

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-](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)

[Campus/241169?cid=at&utm_source=at&utm_medium=en&elqTrackId=7ea8349b6fd645a298c4d433d7971648&elq=5c6e79322dc6440294f513295fe56673&elqaid=15575&elqat=1&elqCampaignId=6664](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://enr.ku.edu/sites/enr.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-](http://www.chronicle.com/article/Can-Design-Thinking-Redesign/241126?key=yIPgvmN1fEDAy2jyscrBI6M_dQHdvaLU3T7fVV1fv3--wd05QT4jrxbsCw8LKCwMZxp5RC1sT2hrNmhVT1d6YXdjVFMxN2hTRmJMRDBGVXhYR3AwU1A5aDRiaw?cid=CHESocial)

[Redesign/241126?key=yIPgvmN1fEDAy2jyscrBI6M_dQHdvaLU3T7fVV1fv3--](http://www.chronicle.com/article/Can-Design-Thinking-Redesign/241126?key=yIPgvmN1fEDAy2jyscrBI6M_dQHdvaLU3T7fVV1fv3--wd05QT4jrxbsCw8LKCwMZxp5RC1sT2hrNmhVT1d6YXdjVFMxN2hTRmJMRDBGVXhYR3AwU1A5aDRiaw?cid=CHESocial)

[wd05QT4jrxbsCw8LKCwMZxp5RC1sT2hrNmhVT1d6YXdjVFMxN2hTRmJMRDBGVXhYR3AwU1A5aDRiaw?cid=CHESocial](http://www.chronicle.com/article/Can-Design-Thinking-Redesign/241126?key=yIPgvmN1fEDAy2jyscrBI6M_dQHdvaLU3T7fVV1fv3--wd05QT4jrxbsCw8LKCwMZxp5RC1sT2hrNmhVT1d6YXdjVFMxN2hTRmJMRDBGVXhYR3AwU1A5aDRiaw?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.