

Developing the Learning Landscape in Higher Education

Prof. Mike Neary - Sam Williams
Learning Spaces Group



UNIVERSITY OF
LINCOLN

An aerial, isometric view of a city grid, rendered in a monochromatic blue color. The buildings are represented as rectangular blocks of varying heights, creating a sense of depth and perspective. The streets form a clear grid pattern, and the overall image has a semi-transparent, overlay-like quality.

Overview

Introduction

Five design principles

Research

Student as Producer
Learning Landscapes

Progress at Lincoln

Institutional frameworks
Three projects

Sustaining the vision

Questions and references

Principles

Curriculum design in HE

– relationship between research and teaching

The meaning and purpose of higher education

– 'the idea of the university'

Teaching and learning in public – open and accessible

Appropriate technologies – high-tech and low-tech

Academic labour – making working relationships work

An aerial, isometric view of a city grid, rendered in a monochromatic blue color. The image shows a dense arrangement of rectangular blocks representing buildings, with streets and alleys weaving between them. The perspective is from a high angle, looking down at the city. The entire image is covered with a semi-transparent blue overlay, which serves as a background for the text.

Student as Producer

Learning Landscapes

student as producer

STUDENTASPRODUCER.LINCOLN.AC.UK

MANIFESTO

STUDENT AS PRODUCER RESTATES THE MEANING AND PURPOSE OF HIGHER EDUCATION BY RECONNECTING THE CORE ACTIVITIES OF UNIVERSITIES, I.E., RESEARCH AND TEACHING, IN A WAY THAT CONSOLIDATES AND SUBSTANTIATES THE VALUES OF ACADEMIC LIFE

THE CORE VALUES OF ACADEMIC LIFE ARE REFLECTED IN THE QUALITY OF STUDENTS THAT THE UNIVERSITY OF LINCOLN AIMS TO PRODUCE

STUDENT AS PRODUCER EMPHASISES THE ROLE OF THE STUDENT AS COLLABORATORS IN THE PRODUCTION OF KNOWLEDGE

THE CAPACITY FOR STUDENT AS PRODUCER IS GROUNDED IN THE HUMAN ATTRIBUTES OF CREATIVITY AND DESIRE, SO THAT STUDENTS CAN RECOGNISE THEMSELVES IN A WORLD OF THEIR OWN DESIGN

WHAT IS STUDENT AS PRODUCER?

Student as Producer is a development of the University of Lincoln's policy of *research-informed* teaching to *research-engaged* teaching. Research-engaged teaching involves more research and research-like activities at the core of the undergraduate curriculum. A significant amount of teaching at the University of Lincoln is already research-engaged. Student as Producer will make research-engaged teaching an institutional priority, across all faculties and subject areas. In this way students become part of the academic project of the University and collaborators with academics in the production of knowledge and meaning. Research-engaged teaching is grounded in the intellectual history and tradition of the modern university.

WHO IS STUDENT AS PRODUCER?

The focus of Student as Producer is the undergraduate student, working in collaboration with other students and academics. Undergraduate students will work alongside staff in the design and delivery of their teaching and learning programmes, and in the production of work of academic content and value. Students will be supported by student services and professional staff so they can take greater responsibility not only for their own teaching and learning, but for the way in which they manage the experience of being a student at the University of Lincoln. Staff and students can apply for development funds to the Undergraduate Research Opportunities Scheme (UROS) and the Fund for Educational Development (FED).

WHERE IS STUDENT AS PRODUCER?

Student as Producer is now the organising principle for the learning landscapes at the University of Lincoln. At the core of learning landscapes lies an awareness of the importance of space and spatiality to promote the social dimensions of teaching and learning. The most compelling pedagogic spaces in higher education are those that seek to connect research and teaching. Based at the University of Lincoln the Student as Producer project involves other universities from across the sector, including Gloucester, Plymouth, Reading, Sheffield, UCLAN, Warwick, Wolverhampton, Maastricht in the Netherlands and Macquarie in Australia.

WHEN IS STUDENT AS PRODUCER?

Student as Producer will be introduced across the university over the next three to five years. This will be done by formally acknowledging pedagogic practices that are already imbued with the spirit of Student as Producer, by a teacher education programme to enable staff to engage with the principles and practices of Student as Producer, and through the University's normal quality and validation procedures. This work will be supported with funding from the Higher Education Academy from 2010 to 2013.

For further information see: studentasproducer.lincoln.ac.uk



UNIVERSITY OF
LINCOLN

Student as Producer

Research-engaged teaching is the organising principle
for all teaching and learning
(Teaching and Learning Plan 2011-2016)

Undergraduate students are part of the academic project
of the University producing new knowledge and meaning
(Neary and Winn 2009)

QAA Institutional Review

The QAA review team identified the following features of good practice at the University of Lincoln:

- **The systematic engagement of students at all levels across a wide range of quality assurance and enhancement processes.**
- The 'Getting Started' information pack and associated processes for new students.
- The use of the 'Lincoln Award' in recognising a range of extra-curricular activities undertaken by a significant and increasing number of students.
- **The impact of the 'Student as Producer' initiative on the enhancement of student engagement at all levels and on learning and teaching practice across the University.**

The enhancement of student learning opportunities at the institution is commended.

Reinvention

MONASH University THE UNIVERSITY OF WARWICK

Reinvention: an International Journal of Undergraduate Research

“

The feedback was brilliant, it was far more detailed than I had experienced with assessed/ class work and I had not predicted such a detailed response. To date it has been the single most helpful process with regards to my writing skills

About the Journal

About us, content alerts and contact details

Journal Issues

All issues published to date

Information for Authors

Guidance on writing and submitting a paper

Journal Team

Editorial Team, Journal Board and Marketing Team

Training

for Undergraduate Authors

Available Roles

Work with the Journal

Current Issue

Volume 6 Issue 2 - Published 31 October 2013

Contents

- [Editorial: Enhancing the Undergraduate Learning Experience](#)
- [The Cosmogony of Translation: Translating Yaxkin Melchy's *Los Planetas*](#)
- [Making a Spectacle of Themselves: Art and Female Agency in 1890s Music Hall](#)
- [Shared Foreignness: Student Experiences of Social Inclusion and Exclusion during Study Abroad](#)
- [Student Attachment in a Jewish Day School: the Role of the Teacher](#)
- [Border Effects Among EU Countries: Do National Identity and Cultural Differences Matter?](#)
- [Overcoming Barriers to Interprofessional Communication: How Can Situational Judgement Dilemmas Help?](#)
- [A Comparative View of European and Japanese Cultures through a Study of their Mechanical Automata in the Eighteenth and Early Nineteenth Centuries](#)
- [Book Review: Ben Goldacre \(2012\), *Bad Pharma: How drug companies mislead doctors and harm patients*, London: Fourth Estate](#)

Home

About

Blog

BCUR 14

Past Events

Research

Contact

Get Involved



LATEST | PDFs of Posters in Parliament now available

BCUR 14

Posters in Parliament

Undergraduate Journals

Twitter Feed

RT @Mishaal_Akleker: BCUR 2014
(+playlist): <http://t.co/XY1IQZVNO2> via
@YouTube #BCUR14 The first social
media video !!!!!!! :) 01:34:34 PM March
27, 2014 from TweetDeck

Reply Retweet Favorite

RT @WiredUK: Crows shown to reason
like kids. understand causality

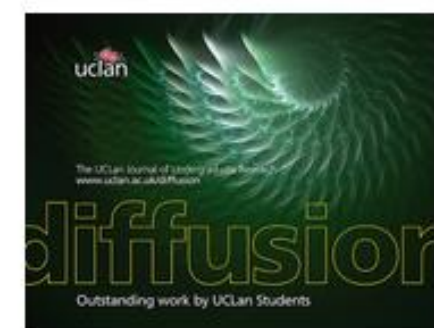
Latest Blogs

Reinvention
An International Journal of Undergraduate Research

Reinvention



Bioscience Horizons



Diffusion: The UCLan
Journal of..

Research-engaged teaching as design principle

'The relationship between teaching and research is intricately embedded within ideas about what universities do and what they are for. It is fundamental to what is understood as higher learning and to ideas about the nature of the academy. Understanding this relationship raises substantial questions about the roles and responsibilities of higher education institutions, about the nature of academic work, about the kinds of disciplinary knowledge that are developed and by whom, about the way teachers and students relate to each other, about how university spaces are arranged and used, indeed, it raises fundamental questions about the purposes of higher education'

(Brew, A. *Beyond the Divide: Research and Teaching* 2006: 3)



News > Education > Higher

Universities: The learning mould is smashed

Warwick has introduced a classroom without desks. Lucy Hodges finds out why

Thursday 11 January 2007



SHARE



TWEET



SHARE



REDDIT



SHARE



Shares: 4

PRINT | A A A

Do you fancy studying in a large space containing no table but, instead, a heated rubber floor on which you can loll, soft plastic squares on which you sit, a Le Corbusier reclining chair on which one person can lie, and a projector? This is what some students are doing at Warwick, Tony Blair's favourite university, and one that sees itself in the vanguard of innovation in teaching and learning.

STUDENT



Learning Landscapes in HE

learninglandscapes.lincoln.ac.uk

A research project looking at the ways in which academics work with colleagues in estates and other key stakeholders to develop and manage innovation in the design of teaching and learning spaces in Higher Education.

12 case studies from 10 universities

10 principles and 5 tools for development of spaces

Learning Landscapes and the Idea of the University: Efficiency, Effectiveness and Expression

Queen Mary, University of London: 13th of April 2010 from 9.15am-4.00pm

Academics are increasingly involved in the design and development of new teaching and learning spaces in higher education, but there has been little research into the extent of this involvement.

Learning Landscapes in Higher Education has been researching the contribution that academics – working in collaboration with estates, students and other key stakeholders – are making to the creation of these new teaching and learning environments.

The project has been led by the University of Lincoln, working closely with DEGW, a major international design company, in collaboration with eleven British universities: Edinburgh Napier, Glasgow, Glyndŵr, Newcastle, Loughborough, Oxford Brookes, Queen Mary, University of London, Reading, Warwick, Wolverhampton and York. The project ran from February 2008 until December 2009, and was funded by the Higher Education Funding Council for England, the Scottish Funding Council and the Higher Education Funding Council for Wales.

The research looked at exemplary teaching and learning spaces in each of these universities across the UK, with a focus on the practices that stimulate and support innovation and experimentation. The project has designed a set of development tools by which these exemplary practices might be generalised across the higher education sector. These tools can be found on the project's website: <http://learninglandscapes.lincoln.ac.uk>

The research concluded that academics are making an important contribution as clients and customers of the project management process, but involvement could be enhanced by embedding well established academic activities in the design and development of teaching and learning spaces. These activities include developing a culture of research-based decision making in relation to the design of academic spaces, and promoting a greater sense of critical self-consciousness, or reflexivity, about the learning landscapes within which academics are working. The research argues that this rethinking might be framed by a fundamental debate about the meaning and purpose of higher education or, as it is already referred to within the academic literature, the 'Idea of the University'.

This research is being reported at a conference at Queen Mary, University of London, one of the participating universities, on April 13th. The event will be of particular interest to academic managers, estates professionals, academics interested in academic spaces, consultants, architects, designers and students.

Key topics to be discussed at the event include:

- **Strategic experimentation – between aesthetics and pedagogy**
- **Connecting the virtual and the built environment**
- **The student voice, as client and consultant**
- **Evaluation and research: learning from experience**
- **'The Idea of the University': embedding academic values in design.**



07 LEARNING LANDSCAPES PRINCIPLES

The most effective processes for the design and development of teaching and learning spaces:

■ Drive research into effective teaching and learning

There is an increasing amount of research into what constitutes effective spaces for teaching and learning. This research provides a basis for the design and development of new pedagogic environments. Decisions based on research evidence add a sense of security and confidence, as well as an academic sensibility, to the design development process. This research-based evidence challenges academics to reconsider the ways in which they use space in their own teaching and learning activities. Some of the most compelling evidence shows that the most effective spaces are those that deconstruct the dichotomy between teaching and research.

