






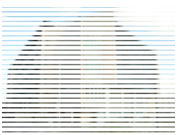
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Collaborative Teaching and Learning Centres at the University of Queensland






What is it?







- Where is it located?
- What did it Cost?
 - Three generations
 - Sir James Foots St Lucia
 - 2005, 6 Rooms \$6M
 - Gatton
 - 2007, twin room, \$1.8M
 - St Lucia GPN 4
 - 2008, single space \$1.5M





What is it?

- What are the main features of the facility? (Gen 1 - Sir James Foots)
 - Distinctive pedagogy driven modes
 - Three types of rooms
 - Large space, divides to 5 separate pods
 - Small space, 3 pods, smaller groups
 - External Collaboration - Videoconference



What is it?

- What are the main features of the facility? (Gen 2 - Gatton)
 - Retains pedagogy driven modes
 - New design
 - Does not divide but uses pods
 - New design pods, large screen monitors
 - Smaller groups




What is it?

- What are the main features of the facility? (Gen 3 – St. Lucia GPN4)
 - Retains Gatton style desks
 - Refined Space design
 - Better sight lines
 - Extra space for flexible furniture

Why it is?


- What was the motivation for the new space?
 - New thinking from the Executive regarding teaching space

Margaret Gardner	Michael Keniger	Debbie Terry
		
2000 - 2005	2005 - 2007	2008 - present





Why it is?

- Who were the key players involved? At what stages during the development?
 - TEDI
 - Executive/Architects
 - Audio Visual




Why it is?

- What pedagogical principle(s) drove the design?
 - Collaborative *Teaching* vs learning
 - Research into best practice




How is the space used? (Space)

- What aspects of the design of the space and provisioning of furniture and fittings foster these modes of learning (and teaching)? How?
 - seating and benching must become enablers in any collaborative space

How is the space used? (Space)




- What aspects of the design of the space and provisioning of furniture and fittings foster these modes of learning (and teaching)? How?
 - Experimental use of space in large and small collaborative rooms

How is the space used? (Space)



- What aspects of the design of the space and provisioning of furniture and fittings foster these modes of learning (and teaching)? How?

The larger rooms were seen as active noisy spaces. These rooms are predominantly white and light with the ability to moderate the space though lighting and screens. The other space is more introverted 'quieter' space which is timber clad and warm with an organic, less structured feel (Wilson 2008).

How is the space used? (Space)


- What is unique or noteworthy?
 - The shapes are unlike any traditional space and announce clearly that different activities are expected and encouraged.




How is technology used? (Technology)

How was technology deployed to complement the space design in fostering the desired learning and teaching patterns? Why?


How was the facility evaluated?

- Is the facility considered to be a success? By whom? What is the evidence?
 - High usage (70% timetabled)
 - Positive survey results (staff & students)
 - Positive results from Generation 2
 - Other spin-off spaces



How was the facility evaluated?


- What type(s) of learning and teaching were observed to take place? How was this data gathered? How does this compare with the intended usage?
 - Case studies
 - Observational studies
 - Surveys



How was the facility evaluated?

- Which aspects of the space design and technology worked? Why?


St Lucia CTLC	Rank	Category	Why
Layout of spaces – structured to support group work; comfortable	20%	Space/ Technology	Design of pods, integration of technology, ease of use
Access to space and working areas	18.5%	Space	Design intention focusing on space to collaborate
Access to multiple computers	13%	Technology	Supported both the individuals and the groups
Good presentation resources	10%	Technology	Provision of a range of presentation options available to groups
The rooms enable group interaction	9%	Pedagogy	Design of pods, ability to work easily in groups



How was the facility evaluated?

- Which aspects of the space design and technology worked? Why?


Gatton RCTL			
Pods supportive of group work	35%	Pedagogy	Self contained tables with presentation resources and computer /online access/ addressed need for smaller group areas
Being able to share work on big screen, allowing input from everyone	16%	Technology	Incorporation of the plasma screen into the pod allows for ease of sharing- improvement on St Lucia CTLC.
Different mode designs	10%	Technology	Positive aspect of St Lucia CTLC. Supports seamless change between different teaching and learning activities-minimal disruption.
Open spaces to encourage group work	5%	Space	Retained group interaction spaces identified as a positive in ST Lucia CTLC-identified best used elements and retained/improved



How was the facility evaluated?

