



Deakin University
Deakin Immersive Learning Environment

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New Generation Learning Environments:

Classrooms that have been designed in response to a specific pedagogy and to support a more student-centred approach to teaching and learning.

Evaluation process

Design - Intended use of space

Interviews:

- architect
- facility manager
- technology manager
- academic champion (**T1**)
- timetable manager

Actual use of space

Interviews:

- academics who teach in the space
 - T1** (first year students)
 - T2** (first year students)
 - T3** (third year students)

Observations:

- academics who were interviewed

Is the space used as was intended in design?

Educational Vision

Intention 1

T1 (academic champion):

*The design...is premised on the assumption that students will have to work **collaboratively**... [Multimedia] students don't enjoy collaborative work... Given the nature of our industry, collaborative learning is essential. Students don't like it. **They actually learn to like it.***

Educational Vision

Intention 2

T1:

[get students] away from the computer; to understand that 95% of their work is conceptual and that the last 5%, the production of any digital media product, is at the computer

Educational Vision

Intention 3

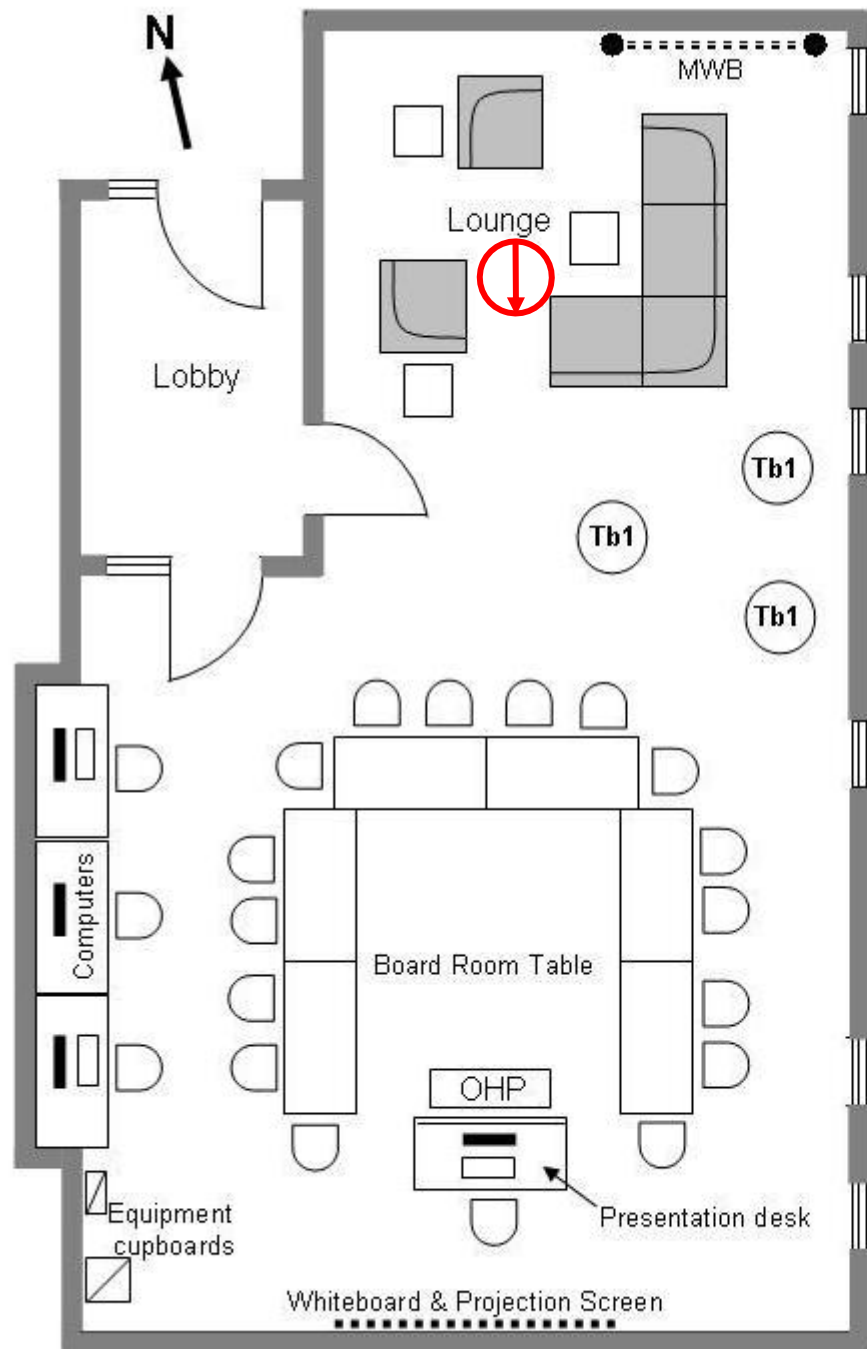
T1:

Students need to feel comfortable in the space; they need to feel that they own it... the ability for things like furniture, and any of the other resources were movable, completely movable. So whilst I have an ideal of how the rooms would be set up, it's irrelevant...it is the students who are in control of the way in which the room is set out and I think that's really important... I'm very concerned to ensure that students enjoy the process of learning; that they love it, that they embrace it, that they are completely immersed in it.

Deakin University Immersive Learning Environment



Site Plan
Burwood Campus



Exterior planting
and walkway



Tb1 Standing height table

chair

OHP - Overhead Projector

MWB - Mobile Whiteboard

Attributes:

- initiated by academic from multimedia
- space enabled collaborative learning, that was difficult in computer laboratory
- access to computers was required, but not one per person and not focus of space
- aim was to provide a variety of settings to simulate a multimedia office environment
- primary activity is for discussion and problem solving



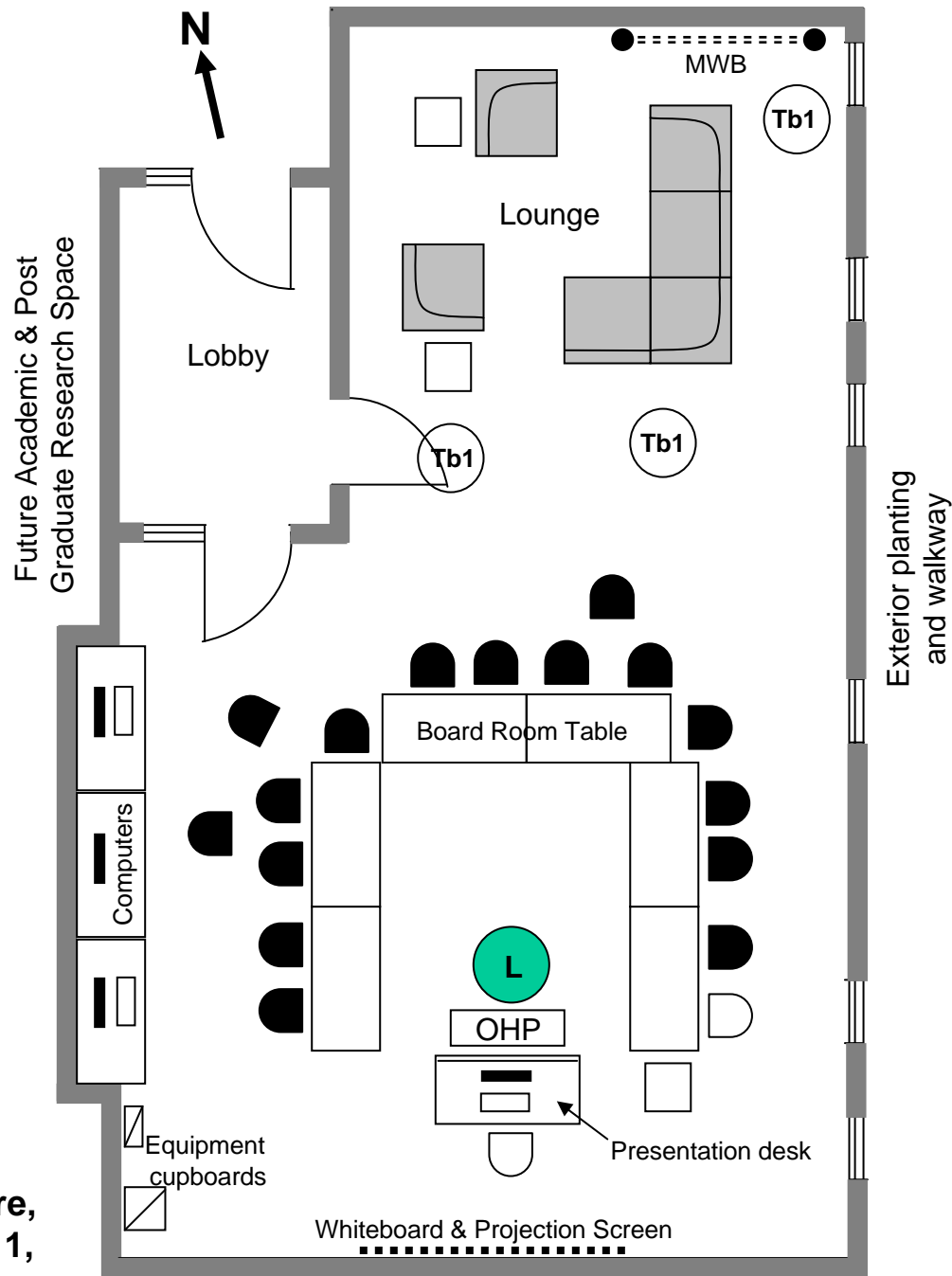
20th March 2007






1st year

2:00pm

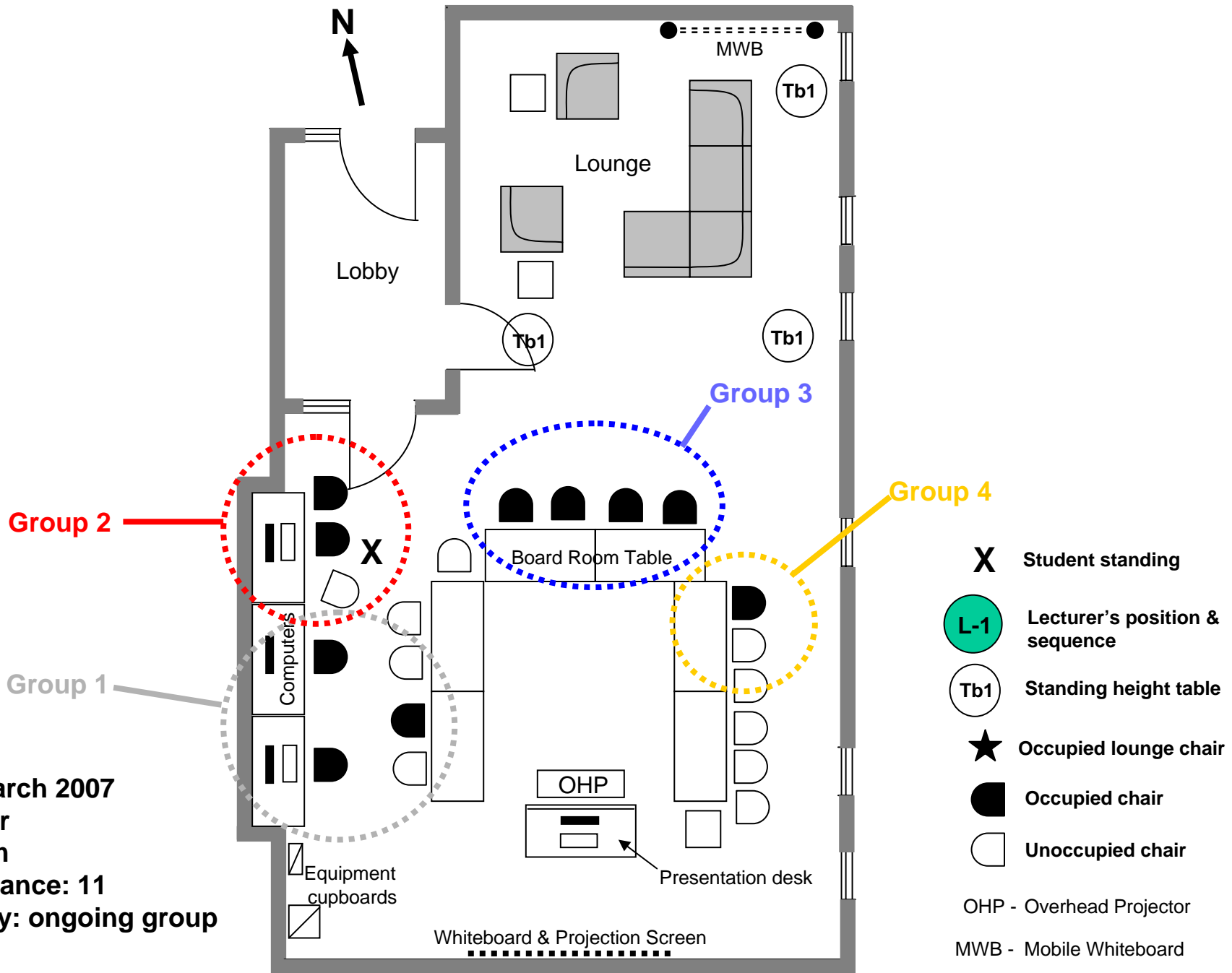
Attendance: 16

Activity: debrief lecture,
follow up assignment 1,
Introduce activity



-  Lecturer's position
-  Standing height table
-  Occupied lounge chair
-  Occupied chair
-  Unoccupied chair
- OHP - Overhead Projector
- MWB - Mobile Whiteboard

13th March 2007
3rd year
2:00pm
Attendance: 11
Activity: ongoing group work



- X** Student standing
- L-1** Lecturer's position & sequence
- Tb1** Standing height table
- ★ Occupied lounge chair
- Occupied chair
- Unoccupied chair
- OHP - Overhead Projector
- MWB - Mobile Whiteboard

Issues:

- remote location on Deakin campus
- lack of promotion of space as a means of promoting alternative teaching and learning practice
- low utilisation???
- initial confusion over description of space on timetabling software
- collocation of computers to one part of space

