

A LEARNING SPACE ODYSSEY



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RONALD BECKERS



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Exploring the alignment of learning space in universities of applied sciences
with the developments in higher education learning and teaching

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WHAT'S GOING ON?



TIMES ARE CHANGING



New generations



IT in education



New educational formats

DILEMMA



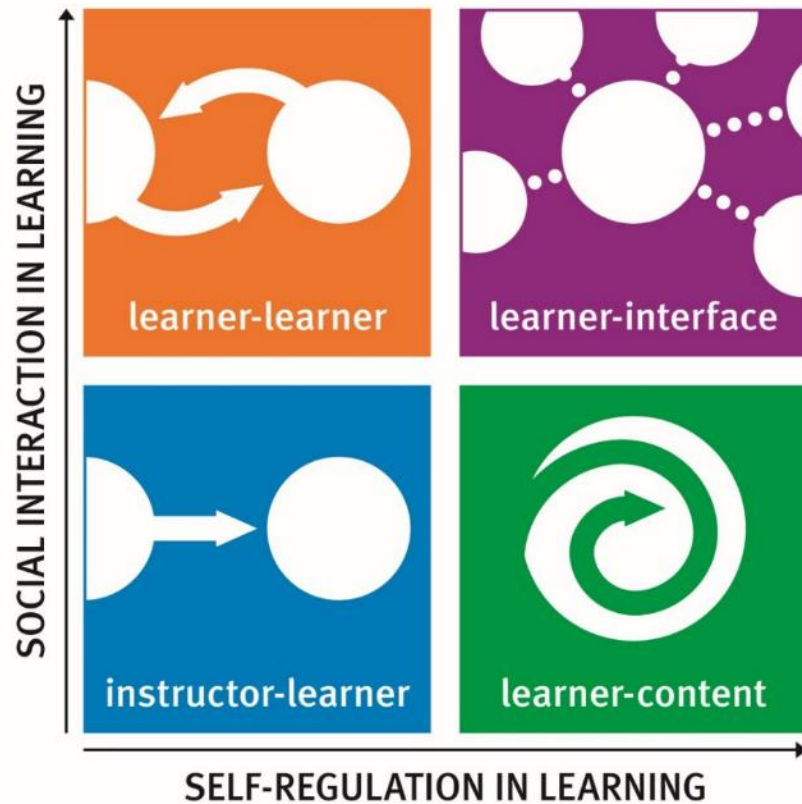
RESEARCH FOCUS



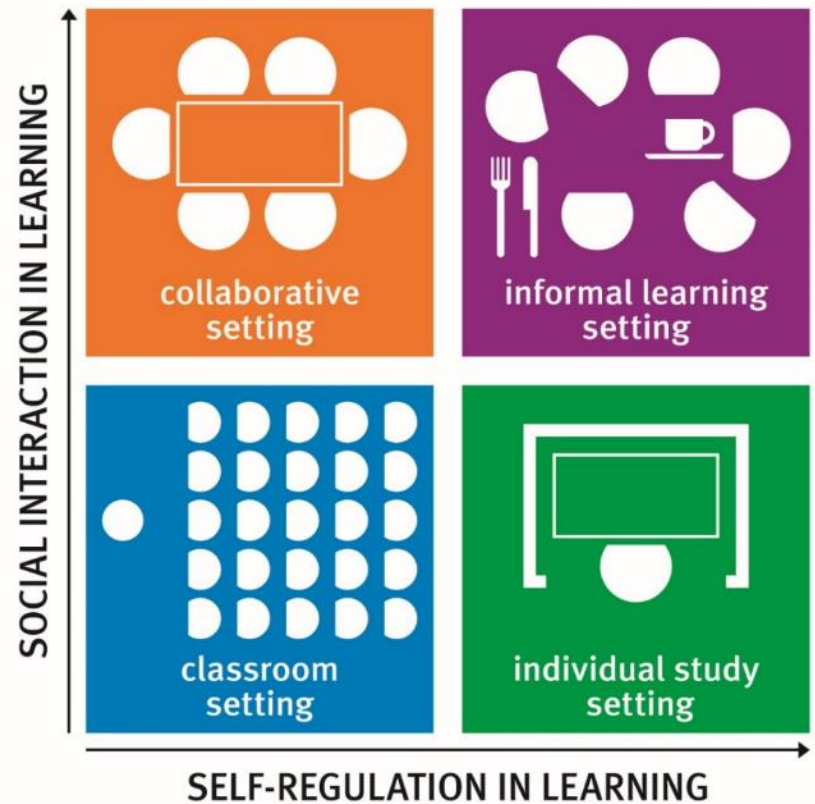
Aspects that influence the **alignment** of learning space with developments in higher education learning and teaching.

