

# 5 WAYS

TO BRING  
PEDAGOGY,  
SPACES AND  
TECHNOLOGY  
TOGETHER



To attract and retain modern students, as well as improve engagement and drive better results, the classroom and campus of the future must utilise the physical space effectively, whilst leveraging tech-driven innovations that support the innovative environment and pedagogy.

The Creative Campus team at the University of Kent have produced a transformational change at all levels by providing new opportunities for student and staff development. Creative Campus has become a source of energy and ideas by bringing fresh perspectives on implementing change at the University. With its emphasis on developing people and places, through promoting new partnerships and targeting resources, creative initiatives have been delivered that add quality and educational value. The team shared their experiences and learnings with Next Generation Learning Spaces Asia to create the five C's; curriculum, community, campus, culture and credit. This five point checklist demonstrates how other educational institutions can bring about bringing together pedagogy, spaces and technology.





# CURRICULUM

**Engage Faculty in evaluating how effectively space is being used to support teaching and learning and in planning space tailored to the discipline.**



The Faculty need spaces where they feel that the teaching can not only promote learning in the discipline, but also get students ready for the world of work.

Examples at University of Kent include the architecture crit space and the Kent Law clinic and Moot Room. The architecture crit space is a big studio area broken into sections, perfect for small size teaching with display areas and interactive digital screens. It also simulates an environment to allow students to practice pitching and presenting their ideas and can be opened up for end of year exhibitions. The Wigodor Law Building houses the Kent Law Clinic where students provide guidance and legal advice to people within the community. They develop their legal skills and the community benefits. The dedicated Moot Room is built in the style of a courtroom with design features drawn from a UK supreme court that allows students to hone their advocacy skills and experience presenting a case in a courtroom setting.

So Faculty are encouraged to get involved by assessing a) how they are currently using space and b) how they can make it better for learning and teaching and c) how the space prepare students for the workforce.



**Involve students in the design of new spaces to enhance their learning, student experience and employability.**

**“STUDENTS HAVE ENGAGED THROUGH THE CURRICULUM OR INTERNSHIPS TO CREATE NOVEL LEARNING AND SOCIAL SPACES ON CAMPUS, AND GAINED NEW PRACTICAL AS WELL AS ACADEMIC SKILLS.”<sup>1</sup>**

The Creative Campus team set up a competition to invite students from the 4<sup>th</sup> year cohort of the Masters in Architecture degree to redesign a foyer area which was at the time dark and uninviting. The students were asked to come up with ideas as part of their design module. The two best ideas were chosen for the group to develop in teams with the winning student receiving an internship with MELD Architecture to bring the winning design to life. The space was transformed to become a café, a seminar room, display room and even a stage. The area now known as the CREATE café has transformed an uninviting space into an engaging multi-disciplinary platform.

**“CREATIVE CAMPUS HAS SUPPORTED BOTH MY DEVELOPMENT AND RECOGNISED MY AMBITIONS AS A YOUNG DESIGNER; ENCOURAGING ME TO COLLABORATE ON PROJECTS THAT PRODUCE FRESH IDEAS, THAT VERY OFTEN PROGRESS TO REALITY SUCH AS THE MARLOWE FOYER REFURBISHMENT. THE IMPACT OF CREATE LOCALLY AND CONTRIBUTION TO THE WIDER CAMPUS HAS BEEN PUBLICLY RECOGNISED WITH A RIBA AWARD”**

Pier del Renzio  
(graduate intern, MELD)



<sup>1</sup> Naylor, L. and Sellers, J. (2014) *Creative Campus: Using creativity in educational development*. Educational Developments 15 (1), p1-5.





# CAMPUS

**Use the campus as a classroom to create outdoor learning spaces that promote the development of experiential and practical skills.**

The *Quercus Genius* is an outdoor classroom made by a fallen oak tree within the campus of the University of Kent. Conservation Society students worked outside of the curriculum with a local wood sculptor to create the space which is now available on the classroom schedule and bookable for both curricular and extra-curricular activities (eg poetry readings).

