Reimagining Learning Space

The Learning Innovation Center (LINC)

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TreasorHL Science Facility Design Symposium
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UNIVERSITY GOAL

INCREASE RETENTION + GRADUATION RATES

ENHANCE LEARNING AND ENGAGEMENT AT OSU
+
ACCOMMODATE GROWTH OF THE STUDENT POPULATION
PROJECT MISSION

CREATE AN **INSPIRING** TEACHING LABORATORY FOR THE CAMPUS

PROMOTE **ACTIVE** LEARNING AND ENGAGEMENT ACROSS ALL ABILITIES AND AT ALL SCALES OF CLASS SIZES

ENHANCE **INTERACTIONS** AMONGST AND BETWEEN ALL USER GROUPS TO CULTIVATE **VIBRANT COMMUNITY**
IN ORDER TO FOSTER COMMUNITY, THE NEW BUILDING SHOULD **CONNECT**

<table>
<thead>
<tr>
<th>STUDENTS</th>
<th>FACULTY</th>
<th>STAFF</th>
</tr>
</thead>
<tbody>
<tr>
<td>STUDENT TO STUDENT</td>
<td>STUDENT TO FACULTY</td>
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## WHAT IS ACTIVE LEARNING? KNOWLEDGE DIMENSION

<table>
<thead>
<tr>
<th>CONCRETE KNOWLEDGE</th>
<th>CONCEPTUAL</th>
<th>PROCEDURAL</th>
<th>METACOGNITIVE*</th>
</tr>
</thead>
<tbody>
<tr>
<td>FACTUAL</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>knowledge of terminology</td>
<td>knowledge of classifications and categories</td>
<td>knowledge of subject-specific skills and algorithms</td>
<td>strategic knowledge</td>
</tr>
<tr>
<td>knowledge of specific details and elements</td>
<td>knowledge of principles and generalizations</td>
<td>knowledge of subject-specific techniques and methods</td>
<td>knowledge about cognitive tasks, including appropriate contextual and conditional knowledge</td>
</tr>
<tr>
<td></td>
<td>knowledge of theories, models, and structures</td>
<td>knowledge of criteria for determining when to use appropriate procedures</td>
<td>self-knowledge</td>
</tr>
</tbody>
</table>

Table adapted from Anderson and Krathwohl, 2001, p. 46

* Metacognitive knowledge is a special case. In this model, "metacognitive knowledge is knowledge of [one’s own] cognition and about oneself in relation to various subject matters..."  
  
  Anderson and Krathwohl, 2001, p. 44
WHAT DOES ACTIVE LEARNING LOOK LIKE?

"THE GOOD PARTY"
### Active Learning - Spatial Characteristics

<table>
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<tr>
<th>Visibility</th>
<th>Proximity</th>
<th>Mobility</th>
<th>Flexibility</th>
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<tbody>
<tr>
<td>To Faculty</td>
<td>Eye Contact</td>
<td>Of Faculty</td>
<td>Furniture</td>
</tr>
<tr>
<td>To Media</td>
<td>Facial Expression</td>
<td>Of Students</td>
<td>Space</td>
</tr>
<tr>
<td>To Peers</td>
<td>Shared Work Surface</td>
<td>Of Media</td>
<td>Over Time</td>
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LEARNING INNOVATION CENTER + NEW QUAD
BUILDING PROGRAM – FORMAL LEARNING PROGRAM

2145-2270 Classroom Seats
Integrated Instructional Resource Center Offices/Facilities
University Honors College Offices and Study Lounges
EXTERIOR CONCEPT – OCCUPIABLE FACADE
INFORMAL LEARNING – INFORMAL LOOP

BREAK OUT ROOMS

QUIET

BUZZING

INFORMAL LOOP
DESIGN CONCEPT

TYPICAL CLASSROOM LAYOUT

FORMAL LEARNING

FORMAL LEARNING

TYPICAL CORRIDOR

OSU CLASSROOM BUILDING CONCEPT

FORMAL LEARNING

FORMAL LEARNING

INFORMAL LEARNING

INFORMAL LEARNING
INFORMAL LEARNING – TYPES OF SPACES

ALONE

PRIVATE

TOGETHER

PUBLIC
ARENA CLASSROOM
SECOND FLOOR PLAN
SMALL ARENA CLASSROOM
50-100 LEARNING STUDIO

26 SF/SEAT

WENINGER 212

REMEMBER UNDERSTAND APPLY ANALYZE EVALUATE CREATE

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INTEGRATED LEARNING RESOURCE CENTER

A NEW **UNIFIED** RESOURCE FOR **ADVANCEMENT** OF PEDAGOGY, INCORPORATING TECHNIQUE AND TECHNOLOGY. IT COMBINES:

**CENTER FOR TEACHING AND LEARNING**
- Faculty Lounge / Collaboration Space
- Knowledge Center
- Consulting Rooms

**TECHNOLOGY ACROSS THE CURRICULUM**
- Green Screen Studio
- Media Recording/Editing Rooms
- Test Classroom

**MEDIA SERVICES**
- Support Call Center
- Assembly / Repair Center
- Master Control Suite
THE GEOMETRY OF LEARNING

DO THE PHYSICAL CHARACTERISTICS OF CLASSROOMS CORRELATE TO LEARNING OUTCOMES AND TEACHING PRACTICES?
The Geometry of Learning: Tales from the learning circle: Executive Summary

What is it? Tales from the learning circle is a research project designed to collect qualitative data from instructors who have taught in the LINC classrooms-in-the-round (LINC 100, 200, 228). This study is part of our comprehensive research agenda, The Geometry of Learning.

What is the purpose? The primary objective of this project is to discover themes related to teaching-in-the-round in order to provide material for teacher preparation and to report as findings about these unique classrooms as learning spaces.

What is the focus of study? Our primary research question is: What is the impact of learning space conditions on instructor’s concept, practice, and assessment in teaching?

Why does it matter? Teacher preparation is a major factor in student experience and teaching-in-the-round is an unprecedented challenge in higher education. Organizing descriptions and advice from experienced instructors will be a valuable preparatory aid. Analysis of this data provides OSU a basis for assessing what does and does not work in those learning environments.

What is being measured? We will measure descriptive and prescriptive responses from instructors based on their experiences of teaching-in-the-round.

How is it being accomplished? Qualitative methods (IRB approved) including structured interviews, focus groups, and surveys will be conducted among instructors who have taught-in-the-round. Qualitative coding and analytics will be employed to develop results.
Withdrawal rate in other classrooms = 310 students
Withdrawal rate in Linc classrooms = 204 students

There is a highly significant difference between LINC and other rooms (t-value=5.23; p-value <0.0000)

Average Grade for other Classroom = 2.92 GPA
Average Grade for Linc Classroom = 3.02 GPA

DFWU from Linc classrooms = .33%
DFWU from other classrooms = .45%

There is a highly significant difference between LINC and other rooms (t-value=3.34; p-value <0.0004)
OREGON STATE UNIVERSITY

Redefining the Teaching and Learning Experience

Questions?