Abbreviated Chat Transcript:


Kathy Saville, Saint Mary's College, Notre Dame, IN: (13:13) Cost is not listed...

Northwestern MI College: (13:13) Biggest Cahlallenge? $$$

Cynthia DeMartino: (13:14) @kathy...great point

Margie Pannell - Peirce College: (13:14) yes i agree $$$

Jim Mello: (13:14) not just cost be demonstrated ROI (in the speak of some boards)

Cynthia DeMartino: (13:14) although active learning spaces could save money too

Don DeMello: (13:14) Teaching faculty to utilize the space to engage students is a challange

Kathy Saville, Saint Mary's College, Notre Dame, IN: (13:14) Good poing Cynthia!

Sandie Miller: (13:15) Active learning spaces can increase retention although making a correlation is difficult to prove

Kathy Saville, Saint Mary's College, Notre Dame, IN: (13:16) Agree Sandie but worth the work, (I think)

Sandie Miller: (13:16) Kathy, most definitely!

Kathy Saville, Saint Mary's College, Notre Dame, IN: (13:17) Looks like high math!Just kidding.

SDSU: (13:18) interesting choice to require the "ands" to get the point - showing that without all elements, the other pieces are worthless

Nancy Sturm: (13:18) I think faculty have to experience active learning environments as a learner to be able to internalize what it really is.

Jim Mello: (13:18) BINGO Nancy!

Nancy Sturm: (13:18) To get buy inthey need to understand it.

Sandie Miller: (13:19) Good point, Nancy. Faculty tend to teach as they have been taught.
Antonio Soares: (13:19) Faculty that are used to driving a Volkswagen Bug can get influence once you let them drive the Porsche

Kathy Saville, Saint Mary's College, Notre Dame, IN: (13:19) To get buy in, you need to show how the space benefits both the instructor and learners. Especially the instructors

Cheryl Stanley GFCMSU: (13:19) We have offered Faculty fellowships to focus on changing the teaching/learning focus to more student centered away from the lecture to a more active learning course.

Antonio Soares: (13:20) we have seen some success in allowing our faculty to help guide the decisions

Kathy Saville, Saint Mary's College, Notre Dame, IN: (13:20) Good point Antonio, shared ownership of decisions creates better buy in

Joe - SKC: (13:21) Is this only rating physical environments or also virtual like Blackboard collaborate and tools like google hangouts?

Guest 9: (13:21) Good point, @Joe.

Cynthia DeMartino: (13:21) Exactly; run your trainings in that space

SDSU: (13:21) Yep.. see Rogers' Diffusion of Innovaiton model... e.g., trialability (prototype)

Cheryl Stanley GFCMSU: (13:22) We joke that our "model" classroom is 3/4 size since it is smaller than most traditional rooms.

Nancy Colyar: (13:22) It's still about cost if you don't have the cash to change the space.

Kathy Labadorf: (13:22) Assessment has to built into the plan - not an afterthought

Bill R: (13:22) How are we able to demonstrate an ROI?

Scott Miller (Sunderland University, UK): (13:22) how would you measure Return on Investment?

Guest 7: (13:22) Good point

Kelley: (13:23) Does setting up a rating system without looking at how it performs, like rating students of the knowledge by only looking at grades and not competency?

Cynthia DeMartino: (13:23) @Bill student evaluations?

Mathieu Plourde (U Delaware): (13:23) ROI is only part of the equation. We need a Return on Learning metric.

Mike Simmons - University of North Texas: (13:23) An engaging learning experience seems to consist of three elements: the space, the faculty and what they do/bring, students and what they do/bring
MalcolmBrown: (13:23) JD Walker at U Minnesota has done great research gathering evidence for the impact of their new classrooms.

Cheryl Stanley GFCMSU: (13:23) We are collecting data on student performance in the Model Classroom compared to courses taught by the same instructor in a traditional manner/space.

Lisa Stephens: (13:23) It's really helpful when campus leadership can motivate different constituencies through a solid strategic plan to foster "buy in".

Scott Miller (Sunderland University, UK): (13:24) demonstrating a direct effect on student learning would be very hard.

Nancy Sturm: (13:24) There is negative feedback from students regarding this model...and the reason is that it moves from faculty centered to student centered...they can not sit passively anymore....they must engage.

Sandie Miller: (13:24) Cheryl, what kind of data are you collecting?

Mike Simmons - University of North Texas: (13:24) At UNT we are piloting an engagement measure for students that includes the three factors. This space ratings concept will be a great compliment to the engagement index.

Steve Rowett: (13:25) We now have a learning spaces specialist within IT to advise on space design issues for central and departmental rooms (UCL, UK).

Nancy Colyar: (13:25) The problem is not that technology staff are not involved but that the library is not necessarily involved.

Whitman College: (13:25) Our projects often start at the grassroots level by talking directly with faculty and assessing their needs and desires.

Edinboro: (13:25) We are involved with the design from the start and meet with the architects during the design phase and with the faculty to obtain their needs and report those needs to the design team and architects.