■ Provide support models for staff and students on how to use innovative spaces, with provision for mentoring

Teachers and their students need help in using new spaces effectively. Without support, there is a tendency to revert to traditional practices even in the most innovative pedagogic environments. Experimental spaces enable academics to try out new ways of working with the support from staff with particular expertise, for example, how to use technology to enhance teaching and learning in different situations. Key to this culture of support and mentoring is that new spaces should be both teacher and student centred.

■ Include students, as clients and collaborators, ensuring their voices are heard

Student intelligence is an important resource for the design of teaching and learning spaces. Students come to university with a wide variety of experiences derived from the innovative use of space at school, college, work and play. The experiences of students can be used to inform the design and development of new teaching and learning spaces. The views of students can be gathered from already existing student satisfaction data, e.g. the NSS. The student voice needs to be supported and developed so as to impact effectively on decision making processes in the design and development of new spaces. Academic staff can be educated so as to be able to support and hear what students are saying. The most effective spaces occur when students have responsibility for what goes on in the space and how the spaces are being used.

■ Evaluate spaces in ways that are academically credible, based on measures of success that reflect the kinds of activities that are taking place

Evaluations of teaching and learning spaces in higher education tend to be based on occupancy levels, i.e. efficiency. Evaluations of space do not usually include the extent to which space is being used effectively with regard to the types of activities that are occurring in the space. This means moving from a focus on 'spaces' to 'places' with an emphasis on the social and pedagogic rather than the financial and the material; as well as the development of outputs that are more relevant to the academic community than cost-based measures. These outputs might include rates of student success and achievement, retention, accessibility and employability. The development of these student centred measures will facilitate greater engagement with academic staff in space planning and development.

■ Understand the importance of time as an issue for space planning: not just space, but space-time

Key to the successful development of new teaching and learning spaces is the relationship of the new space to the teaching timetable. It may be that the traditional timetable model runs counter to the possibilities that are provided by new pedagogic environments. Consideration should be given to the amount of time required by different types of spaces to ensure these places are used effectively. It may be the case that spaces can be used differently depending on the time of day, for example, teaching and learning during office hours, and as a place for research and quiet study at other times of the day and night.

■ Connect the learning and teaching space with the campus as a whole, in ways that articulate the vision and mission of the university

The vision and mission of higher education institutions can be enhanced by the ways in which teaching and learning spaces are designed and developed. The distinguishing feature of the most effective university architecture is its visionary quality, and the extent to which it challenges the utilitarian and the ugly, the functional and the flexible. While effective teaching and learning spaces have distinguishing and discrete features, the vision and mission of a university can be enhanced by ensuring that each new teaching and learning space is designed so as to create the feeling of a coherent campus by articulating a sense of community and connectivity based on a university's identity and brand.

■ Recognise and reward leadership that supports the development of learning and teaching spaces

Academic staff must be motivated and inspired to engage with teaching space design and development, and to take the lead in driving this agenda forward. An awareness of the importance of the learning landscape can be written into a university's professional as well as promotional material, forming part of an educational provision to support continuing professional development and an essential requirement for gaining promotion. Universities can provide funding to support innovations in the design of pedagogic space as well as awards for achievements in this area. Each institution should develop 'champions' to generate and maintain enthusiasm for the development of teaching and learning spaces. Students can be made ambassadors for the learning landscape. The role of the champion can be professionalised by the creation of formal posts at sufficient levels of seniority to be able to affect real institutional change.

■ Create formal and informal management structures that support strategic experimentation

Formal committee structures are not the most appropriate forums to promote innovation. Universities should develop processes that promote strategic experimentation while remaining connected to the central decision-making structures. These can take the form of action groups working on the development of particular projects, or 'think tanks', or 'imagineering' or 'sand pit' events, i.e., interactive and free thinking sessions where academics from a range of disciplines, as well as students, estates professional and other support staff and key stakeholders come together as part of a collaborative thinking process in a creative environment to uncover innovative proposals for the development of new teaching and learning spaces. The most innovative spaces for teaching and learning tend to emerge from institutions with devolved leadership structures and high levels of autonomy and independence between the central administration, schools and departments.

■ Clarify roles, grounded in supportive relationships between and across professional groups

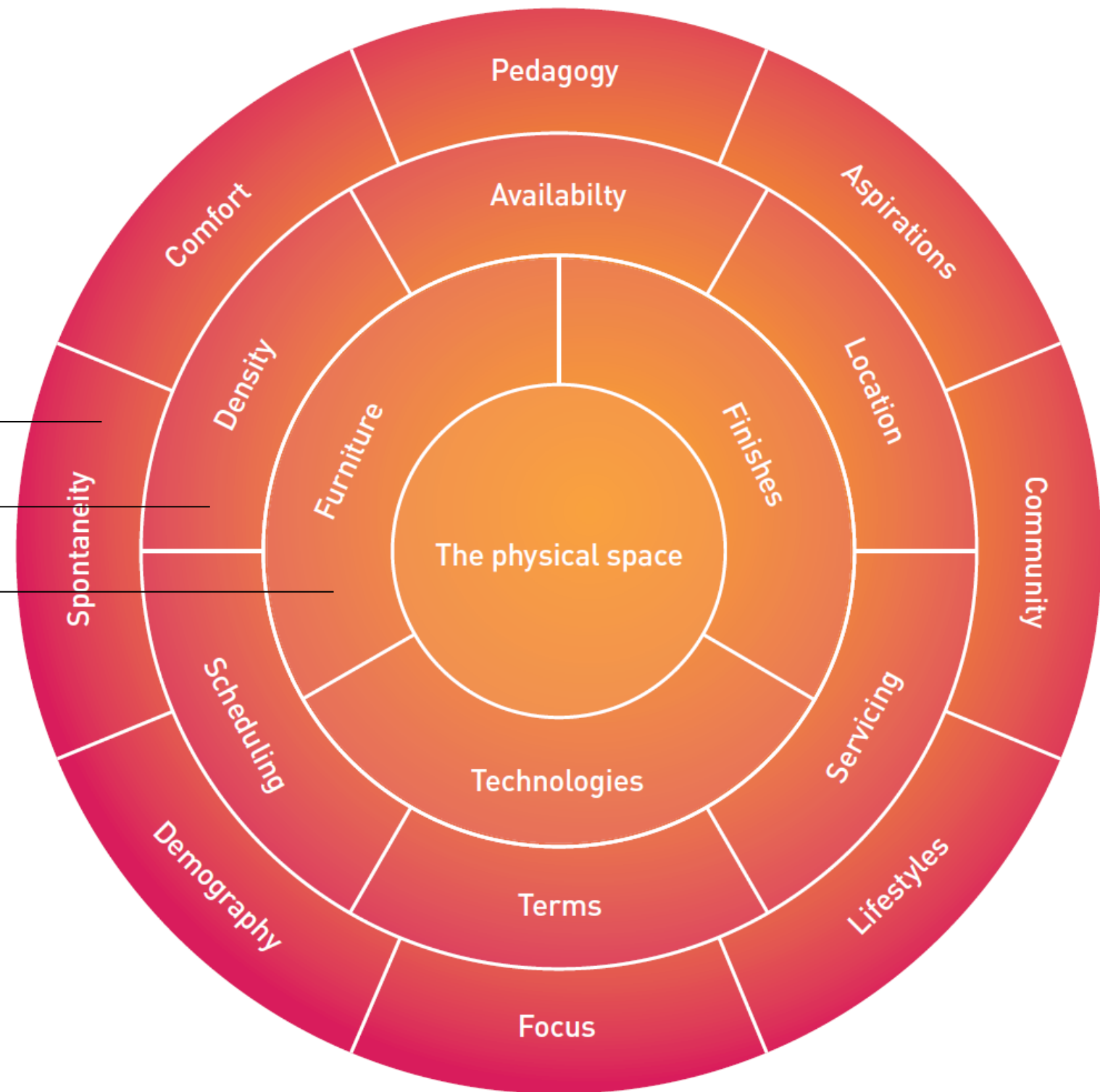
Universities can develop processes that support progressive working practices between academics from different subject areas, estates, professional and other support staff and students. By gaining insight into each others' professional preoccupations, these processes can counteract negative stereotyping between different professional groups, and generate a culture of mutual trust and respect. A key to the development of progressive working relations is that different professional groups remain within their own particular areas of expertise, and that the roles within project working groups remain unambiguous. For example, it is important to be clear about which individual has responsibility for the 'sign off' of a project. Some institutions use the spaces designed for student social learning as spaces to facilitate debate and discussion among and between professional groups.

■ Intellectualise the issues: generate debate on the nature of academic values and the role and purpose of higher education: the idea of the university

Academics are contributing to the design and development of teaching and learning spaces as clients and customers of project management groups. The academic voice can be further enhanced by challenging academics to intellectualise the debate about teaching and learning space by reference to the custom and tradition, principles and preoccupations of their own subject areas. These debates can be generalised to include academics from other subject areas within an institution and from across the higher education sector. The subject of this generalised debate is teaching and learning space in the context of the role and nature of higher education. Situating the learning landscape debate within the context of academic values grounds the concept of innovation and design as part of an ongoing debate about 'the idea of the university'. This debate must be made accessible to all staff and students, and extend beyond the university campus.

Pragmatics of Place

Cultural
Managerial
Material



Pragmatics of Place

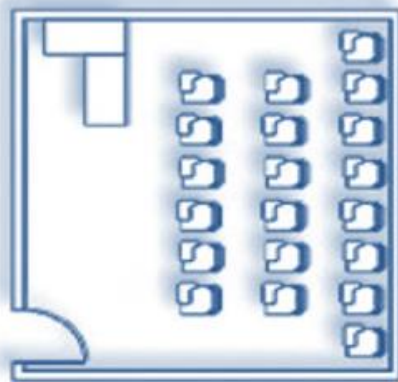
Space management challenges:

- New teaching and learning modes require more space
- Tensions with traditional estates notions of efficiency

Impact of flexible learning on space requirements

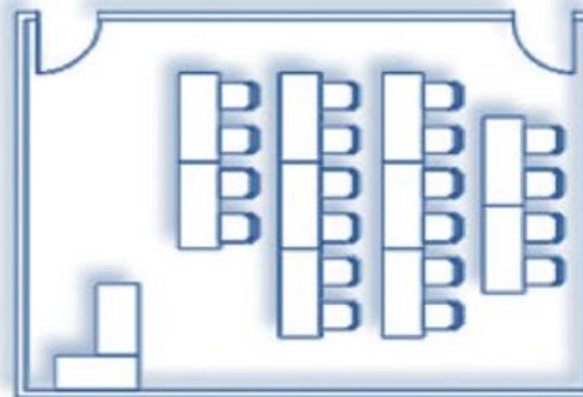
Flexible learning settings

1.4 – 1.67 sqm/pp



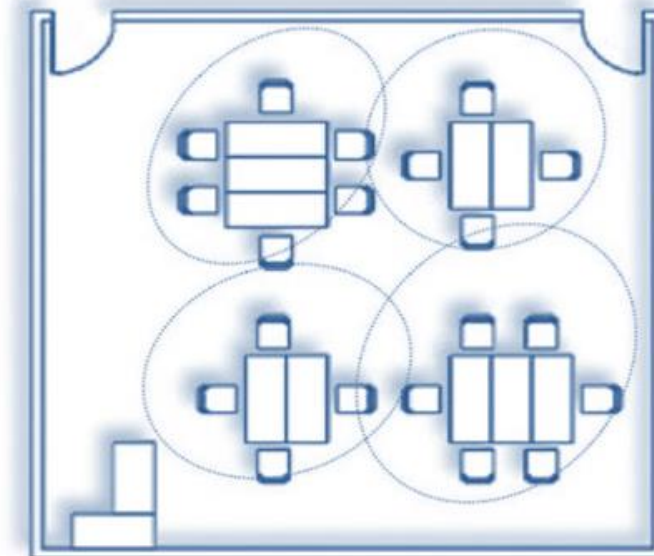
Designed for chalk 'n talk
Supports teacher-centered passive learning
Limits active learning activities
Inadequate amount of space to support use of learning equipment (e.g. student laptop, portable whiteboard etc.)