ANALYTICAL FRAMEWORK

PROCESS

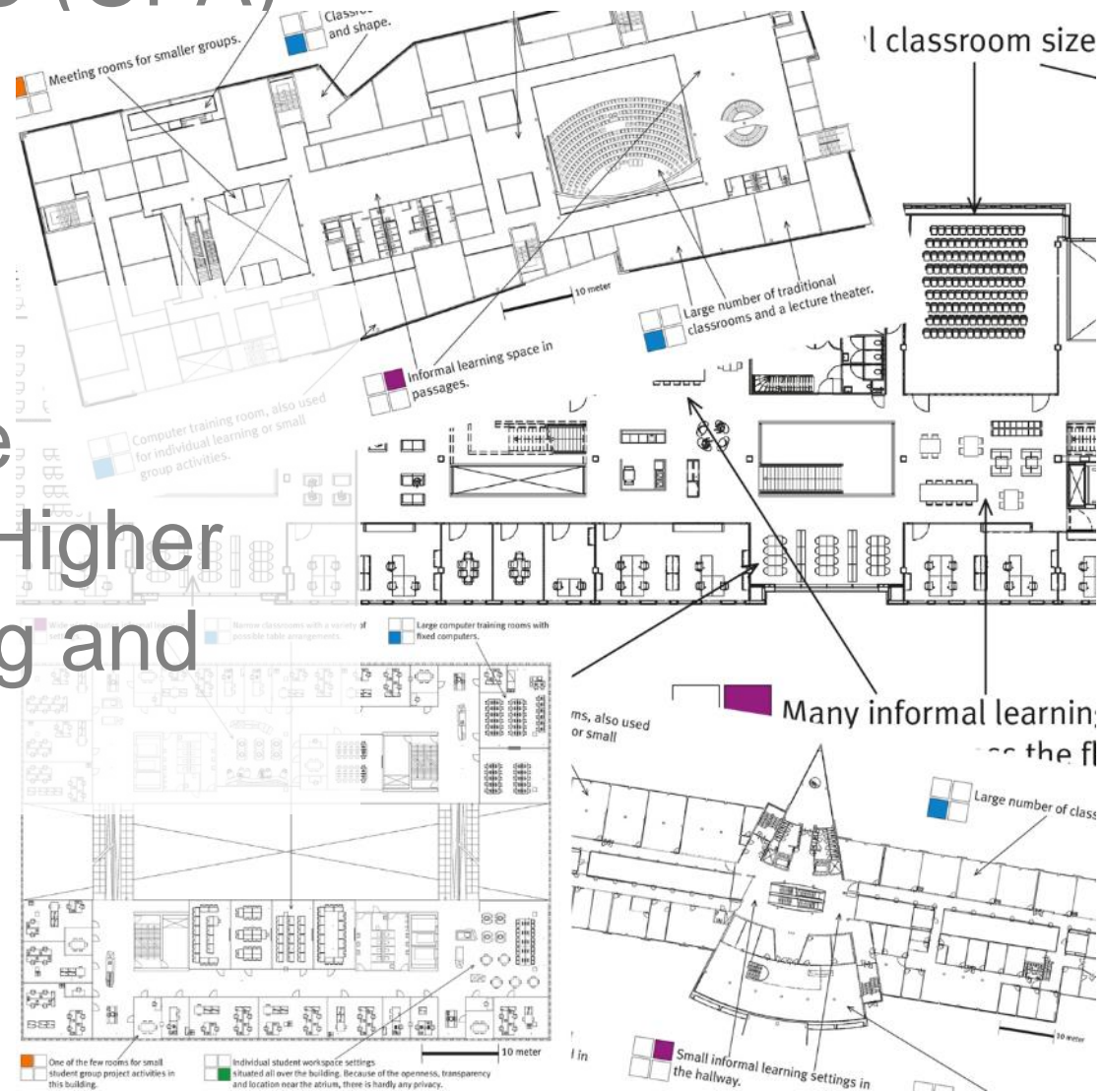


PLACE



COMPARATIVE FLOORPLAN ANALYSIS (CFA)

What are spatial implications of the developments in Higher Education learning and teaching?



