

BRINGING IT ALL TOGETHER/

Intersections of Purposeful Spaces

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Key Conference Themes

- ✓ Engaging Faculty for effective planning & delivery
- ✓ Encouraging student voice in learning environments for increased collaboration
- ✓ Transforming the physical campus and classrooms into 'sticky' spaces that attract & engage learners
- ✓ Measuring the impact of space on student achievement and engagement



Education and Student Experience Strategy

Staff & students will work together to promote and ensure student success through **inclusive, inspiring** and **positively challenging** opportunities



Our objectives are:

‘to ensure an excellent educational experience, both curricular and extra-curricular, and to produce graduates equipped for personal and professional success’

https://www.kent.ac.uk/uelt/strategies/BT_123056_ESE%20Strategic_v4.pdf (2016-20)

Learning Environments – ‘education & student life’

Academic communities work best with effective social integration so spaces need to be:

Flexible – to fit current and future pedagogies

Adaptable – to be reconfigured in future

Creative – to motivate and inspire learners

Supportive – to develop the potential of all learners

Inclusive – to enhance formal practice and promote collaboration

‘Conversation is central to the collaborative model of learning and the redesign of your learning space is an ideal opportunity to provide resources that support and encourage active learning’

What are learners doing?

<https://www.jisc.ac.uk/guides/learning-spaces/what-are-learners-doing>

Social Hubs Research - methodology

OBJECTIVES :

- **USAGE** - detail the nature of the spaces & patterns of use (non-use) by staff and students
- **CONCEPTIONS** - explore the underlying reason for these patterns to identify preferred usage
- **ANALYSIS** - produce an informal, yet critical appraisal of space needs and opportunities for development

OUTCOMES:

- Staff/student-generated methodology (co-curricular)
- Social Hubs 'Master Plan'
- Impact on student experience (e.g. learning, employability, inter-disciplinary communication and creativity)

Challenges



Internal corridors



External walkways



Green vs concrete

Solutions



CREATE CAFE



From design to business concept

DESIGN

- **MArch** (4th yr cohort) – competition to redesign Marlowe Foyer (*Urban Landscapes*) – 17 entries
- Two teams to develop best designs
- Selected winning student /design concept

BUSINESS

- ✓ Internship with **Meld** Architecture to bring designs to life
- ✓ Working with Estates, UELT and Hospitality
- ✓ University Graduate Intern Scheme for start up design business to successful architectural practice

Create Cafe



Impact on student achievement

Graduate intern, Meld Architecture

*‘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. Its impact locally and contribution to the wider campus has been publically recognised with a RIBA award’**

Pier del Renzio, MArch

*Shortlisted: ‘Small budget: Big impact’ initiative (2011)

Architecture 'crit' space (2012)



Wigodur Law Building (2016)

‘Put simply, the new building is made to measure. Its high ceilings, soft colours and open-plan lay out make it a superb learning environment. The space available is perfect for group work, there is plenty of access to computers and above all, everyone is in one room, creating a close-knit feel which is something the Clinic is about’

~ Kent Law Clinic student

‘The dedicated Moot Room built in the style of courtroom with design features drawn from the UK supreme court allows students to hone their advocacy skills in a realistic setting’

~ Kent Law School



Sibson Building (2017)



Staff/student views

Sibson Building

Academic, Social & Collaborative learning interdisciplinary and innovative spaces



SIBSON BUILDING



Connecting with the campus



Solutions



Canterbury Labyrinth

Curriculum:

- Creative Writing
- Business
- Performing Arts

Community:

- Outreach
- Wellbeing
- Counselling

Creativity:

- Experiential
- Practical



[Canterbury Labyrinth](#)

Impact on student learning

'The social hubs research was an invaluable experience for me, and something that I really enjoyed. I already knew that I loved doing interviews from my anthropology coursework, but this was a taste of how to put that love and skill into the real world. Knowing that the work I conducted would go towards research to benefit students was such a confidence boost, and I am so proud to have been a part of it. Plus it looks great on my C.V. and is a real conversation piece!'