1.9 -2.8 sqm/pp



Takes use of new technology into design consideration
Primarily supports teacher-centered passive learning
Limits active learning activities (such as small group discussion etc.)

2.3 - 3.25 sqm/pp



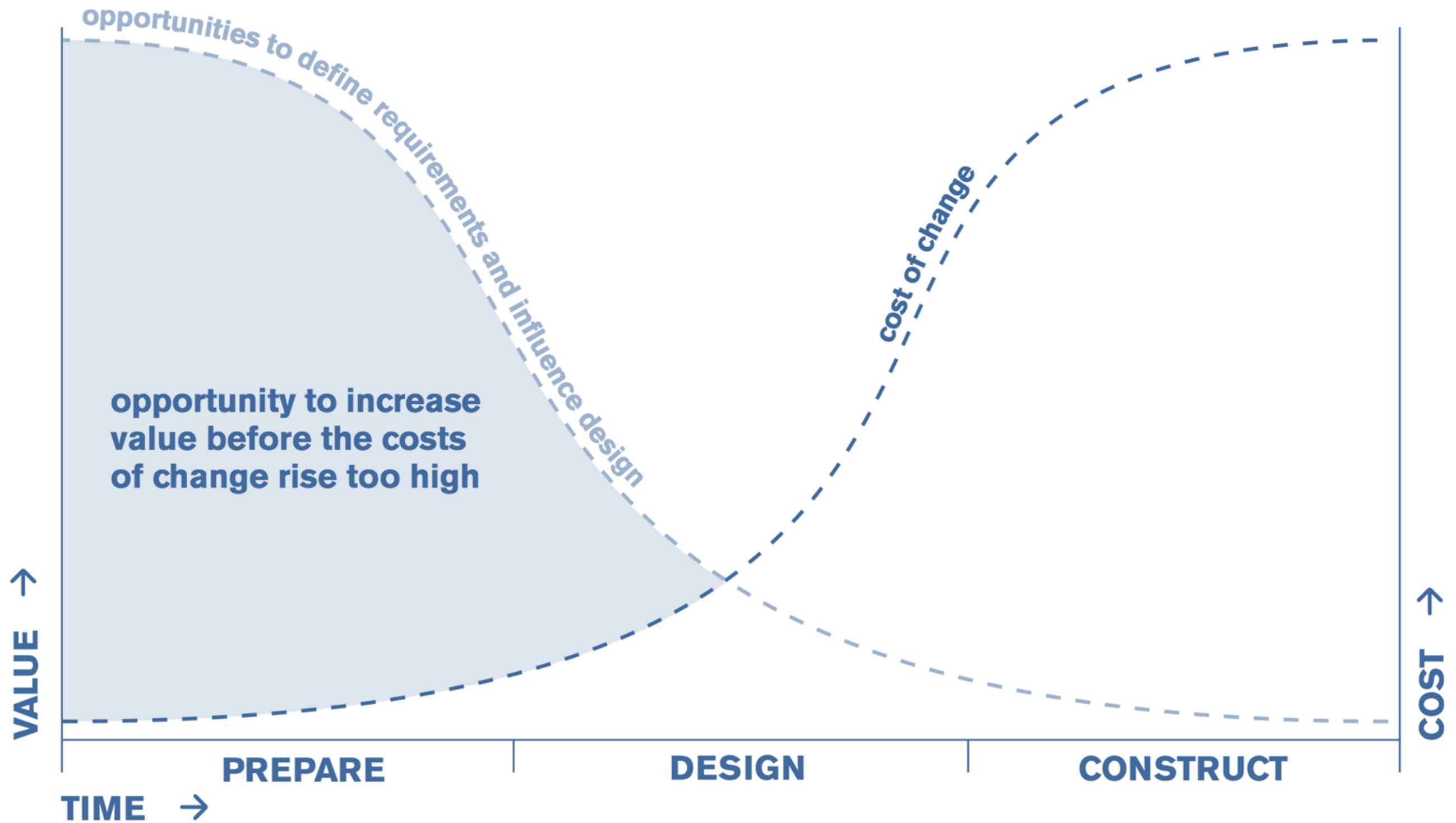
Multi-purpose spaces for enhanced effectiveness of learning
Improves effectiveness by supporting a variety of teaching and learning activities
Achieves efficiency by increasing space utilization through flexible and adaptable design

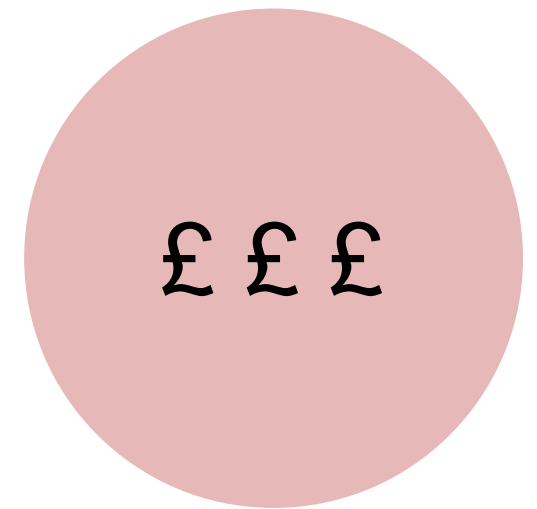
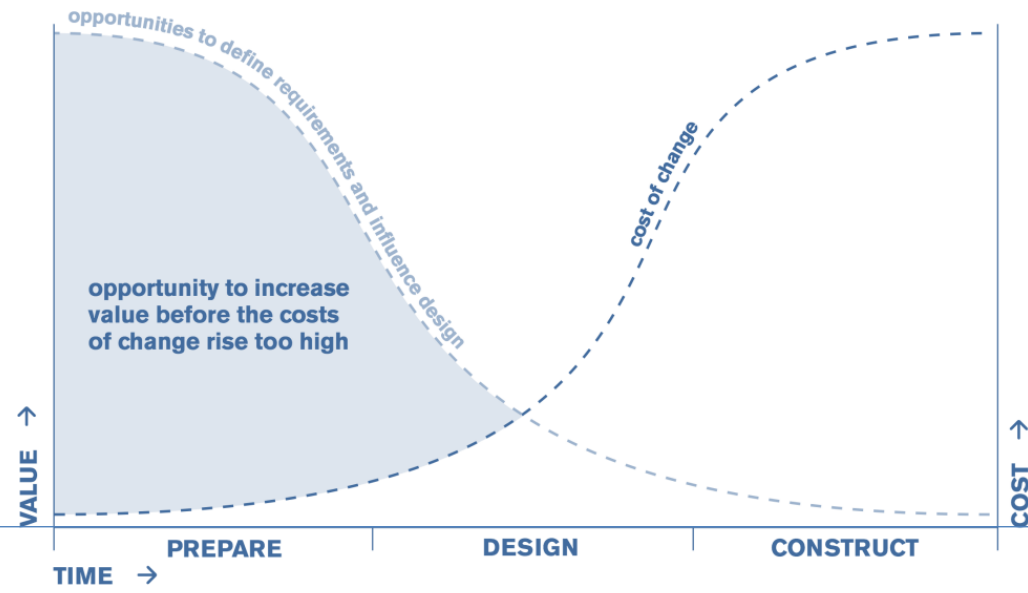
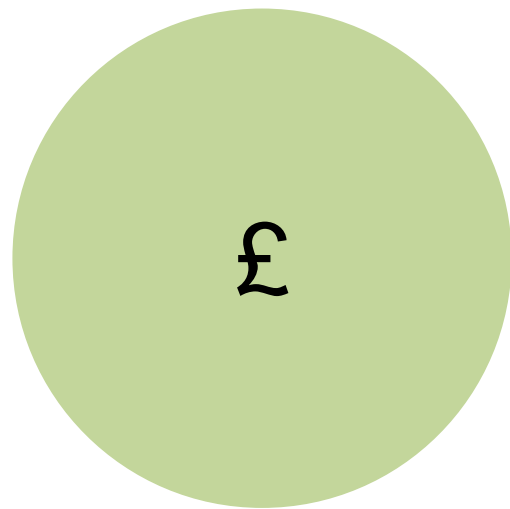
Pragmatics of Place

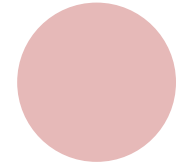
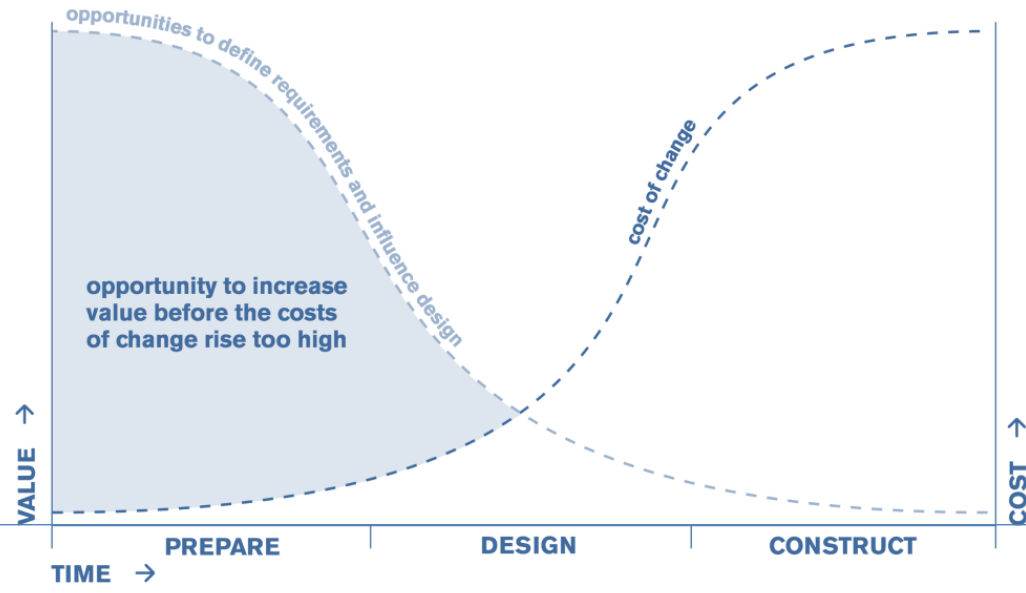
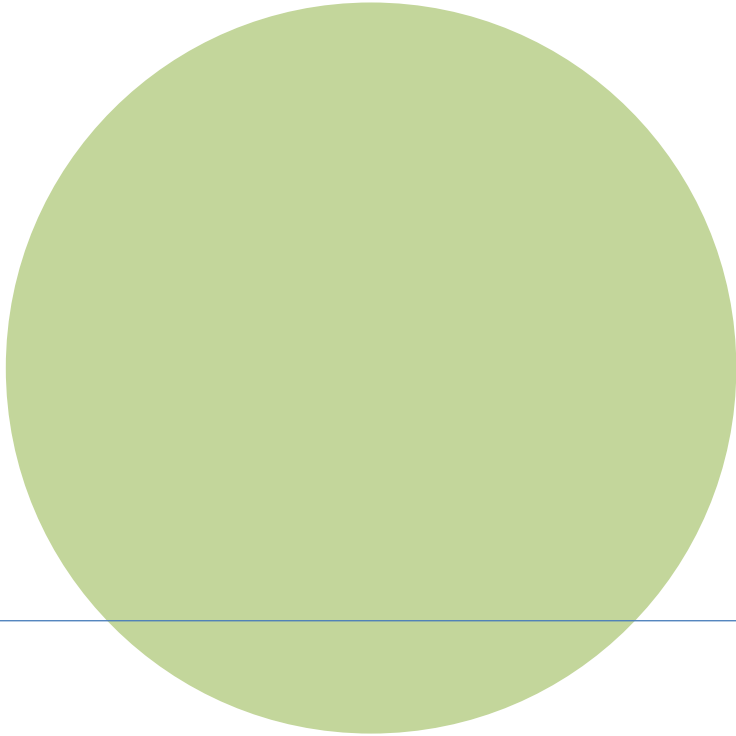
Space management challenges:

