Learning Spaces

Communal

The space is welcoming, accessible and familiar. It helps to foster a sense of belonging promoting co-operation and a confident participatory culture appropriate to the discipline.
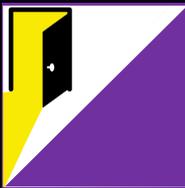
Learning Spaces

Collaborative

The space encourages peer co-operation, collaborative learning and co-production of knowledge and learning artefacts

How do you use or adapt the space to be…
Inclusive   *Learning Spaces*

Consider…
- welcoming learners into the room by saying 'Hello' and talking about low-risk topics
- clearly setting expectations for classroom participation and working with students to collectively agree acceptable and antisocial classroom behaviour
- embedding news sources relating to your subject into your Blackboard site to show learners as they enter the room.
- displaying a Twitterwall collated from a relevant hashtag that they can post to
- displaying positive images or content on arrival
- how group formation will impact on the comfort and readiness of learners to actively engage
- checking with students that they can see and hear presentations

Produced by staff at Sheffield Hallam University   Sheffield Hallam University

---

How do you use or adapt the space to be…
Collaborative   *Learning Spaces*

Consider…
- setting up seating to encourage dialogue, invite learners to help with any rearrangement
- the classroom as a digitally connected space that allows sustained access to:
  - provided materials and learner-generated artefacts through online platforms
  - personal learning networks in which students can use social media to collaborate and support each other
  - Personal & Professional Development Portfolios in which students can save the materials they use and produce, and reflect on them.
- using student whiteboarding activities - make sure furniture leaves plenty of room for producing and viewing whiteboards
- using Open Educational Resources to support problem-based learning activities

Produced by staff at Sheffield Hallam University   Sheffield Hallam University

Learning Spaces

Adaptable

The space can be changed by the academic and students to support a range of learning activities within sessions and through the module or programme

Learning Spaces

Authentic

The space is authentic to the discipline and its specialised activities and the technology, equipment and furniture allow students to learn by using methods they will use as graduates.

It fosters a sense of academic or professional identity and culture.

How do you use or adapt the space to be…
Adaptable   *Learning Spaces*

Consider…
- engaging students in moving furniture into a new configuration at the start of the session and discussing what works best
- asking students to move into group settings to encourage more collaboration between individuals
- using sticky notes to turn walls and tables into work and display surfaces
- using spaces outside of the formal classroom to complement the formal space
- thinking about and describing the optimum room layout as you design your teaching
- regularly changing your room layout to best reflect the activities you are incorporating in your session as the module progresses
- configuring the flexible space to simulate real world activities

Produced by staff at Sheffield Hallam University   **Sheffield Hallam University**

How do you use or adapt the space to be…
Authentic   *Learning Spaces*

Consider…
- drawing notice to the similarities of specialist spaces to real world spaces
- moving furniture to mock-up a real world space or scenarios
- selecting a space that is co-located with other relevant spaces
- engaging learners in authentic tasks including negotiated and self-determined activities
- bringing in models/artefacts/resources/data to illustrate or simulate authentic scenarios
- engaging learners in imagining the detail of real world situations and scenarios
- creating identity around the key classrooms you use by arranging your meetings with students to be in the immediate vicinity
- inviting employers or others to be present for student presentations

Produced by staff at Sheffield Hallam University   **Sheffield Hallam University**

Learning Spaces

Engaging

The space inspires, stimulates and supports active, creative and reflective engagement

Learning Spaces

Comfortable

The space is physically comfortable, light and attractive

How do you use or adapt the space to be…
Engaging   *Learning Spaces*

Consider…
- setting up the room so that learners are at the centre of activities
- working amongst the students, dispensing with the 'teaching wall' and avoiding standing behind a lectern
- not using PowerPoint and promoting interaction and activity
- evaluating and negotiating the session focus, content, or approach with the learners
- using whiteboarding activities with students to visualise concepts, processes and problems
- using of floor space, 'stand-up' learning and small group activities
- using voting systems with students to check their understanding and to share and compare their responses to problems
- extend the learning space across physical-digital boundaries e.g. through Flipped Classroom design using Problem-Based Learning activities in class

Produced by staff at Sheffield Hallam University   **Sheffield Hallam University**

How do you use or adapt the space to be…
Comfortable   *Learning Spaces*

Consider…
- reviewing the room's ambient features to improve engagement e.g. check the noise of projectors, ventilation and open windows, artificial and natural lighting, temperature, etc.
- sharing responsibility with the students for,
    - setting out the room in advance of the session beginning
    - moving furniture back and tidying the room at the end of the session
- reporting issues with the space as soon as you can to maintain the quality and comfort of the room
- leaving the space in a good state for subsequent users
- planning for the contingency that a space is not as expected e.g. technology failure, no time to arrange furniture, excessive noise, being too hot or cold

Produced by staff at Sheffield Hallam University   **Sheffield Hallam University**

Learning Spaces

Functional

The features of the space are utilised effectively to engage the students, promoting interactively, challenge and full participation.

How do you use or adapt the space to be…
Functional   *Learning Spaces*

Consider…
- ▶ changing room layouts so they are appropriate for the learning activities
- ▶ making use of the smart mobile technologies in the room to promote connectivity to information and personal learning networks
- ▶ using visualisers to explore objects: actual real world objects, simulated objects, drawn or photographic representations of objects, metaphors, or abstract objects for contemplation and inspiration
- ▶ using wall spaces with sticky notes
- ▶ using whiteboards for group and learner-led visualisation activities
- ▶ talking to your peers, checking the Learning Spaces Toolkit, or asking AV to learn how to use technologies effectively
- ▶ using a clicker or portable keyboard and trackpad so that you are not tied to the lectern

Produced by staff at Sheffield Hallam University

Sheffield Hallam University