



3

APPROACHES

for Developing a Flexible and Collaborative Learning Space

Introduction

3 Approaches for Developing a Flexible and Collaborative Learning Space



“Creating a place that meets or exceeds the needs of its inhabitants requires the creators to be constantly in learning mode.”

Today's classroom needs an upgrade to support 21st Century teaching. Despite shifts in teaching methods, the physical classroom has more or less remained stubbornly static. Nonetheless there are notable efforts to address this issue as educational institutions strive for innovation in developing flexible and collaborative learning spaces. To discover more, the Next Generation Learning Spaces team spoke to three industry leaders from prominent institutions on the strategies they are implementing.

Gavin Heaphy



Construction Director
University of Cambridge, UK

Gavin Heaphy will be speaking at the 5th Annual Next Generation Learning Spaces [▶](#)

Tuesday, August 27th, 2019

9:00 AM

MASTERPLAN FOR NORTH WEST CAMBRIDGE: Designing a Multi-Dimensional Academic and Urban Community

North West Cambridge's first Phase of development is focused on the provision of sustainable, high quality accommodation and community infrastructure required for University Post-Doctorate Researchers who come to live and work in Cambridge. As the development progresses, more uses will be added with 100,000m² of Commercial and Academic research space, 3,000 homes, 2,000 student accommodation units as well as a school, retail space and many hectares of open and themed amenity space.

Learn more - corporatelearningnetwork.com

1

BE HOLISTIC

When thinking about the design of any new building or facility, we always try to be as holistic as possible. Focusing-in on specifics is very important when considering the functionality or purpose of a facility that often has specialised requirements, but ultimately the facility does not exist in isolation from people or its surroundings. At North West Cambridge Development (NWCD) we approach all facilities from masterplan level as well as from the functionality perspective. Working to both "inside-out" and "outside-in". The work done by NWCD in the development of Eddington as a new piece of the City of Cambridge takes its lead from the best parts of Cambridge and other places that have become so over time, growing and developing organically. Creating a place that brings together academic teaching, academic and commercial research, cultural and community needs in one place in large chunks is challenging and success can only be achieved with a holistic approach. Eddington was open farmland when we began, so we had to develop our own context and connect it to the City both physically and metaphorically.


Constant Learning

Creating a place that meets or exceeds the needs of its inhabitants requires the creators to be constantly in learning mode. We work with and learn from everyone involved in creation of places. In the first instance we seek information from as many sources as possible, identifying success and asking questions about why success was achieved. We create opportunities for collaboration with multiple sources at opportune times in the development of ideas and strategies. We consult with the community of the City and the University, with academics and townspeople, with occupiers and with landlords, with users and visitors. During the development of new facilities for Eddington we realise that we need to learn from all stakeholders. Unless we learn we do not improve. We carry out informal and formal lessons learned processes for all of our projects and feed that learning back in to the creative process. We make use of our Quality Panel - a selected body of experts in the field who provide us with the role of "critical friend" and help us look at our work with different perspectives. Every opportunity is taken to learn from the process and from others and improve what we do by that learning.

Bob Fox

Curriculum Academic Lead,
UNSW SYDNEY, Australia



Bob Fox will be speaking at the 5th Annual Next
Generation Learning Spaces 

Tuesday, August 27th, 2019

3:50 PM

Designing an Engaging, Experiential and Collaborative Learning Space for Your Connected Students

- › The challenges of creating active and engaging learning experience for your always-on student
- › Harnessing digital technologies and tools as a central part of your pedagogy
- › Evolving from teacher-led instruction to student-centric collaboration

Learn more - corporatelearningnetwork.com

2

AN EDUCATIONAL CONTEXT

Rapid development of ubiquitous new technology and changing technological practices is creating new opportunities for innovation and change. At the centre of UNSW's educational context for learning spaces is the importance of positioning the student in the centre and ensuring that the learning environments create opportunities for encouraging and supporting student Activity, Interactivity and Reflexivity (A.I.R.). UNSW has identified the importance of collaborative, student centred learning. The learning environments UNSW has created support this vision.

UNSW is committed to delivering technology-integrated spaces and systems that support these emerging educational approaches, which enhance and personalise the student learning experience. At the same time, UNSW has initiated major technology-led curriculum design and digital uplift projects as well as renewal and change of academic policies, procedures and quality assurance processes and the creation of multiple new active learning spaces.

This strategy works in our institution because it is informed by formally agreed frameworks and models such as the Scientia Education Experience (SEE) and our Integrated Curriculum Framework (ICF) which incorporate the course design models including the Resources, Activities, Support and Evaluation (RASE) and encourages the use of the Universal Design for Learning (UDL).


It improves learning for the 21st Century student because the students are at the centre of the strategy. They are consulted and are part of the design and the development. They feel engaged.

We had some challenges to overcome - major changes have happened in the redesign of both formal and informal learning spaces at UNSW - ongoing professional development is needed to assist both staff and students to maximise the potential of the new learning spaces guided by our institution educational models and frameworks.

