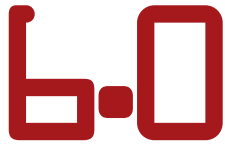


Concluding Remarks

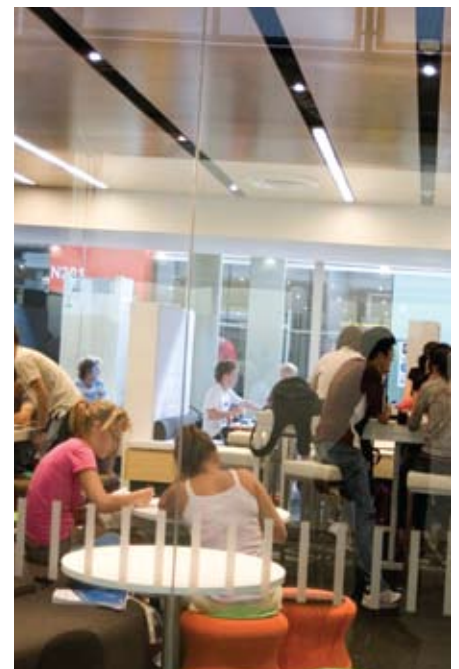


Concluding Remarks

While many new learning or educational facilities start out with sound pedagogical intent, the resultant design often reflects the imperatives of technology, architecture, or operational considerations. There is however, growing interest amongst higher education institutions in the creation of new types of learning environments supporting learner-centred or constructivist pedagogy. The Pedagogy-Space-Technology (PST) framework developed through the Next Generation Learning Spaces project provides a more systemic way to maintain the appropriate balance between pedagogy, space and technology as a basis for the design and evaluation of new learning spaces.

question the 'what, why and how' of initiatives to create new learning spaces. Its simplicity means it can potentially be used for any type of learning space, from a laboratory to a learning commons to more conventional performance space.

The case studies presented in this publication illustrate the importance of the PST framework in the design, operation and evaluation of new learning spaces in higher education institutions. The sharing of successful new approaches is leading these institutions to adopt more rigorous testing and evaluation of learning spaces. This will lead to improved learning outcomes and a positive learning experience for teaching staff and students alike.



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The PST framework has proven to be a simple yet flexible instrument that assists stakeholders to reflect on ideas and outcomes at every stage in the life-cycle of a new learning space. As a design enabler, it moves beyond general lists of design attributes and provides a structure for design conversations. As an evaluation tool it links intent with outcomes and challenges all concerned to