- New teaching and learning modes require more space
- Tensions with traditional estates notions of efficiency
- Corporate aesthetics – learning spaces may be “messy”
- Project constraints:
 - fixed programmes and budgets
 - power relations within the project team
 - influencing early enough to make a difference

From CABC (2003) *Creating Excellent Buildings*







Institutional frameworks at Lincoln

The Learning Landscapes principles are embedded in the Campus Masterplan 2013 – 2023, all major projects, and a number of key estates roles

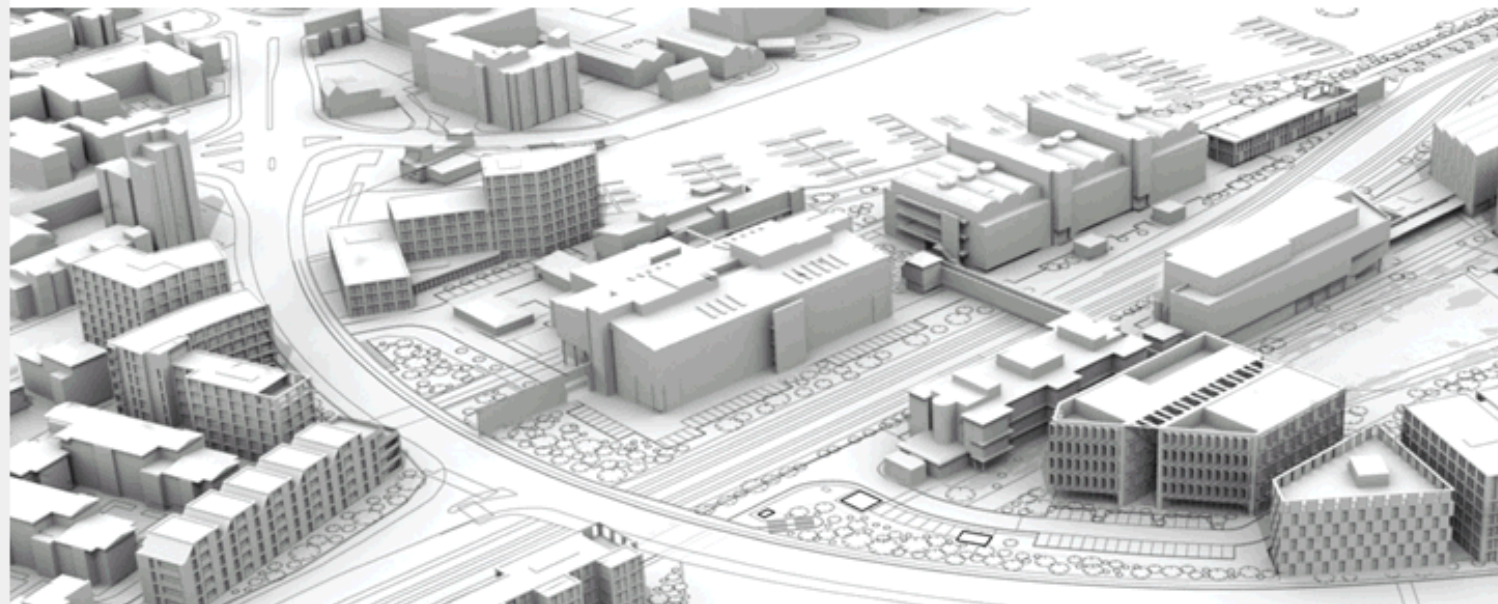
The space planning manager is a full member of, and reports to, the University's Education Committee

A Learning Spaces Group including academics, students, estates, IT and timetabling personnel plans and evaluates some new teaching and learning space projects

Efforts and results are shared for public comment on our Learning Landscapes website (lncn.eu/learn)

Learning Landscapes

at the University of Lincoln



[Home](#) [A to Zing](#) [About](#) [Masterplan](#) [Projects](#) [Research](#) [Engage](#) [Blog](#)

Library 1.5 student artwork competition

Posted on **October 30, 2013** by **Sam Williams**

As part of the **Library 1.5** project, we decided to make space for student artwork within the new groupwork area on the ground floor.

Now that the extension is complete, all students are invited to enter a design competition being run by the Library, the SU and the College of Arts.

If the competition goes well, we'll consider rolling out this approach on other campus development projects.



Learning Landscapes Website

Student and staff engagement with campus development

8,162 unique visitors in 2012/13 academic year

SUBSCRIBE BY EMAIL

Enter your email address and we'll notify you about new posts.

Email Address

Subscribe

GET INVOLVED

Tweet [@LincolnEstates](#)
or email space@lincoln.ac.uk

CONTRIBUTORS

Sam Williams, Space Planning & Strategy Manager

Dave Prichard, Staff & Student Communications Manager

Mike Neary, Dean of Teaching & Learning

Jane Dawkins, Space Planning

Project updates

Masterplan documentation

Leave comments and questions

An aerial photograph of a city grid, likely New York City, with a semi-transparent blue overlay. The image shows a dense arrangement of buildings and streets. The text "Node rooms" is centered in the middle of the image.

Node rooms

Opened September 2012 (more in 2013 and 2014)



Learning Landscapes Principle #8

Create formal and informal management structures that support strategic experimentation

Formal committee structures are not the most appropriate forums to promote innovation. **Universities should develop processes that promote strategic experimentation while remaining connected to the central decision-making structures.** These can take the form of action groups working on the development of particular projects, or ‘think tanks’, or ‘imagineering’ or ‘sand pit’ events, i.e., interactive and free thinking sessions where **academics** from a range of disciplines, as well as **students, estates** professional and **other support staff** and key stakeholders come together as part of a collaborative thinking process in a creative environment to uncover innovative proposals for the development of new teaching and learning spaces. The most innovative spaces for teaching and learning tend to emerge from institutions with devolved leadership structures and high levels of autonomy and independence between the central administration, schools and departments.

Case study: Node rooms

<http://learninglandscapes.blogs.lincoln.ac.uk/2012/09/21/the-new-mb1012-mb1019-and-mb1020-rethinking-seminar-space-at-lincoln>

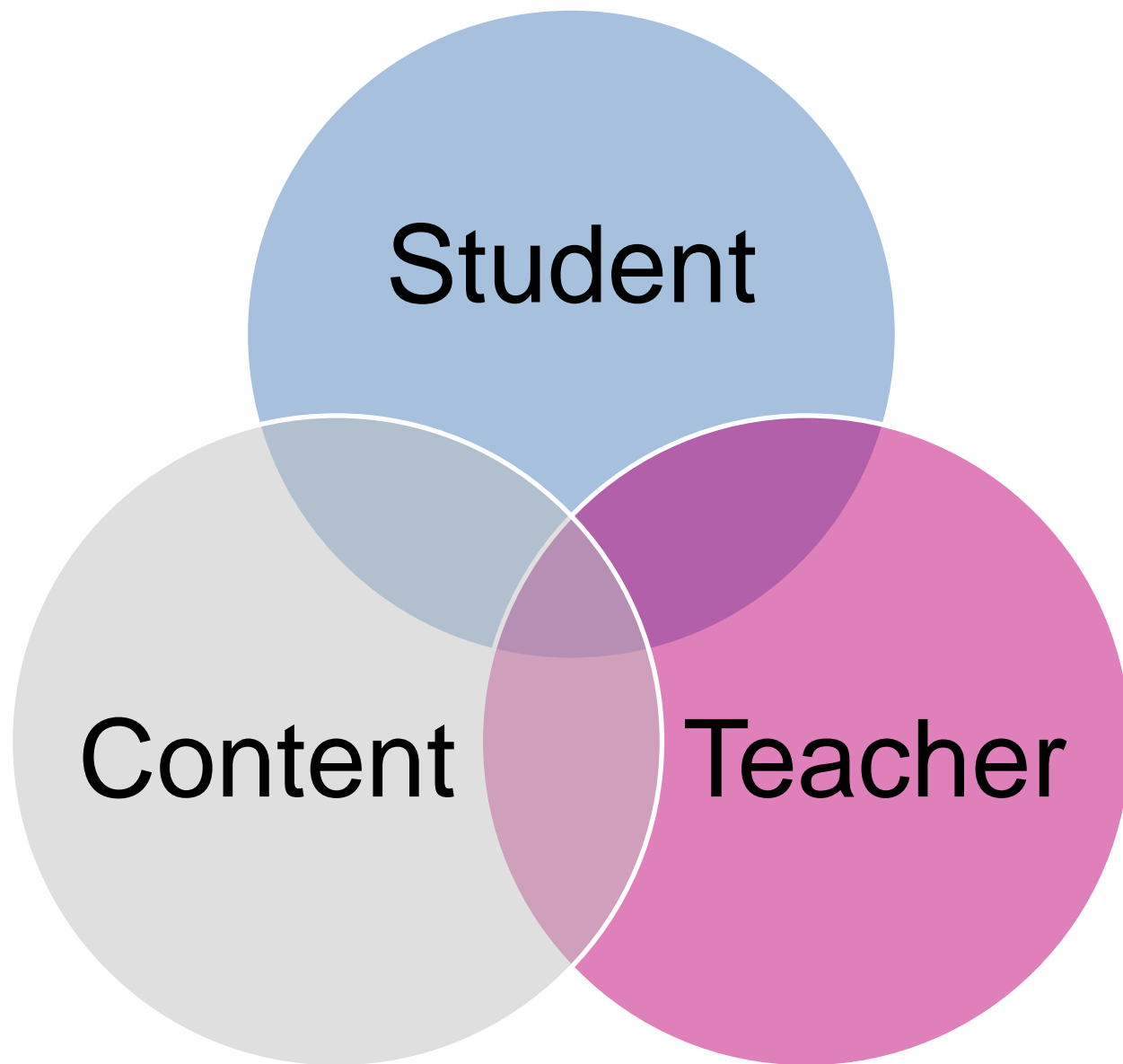
Nov 2011: traffic light exercise by Learning Spaces Group covering all “central pool” teaching rooms

Red – changes needed urgently

Amber – changes needed within 3 years

Green – suitable as-is for 3 years

Three spaces (MB1012, MB1019, MB1020) identified as red



New learning and teaching spaces

Designing new spaces to support three key relationships...*

Student – Content
Student – Student
Student – Teacher

...in the context of
Student as Producer

* *Jamieson (2008)*

Design questions – Student as Producer

How can we re-engineer seminar rooms as machines for the production of practical knowledge?

What is the essential infrastructure for student co-production of seminars?

