Learning Space Design Constituent Group
Using the LSRS v2 & Next Steps

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Measuring potential of learning spaces

Quick Links

- LSRS Overview
- About the LSRS
- LSRS Resources
- LSRS Community Input
- Download the LSRS version 2
- Download the LSRS version 2 scoresheet
- Download the French translation of LSRS version 1 and scoresheet (zip file)

http://learningspaceratingsystem.org
Updates with version 2

- Documentation of evidence for meeting credit
- Separate subscores for Part A and Part B
- Removal of space types
- New credits (universal design, inclusiveness) and eliminated credit of innovation
LSRS Sections

Part A: Campus Context Planning and Support Considerations

- 1: Integration with Campus Context
- 2: Planning & Design Process
- 3: Support & Operations

Part B: Environment, Furnishing, Layout and Technology

- 4: Environmental Quality
- 5: Layout and Furnishings
- 6: Technology and Tools
PDP Credit 2.1: Stakeholder Engagement

Intent
To involve and include all stakeholders and strategic partners of the learning spaces planning process.

1 point

Criterion for the point
Include stakeholder involvement in all stages of the planning and design processes.

Evidence for this credit
Provide evidence of substantive engagement of the users, operators, and senior administrators to offer input on needs, feedback on proposed solutions, and evaluation of what has been done. Engage stakeholders through workshops, interviews, surveys, observational studies, photo diaries, town hall meetings, charrettes, or other means.

Additional considerations
Stakeholders could include representatives of instructors, learners, curriculum development staff (such as a teaching and learning center), academic technology/IT staff, facilities planning, alumni, and administration:

- Demonstrate engagement on a project basis where appropriate.
- Provide a communications plan that is designed to inform stakeholders of relevant information and to allow them to provide ongoing input.
- Provide summaries of meeting notes, user surveys, reports, or other written evidence of engagement.
- Solicit evidence during development of the planning and/or design process to provide feedback on concepts, progress plans, and/or pilot projects.
- Gather input after space occupancy to ensure programmatic and user needs continue to be met.
- Provide evidence of attempts to engage stakeholders to give feedback on how well existing learning spaces are performing.
EQ Credit 4.4: Lighting Control

Intent
To ensure optimal flexibility of lighting control appropriate to different learning activities.

1–2 points

Criteria for the points
To obtain 1 point, do the following:
Provide dimming capability or preset brightness controls for separate zones for separate activities, such as for a main seating area and for perimeter boards/screen areas.

To obtain an additional point, do the following:
Provide dynamic lighting control (or presets) where appropriate related to hue, saturation, and color, as well as brightness.

Evidence for this credit
- Photographs of various lighting conditions with information on zones.
- Learner and instructor feedback on lighting control to support a variety of learning activities.

Additional considerations
- Create consistency of lighting control systems across classroom stock.
- Design preset controls to accommodate a range of different activity use cases (e.g., presentation, discussion, video replay).
- In areas of informal small group or individual seating, enable users with controls to moderate the lighting to be appropriate to their activities (e.g., by-task lighting).
## LSRS Scoresheet

### PART A

#### Section 1. Integration with Campus Context

<table>
<thead>
<tr>
<th>Section Number</th>
<th>Credit Number</th>
<th>Credit Title</th>
<th>Maximum Points</th>
<th>Earned Points</th>
<th>Notes on Evidence for Credit</th>
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<tr>
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<td>Alignment with Campus Academic Strategy</td>
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<td>Learning Space Master Plan</td>
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<tr>
<td>CC</td>
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<td>Compatibility with Campus IT Technology Infrastructure and Plans</td>
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#### Part 2. Planning Process

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**Total Points:** 7 - 8 0
Get connected!

- Join the #slack channel
- Join the Learning Spaces Listserv

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LEARNING SPACE DESIGN CONSTITUENT GROUP

The way we use space impacts teaching practices, learning activities and effectiveness, student interactions, as well as the campus sense of community. This is as true for formal spaces, such as classrooms, as for non-formal spaces, such as a computer or information commons, student unions, study areas, living spaces, or even the hallway. Well-designed learning spaces are predicated on an understanding of the learning activities that must occur, the type of interaction desired, the needs of the discipline, and the learning outcomes sought. The EDUCAUSE Learning Spaces Design constituent group provides a forum for the exchange and archiving of information and for discussions of key issues in the field. Topics range from what makes a physical space conducive to learning to the principles and processes of learning space design. This group meets at the EDUCAUSE annual conference and uses the electronic discussion list to discuss issues throughout the year.

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Join the EDUCAUSE Learning Space Design Constituent Group Slack Channel

This Slack channel is designed to help the learning space community of Eduspace connect on anything related to learning spaces (design, evaluation, faculty development, support, innovation, etc.). Thank you for your interest!