

“Going further together”

TITLE: Faculty developers outlining of learning spaces in collaboration with students, teachers and librarians.

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Abstract

Sometimes instructional design runs up against the realities of the physical space of the classroom assigned to the teacher. Most classrooms are designed for frontal teaching, and their layout may be conflicting with the needs of students and instructors for Active Learning (Jeannin, L., & Lermigeaux-Sarrade, I., 2019). Likewise, most corridors are rarely designed to support student individual study or collaborative learning.

We will present the main results of our journey and approach as faculty advisors in proposing formal and informal learning spaces from the outset of the design of a new building. While the key results are public (Lermigeaux-Sarrade, I., Le Duc, I.; 2023).

In this talk, we will explain the activities with tangibles that helped students, teachers, and librarians to illustrate the opportunities and constraints of formal and informal spaces for learning ranging from the classroom up to the corridors used to work on projects. The activities using tangibles helped to formulate concrete specifications. Once integrated into the architectural competition, these specifications were included into the design and current construction a building to inaugurate in 2028.

We will explain the proposed transformation of traditional lecture halls to make them fit interactive teaching using the typology of informal learning spaces, ILS (Brown, et al, 2014) and Chi & Wiley's (2014) ICAP framework (Interactive, Constructive, Active and Passive). We illustrate ILS sharing briefly the results of the teaching habits survey at EPFL.

To end we will show images of the models showing the desired and problematic physical layout of learning spaces (auditorium, classroom, informal learning space for quiet work/for group work). We would like to open a discussion on how faculty developers can guide administrators and architects to consider the importance of designing learning spaces.

Our scholarly discussion aims to persuade the audience that the activities asking to portray a “nightmare learning scenario” led us to identify how to improve and adapt the spaces where learning occurs.