StudyPlus is a program that allows students to take on extracurricular activities which, although not part of their core degree, are still recognised on student transcripts. Several projects have involved recycling materials from the surrounding woodlands and using the campus as a classroom space. The team created an outdoor amphitheatre that can be used for performances and seminars, plus the campus nature trail and kitchen garden.

These projects have involved students and staff from a multi-disciplinary backgrounds (eg art, science) interested in creating new spaces for their campus.

The Canterbury Labyrinth was created as an innovative outdoor space for a wide range of activities in support of the curriculum (eg creative writing, performing arts and music) to support wellbeing (eg meditation, mindfulness, counselling) to outreach activities with local schools and the community.

**“THE CONSTRUCTION OF CANTERBURY LABYRINTH WAS KENT’S FIRST, ICONIC CREATIVE CAMPUS PROJECT: A TEACHING AND LEARNING RESOURCE, A WORK OF ART AND A PERFORMANCE SPACE. SINCE THEN, KENT’S CREATIVE CAMPUS HAS ACTED AS A CATALYST FOR NEW CREATIVE PROJECTS ON CAMPUS THAT SUPPORT LEARNING AND TEACHING, THE ARTS AND THE DEVELOPMENT OF THE CAMPUS ENVIRONMENT”<sup>2</sup>**



<sup>2</sup> Naylor, L. and Sellers, J. (2014) *Creative Campus: Using creativity in educational development*. Educational Developments 15 (1), p1-5.





**Promote interdisciplinary work between academic and professional service staff and students to increase creativity and impact.**

The Creative Campus believe in creating cross-disciplinary teams to bring staff, students and professional services (eg Estates, Arts) together to deliver projects. Engaging with stakeholders at various levels and avoiding a committee-based model, they take a 'bottom up' initiative to encourage experimentation, innovation and creativity in the design of teaching spaces both indoor and outdoor. They employ student interns to work with staff to develop designs and project plans like they did with the CREATE café, to produce artistic, creative and novel learning spaces on the campus.



**“KEY TO OUR SUCCESS WAS THE HIGHLY PARTICIPATORY AND INCLUSIVE APPROACH TAKEN TO ENGAGE STAKEHOLDERS AT THE OUTSET – RUNNING A SERIES OF WORLD CAFÉ STYLE EVENTS TO GATHER CREATIVE IDEAS, SHAPE PROJECTS AND INFORM PLANS CONTRIBUTED BY ALL LEVELS OF STAFF AND STUDENTS.”<sup>3</sup>**

<sup>3</sup> Naylor, L. and Sellers, J. (2014) *Creative Campus: Using creativity in educational development*. Educational Developments 15 (1), p1-5.

# CREDIT



Provide student awards for volunteering and promote staff professional development and recognition through prizes or promotion.

Student engagement with Creative Campus projects or the University of Kent's StudyPlus activities, is recorded on the student transcript alongside volunteering points, in addition to degree outcome. The staff involved in Canterbury Labyrinth and other outdoor activities have received local and national recognition for their creative work through their publications, books, invited lectures and awards (eg National Teaching Fellowship)

**“AS A CAMPUS-WIDE CREATIVITY INITIATIVE GUIDED BY A MULTI-DISCIPLINARY TEAM OF STAFF AND STUDENTS, THE CREATIVE CAMPUS HAS BEEN A FORCE FOR POSITIVE SOCIAL AND CULTURAL CHANGE THAT IS AT THE FOREFRONT OF SUCH INITIATIVES IN THE UK”<sup>4</sup>**

<sup>4</sup> Naylor, L. and Sellers, J. (2014) *Creative Campus: Using creativity in educational development*. Educational Developments 15 (1), p1-5.

This five point checklist is designed to help educational institutions with their planning when it comes to bringing pedagogy, spaces and technology together. Done correctly, innovative learning spaces not only provide a better learning and teaching environment but can help the transition to the classroom or campus of the future. If you'd like to find out more, the 4th Annual Next Generation Learning Spaces will once again gather educators from K-12 schools and higher education institutions to explore the innovative ways to redesign and revamp the learning spaces for student success.



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**BRIDGING PEDAGOGY, SPACES & TECHNOLOGY  
TO ENHANCE LEARNING ENVIRONMENTS**

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