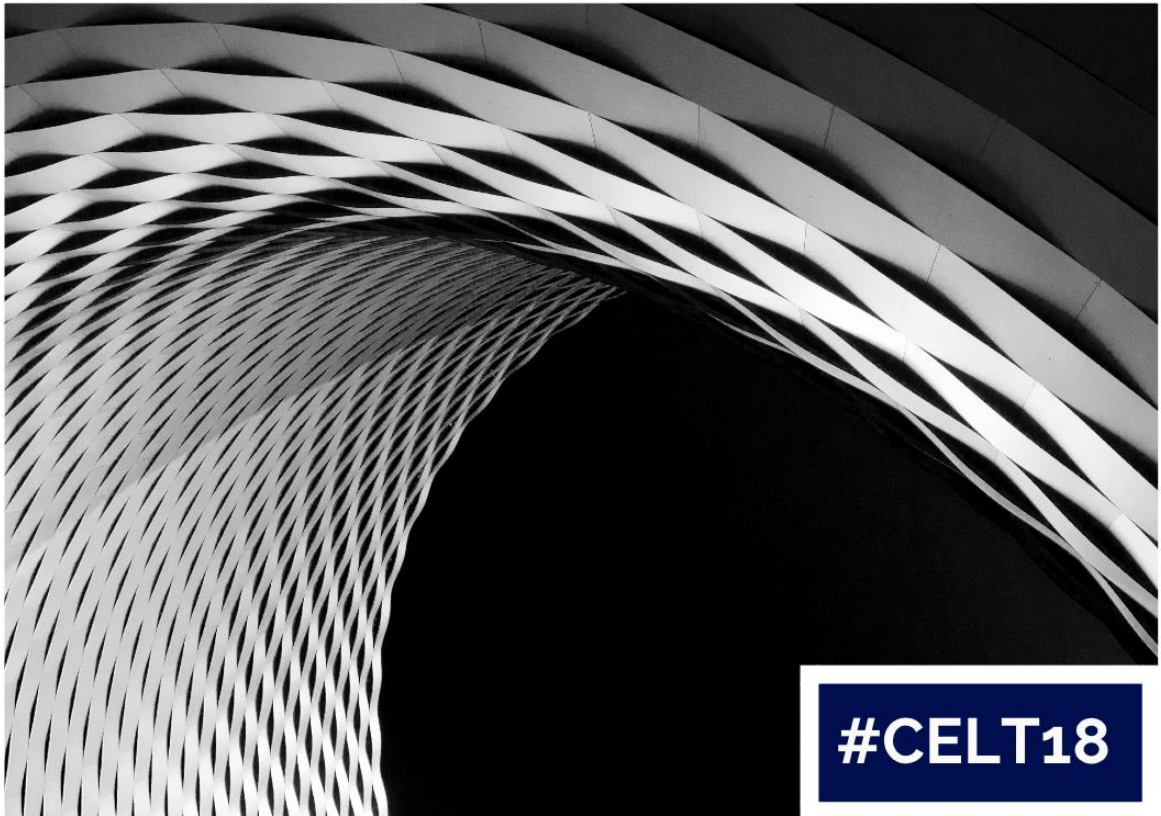


# Design for Learning

Teaching & Learning Spaces in Higher Education



GALWAY SYMPOSIUM ON HIGHER EDUCATION

Friday June 15, 2018

Áras Moyola, NUI Galway

# Teaching & Learning Spaces in Higher Education

## **Table of Contents**

<b>Welcome and Introduction .....</b>	<b>1</b>
<b>Useful Information .....</b>	<b>2</b>
<b>Timetable .....</b>	<b>3</b>
<b>Keynote Speakers .....</b>	<b>4</b>
<b>Parallel Sessions .....</b>	<b>8</b>
<b>Panel Discussion .....</b>	<b>15</b>



## Welcome and Introduction

You are all very welcome to our annual Symposium, Galway's own one-day festival of learning in higher education! For me, and the organisers of these events, advanced preparation can be nerve-wracking, with all sorts of issues to deal with ranging from making sure that there's enough tea and coffee to checking network and streaming systems. Each year, however, we are always happy to endure the bitten nails and the knocking knees (or is that just me?), as soon as we hear the chatter and the sharing of ideas of colleagues both in the formal sessions and around the conference venues. It's that buzz that demonstrates your commitment to teaching and learning, your desire to ensure that everything is done that's needed for your students to succeed, and your passion for your subject disciplines. You are the teaching and learning champions, our role is just to help connect you with one another, to invite guests who can share advice and experience, and, where it might be possible, to build coalitions for change in our disciplines, institutions and sector.

