Classroom Research

Jennifer Cowley
Ohio State University
Campbell 100: Teach in an Innovative Space (Office of Distance Education and eLearning):
https://odee.osu.edu/innovative-spaces

Cornell University
Chronicle of Higher Education
At Cornell’s New NYC Campus, a Unique Grad School Gets a Unique Home
http://www.chronicle.com/article/At-Cornell-s-New-NYC-Campus/241169?cid=at&utm_source=at&utm_medium=en&elqTrackId=7ea8349b6fd645a298c4d433d7971648&elq=5c6e79322dc6440294f513295fe56673&elqaid=15575&elqat=1&elqCampaignId=6664

Patrick Pluscht
Kansas University
LEEP2 Active-Learning Classrooms
https://engr.ku.edu/sites/engr.ku.edu/files/docs/pdfs/LEEP2%20Active%20Learning%20Classrooms.pdf

Hepi Wachter
Book
The New Education
Chapter 8: The Future of Learning
By Cathy N. Davidson (2017)
Scanned copy of Chapter 8 is in the email attachment

Stanford University
Chronicle of Higher Education
Can Design Thinking Redesign Higher Ed?
: http://www.chronicle.com/article/Can-Design-Thinking-Redesign/241126?key=yIPgvmN1fEDAy2jyscreBl6M_dOHdvaLU3T7fVV1fv3--wd05QT4jrxbGCw8LjCwMZXp5RC1sT2hrNmhVT1u6YWdJVFMsN2hTRmjMRDBGVXhYR3AwU1A5aDRiaw?cid=CHESocial
Darlene Callahan
Oregon State University
Reimagining Learning Space – The Learning Innovation Center (LINC)
PowerPoint of presentation made at the July 2017 Science Facility Design Symposium is in the email attachment

University of Cincinnati
Transformative and Innovative Learning Space Design Will Require a Change in Culture of All Stakeholders
PowerPoint of presentation made at the July 2017 Science Facility Design Symposium is in the email attachment

Philadelphia University
Getting the Right People in the Room and Keeping Them There: Lessons Learned from Engaging All Stakeholders in Innovative Learning Spaces Initiatives
PowerPoint of presentation made at the July 2017 Science Facility Design Symposium is in the email attachment

John Quintanilla
For about 10 years, the Math Department has been keenly interested in switching to the “Math Emporium” model for teaching lower-level math classes. This switch was never enacted because of space considerations, but the required space for a UNT Math Emporium may be possible with the new classroom building.

The Math Emporium model was pioneered by Virginia Tech https://www.emporium.vt.edu/emporium/home.html and then the University of Alabama https://mtlc.ua.edu/. Indeed, I went on a site visit to Birmingham about 10 years ago and was very impressed with Alabama’s facility. On their webpage, Alabama describes in detail how the DFWI rates in their lower-level math classes have dropped since switching to the Math Emporium model: https://mtlc.ua.edu/introduction/performance/

A fairly lengthy article in “Change: The Magazine of Higher Learning” summarizes the nationwide impact of this model since its inception at Virginia Tech in 1997 until the article’s publication in 2011: http://naspa.tandfonline.com/doi/full/10.1080/00091383.2011.569241. This article also mentions that other disciplines besides mathematics have considered this pedagogical model; however, I’m not as familiar with these efforts.