- Which aspects of the space design and technology did not work? Why?


St Lucia CTLC	Data source	Category	Response
Smaller group areas for teaching	Verbal feedback from staff using the CTLC	Space / Pedagogy	Design layout to allow 2/4/10 groupings using more pods and smaller tables / group zones
Ability to project individual pod materials onto the main screen when not in pod mode	33%staff survey	Technology / Pedagogy	Move to LCD screens instead of projectors and allow use in "individual" mode
Better whiteboards in the smaller rooms	33% responses Staff surveys	Space / Technology	Flat walls provide better opportunities for whiteboards – maximize use by placing adjacent to each pod



How was the facility evaluated?

- Which aspects of the space design and technology did not work? Why?

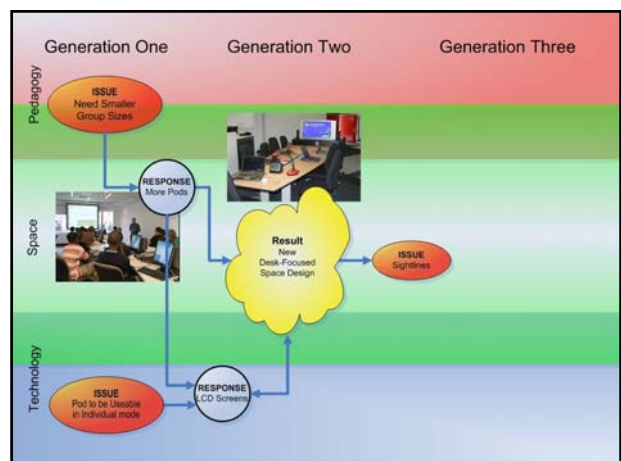
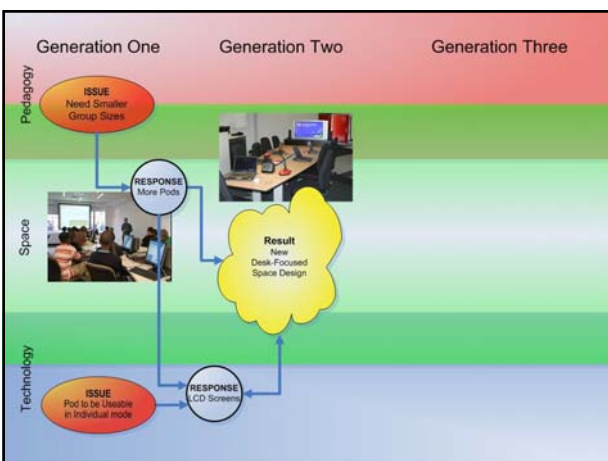
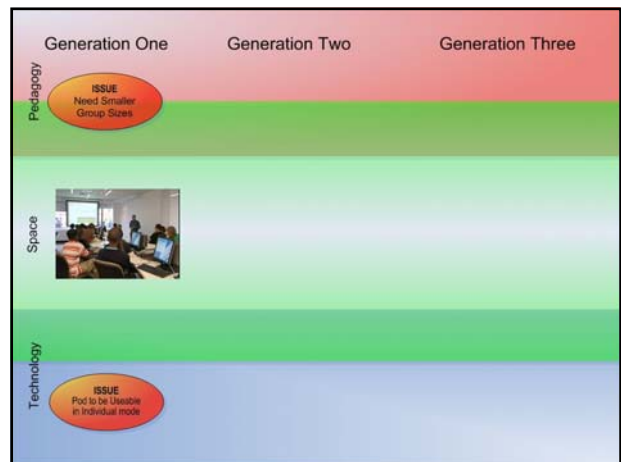
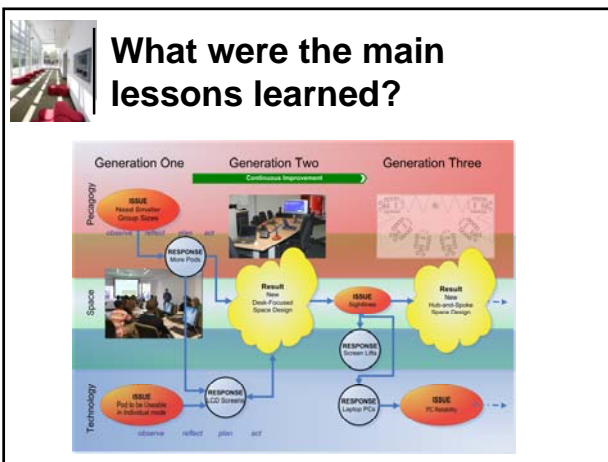
St Lucia CTLC	Data source	Category	Response
Some indication the room is in use	25% responses staff survey 20% responses student surveys, plus anecdotal	Technology	St.Lucia: retrofit "room-in-use" lights that function when an academic logs into the lectern Other: fit "room-in-use" lights
More of these kinds of spaces (for both teaching and student independent learning)	25% responses student surveys	Pedagogy/ Space/ Technology	Create more CTLC spaces; create other new learning spaces such as Engineering Learning Centres (two built, one in planning) and Science Learning Centre
More useful catering facilities/more eating areas	10% responses in both staff and student surveys	Space	Not acted on due to associated problems