This year, the topic is one that deals with the day-to-day, but which also has potentially significant impacts on the quality of the teaching that we can provide and the learning that our students can undertake. It's also an area in which a number of institutions have taken a renewed interest and begun to make significant investments. A very recent example, which I mentioned in my pre-conference blog post (<http://bit.ly/LearnSpaces>), is that of Monash University and their entirely new Learning & Teaching Building which has some radical innovations in its design. But there are also other more nearby examples, where libraries, for example, have been transformed into 'learning commons', or where more individual and group study space has been provided for students, or where hybrid mixes of the physical and the virtual have opened more opportunities for learners. Many of these, and more, will be discussed in today's event and we hope that you too will share both your experiences and your aspirations for an enhanced teaching and learning environment.



If you have ideas, or suggestions, about teaching and learning spaces, then why not post them up on our public ideas board? It's available at: <http://bit.ly/IdeasBoard> or you can access it via the Padlet app by scanning this QR code.

So, let's have a great day, and see if by the end of it we can have both a wish-list for our dream building, and some real, practical hints and tips for how we might 'hack' the spaces we already have. And remember, chat, mix, mingle – noise is our 'performance metric'!

Best wishes,

Iain MacLaren,  
Director, Centre for Excellence in Learning and Teaching (CELT), NUI Galway

## Useful Information

### WIFI:

Ideally, you will seamlessly connect via EDUROAM, but if for some reason you do not, please use the following credentials:

Network: NUIGWIFI  
ID: 9876001t  
Password: uckfe7888

### TWITTER:

Please feel free to Tweet during the conference. We invite you to use the **#celt18** hashtag to help others keep track of the conversations.

### LIVE STREAM:

The three keynotes will be live streamed (and recorded for later viewing). Following is the live stream link, if you wish to share:

<http://bit.ly/celt18livestream>

### ONLINE RESOURCES:

An online version of this Symposium booklet and further information can be found at:

<http://nuigalway.ie/celt>

### PARKING:

Please make sure you have parked appropriately according to your permit.

Conference/visitor permits can only be used in the **Park and Ride car park** (white lined spaces only), located past Corrib Village residences.

**Pay and Display** (blue lined) spaces are situated across campus and valid tickets should be displayed on your dashboard – or you can pay by mobile phone using the APCOA parking app: <http://www.apcoaconnect.ie>

Please ask at the Registration Desk for a Parking Permit if you need a conference/visitor permit.

## Timetable

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9:00	Registration, Tea & Coffee	<i>Foyer</i>
9:20	Vice-President for the Student Experience, Dr. Pat Morgan – <i>Welcome &amp; Introduction</i>	<i>Auditorium</i>
9:30	Keynote: Alastair Blyth <i>Re-imagining Learning Spaces in Higher Education</i>	<i>Auditorium</i>
10:15	Keynote: Donna Lanclos <i>What do we mean by Active Learning?</i>	<i>Auditorium</i>
11:00	TEA & COFFEE	<i>Foyer</i>
11:30	Parallel Sessions: Short papers (Stream A) Short papers (Stream B) Workshop	<i>Auditorium</i> <i>MY127</i> <i>MY129</i>
12:50	LUNCH	<i>Friars Restaurant</i>
1:45	Lightning presentations: Hugh Murphy, <i>Maynooth University</i> Simon Carter, <i>Feildon Clegg Bradley Studios</i>	<i>Auditorium</i>
2:00	Panel Discussion: <i>Libraries as innovative learning spaces</i> Chair: John Cox, <i>University Librarian, NUI Galway</i>	<i>Auditorium</i>
3:15	Keynote: Lorna Campbell <i>The Soul of Liberty: Openness, equality and co-creation</i>	<i>Auditorium</i>
4:00	Closing	<i>Auditorium</i>
4:15	END	