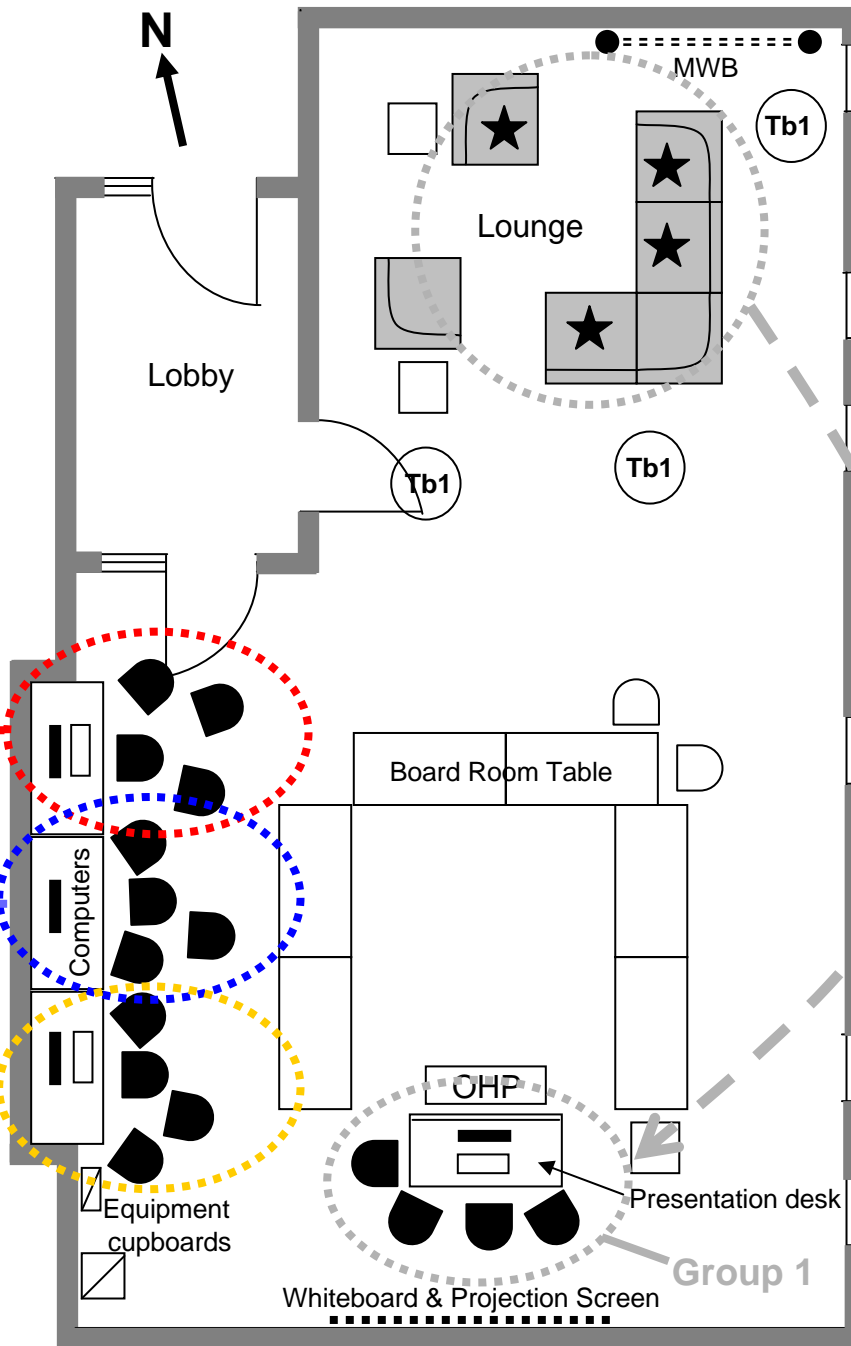


20th March 2007
 1st year
 2:15pm
 Attendance: 16
 Activity: small group activities

