcomes may frame an assessment.

3. Stakeholders must voice their multiple stakes, but a single authority evaluates a specific space’s relation to learning outcomes.

4. Assessment might transcend formal and informal spaces.
Q1. What does it mean to relate learning with environments?

Promote evidence into our routines to improve quality performance of higher education
What it means...to address implementing space as learning intervention

Promote evidence—Identify & address multiple factors

Into our routine—align with stakeholders’ context

to improve quality performance of higher education — identify what translates from formal to informal learning environments
Q2. How to think about relating space, behaviors and outcomes?

Behaviors

Outcomes

Space

(outcomes diagram)
Q3. What is learning?

“the acquisition of knowledge or skills through experience, study, or by being taught.”
Address space as a learning intervention

Adding space as a learning environment involves a combination of deliberately undertaken program elements or strategies designed to produce behavior changes or improve learning among individuals or an entire population.
Q 4: Are informal learning spaces distinguishable?
Instructor controls learning in formal learning space

Legend

Learning Experiences (eliciting learning behaviors)
Learner controls learning in informal learning space

Legend

* Change in learning outcome
How else would you distinguish formal and informal learning environments?

THINK

PAIR

SHARE
Q5: What Are Learning Behaviors and Their Relation to Space?

*Collaborative learning

*Study alone

* Study Amidst

Spaces are designed for different behaviors in different environments.
Q6: How are learning spaces assessed?

1. Qualitative method
2. Quantitative method
3. Process-driven hybrid method
Qualitative Self-reflected reporting

• Study *alone*:  
  • “I work alone ... Away from everyone.”

• Study *along*:  
  • “With a friend but working on different projects”

• Study *together*:  
  • “Only occasional with others doing independent work”

---Johnson, M & Nitecki, D. A. (2016) Capturing data on student interactions: to improve informal learning environments. SCUP Conference, Vancouver  @proxmap
Quantitative assessment of recorded images
Process-driven hybrid assessment
Creating a process-oriented model
Involving all stakeholders in the process

- Alumni Office
- Board of Trustees
- Faculty Members
- Students
- Registrar
- Provost / Faculty Affairs Office
- School/College Dean
- Physical Plant & Operations
- Office of Information Technology
- Center for Teaching & Learning
- Furniture & Technology Vendors
## Identifying Stakeholders’ Stakes (Outcomes)

<table>
<thead>
<tr>
<th>Stakeholder</th>
<th>Identifying Stakeholders’ Stakes (Outcomes of Learning Space)</th>
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<tbody>
<tr>
<td>Center for Teaching &amp; Learning</td>
<td>• Providing support for faculty members in their experimentation within these learning spaces</td>
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<tr>
<td>Physical Plant &amp; Operations</td>
<td>• Further refine the guidelines for ideal active learning spaces</td>
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## Identifying assessment tools

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<th>Assessment Tools</th>
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<td>• Ethnographic observations of classes</td>
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<td>• Faculty reflective journals</td>
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<td>• Evidence to support continued financial support of these spaces across campus</td>
<td>• Faculty surveys</td>
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<td>• Student and faculty reflections</td>
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<td>• Pre and post surveys</td>
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<td></td>
<td></td>
<td>• Post-Occupancy survey</td>
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<td></td>
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<td>• Collating faculty success narratives</td>
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• Stakeholders must voice their multiple stakes (outcomes); we highly suggest that a single authority evaluates a specific space’s relation to learning outcomes.

• The use of a coordinator in our initiative ensured that every outcome was effectively assessed, and assessment eventually fed back to improve the knowledge about the process and strategies for that space and others future spaces.
Q7: What else to expect today?
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SCUP session learning outcomes

After participating you will be able to:

1. Identify and distinguish formal from informal learning spaces

2. Recognize active learning behaviors & describe elements of space & design that enable such behaviors

3. Identify & choose appropriate assessment methods to generate evidence of specific informal environments for self-directed active learning
Participant reflections: Use this Likert-scale

1. Strongly Disagree
2. Disagree
3. Neither agree nor disagree
4. Agree
5. Strongly Agree
I am confident that I can identify and distinguish formal from informal learning spaces.
I can easily recognize active learning behaviors
It’s easy to describe elements of space & design that enable active learning behaviors
There are a lot of effective assessment methods to generate evidence of active learning in informal spaces.
Thanks...let’s continue conversation

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