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# Keynote Speakers



## ALASTAIR BLYTH

Architect and Senior Lecturer, University of Westminster

[@alastairblyth](#) and [alastair-blyth.com](#)



**Alastair Blyth** is an architect and research analyst specialising in learning environments and a Senior Lecturer in the Department of Architecture at the University of Westminster. A key theme of his work is how the physical environment supports the needs of learning and how to ‘reimagine’ the learning space. Alastair is the co-author of several OECD surveys and policy reviews, including [Higher Education Spaces and Places](#) for learning, innovation and knowledge exchange.

### ***Re-imagining Learning Spaces in Higher Education***

With more students, rapid technological change and digital innovation, pressure on funding, rising costs and changing education demand, universities are being forced to rethink their space. It seems a contradiction to suggest that universities have to provide more space yet reduce the amount of it. This keynote presentation will consider some of the key global trends driving change in higher education, the consequences for the space we use, and ask what might the university of the future look like?

#### References:

OECD: Higher Education Spaces and Places: <http://www.oecd.org/education/innovation-education/centreforeffectivelearningenvironmentscele/spacesandplacesforhighereducation.htm>

## LORNA CAMPBELL

Open educator, OER Service, University of Edinburgh

Founder, [Open Scotland](#) initiative

[@LornaMCampbell](#) and [lornamcampbell.org](#)



**Lorna Campbell** works for the University of Edinburgh's [OER Service](#) within the Learning, Teaching, and Web Services Directorate, where her work includes strategies for embedding and supporting open education and OER within the institution. Lorna is a Trustee of [Wikimedia UK](#) and of the [Association for Learning Technology](#) and a member of the [Open Knowledge Open Education Working Group Advisory Board](#). Lorna has twenty years' experience working in education technology and open education policy and practice. She regularly speaks at academic conferences and workshops and has published widely.

### ***The Soul of Liberty - Openness, equality and co-creation***

"Equality is the soul of liberty; there is, in fact, no liberty without it." - Frances Wright (1795 - 1852)

What do we mean when we talk about openness in relation to digital teaching and learning spaces, resources, communities and practices? How open and equitable are our open online education spaces and who are they open to? Lorna's talk will focus on open education, OER, open practice, MOOCs, and Wikimedia and will explore different and sometimes contradictory definitions and understandings of openness in these contexts. She will also touch on the structural inequalities that prevent some groups and individuals from participating in open education and, using innovative examples from the University of Edinburgh, look at how we can engage with students to co-create more equitable, inclusive and participatory open education spaces, communities and resources.

#### References:

Open Scotland: <http://openscot.net/>

Wikimedia UK: <https://wikimedia.org.uk/> & Wikimedia Ireland: <http://wikimedia.ie/>

Association for Learning Technology: <https://www.alt.ac.uk/>

Open Education Working Group Advisory Board: <https://education.okfn.org/advisory-board/>

## DR. DONNA LANCLOS

Anthropologist, Ethnographer

[@DonnaLanclos](#) and [donnalanclos.com](http://donnalanclos.com)



**Donna Lanclos** is an anthropologist working with ethnographic methods and analysis to inform and change policy in higher education, in particular in and around libraries, learning spaces, and active learning pedagogies and practices. She has conducted fieldwork investigating academic practices in the UK, Ireland, and the US, as part of a team and also as a solo researcher. She regularly presents workshops and talks on issues of digital practices and institutional change.

### *What do we mean by Active Learning?*

Donna Lanclos starts from her experiences within an organization concerned with setting up the physical environments and then supporting active learning practices on a large university campus. Inherent in institutional turns to “active learning” are questions about pedagogy, space, and the ways in which universities do (or do not) create places for teaching faculty and students to reflect on and implement new practices, not just reproduce the old ones in new spaces. She draws on her work in libraries and elsewhere in HE and FE to ask questions about teaching, learning, place and practice, and what it all might mean for educational institutions in a time of financial scarcity and political precarity.