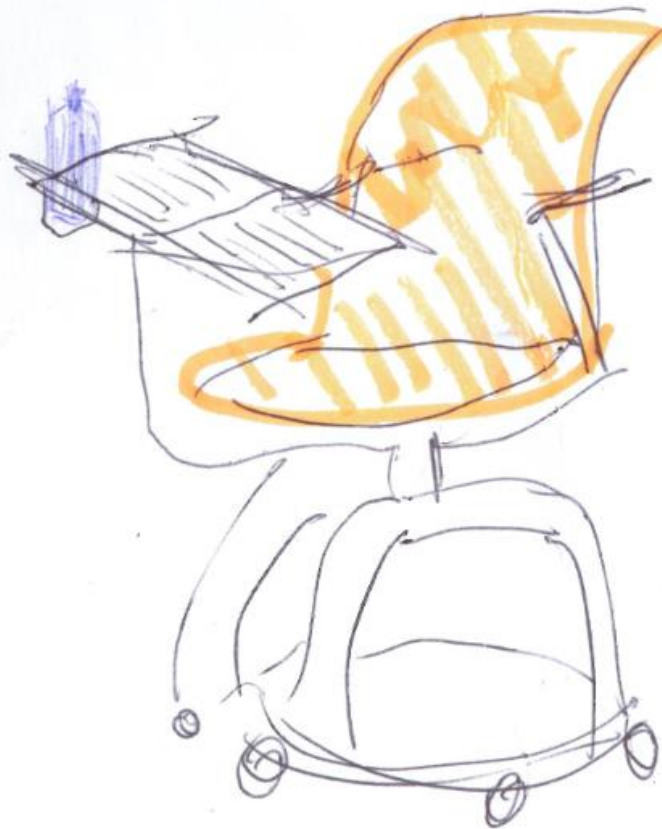
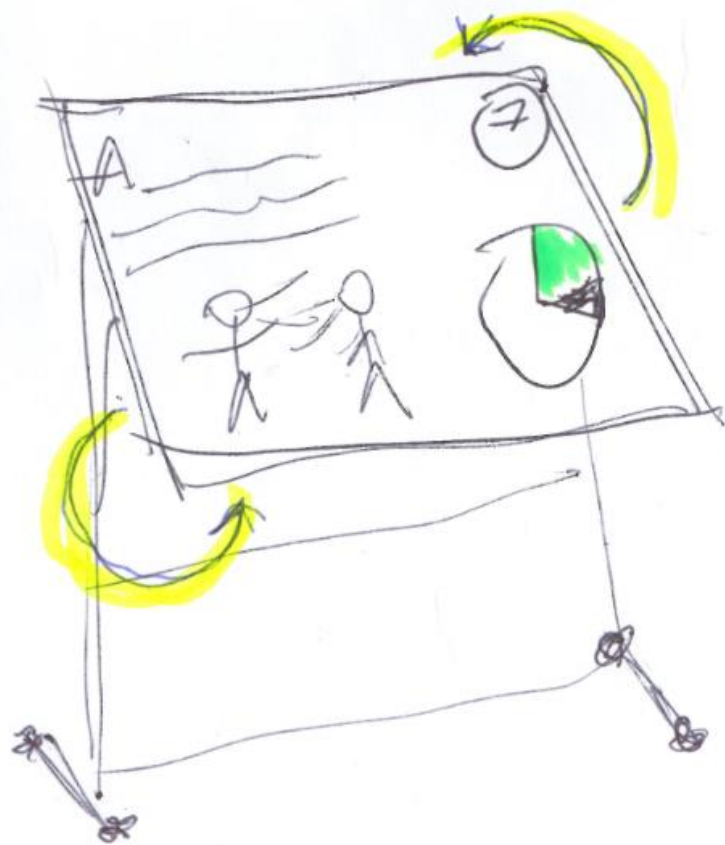
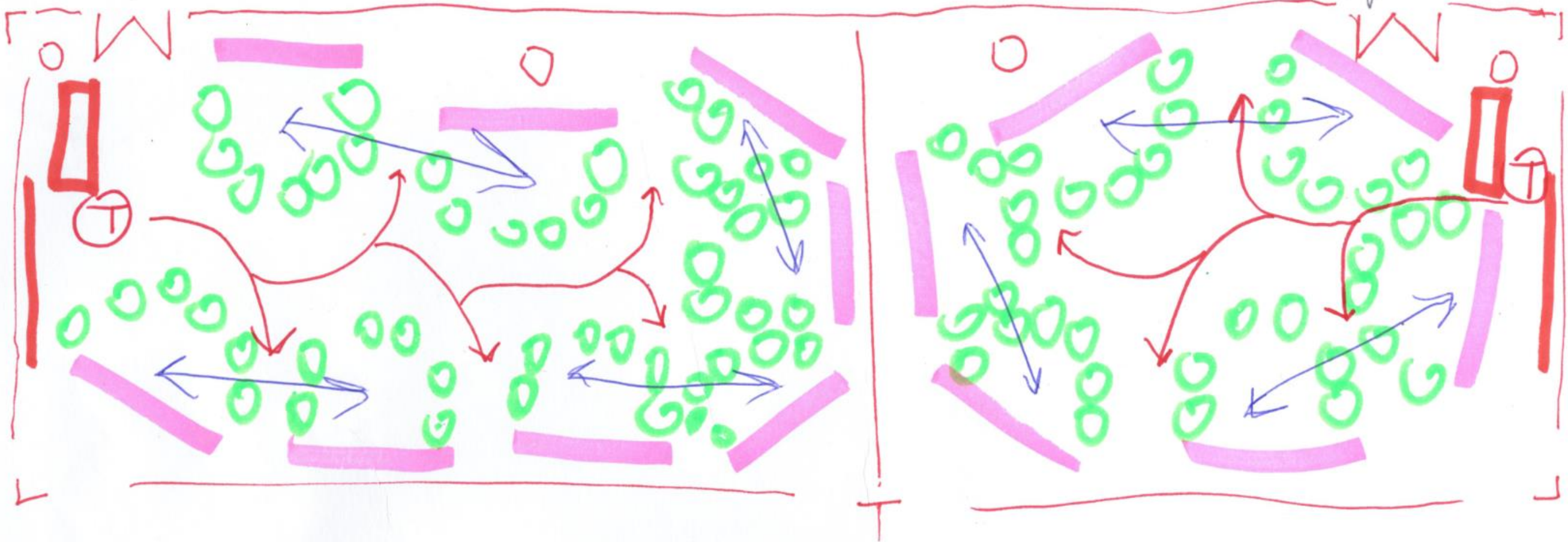
How can we encourage active, collaborative behaviours known to increase learning and satisfaction, for example: tutoring or teaching other students?

How can we efficiently support a variety of seminar formats and activities, including collaboration and traditional teaching?

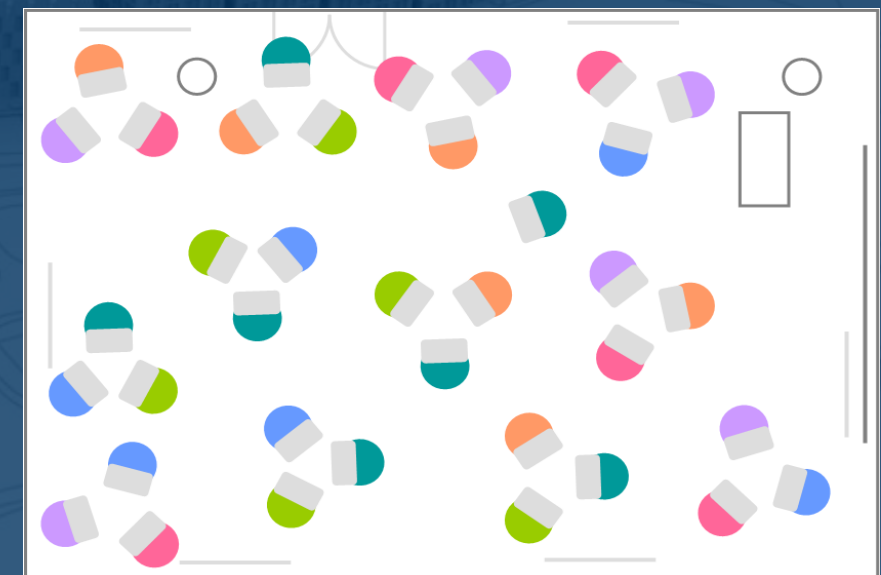
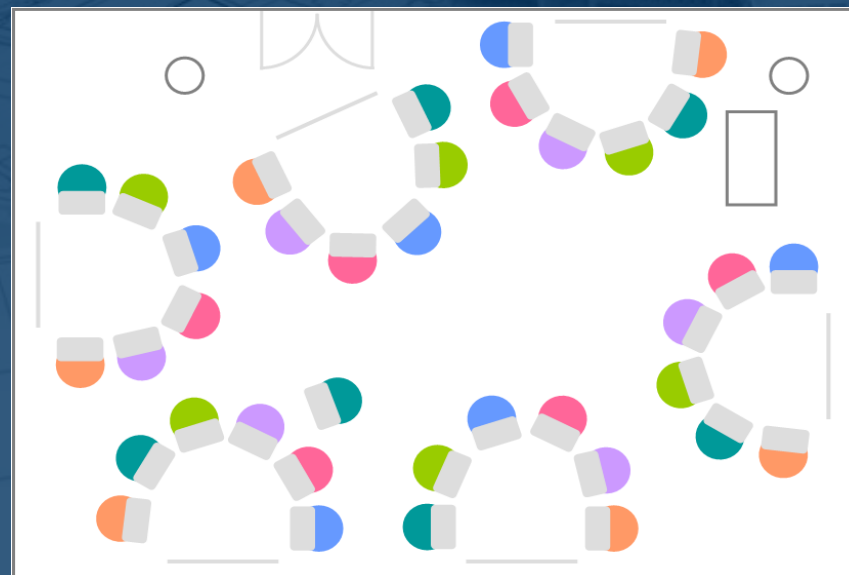
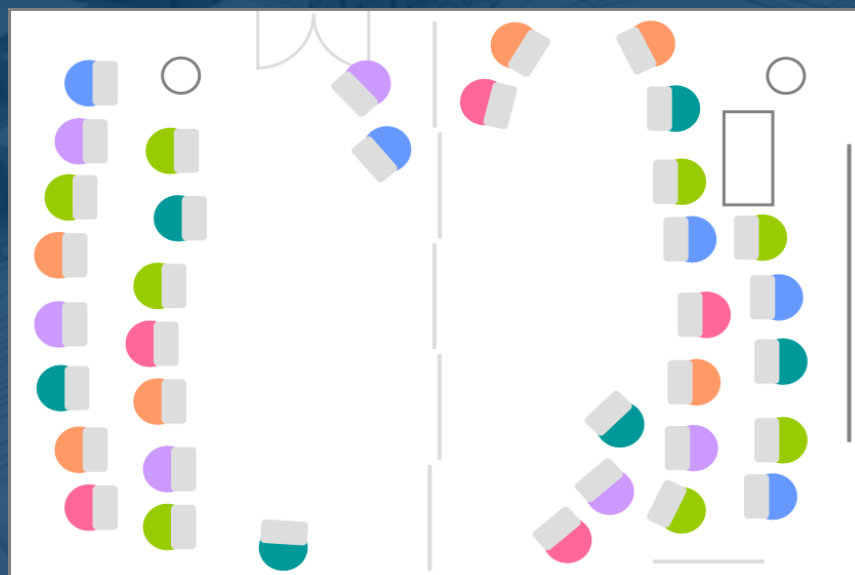
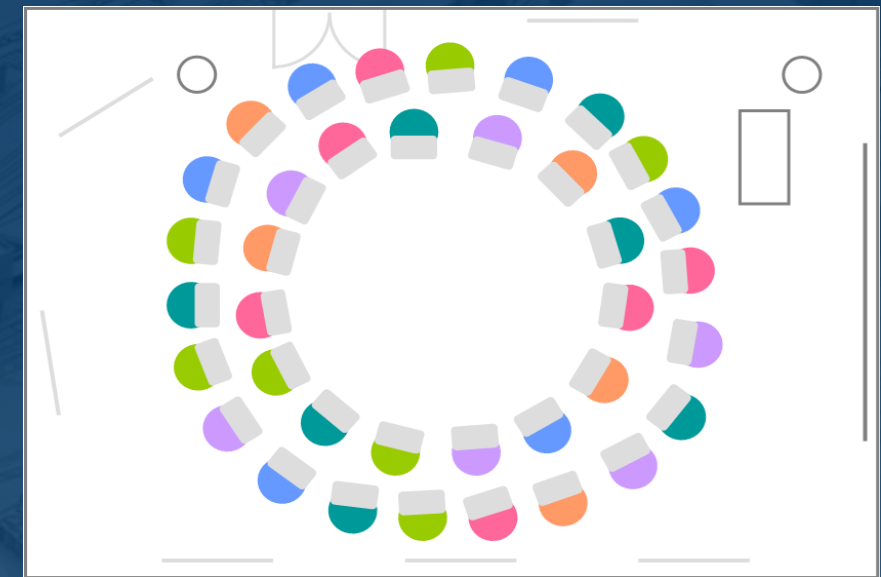
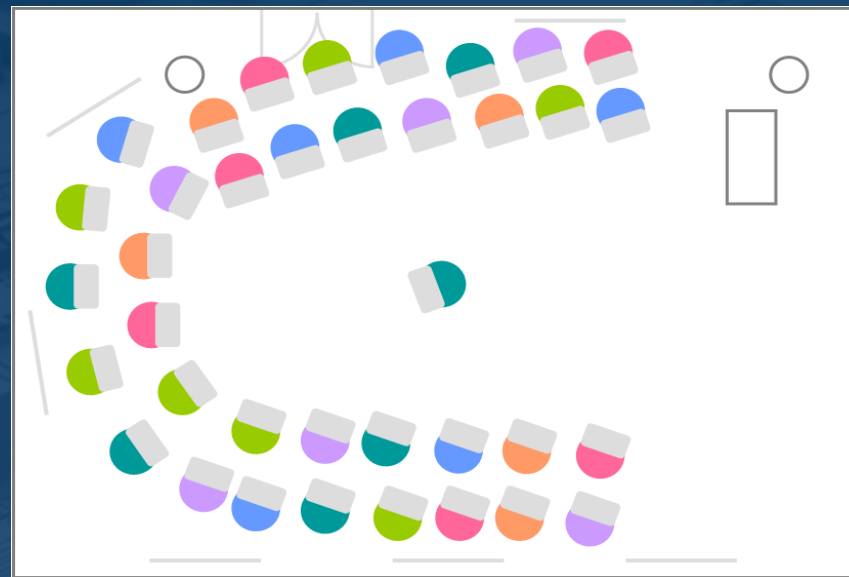
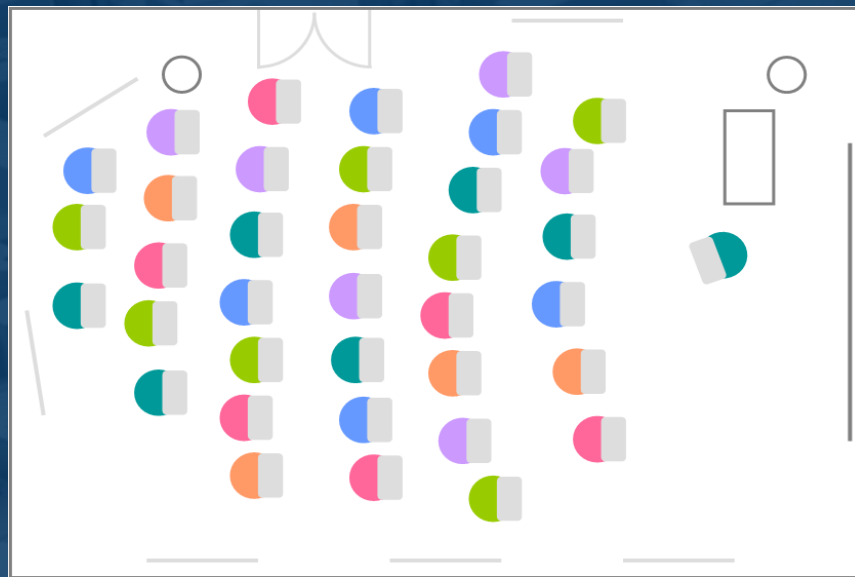
How can we combine the best attributes of intimate tutorial / groupwork spaces and traditional seminar spaces?