INFORMAL LEARNING SPACES



SURVEY STUDY

N = 697 business management students

- Learning space preferences?
- Relevant characteristics of the physical environment?



Learning spaces

1st place → Home

2th place → University

3rd place → Public places

(derived from: Oldenburg, 1999)
(university settings: Beckers et al., 2015)



An open area with student workstations



Closed project rooms for students



An informal learning space near the café



An open area with lounge seats in the corridors

Characteristics

Comfort of the setting

Aesthetics

Layout

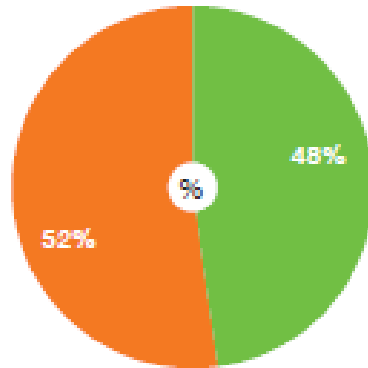
Fit-out (services)

(Jamieson, 2003)

697 RESPONDENTS

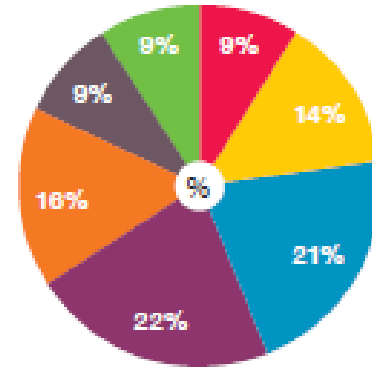
GENDER

male
female



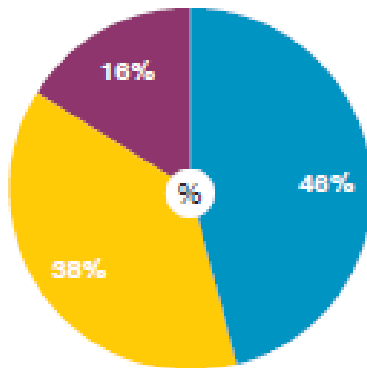
AGE

17 yr
18 yr
19 yr
20 yr
21 yr
22 yr
> 22 yr



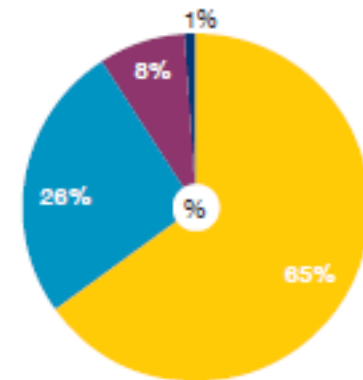
STUDY YEAR

first year
second year
third year

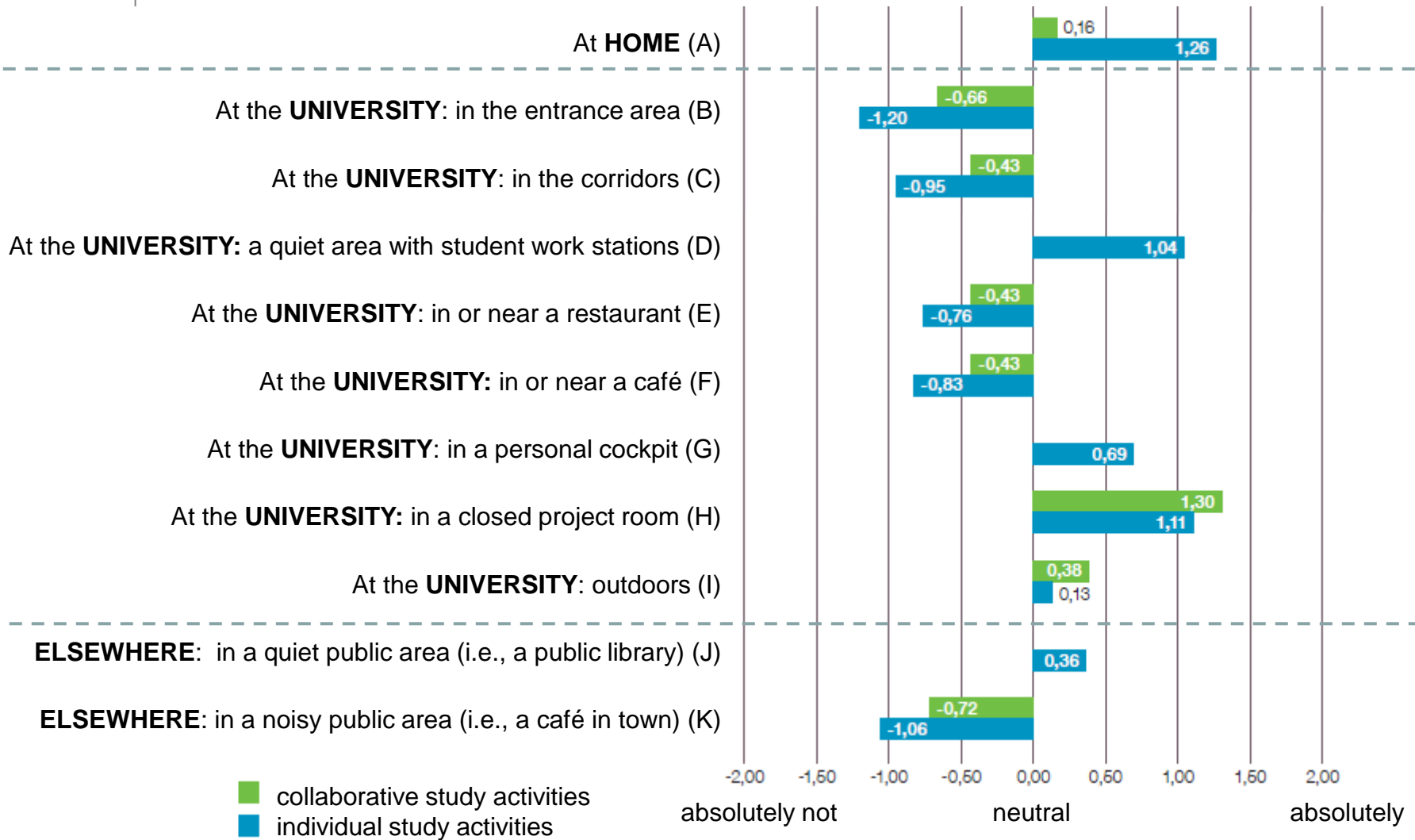


LIVING SITUATION

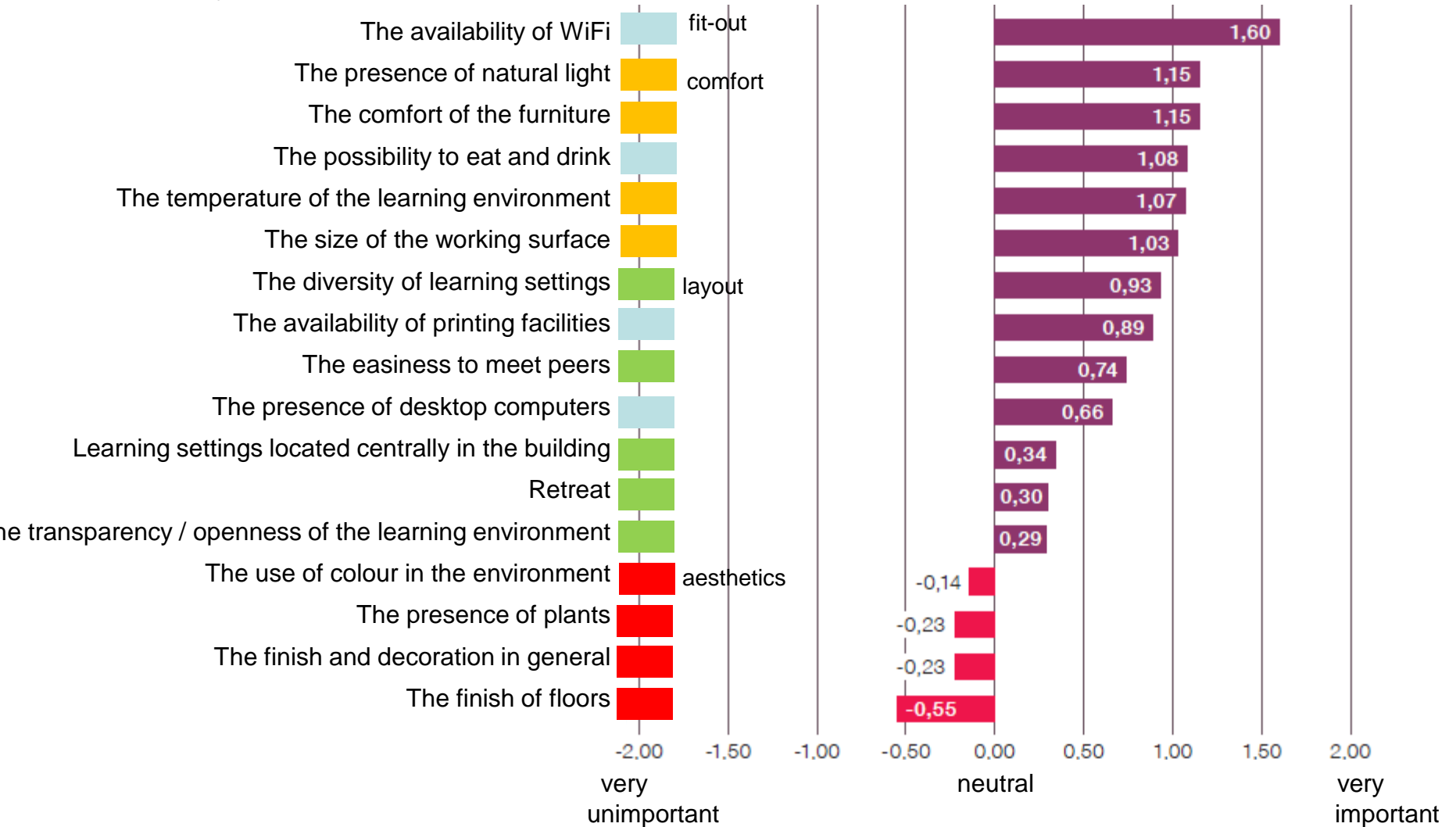
with parents
with other students
own household
other