#### References:

The Resident Web and its impact on the Academy (Lanclos & White, 2015)

<http://hybridpedagogy.org/resident-web-and-impact-on-academy/>

Visitors & Residents mapping workshop at NUI Galway (Lanclos & White, 2015)

- Summary: <https://catherinecronin.net/reflecting/marvellous-mapping/>
- CELT video interview: <https://learntechgalway.blogspot.com/2015/04/marvellous-mapping-reflecting-on-online.html>

# Parallel Sessions

## Parallel Sessions

11:30am – 12:50pm

### Short Papers (Stream A)

### Auditorium

Relaxing, Sitting, Chilling: Student perceptions of space on campus	Pádraig MacNeela & Natasha Daniels
Development of a multifunctional space for teaching and learning histology	Helen Dodson
Thinking outside the box: How nature-based teaching can benefit staff and students	Caitriona Carlin & Gesche Kindermann
One size doesn't fit all: Creating dynamic classes using online and face-to-face methods	Áine Carey

### Short Papers (Stream B)

### MY 127

Teaching space to Gemba	Martin Hughes
<i>Transition to the new Student Hub at UCC:</i>	UCC Panel
How pedagogical change has influenced the design of the new Student Hub Building	Catherine Molloy
Teaching Spaces: The fourth corner of third level learning	Katie Power
The radio station space and research-led pedagogy	Kieran Hurley
Next-gen learning spaces: Reflections from a research & practice exchange between UCC & UCL	Briony Supple

### Workshop (max. 25 participants)

### MY 129

'Hacking the space': Using design thinking to generate innovative solutions to reconfiguring teaching spaces	Gabe Mullarkey, Paul Flynn & Rachel Hilliard
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## **SHORT PAPERS (STREAM A)**

*Auditorium*

### **Relaxing, Sitting, Chilling: Student perceptions of space on campus**

**Pádraig MacNeela & Natasha Daniels**, School of Psychology, NUI Galway

The Student Information Project (SIP) at NUI Galway is designed to give a holistic perspective on the student experience, inclusive of academic engagement, psychosocial well being, and perceptions of the campus environment. SIP consists mainly of a methodology for conducting regular large surveys of students at all levels in the university. This paper reports on responses to one quantitative item on the SIP which asks about perceptions of spaces to relax on campus between classes. Responses from 702 first-year students from one SIP survey are presented along with responses from 1,814 students in other undergraduate years recorded in another SIP survey. The paper also reports on qualitative responses relevant to perceptions of space on campus following an invitation in one question to give open-ended comments on this topic. A total of 967 students gave written comments on three top priorities to improve the student experience. Perceptions of space for relaxing, chilling, and sitting were one of the dominant themes in these student recommendations.

### **Development of a multifunctional space for teaching and learning histology**

**Helen Dodson**, Discipline of Anatomy, NUI Galway

In the Discipline of Anatomy we are developing a multi-functional teaching and learning space in the newly opened Human Biology Building. The principle use of this space is as a histology teaching laboratory where we have microscopes and computers and also space for students to use their own devices. Histology teaching and learning is achieved through a combination of individual hands-on experience with a microscope and by using virtual microscopy where slides have been digitised and can be explored via web browser interfaces. Some microscopes are equipped with digital cameras so that images can be captured by a small group of students for discussion and presentation, both approaches greatly enhance the learning of histology. The room is also equipped with projectors, so it is useful for pre-lab talks and for whole classroom demonstrations during a lab session. Over the past two semesters the space has been used by both science and medical students; we are finding that it not only serves the original lab purpose, but is also useful for student presentations, small group teaching sessions and as a space for final year undergraduate project students to work. Participants in this presentation will learn how we are using a teaching and learning space in the new Human Biology Building and how traditional microscopy and virtual microscopy can be integrated in histology teaching.