MB1019 40A? = δ_{group}

MB1020 36A? = δ_{group}



Layout possibilities in Node rooms









The new chairs in the learning landscapes [rooms] are amazing. For the first time in 32 years of teaching, this morning I felt in control of the room layout and was able to **move students into different configurations almost effortlessly to facilitate changing tasks and in response to developing dynamics**. Moving from a class layout into groups and back into a plenary took literally seconds each time, whereas before it might have wasted several minutes or seemed so obstructive that I might often have not bothered. Now there's a Gandalf-like sense of control -- almost like swiping data around on a touch-screen tablet -- but it's not just empowerment for the tutor: the students appreciated the fact that their bags were safely stowed underneath and that the surfaces were both ambidextrous and a good size. **This investment really does remove obstacles to learning and teaching creatively**. Every room on campus at the earliest opportunity, please....

Principal Lecturer

An aerial photograph of a city grid, overlaid with a semi-transparent blue filter. The image shows a dense arrangement of buildings and streets, with a central area that appears to be a park or a large open space. The text is centered over this central area.

Third Floor, Main Admin Building

Opened September 2013

Learning Landscapes Principle #3

Include students, as clients and collaborators, ensuring their voices are heard

Student intelligence is an important resource for the design of teaching and learning spaces. Students come to university with a wide variety of experiences derived from the innovative use of space at school, college, work and play. The experiences of students can be used to inform the design and development of new teaching and learning spaces. The views of students can be gathered from already existing student satisfaction data, e.g, the NSS. **The student voice needs to be supported and developed so as to impact effectively on decision making processes in the design and development of new spaces.** Academic staff can be educated so as to be able to support and hear what students are saying. The most effective spaces occur when students have responsibility for what goes on in the space and how the spaces are being used.

Student-Staff Conference (Feb 2013)

learninglandscapes.blogs.lincoln.ac.uk/engage/studentstaff-conference-2013

What makes a great seminar experience?

Consensus from four mixed student-staff groups:

Social / interpersonal factors

People talking

Small groups

Ability to get involved

Lecturer sat with us

Encouraging conversation

More participation

Group involvement

Better understanding

Physical / environmental factors

Open environment

Acoustics

Ease of movement

Moveable furniture

Flexibility of room

No barriers: no desks at the front

Furniture design: flexibility

Less distraction

Good lighting

Appropriate temperature

Student-Staff Conference (Feb 2013)

learninglandscapes.blogs.lincoln.ac.uk/engage/studentstaff-conference-2013

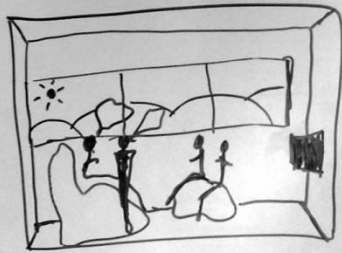
Inclusive design exercise (after Jamieson)

Exercise 2: using metaphors to imagine new seminar spaces

In your groups, think of a metaphor. On your whiteboards, tell us:

- What is the metaphor?
- Which aspects of it are most essential?
- What will people do in the space?
- How will they feel?

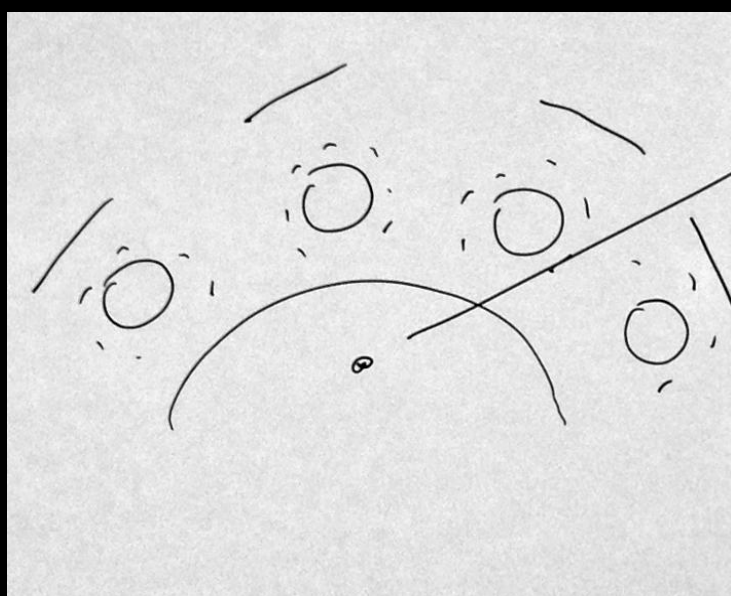
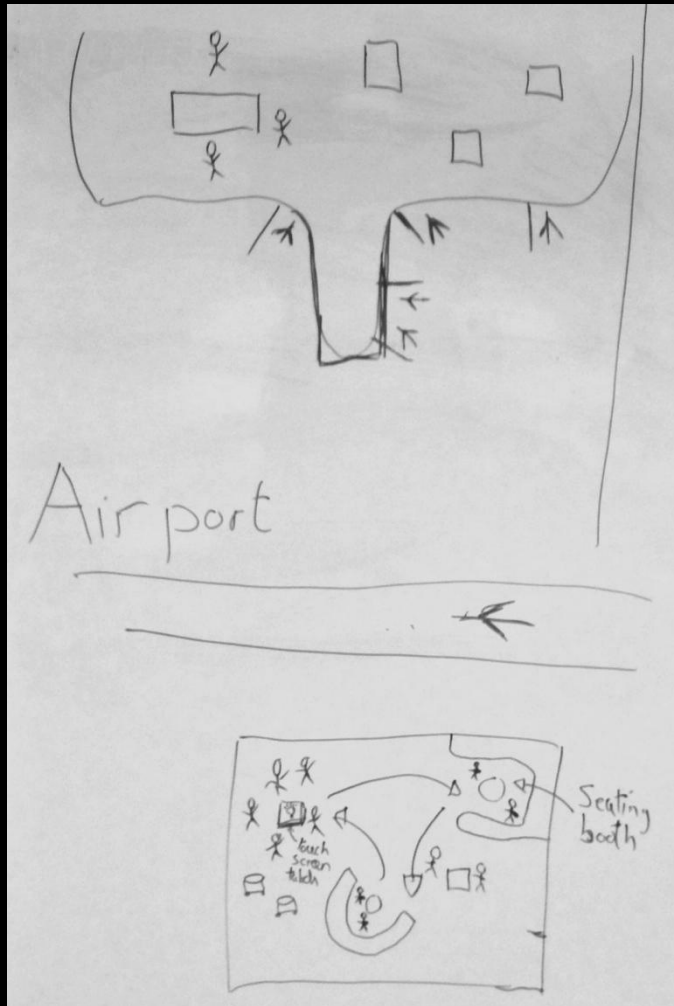
Living Room



- Comfortable
 - Sofas/beanbags
 - Homely - warm colours
 - soft textures
 - uplighting - not so harsh
- no offensive: cream?
not harsh white
ability to change colours
furniture brighter