Cheryl Stanley GFCMSU: (13:25) Retention rates, grades, grade distribution, Min and Max grades, as well as feedback on the experience from students and faculty.

Sandie Miller: (13:26) Mike - are your engagement factors based on the NSSE?

Nancy Colyar: (13:26) Sandie, what is NSSE?

MalcolmBrown: (13:26) @nancy sturmyes, that factor is often overlooked.


MalcolmBrown: (13:26) students sometimes are resistant.
Guest 7: (13:26) Our problem is getting Estates buy in. Their idea of a refurbishment is very different to our thinking and is at odds to modern and exciting learning spaces.

Nancy Sturm: (13:26) Bringing faculty into the conversation empowers them and to get involved

MalcolmBrown: (13:27) @nancy so it may be important to involve student in conversations too

Elliot Felix: (13:27) @nancy - NSSE = national survey of student engagement

MalcolmBrown: (13:28) @Guest 7 there can also be issues working with construction consultants. The LSRS is a way to get everyone on the same page

Steve Rowett: (13:28) Visiting other institutions and reporting back with pictures and evidence has been a big way for us to drive change

Elliot Felix: (13:30) Boxes and masking tape are awesome! Go prototyping!

Sandie Miller: (13:30) Right, Steve. Seeing other examples is great - You should check out FLEXspace - a developing repository of innovative learning spaces!

MalcolmBrown: (13:30) LSRS is working with the FLEXspace project. FLEXspace is striving to develop a DB of classroom examples

Whitman College: (13:30) How does this apply to smaller schools who mostly have the option to utilize existing spaces in innovative ways?

MalcolmBrown: (13:31) @whitman we think LSRS can play a role at schools of all sizes

Tom Melvin University of Delaware: (13:31) Susie, all good now, thanks.

Krissy Lukens - St. Norbert College: (13:31) We offered a Fac. Dev. workshop this past fall titled "Space - the Final Frontier" - Classrooms in the 21st century, that had an active learning hands on activity tied to it. I'd be happy to share with anyone interested.

Steve Rowett: (13:31) Thanks Sandie/Malcolm - we will - hopefully we can contribute a little also

MalcolmBrown: (13:33) Actually, anyone with an effective faculty development practice should check in with me!

Kathy Saville, Saint Mary's College, Notre Dame, IN: (13:33) Q: What about durability of furniture and comfort for instructors and learners? Also and Carole I think is going there... making the space attractive?

Nancy Sturm: (13:34) @Malcolm Would love to discuss with you

Charles Haberle: (13:35) what do other institutions have as their room and seat occupancy targets for learning spaces?
Susie Henderson, EDUCAUSE: (13:36) @Steve - good recommendation and we can certainly add documents there for all to share.

Nancy Sturm: (13:38) The best way to make the case for these spaces is that this is the type of learning environments our "customers" need

Krissy Lukens - St. Norbert College: (13:39) Sorry didn't think of this sooner.

Nancy Sturm: (13:39) As so much content moves online they will need spaces that encourage "application of content." Case Studies..simulation...role play etc

Sandie Miller: (13:40) How many institutions are participating in the LSRS now?

Andy Pryde: (13:40) I''d be interested in comments about break-out or informal spaces, should they be located adjacent/near to our teaching spaces?

SDSU: (13:41) who completes this rating scale? one person? a team? how to minimize biases?

Kathy Saville, Saint Mary's College, Notre Dame, IN: (13:41) In addition to the spreadsheet is/are documents with technology list and images of the classrooms.Very helpful for administrators who do not have time to visit all the spaces but have visuals to view/review.

Sandie Miller: (13:41) @Andy, we found in our Informal Learning Spaces Survey, that students prefer those informal spaces directly adjacent to their teaching spaces.

Steve Rowett: (13:41) Can I ask if any of the UK colleagues here use LSRS? Should we start to?

Carole Meyers, Dartmouth: (13:41) @SDSU we have found that you need multiple types of expertise to rate a room

Jon R: (13:41) @Andy Pryde are break-out spaces virtual as well as physical spaces?

John Steitz: (13:41) I would be interested in break-out rooms as well.Is it better to build break-out rooms adjacent to main spaces, or to make main spadces divisible for group work?

MalcolmBrown: (13:42) This initial beta draft of LSRS it targeted at formal classrooms

MalcolmBrown: (13:42) Our intent is, over time, to address informal learning spaces as well

Carole Meyers, Dartmouth: (13:42) @Jon R we have wrestled with the virtual space question

Kathy Saville, Saint Mary's College, Notre Dame, IN: (13:42) Q: Have been waiting to hear about replacment plans.How is that covered in this system?

Jon R: (13:43) @Carol Of interest I think...Where are the overlaps.. benefits and negatives

Kathy Labadorf: (13:43) Does LSRS cost?
Carole Meyers, Dartmouth: (13:43) @Kathy Rating system--&gt;portfolio--&gt;budgeting projections--&gt;conversation with admins

Sandie Miller: (13:44) How long does the LSRS take to complete? I can see this data being used for guidance on what needs to be upgraded and appropriate budgeting needed

Julie Garrison: (13:45) Will this also accommodate measuring learning spaces outside of the formal classroom?