Laura (MA Anthropology - 2009)

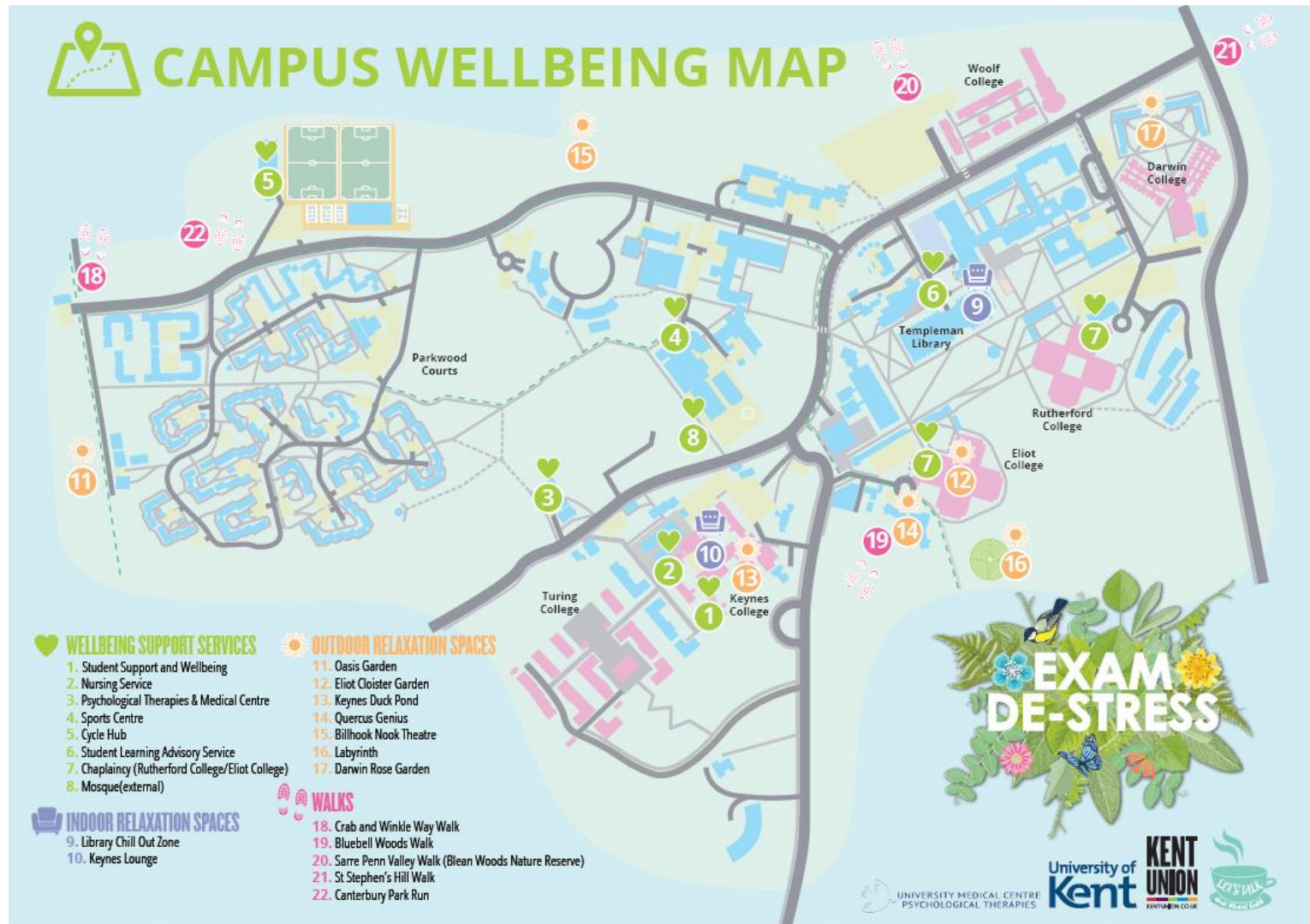
'Engaging with Creative Campus has given me the opportunity to enhance my creative skills and given me greater confidence in my abilities.'

Sara (University graduate intern, Architecture – 2010)

'I think it is important that students feel part of the campus landscape and can leave their mark.'

Jules (2nd year Conservation student, Creative Campus intern - 2011)

Impact on student wellbeing



'4C'ing FUTURE LEARNING SPACES

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- CURRICULUM
- COMMUNITY
- CAMPUS
- CULTURE



Acknowledgements

<https://www.kent.ac.uk/creative-campus/>



Bride, I.G., Naylor, L. and Tunaker, C. (2013) *The Creative Campus: Empowering the University Community to Change Spaces*. The Student Engagement Handbook; Practice in Higher Education Chapter 15, 255-269.

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

plus

School of Anthropology & Conservation
Kent School of Architecture
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*Estates Strategy 2015-2025

‘making best use of spaces – efficient use of assets and building a ‘creative’ campus’

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