Kaustubh Bodhankar



Deputy CEO, Global Indian International Schools, Singapore

Kaustubh Bodhankar will be speaking at the 5th Annual Next Generation Learning Spaces 

Wednesday, August 28th, 2019

4:30 PM

Designing Learning Spaces @ School of the Future

- Linking learning spaces to improved learning and teaching outcomes to secure stakeholders' buy-in
- Adopting a top-down stakeholders engagement and change management approach
- Leading by example, advocating a mindset shift and demonstrating the benefits of the new learning spaces

Learn more - corporateteachingnetwork.com

3

DESIGN STRATEGIES

➤ Digital Classrooms

With over 90 digital classrooms at their disposal, students have accessibility to the latest devices that takes learning beyond the four-walls of the classroom. Each digital classroom is equipped with two smart boards, video camera, document camera, speakers, microphone, Apple TV. With IOT, all these devices are connected to Wi-Fi and every student, through either her iPad or MacBook is able to connect with these devices. Students collaborate, using these devices to stream their learning on one of the smart boards, while the other is meant for the use of the teacher.

Via technologies such as Zoom meetings, the digital classrooms can be converted into a video conference room to connect subject matter experts and fellow students around the world. Such interaction helps expand the classroom beyond the school campus, and make knowledge accessible to students anytime, anywhere. This worldwide collaboration allows our students to gain true global perspectives. With this effective use of technology through the digital classrooms, we promote 21st century skills, such as communication, collaboration, creativity and critical thinking. With document camera, students are able to share their hand written work quickly with the rest of the class.

Acoustic treatment of each classroom means that the two-way communication is unhindered with every student being able to contribute in a meaningful way while interacting with their global peers through VC. Digital classrooms also have retractable walls which allow the school to merge two or more classes to hold sessions together for brainstorming, exchange of ideas and learning.

➤ Learning Commons and Student Innovation Rooms

The concept of Learning Commons has been an innovative concept at GIIS, keeping in mind the need for collaborative learning among students. Under this concept, learning spaces are designed to provide an open ambience, without walls, to enable creativity amongst students without any physical barriers. Students have access to learning commons outside their classrooms, where they

Kaustubh Bodhankar

Deputy CEO, Global Indian International Schools, Singapore



3

DESIGN STRATEGIES *continued*

can collaborate using the smart boards, magnetic white boards, and their digital devices. The informal lounge type seating allows students to relax and focus their energies towards creative discussion, which promotes collaborative learning.

We have extended such learning pods outside the school building in the form of nature classrooms - learning pods within the vicinity of plants and greens around the school campus, open air amphitheatres and mist gardens. These open learning pods liberate the students from the confines of the classroom, and allow them to be amidst nature while learning. This idea is further enhanced in our Student Innovation Rooms where students are encouraged to discuss, brainstorm and exchange notes for better learning through collaboration and communication.

> Skills Based Studios

The world is changing rapidly and technology is redefining every aspect of life. The future will require multi-dimensional skills to cater to the new opportunities that are being readily generated. At GIIS we believe in offering skill-based learning to develop multi-dimensional skills in our students. Moreover we will also believe in allowing our students to discover their talent and pursue their own passion.

With over 40 dedicated skills studios such as Ceramic Studio, Radio and TV Studio, Culinary Studio, Piano Studio, Music and Dance Studio, Robotics & Artificial Intelligence (AI) Studio, Maker Lab, Graphic Design Studio, we successfully implement the skill-based learning modules and allow ample opportunities to our students to pursue their own talent and hone their skills.

By integrating modern teaching methodologies with cutting-edge technology, we ensure that learning goes beyond books and students learn skills that they will need in future. The end result is future-ready learners.

These design features of Digital classrooms, Learning commons & Innovation rooms and Skills-



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Deputy CEO, Global Indian International Schools, Singapore



3

DESIGN STRATEGIES *continued*

based Studios, truly bring out the best in each student, teach them how to work in groups and on an individual level, makes them life-long learners who love to research and debate as part of their learning journey. This is an important skill in a globalised world of the 21st century where interactions are happening on a global scale in every walk of life through social media platforms as well as traditional media.

The biggest challenge to overcome is to bring about a change in attitude where new age learning is accepted as an important cog in the wheel of educational progress by all the stakeholders. Getting on with the times is the need of the hour, and the faster this change is accepted as inevitable, the better it will be for future generations to progress and succeed.



Join Us

KEY SPEAKERS INCLUDE



Dr Peter David Looker

Head of the Teaching, Learning,
and Pedagogy Division,
**Nanyang Technological
University (NTU)**



Paul Ng

Senior Education
Fellow,
Ngee Ann Polytechnic



Dr. Richard Bakken

Director, Instructional
Support Services,
Princeton University



Richard Henry

Head of School,
**GEMS World
Academy**



Robert Baur

Director of Innovation & Technology,
**American International School of
Guangzhou**



Laura Munaro

Head of Preschool,
**German European
School, Singapore**

MANDARIN ORCHARD SINGAPORE, BY MERITUS
27-28 August, 2019 **SINGAPORE**



Achieving Greater Learning ROI with Innovative Pedagogy, Spaces & Technology

Educational institutions are creating innovative learning spaces to drive better engagement with their learners, investing in campus design, technologies, furniture and varieties of pedagogy. Join us at the 5th Annual Next Generation Learning Spaces event as educators seek best practices to redesign learning spaces and link pedagogy, spaces and technology effectively.