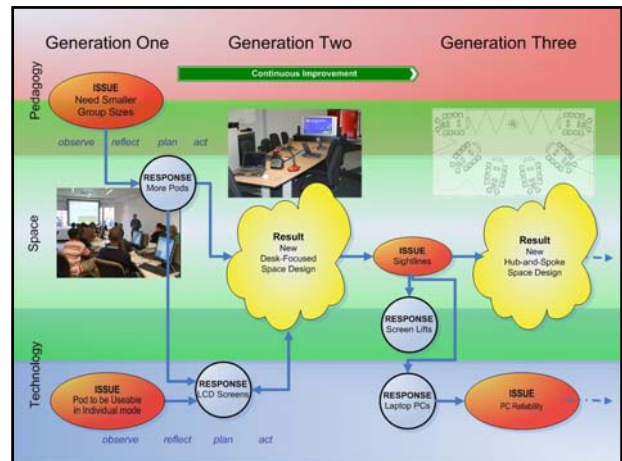
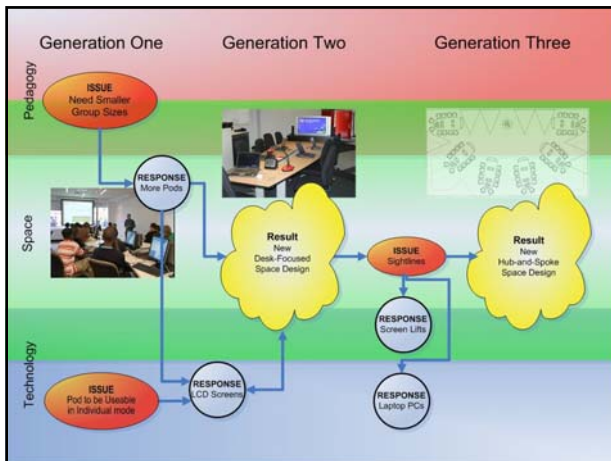



How was the facility evaluated?

- Which aspects of the space design and technology did not work? Why?

RCITLC	Data source	Category	Response
Reliability of computers	20% in staff survey 50% in student surveys	Technology	Optimize common image provided to PCs
Improving the location of the screens for seminar	28% of responses staff survey	Space	Move to Spoke and wheel space design to optimize sight lines to main seminar screens
Providing more desk space without computers	15% of responses staff survey plus anecdotal feedback	Space	Refine desk design to provide more clear space. Provide occasional furniture without PCs at the front and sides of the room
Location of the printer	10% in staff survey 5% student survey	Space / Technology	Printer moved to an accessible in-room location in Gen.3 at GPN4



What were the main lessons learned?

- What would you do differently next time? Why?
 - More time for evaluation and consolidation of practice between projects might have produced even better outcomes.
 - Keeping a budget provision to go back after 12 months and correct shortcomings which have emerged in fit-out or technology is also a powerful (though rarely exercised) tool.



What were the main lessons learned?

- What advice would you give to people planning a new learning space?
 - Successful design is a collaborative *process* and not a “cookie cutter” template which can be applied to differing places and spaces