Effects on people

- feel more comfortable/relaxed
 - ↳ too relaxed?
- Temperature is key
- difficult to write - limitations
- discussion room
 - ↳ size of groups - small. 10-15 max
- as domestic as possible
- Restriction of room flexibility
- Water dispenser
- Windows - view
 - fresh air
- scale - 1/2 size of this room
- ceiling - domestic height
- TVs per group



The Bubble!

clear bubble

- Comfort
- Cocoon
- Padded cell!
- Room that feels like outside
- Grass!
- Snoozelen
- Sci-fi
- Wireless
- Tablets available
- Ethically sourced
- Fair trade
- Educational tool in itself

Sound protection induction bags

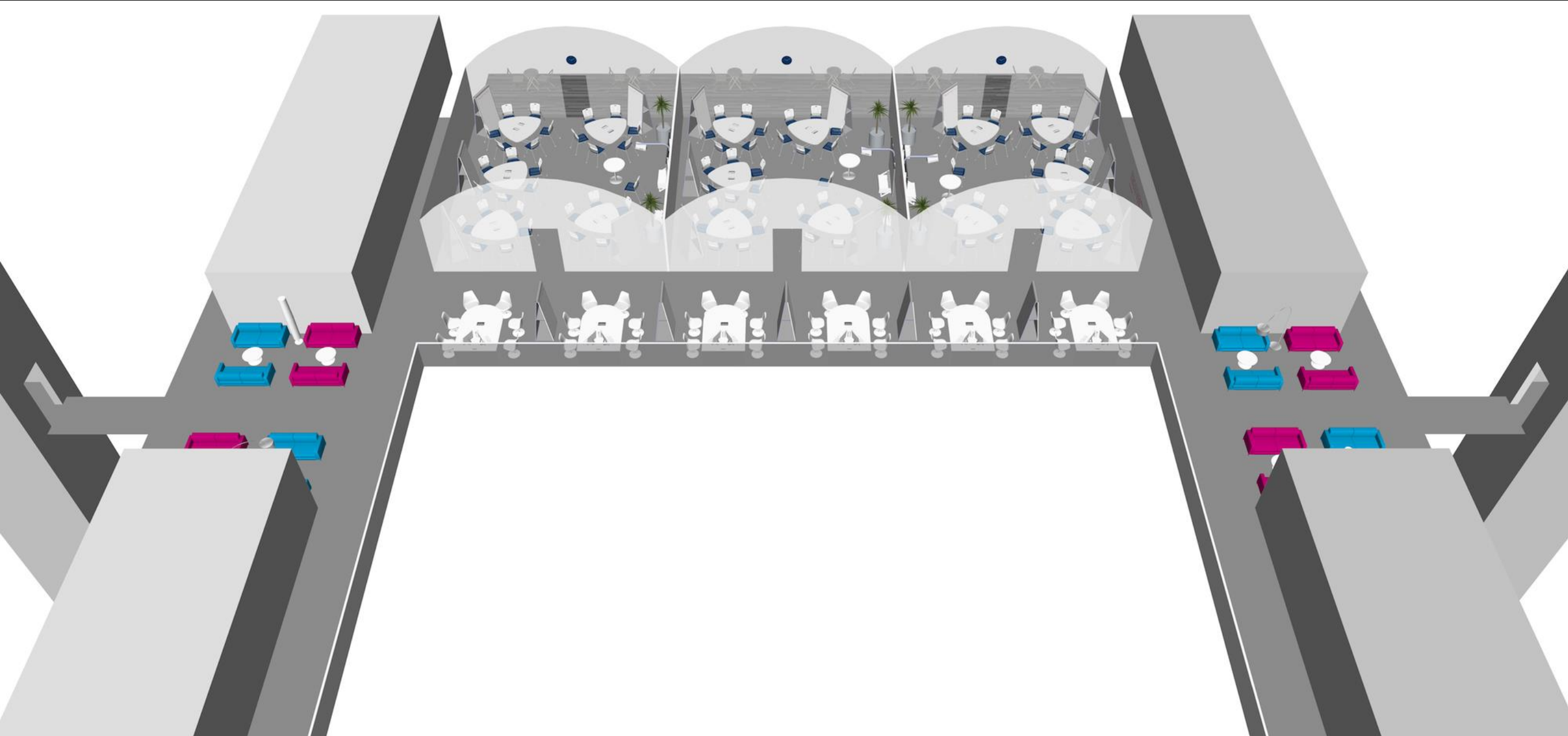
Eden Project

Touch Screen

Bean bags/cushions

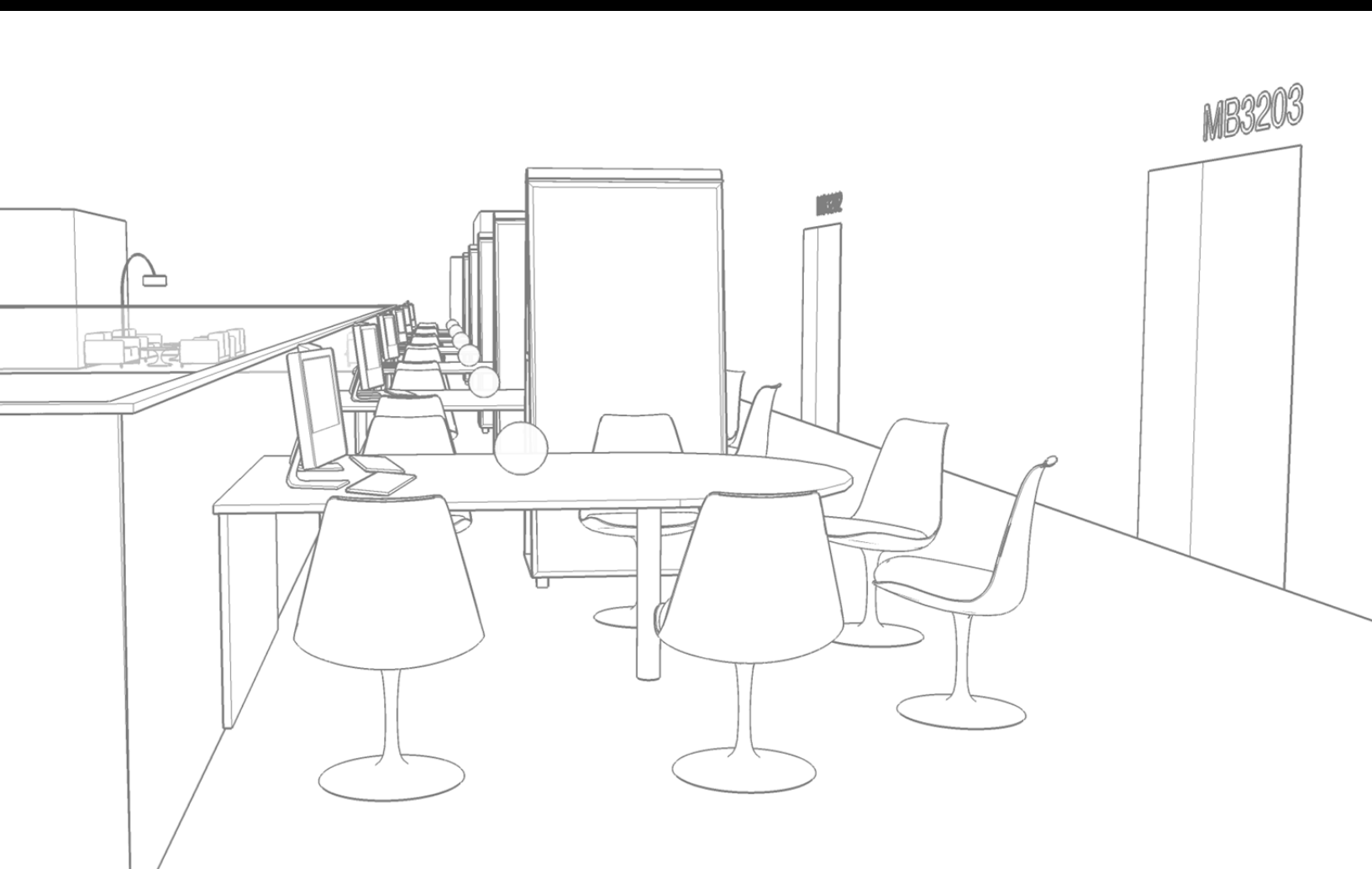
Solar power

- Paw Print (French cafe, Globe Theatre)
- 1 central point for Sem tutor
- 4-6 tables (paw pads) which are easily movable & whiteboards.
- Not clinical colour palette. We like Business & Law building (red)
- Potential to make School specific









An aerial photograph of a city grid, likely New York City, with a semi-transparent blue overlay. The image shows a dense arrangement of buildings and streets, with a large open area in the center. The text is centered over this area.

Joseph Banks Laboratories

Opening September 2014

Joseph Banks Laboratories (Sep 2014)

learninglandscapes.blogs.lincoln.ac.uk/projects/joseph-banks-laboratories

Initial project concepts were dominated by research

Application of Learning Landscapes principles during the project led to a more balanced, less insular and more integrated mix of research, teaching and social spaces

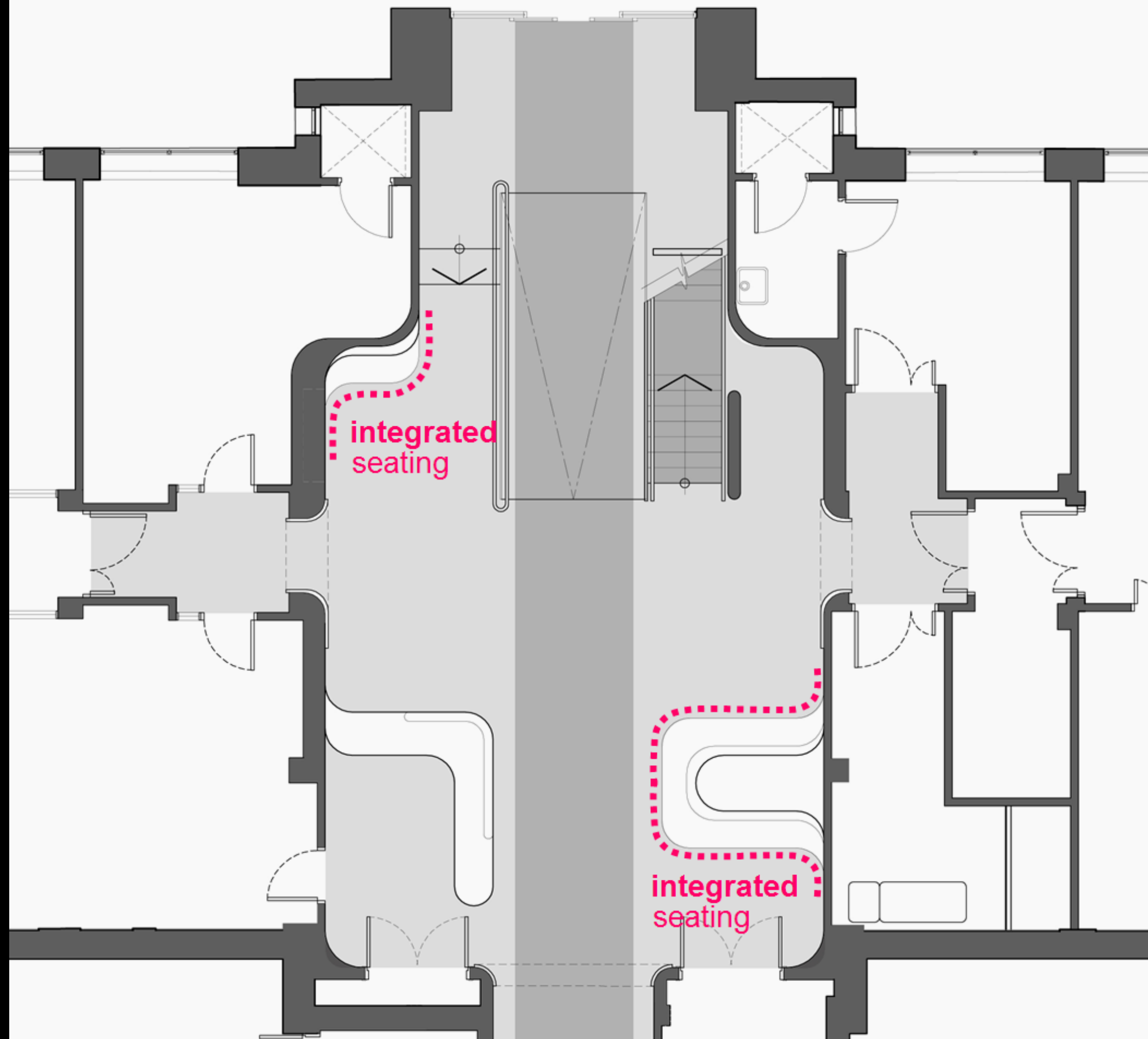
Direct adjacencies between teaching and social spaces in the “Nucleus” – a purpose-built interaction space