LEARNING SPACE PREFERENCES



SPACE CHARACTERISTICS



DIARY STUDY

What - learning activity

Select one activity

- 1 - Independent study
- 2 - Autonomous working on assignments outside lessons
- 3 - Routine activities
- 4 - Attending lessons and lectures
- 5 - Cooperative activities, working in small groups led by a teacher during lessons
- 6 - Collaborative activities, working in small groups without a teacher outside lessons
- 7 - Tutorial consultation
- 8 - Social activities
- 9 - Wireless networking
- 10-Activities other than mentioned above

Where - learning space

Select one learning space used for that activity

- A - At home
- B - In a classroom or in a lecture hall
- C - Open area at school with student work stations
- D - Project room at school
- E - Corridors, hallways, atria and lounges at school
- F - Campus open learning centre
- G - Restaurant/café in the school building or on the campus
- H - Outdoor spaces on the campus
- I - On the way to school or home
- J - Public restaurant/café
- K - Public library
- L - Spaces other than mentioned above





Why - motivation

Select one or two reasons for the use of that learning space

- 1 - I could not choose the learning space because it was scheduled
- 2 - Vicinity, this was the nearest learning space
- 3 - The preferred learning space was not available
- 4 - Comfort and aesthetics (*finishing*) of the environment
- 5 - Preferred privacy and concentration
- 6 - Availability of catering services
- 7 - Availability of equipment and technology
- 8 - Preferred social interaction, the role of group membership
- 9 - Habit
- 10-Unaware of the reason or with no specific reason
- 11-Reasons other than mentioned above

ACTUAL LEARNING SPACE USE

- Students use different learning spaces for different activities;

Individual study activities	 65%	 8%
Collaborative study activities	 45%	 25%

- Motivations to use spaces: comfort, personal control and social influence of peers



TO CONCLUDE

- Floorplans: HE buildings show increasingly (busy) informal learning spaces;
- Survey: but students prefer quiet, closed settings for study activities;
- Diaries: students actually use mostly informal learning spaces because of a lack of closed settings;
- Students attach functionality of learning spaces to experience;
- HE buildings increasingly show fancy, colourful environments. HE institutions have other alignment purposes;
- HE buildings may be considered commodities if facilities meet minimal standards;

FINALLY



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dr. ir. R. (Ronald) Beckers, August 29, 2016



PROPOSITIONS

- The current developments in higher education learning spaces are reminiscent of the changes that have occurred in office environments since the 1990s.
- A building is like a musical instrument; it is realised by the architect and the constructor, but it is up to the user to make the music (Willem Jan Neutelings, Netwerk, May 13, 2011).
- School buildings are similar to the railway infrastructure; both infrastructures have a long tradition, hampering innovations that are needed to be prepared for the future.