Julie Garrison: (13:46) for example, libraries, labs, etc.

Carole Meyers, Dartmouth: (13:46) @sandie First rooms take time then it gets easier

SDSU: (13:46) can we find examples and non examples of various spaces that have been rated with the LSRS, so we can see examples of what got a "point" and what did not?

MalcolmBrown: (13:46) @Julie it might in its current form. Certainly some aspects of the beta will be pertinent

Nancy Sturm: (13:46) As we move to more competency based teaching compared to strictly content based these spaces are critical

john mcadam: (13:47) How is universal design and accessibility folded into the design of the spaces and in the rating system?

Mathieu Plourde (U Delaware): (13:47) Will Educause give awards to campuses or rooms that stand out?

MalcolmBrown: (13:47) There is a session at the ELI Annual Meeting on LSRS "rating the rating system" reports from folks who have tried it out

carol lunce: (13:48) we are currently designing a room and have had problems with former rooms. I would be interested in anyone's ideas

Joe - SKC: (13:50) Are there any plans for a tool to rate Adobe connect, Blackboard collaborate, Google Hangouts, Microsoft Lync which are being used in education?

Karen Neurohr Oklahoma State University: (13:50) Is the rating system designed for input from the room's stakeholders- faculty, students, facilities manager?

Sandie Miller: (13:51) @Joe, I have a template form that NJEDge used. Email me at millers@wpunj.edu

MalcolmBrown: (13:51) @karen you will find credits for including the campus community in planning

Carole Meyers, Dartmouth: (13:51) @Karen you could use it for multiple stakeholders

Joe - SKC: (13:52) Ok thanks Sandie
Carole Meyers, Dartmouth: (13:52) @Karen In the sense that you want to advance a campus conversation it's good to have multiple types of people

shonn diess: (13:53) was that an edit?!?

Sandie Miller: (13:53) We have a Learning Spaces Committee at William Paterson University. This sounds like a great project for them!

Karen Neurohr Oklahoma State University: (13:54) Do any of you have a learning spaces committee or group in your library?

carol lunce: (13:54) not at this time,


Jim Twetten: (13:56) FLEXspace: https://sites.google.com/site/flexspacedev/

SDSU: (13:56) what readings would you recommend for beginners who are just learning about LS design?

Joan Lippincott: (13:56) Learning Space Toolkit Space Browser is also a resource

Lisa Stephens: (13:57) I think Malcolm said it well a while back that LSRS is a conceptual "inputs" framework, where FLEXspace is concentrating on tangible "outputs" - we look forward to more convergence.

Joanne Munroe - Tacoma Community College: (13:58) We use the book Make Space - How to Set the Stage for Creative Collaboration by Scott Dorley & Scott Witthoft

Jim Mello: (13:58) I could see students challenging grades based on "inferior" learning spaces...

Steve Rowett: (13:58) As a set of case studies, the JISC Designing Spaces for Effectgive Learning guide is UK-centric but worth a read - PDF and video case studies online

SDSU: (13:58) @joanne thanks

Bill R: (13:58) How many Sq Ft per student?

Nancy Sturm: (13:58) The gamification model can test competencies

Lisle: (13:58) To SDSU, I'd like to believe that much can be done by creating your community and resource base through sessions like this... I've reached out and gotten feedback from universities sometimes on their learning spaces easily.

shonn diess: (13:59) @SDSU I would look into Infocomm for an AV based technical understanding of the LS and interactivity
Tracy Russo, NMC: (13:59) University of Minnesota has data on their active learning classrooms, which appears to be a similar structure but without the design of the system. I don't know what measure they used or if the two measures could be run together at an institution.

Lisle: (13:59) It used to be 2.5 sq ft per student when the focus was all about putting more students in seats here. Now I design for 3 ft minimum for adult learners.

UW Milwaukee: (14:00) @tracy is their data open?

Tracy Russo, NMC: (14:00) Yes, we found it on their site, will look for it.

Kathy Saville, Saint Mary's College, Notre Dame, IN: (14:01) I am excited about this project and appreciate all the good work provided so far.

Malcolm Brown: (14:01) thanks everyone! do give us feedback.

Lisa Stephens: (14:01) Elliot is right - once you start playing with the spreadsheet, the subsequent rooms go faster - thanks!

Scott Miller (Sunderland University, UK): (14:01) Thank you. Interested to see how this develops.

Joanne Munroe - Tacoma Community College: (14:01) See also Assessment Incognito: Design Thinking and the Studio Learning FLC Chapter 7 in the book Developing Faculty Learning Communities at Two-year Colleges - Collaborative Models to Improve Teaching and Learning Edited by Susan Sipple & Robin Lightner (Chapter written by Joanne Munroe)