Expression of academic identities in and on the building

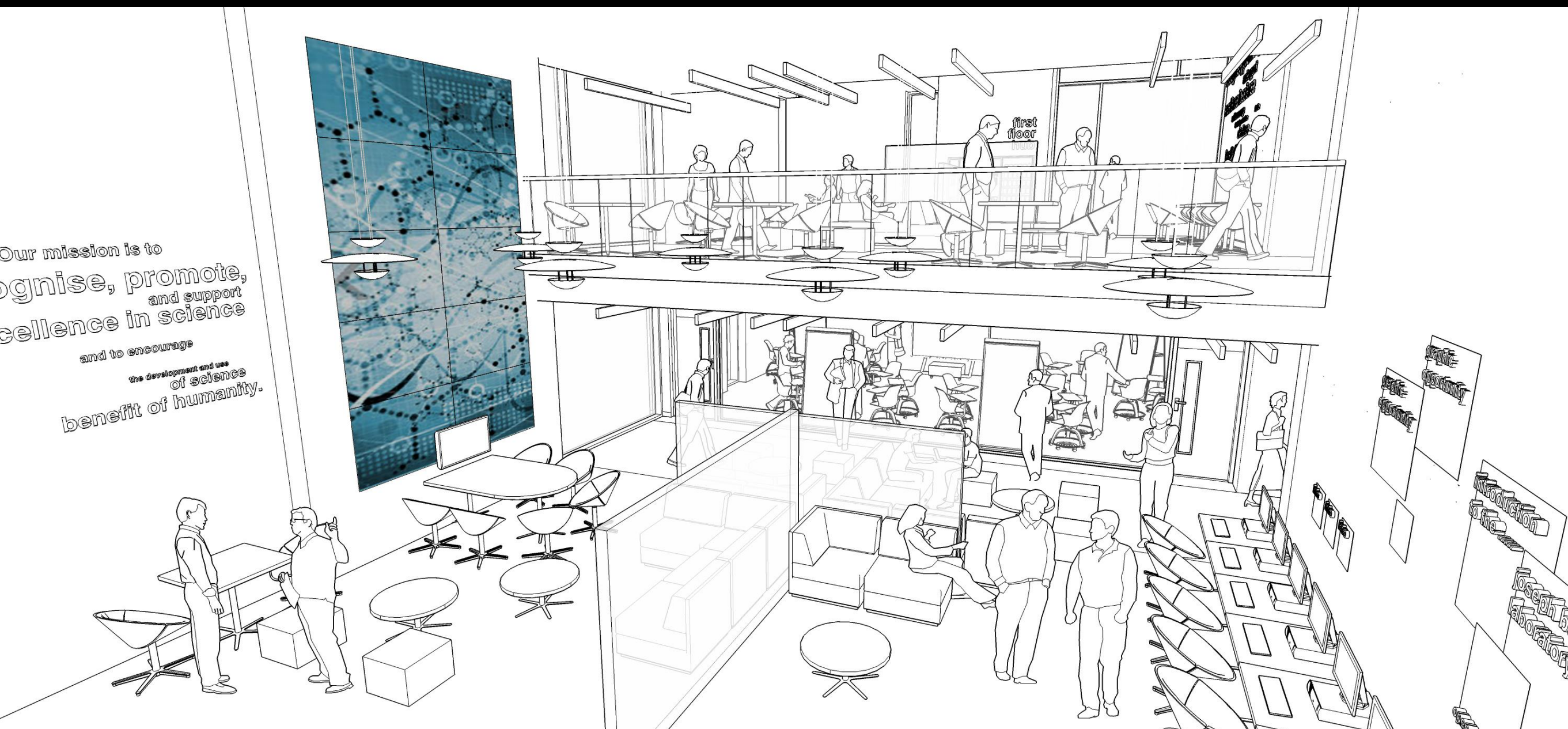
Learning Landscapes Principle #1 – drive research into effective teaching and learning

There is an increasing amount of research into what constitutes effective spaces for teaching and learning. This research provides a basis for the design and development of new pedagogic environments. Decisions based on research evidence add a sense of security and confidence, as well as an academic sensibility, to the design development process. This research-based evidence challenges academics to reconsider the ways in which they use space in their own teaching and learning activities. **Some of the most compelling evidence shows that the most effective spaces are those that deconstruct the dichotomy between teaching and research.**





Our mission is to
recognise, promote,
and support
excellence in science
and to encourage
the development and use
of science
benefit of humanity.





The Idea of the University

A key aim of the Learning Landscapes project is to provide a clearly understood vocabulary within which the future development of the University can be articulated, in order to better inform the design of the built environment of higher education.

This language can be based on the vernacular and syntax derived from the custom and tradition of the University itself, including its contemporary expression.

This vernacular and syntax emerges from a fundamental discussion about the nature and role of the University. This discussion can be grounded in the intellectual history and tradition of the University through the notion of the Idea of the University. What distinguishes the University as a public institution is precisely the extent to which idealism underpins its real nature. The idea that the University is based on an ideal was a common assumption in the development of thinking about universities (Delanty 2001).

As Mclean puts it: 'I believe that "ideas" about the purposes of universities have accumulated and are available to us as resources which may or may not be taken up... even if it is not possible to claim one big idea for the University' (Mclean 2008 38). The responsibility for reformulating the Idea of the University lies with the academic community (Smith and Webster 1997; Mclean 2008).

The debate can be framed around a number of 'ideal' types of universities:

- Medieval – detached and disinterested
- Liberal – research and teaching
- Industrial – research
- Postmodern – radical
- Entrepreneurial – student as consumer.

The context for the current situation in higher education is that there is a good deal of uncertainty about the future of the University:

'British universities have been guilty of a failure to redefine their identity in a new, diverse world of higher education... The most essential task is to recreate a sense of our own work by refashioning our understanding of our identity – our understanding of what the word "University" means' (Graham 2002 199).

The future of the University is an important debate with which the Learning Landscapes in Higher Education project is fully engaged. The approach taken by the Learning Landscapes project is that the new university that emerges needs to be grounded in its own intellectual history and tradition in a way that fits and shapes the contemporary world.

Architectural syntax and vernacular:
'the red brick university'.



Enlivened Learning



[ABOUT »](#) [PLACES »](#) [RESOURCES »](#) [UPDATES »](#)

[HOME »](#)

HOME PAGE



How does learning shape the world?

What kind of higher education nourishes human and community flourishing?

How can higher education create a deeper awareness, understanding and kinship to the rest of the natural world?

Enlivened Learning is a journey to explore these questions – and, to learn from and document the silent revolution that is happening in higher education around the world, that is for the most part, unseen in the media.



CONTRIBUTE TO ENLIVENED LEARNING

If you want to support our ongoing work on the project we are writing, and putting together a series of films of the journey. We are really grateful for any contributions for this.

[Donate](#)

LANGUAGE



ARCHIVES

- February 2014
- January 2014
- November 2013
- September 2013
- July 2013
- June 2013
- May 2013

The Social Science Centre, Lincoln

Free Co-operative Higher Education



Search this site...

UPCOMING EVENTS

May 03

12:00 PM - SSC General Meeting

May 24

12:00 PM - AGM

Jun 07

12:00 PM - SSC General Meeting

Jul 05

12:00 PM - SSC General Meeting

Aug 02

12:00 PM - SSC General Meeting

RECENT POSTS

- Notes from SSI course week 13: Location, space, place, distance and roots
- Notes from week 12: Co-operative learning



The Social Science Centre offers opportunities to engage in a co-operative experience of higher education. Run as a not-for-profit co-operative, the SSC is organised on the basis of democratic, non-hierarchical principles, with all members having equal involvement in the life and work of the SSC. We study themes that draw on the core subjects in social science: sociology, politics and philosophy, as well as psychology, economics, journalism and photography. The Centre organises study and research at all levels including undergraduate, Masters and Doctorates in Philosophy.

To find out more about our work, [continue reading](#).



[HOME](#)

[LEARN ABOUT THE SSC](#)

[FAQ](#)

[Organisational documents](#)

[Articles discussing the SSC](#)

[CONFERENCE 2014](#)

[BLOG, NEWS AND COMMENT](#)

[WHAT COURSES DO WE OFFER?](#)

[Social Science Imagination](#)

[Our Place, Our Priorities](#)

[Public Events](#)

[HOW DO I GET INVOLVED?](#)

[How can you help?](#)

[Join the SSC](#)

[Participate online](#)

[Calendar](#)

[Contact](#)

[MEMBERS](#)

[Activity](#)

[Scholars](#)

[Blogs](#)

[ELSEWHERE...](#)

[Alternative Education Groups](#)

[Alternative Education Map](#)

References

Download slides: learninglandscapes.blogs.lincoln.ac.uk

Neary, M. and Winn, J. (2009) The Student as Producer: reinventing the student experience in higher education. The future of higher education: policy, pedagogy and the student experience, Continuum, London

Neary, M., Williams, S. et al. (2010) Learning Landscapes in Higher Education. University of Lincoln.

Neary, M. and Saunders, G. (2011) Leadership and Learning Landscapes in Higher Education: the Struggle for the Idea of the University, Higher Education Quarterly 65 (4): 333 – 352

Neary, M. and Amsler, A. (2012) 'Occupy: A New Pedagogy of Space and Time', Journal for Critical Education Policy Studies, 10(2) <http://www.jceps.com/?pageID=article&articleID=277>

Neary, M. (2012b) 'Teaching Politically: Policy, Pedagogy and the New European University', Journal for Critical Education Policy Studies, 10 (2)

<http://www.jceps.com/index.php?pageID=article&articleID=266>

Neary, M. (2013) 'Student as Producer: Radicalising the Mainstream in Higher Education' in E. Dunn and D. Owen, The Student Engagement Handbook: Practice in Higher Education, Emerald Books, Bingley

Neary, M. and Williams, S. (2013) 'Learning Landscapes, the Library and the University of Lincoln: efficiency, effectiveness, expression and experimentation.' in Watson, L. (ed) Better Library and Learning Space. Facet Publishing.

Neary, M. (2014), "The University and the City: Social Science Centre, Lincoln – forming the urban revolution", in Temple, P. (ed) The Physical University: Contours of space and place in higher education. Abingdon, Routledge

Williams, S. (2014) "Integrating student perspectives into the development of learning spaces at the University of Lincoln", in Peberdy, D. (ed) Active Learning Spaces and Technology: Advances in Higher and Further Education. DroitwichNet. activelearningspacesbook.com