### **Thinking outside the box: How nature-based teaching can benefit staff and students**

**Caitriona Carlin & Gesche Kindermann**, Centre for Environmental Science, NUI Galway

How does the environment around us facilitate learning? Noticing nature is an accessible way to develop essential skills such as observing, reflecting and problem solving, yet taking classes outdoors is an important but underused resource. NUI Galway's campus is

the most diverse in Ireland. Its value is recognised in the Nature and Ecosystems strand of NUI Galway's Sustainability Strategy. A goal of the Nature and Ecosystems strand is to increase the level of outdoor teaching on campus. A draft strategy outlined the current level of outdoor teaching and highlighted the opportunity for and benefit from doing so. This strategy is informed by the NEAR (**N**ature and **E**nvironment to **A**ttain and **R**estore) Health project at NUI Galway. Funded by the EPA and HSE, this research investigates how people connect to nature to benefit their health and wellbeing. Learning while also stretching muscles utilises brain power more effectively than continually sitting down. There are other cognitive, psychosocial and physical benefits from spending time outside, in nature. Stress and anxiety are rising in student populations in Ireland and elsewhere. Being in nature can provide people with space to feel restored, problem solve, demonstrate increased levels of cognition, and act with more kindness to others. Participants will learn how nature benefits health and wellbeing. They will also take away suggestions to increase teaching and working outdoors.

### **One size doesn't fit all: Creating dynamic classes at MU using online and face-to-face methods**

**Áine Carey**, Library, Maynooth University

LIST Online is a series of short online, interactive tutorials that I developed within Maynooth University Library's Teaching, Research & Development team to complement our long-standing face-to-face teaching programme, LIST. The purpose of the tutorials was to support non-traditional students (mature students, part-time students or students on our Access programme) who often could not avail of our face-to-face training as well as to provide online support at students' point of need as our student community continued to grow. The tutorials have been well-received and incorporated into the classes we teach as a pre-learning tool. Since the tools were first developed (for academic year 2016/17) we have reviewed how they are used and are now designing further online resources, with a different focus, and a realisation that innovative teaching & learning spaces require a combined approach of face-to-face engagement and integrated online resources – as part of the class environment, as a pre-learning tool, and as a further support to students to continue their activity-based learning. This presentation will describe the work we have undertaken so far, share our reflections on how well the approach as worked and the challenges we have found, and share the next phase of our online resource creation in the context of a changing approach to information literacy class provision.

### **SHORT PAPERS (STREAM B)**

**Room: MY127**

#### **Teaching space to Gemba**

**Martin Hughes**, Business Information Systems, NUI Galway

*Gemba* is a Japanese word which literally translated means “the actual place”. In business, a Gemba is the place where value is created. This presentation will share reflections on the importance and challenges of creating a Gemba in the Teaching Place, whether that be a small classroom or a large lecture theatre.

## **Room: MY127**

### **Transition to the new student hub at UCC: Lessons learned and ways forward**

*Panel from University College Cork – The purpose of this panel of four presentations is to present current findings from ongoing research that is actively challenging traditional teaching and learning assumptions through the lens of space. The four presenters in this panel are part of a research group investigating current teaching and learning spaces and resulting pedagogies in order to create a robust evidence base to inform transition to the new Student Hub (<http://studenthub.ucc.ie/>) due to open in 2019. The session will showcase a distillation of four different but linked research projects, with the Student Hub as metaphorical hub at the centre from which the research radiates out.*

#### **(i) How pedagogical change has influenced the design of the new Student Hub**

**Catherine Molloy**, School of Architecture, University College Cork

The past few decades has seen a pedagogical shift which has challenged traditional teaching and learning assumptions. Technological developments, as well as social and economic factors, have called for these assumptions to be reassessed. Banning and Canard (1986) have proposed that amongst the various measures used to foster student development, the use of the physical environment may be the least understood and most disregarded. Today, it is acknowledged that higher education buildings are beginning to respond to this pedagogical change, however it is still postulated that there is limited research into the dynamics of the built environment informing student learning (Okoli, 2013; Strange & Banning, 2015; Temple, 2008). This study is part of a PhD studentship supported by the University College Cork (UCC) Student Charges and Fees Forum and aims to address this deficit. The focus of the study is the Student Hub building currently under construction at UCC which has been designed by acclaimed architects O'Donnell and Tuomey. The PhD will investigate the features of the built environment that foster the best learning and teaching experiences and will involve a single case embedded study of the evolution of the Student Hub from the design to the construction, through to the occupancy of the building. This presentation will exhibit the design proposal of the Student Hub and aims to evaluate it against design principles shaped to improve the environment for learning in the context of this pedagogical shift.

