

**P70406**

**Space to think, or space to sink? : Does "one size fit all" in the design of learning spaces within contemporary higher education**

**Intended outcomes**

The effect of architecture and learning spaces on learning and teaching: attitudes, motivation; approaches to learning and teaching.

What is the optimal design for effective learning and teaching?

Pedagogic goals given practical manifestations. What are teachers' and learners' needs: are these taken into account in the design and management of learning spaces?

Is there a 'one size fits all' model? Are there aspects of design or philosophies about the physical learning environment that are applicable to all contexts?

How does the physical learning environment affect/reflect your practice (i.e. how you relate to colleagues, how student identities are formed)?

How can social, personal and institutional technology be integrated to enable more effective learning?

How are learning spaces that have been adapted in response to learner needs, being used to promote effective learning?

Does the traditional configuration of classrooms and learning spaces adequately support effective use of modern digital technologies for learning? Are classrooms organized to support the traditional didactic teaching model, and if so, do they need to be adapted to prepare learners for the digital age as well as to accommodate pedagogic approaches that enhance learner engagement and involvement in the learning process?

Is the design of learning spaces overly 'tutor-focused' and 'one-way facing', and if so, does this contradict and conflict with the 'prevailing pedagogic approach [which] has swung towards active and collaborative learning but room design and staff skill sets do not always reflect this'.

And thereafter, does the contemporary move to 'flexible' learning environments, accompanied by the frameworks of 'soft learning' and 'collaborative mechanisms' actually produce the independent and critical thinkers which are required from HE institutions?; or do such new implementations actually produce graduates who are well versed in social-networking and

hot-desking but little else regarding specific discipline-based skills?

Do pooled spaces support a variety of tutor-led and learner-led activities, e.g. presentations, discussion, collaborative project work, information retrieval and sharing etc'?