<https://www.educause.edu/eli/initiatives/learning-space-rating-system>

The LSRS enables institutions not only to examine the effectiveness of their own facilities but also to benchmark their environments against best practices within the higher education community, and thereby enable all to advocate for more effective learning spaces.

**The LSRS is intended to**

* guide the planning and design of learning spaces,
* objectively measure a design's strength to support active learning,
* assist in assessing the performance of learning spaces once in use, and
* provide a guide to adapting existing spaces to institutional need.

### Part A: Campus Context, Planning, and Support Considerations

* **Section 1: Integration with Campus Context:** 
  + Alignment with Campus Academic Strategy
  + Learning Space Master Plan
  + Compatibility with IT Infrastructure and Plans
  + Commitment to Evidence-Based Research and Assessment
  + Campus Leadership for Learning Spaces
* **Section 2: Planning and Design Process**
  + Stakeholder Engagement
  + Evidence-Based Planning and Design
  + Pilots and Prototypes
  + Evaluation Plan
  + Dissemination of Findings
* **Section 3: Support and Operations**
  + Support
  + Space Orientation and Training
  + Training of Support Team
  + Faculty/Instructor Development
  + Financial Sustainability of Operations
  + Scheduling Systems
  + Diverse Patterns of Use

### Part B: Environment, Furnishings, Layout, and Technology

* **Section 4: Environmental Quality**
  + Daylight
  + Views to Outdoors
  + Interior Visibility
  + Lighting Control
  + Thermal Comfort
  + Acoustic Quality
  + Environmental and Cultural Inclusiveness
  + Accessibility and Universal Design
* **Section 5: Layout and Furnishings**
  + Proximities within Space
  + Movement through Space
  + Seating Density
  + Furniture Configuration Flexibility
  + Work Surfaces
  + Seating Comfort
  + Movable Partitions
  + Transparency
  + Access to Adjacent Informal Learning Areas
  + Writable Surfaces
  + Physical Storage
  + Future Proofing
* **Section 6: Technology and Tools**
  + Electrical Power
  + Network Connectivity
  + Visual Displays
  + Sound Amplification
  + Audio/Visual Interface and Control
  + Distributed Interactivity
  + Session Capture and Access

# Examples

### Section 5.4: **Layout and Furniture:** Furniture Configuration Flexibility

**Intent**: To provide furniture that is easily movable and configurable to support a range of learning activities. *1–3 points*

**Criteria for the points:** To obtain 1 point, do the following: Provide movable chairs.

To obtain an additional point, do the following: Provide movable tables.

To obtain an additional point, do the following: Provide stackable/nestable chairs and/or tables.

**Evidence for this credit:** Provide furniture inventory and room layout(s).

**Additional considerations:**

* Provide height-adjustable seating wherever possible.
* In lecture halls that have two rows (or collaborative tables) per tier or terrace, consider chairs that move and/or rotate so that participants can more easily collaborate.
* Podiums, when needed, should also be movable and/or removable.
* Nestable chairs may provide greater flexibility of layout options, but chairs on casters may be better ergonomically.

### Section 5.4: **Layout and Furniture:** Writable Surfaces

**Intent**: To provide abundant writable surfaces to facilitate interaction for individuals and groups. *1 point*

**Criteria for the points:** Provide multiple surfaces/displays accessible to all participants on which they can write physically and/or digitally.

**Evidence for this credit:** Provide photographs of spaces.

**Additional considerations:**

* Ensure that writable surfaces are not obstructed by pull-down screens or other objects so that they are always visible.
* The intention is to provide as much surface to be writable as possible. Consider: Surfaces that are both writable and projectable.
* Large, wall-mounted whiteboards/blackboards and/or flipcharts.
* Writable wall surfaces on one or multiple walls.
* Movable writable panels on casters or a wall/ceiling-mounted system.
* Writable table surfaces (e.g., glass, whiteboard).
* Digitally interactive table surfaces that enable writing with gestures and/or stylus.
* Where writable spaces are interspersed with nonwritable surfaces, it is helpful to indicate clearly which surfaces support erasable writing.

### Section 4.6: **Environmental Quality:** Acoustics

**Intent**: To enable occupants to hear presenters, audio content, and one another through effective acoustic design of the room. *1 point*

**Criteria for the points:**

To obtain credit, do the following:

1. Follow ANSI/ASA S12.60-2010/Part 1 American National Standard Acoustical Performance Criteria, Design Requirements, and Guidelines for Schools, Part 1: Permanent Schools standards for acoustics in core learning spaces and ancillary learning spaces (available here after creating an account). These include noise-isolation design requirements and specific limits on background noise and reverberation from building services and utilities.
2. Design acoustics to enable participants farthest from the sound source to have a comparable listening experience to participants closest to the source. In addition, provide appropriate acoustic design so that groups working together can comfortably hear each other.
3. Provide sound amplification system if needed

**Evidence for this credit:** Provide learner and instructor feedback on consistency of acoustics quality within the space.

**Additional considerations:**

* Refer architects to the ANSI/ASI guidelines for various size spaces including large classrooms and lecture spaces and for use of sound-absorbing materials and acoustical treatments.
* See the ANSI/ASI guidelines for recommendations about the effects of carpeting and furnishings on acoustics.
* Consider the various aspects that contribute to acoustic performance, such as building envelop design, window ratings and interior materials; HVAC systems, vibration controls, white noise systems; and sound amplification systems or other technology interventions (see TT Credit 6.4: Sound Amplification).
* Consider active versus passive acoustic controls.