#### **Bibliography**

- Banning, J. H., & Canard, M. R. (1986). The physical environment supports student development. *Campus Ecologist* 4. <http://www.campusecologist.org/cen/v4n1.htm>
- Okoli, D. T. (2013). Sense of place and student engagement among undergraduate students at a major public research university (Ph.D.). Colorado State University, USA. <https://search-proquest-com.ucc.idm.oclc.org/docview/1501642536/abstract/49B88C2925084112PQ/1>
- Strange, C. C., & Banning, J. H. (2015). *Designing for Learning: Creating Campus Environments for Student Success*. John Wiley & Sons.
- Temple, P. (2008). Learning Spaces in Higher Education: An Under-Researched Topic. *London Review of Education*, 6(3), 229–241.



## **(ii) Teaching Spaces: The fourth corner of third level learning**

**Katie Power**, School of Law, University College Cork

Teaching spaces are the essential fourth corner to our third level teaching square; student, teacher and subject being the other corners. How much consideration is given to the teaching space in planning and experiencing a class? This qualitative research encompasses a case study of teaching spaces at the School of Law, Áras na Laoi, UCC. It is a study of third level teachers' opinions and views of teaching spaces at the School of Law. Exploration of threefold key question – what methods of teaching are staff currently engaging with at the School of law, what are the successes and challenges with these methods relating to teaching spaces, focus on a traditional lecture room and a moot court room: what opportunities exist for new forms of teaching with the development of next generation teaching spaces at University College Cork, such as the Student Hub? Four distinct categories for assessment are utilised (as per Lisa Germany): Functional, Environmental, Pedagogical and Emotional.

## **(iii) The radio station space and research-led pedagogy**

**Kieran Hurley**, UCC Radio Station, University College Cork

Technology has moved expediently in the past 10 years but the art of storytelling or developing clear narrative is still the same. In this way, radio has played a powerful role in education in the past, and looking to the future it still has a part to play in student learning. Colleges now aspire to produce global citizens who know their rights and responsibilities that come with graduating from a third level institution; this can be achieved by students finding their voice when it comes to their own education. Skills taught in broadcast media such as Aristotle poetics combined with newer techniques such as the 'Producers Wheel' are teaching frameworks which help students in finding their narrative when it comes to their education. This presentation will demonstrate how the radio station at UCC is used as a transformative teaching and learning space in moving towards research led pedagogy, where students find their voice.

## **(iv) Next Generation learning spaces: Reflections from a research and practice exchange between UCC and University College London**

**Briony Supple**, CIRTL, University College Cork

The consideration of "Learning spaces" is a through line (a theme from beginning to end) of the various accredited and non-accredited programmes in Teaching and Learning which UCC's Centre for the Integration of Research, Teaching and Learning (CIRTL) offers to staff and students who teach in Higher Education. It has proven a useful and insightful lens into cultural and disciplinary views of student learning, including for international faculty participating in the Teaching and Learning programmes. In November 2017, staff in CIRTL applied for a grant funded through the HEA. This "Mobility Grant" enables the travel of staff from CIRTL to various institutions in order to develop research and teaching partnerships. The aim of the project is for staff from UCC and selected universities to work together in developing: (1) teaching resources for staff to enable them to counter the restrictions of space, and to view the concept of space as a way of framing innovative and informed approaches to teaching and learning in higher education, and (2) collaborative research connections. In May 2018, four staff from UCC travelled to University College London (UCL) for meetings and visits to various UCL sites, including both physical and

virtual spaces, as the focus for investigation. This presentation showcases our reflections from this trip, and how our learnings will inform the transition to the new student Hub at UCC.