Group 2

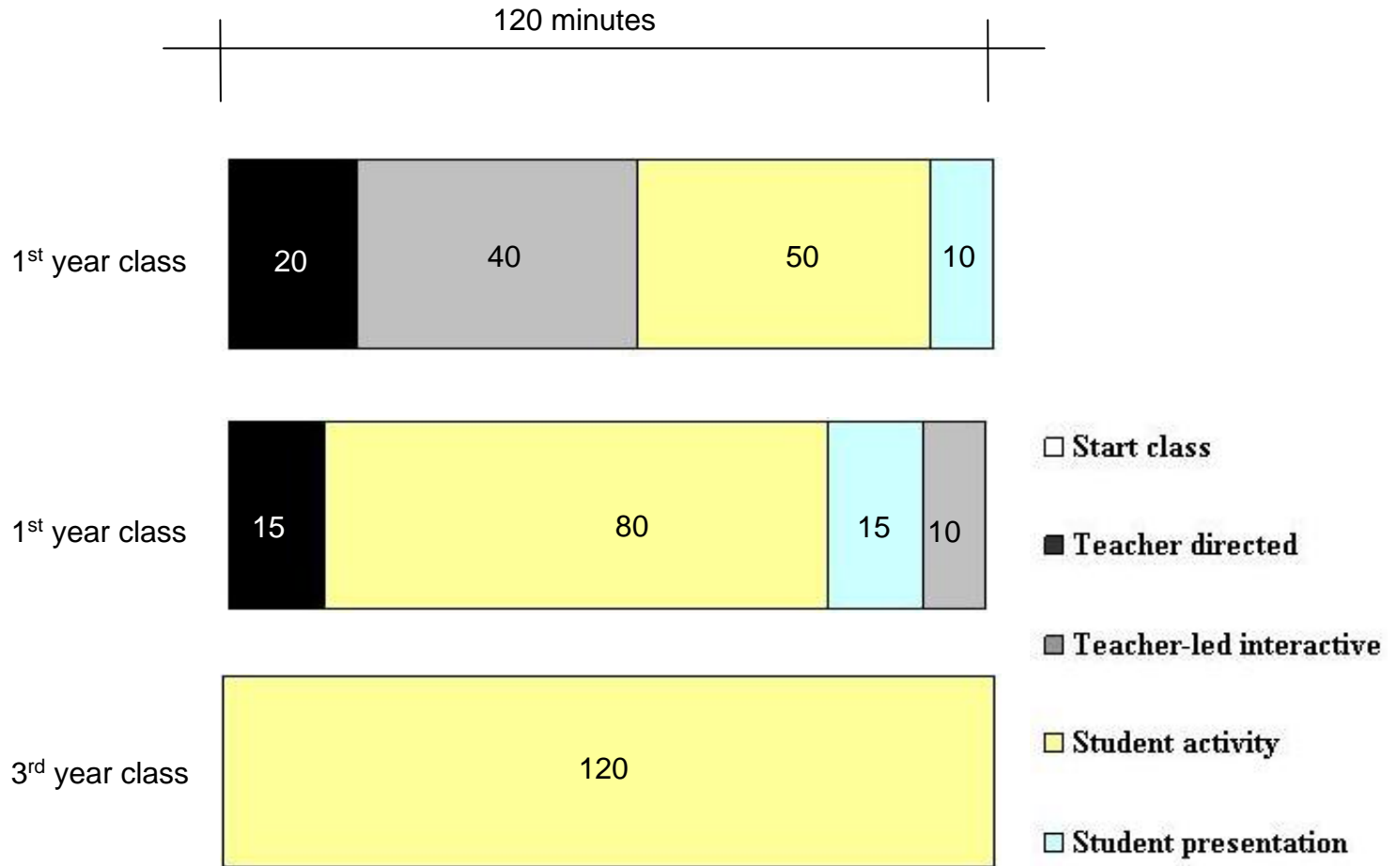
Group 3

Group 4



Group 1 located to the lounge for discussion before moving to the front for PC based activity

- L Lecturer's position
- Tb1 Standing height table
- ★ Occupied lounge chair
- Occupied chair
- Unoccupied chair
- OHP - Overhead Projector
- MWB - Mobile Whiteboard



What teaching looks like...

Teacher responses

T2:

I like it. I think it's a really good way of teaching. I don't think it's suitable for everything. But it's suitable for a great many things, a great many units. I think it's very conducive for learning and teaching.

T3:

*I think just in the structure of the room... it probably allows me to engage more with the students than in a normal tutorial room or in a prac room [computer laboratory]... **In this space, it has allowed me to...have a better relationship with the students.***

Framework for future:

- The briefing process should explicitly state the educational vision of the proposed facility and anticipate the range of teaching and learning activities that may take place.
- Educational technology to enhance teaching and learning should be considered and incorporated in the briefing and design phases.
- The resultant design is the product of a partnership between the facility manager, the architect, the information technology manager and academics who will teach in the space.
- The anticipated pedagogy underpins all design decisions.
- Professional development should enable teachers to discover the teaching and learning potential of the facility, and adapt their practice if necessary.
- The institution should publicise the new facility as a means of promoting good teaching and learning practice.



Questions?