## **WORKSHOP**

**Room: MY129**

### **‘Hacking the space’: Using design thinking to generate innovative solutions to reconfiguring teaching spaces**

**Gabe Mullarkey & Paul Flynn**, TechInnovate, NUI Galway

**Rachel Hilliard**, School of Business & Economics, NUI Galway

*NOTE: Limited to 25 participants. Please sign up at registration desk.*

Design Thinking is an approach to creative problem solving that seeks to engage with users through a series of playful exercises aimed at developing deep understanding of unmet needs and hidden obstacles to change. In our experience it is a powerful tool for learning that gives learners the opportunity to work collaboratively in a very different way to the standard university lecture hall. In this workshop we will introduce participants to the DT method through a design challenge: “How might my lectures and lecture room be redesigned to better meet my students’ needs?” This 80-minute workshop will give you a hands-on introduction to how you might apply design-thinking in your own teaching and generate some innovative solutions to reconfiguring our fixed teaching spaces.

*In addition to the parallel sessions, there will be two “lightning presentations” after lunch, immediately preceding the Panel Discussion, in the Auditorium:*

#### **Building a better un-bunker**

**Hugh Murphy**, Maynooth University

#### **Design of informal learning environments in third level education**

**Simon Carter**, Feilden Clegg Bradley Studios

# Panel Discussion

## **Panel Discussion: Libraries as Innovative Learning Spaces**

This panel discussion will address questions including:

- What do students expect of libraries today?
- How can libraries enable new modes of learning?
- Can traditional libraries be re-engineered or are new buildings needed?
- Where do libraries fit into the campus learning spaces strategy?
- How to develop and sell a new vision of libraries for learning?

Libraries are different places today, both in how they look and in what they enable to happen within them. They are learning spaces, social spaces and, especially social learning spaces. The library is an interdisciplinary place and promotes participation, interaction with other disciplines and independent learning beyond the lecture, enabling students to become active co-creators rather than passive recipients. Working with campus partners is key and includes library hosting of academic writing centres, maths units and other supports.

Two other developments are noteworthy. Firstly, the learning commons has emerged as a building on some campuses. Its key components are ubiquitous technology, facilities for interaction and a diversity of spaces to suit different modes of learning. Secondly, libraries are responding to the trend towards patrons as creators by establishing makerspaces. These spaces enable fabrication of objects through 3-D printers and other technologies, promoting creativity and entrepreneurship.

Reinvented libraries continue to be a true locus of community, a place of exchange where people from all disciplines and nationalities come together and learn together. Libraries contribute to positive student experience and retention and the formation of graduate attributes. The library building makes a statement about its university's values and its encouragement of scholarship.

## **Panel Chair:**

**John Cox**, National University of Ireland Galway

John is the University Librarian at NUI Galway; he also has worked at University College Cork, the Wellcome Trust, the Royal Free Hospital and Aston University. He has a particular interest in digital libraries, scholarly communications and advocacy for interactive learning spaces. Recent publications include: [Communicating new library roles to enable digital scholarship](#); [The complicated business of publishing academic research](#); and [Positioning the academic library within the institution](#).

## **Panellists:**

**Alastair Blyth**, Architect and Senior Lecturer, University of Westminster

*(biography on p. 5)*

**Lorna Campbell**, Open educator, OER Service, University of Edinburgh

*(biography on p. 6)*

**Donna Lanclos**, Anthropologist, Ethnographer

*(biography on p. 7)*

**Simon Carter**, Partner, Feildon Clegg Bradley Studios

Simon is a Partner at Feilden Clegg Bradley Studios (London), specialising in the design of third level education projects, with a particular interest in new models of learning environments. Simon has extensive experience of leading projects for student residential schemes. He is currently working on a number of projects for universities in cities across Ireland including Galway, Dublin and Belfast, including leading the design team on the Central Quad building of DIT's new Grangegorman campus.

**Hugh Murphy**, Head of Collections and Content, Maynooth University Library

Hugh has worked in Maynooth University Library since October 2010, having worked previously in University College Dublin Library and in the National Library of Ireland. He is responsible for the development and curation of all library collections as well as associated processes such as collection management. Since 2005, he has acted as an occasional lecturer in the Information and Library Studies in UCD and he lectures on Maynooth University's MA in Historical Archives. He is currently pursuing doctoral studies in early 19<sup>th</sup> century history.