What is EDUCAUSE on Campus? Using EDUCAUSE resources—video, readings, and discussion guides—you can create programs and completely design local professional development events. Combined with the EDUCAUSE Event Planning Kit, containing resources to plan your meeting and facilitate discussions, you can bring innovative ideas and thought leadership from across higher ed IT to your faculty and staff in an easy, cost-effective fashion. This document will take you through the basic steps to prepare and customize the content for your program.

Step One: Decide Purpose and Length of Event

The first question to ask yourself or your event team is, What is the purpose of this program? Is it to get a diverse group together to build a team while learning more about a specific topic? Do you plan to develop a more intense, assignment-driven experience on a highly focused topic for your attendees? Or do you want a fun, full-of-activity escape from daily work where you can learn more about a broad topic? Knowing the demographic of the people you are working with will be crucial here. That will influence your determination of what you intend to accomplish with your program. Once you have that question answered, you can move on to the next step.

Step Two: Develop Your Curriculum on Your Program’s Topic or Theme

The next step is to consider your theme and curriculum. What is the main thrust of this experience? What is the primary goal you want all your participants to meet? How would you define success, in terms of what your people walk away with? Once you figure out the main theme and these learning objectives, you can use the content on the following pages to create a highly customized curriculum for your program.

As you assemble your program using the suggested content on the following pages, be sure to search for more current content on the EDUCAUSE website as resources, articles, podcasts, webcasts, and other valuable content is added every day.

Step Three: Plan the Logistics and Host Your Program

Using the two-part EDUCAUSE Event Planning Kit, plan the logistical details for your site and prepare to facilitate the group learning experience on the day of your program. The kit provides easy-to-use promotional tools to help you create awareness and encourage participation. You will also find tips and strategies to continue the conversation about the event’s topic or theme.

So, take a look at the content and activities we have assembled on the following pages. With a little bit of planning you will be able to leverage the best thinking in higher ed IT to put together a great professional development activity right on your campus.
Learning Environments and Student Engagement

Program Overview

The emergence of new and evolving information technologies built for communication, interaction, and collaboration has radically transformed the way our students engage inside and outside the classroom.

Smartphones, PDAs, and MP3 players have granted instant access to ubiquitous information, irrespective of location. The rise of social networks and virtual communities like Flickr, YouTube, and Ustream has transformed the web from a place to seek information into a gateway to share, build, and interact with content and communities. High-performance networks and collaborative tools like wikis and videoconferencing also allow us to reach across hallways and beyond oceans to share interests, work with colleagues, and seek advice from peers.

But how have these new tools and our emergent participatory culture changed the way we imagine learning environments on campus? How can we begin to move past an educational model that is tethered to time and place and move closer to learning that is immersive, mobile, collaborative, and social?

Using this program, IT staff and learning practitioners will explore new possibilities for learning environment design enabled by information technology and our emerging Web 2.0 culture, paying particular attention to the ways that effective learning environments can engage and challenge today’s plugged-in student population.

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1. Pre-Event Activities

1.1. Pre-Event Homework

To provide attendees with background in the topic, consider suggesting the following resources as pre-event homework:


1.2. Pre-Event Conversation Starters

To help participants begin connecting around key ideas before the session begins, consider posing the following questions for discussion. Discussion might occur on a discussion board, through e-mail, or in a face-to-face meeting during the program.

- As our conversations about the impact of space on learning evolve, how does the notion of a “learning environment” differ from a learning space?
- As we think about emerging technologies, what tools have the potential for creating new learning environments on campus? What tools would you like to learn more about?
- How do we engage faculty in the creation of new learning environments? Are there strategies that need to be undertaken at the administrative level? At the IT and faculty development level?
- How important is an understanding of today’s students in the design of new learning environments? What steps can we take to learn more about the needs and expectations of today’s students?

2. Opening Sessions

*Note: Depending on your group’s interest, we have suggested three different presentations to begin the program. Specific themes are highlighted.*

Curtis J. Bonk
“The World Is Open: Now, WE ALL LEARN with Web Technology”
*Theme: Top technology trends and their potential impact on learning*
ELI 2010 Annual Meeting Featured Session (63 minutes)

John Palfrey,
“Born Digital”
*Theme: Today’s students and implications for learning environments*
ELI 2010 Annual Meeting Featured Session
2.1. Additional Themed Session Suggestions

As you create the remainder of your program, we recommend the following recorded sessions, each grouped by theme.

2.1.1. Today’s Learners


2.1.2. Emerging Technologies


2.1.3. Course Management Systems

- Melody Childs, Michael Korcuska, and David Swartz, “Blackboard, Moodle, and Sakai,” EDUCAUSE 2009 Point/Counterpoint Session

2.1.4. Digital Media, Video, and Web 2.0 Technologies

- Gardner Campbell and Bruce Maas, “Disrespectful and Time Wasting or Engaged and Transformative? The Mile-High Twitter Debate,” EDUCAUSE 2009 Point/Counterpoint Session
- Joan Getman, “Digitally Literate Storytellers,” EDUCAUSE Live!
- Jude Higdon and Karen Howell, “Student-Generated Content for Blogs, Wikis, Podcasts, and YouTube,” ELI Web Seminar
- Michael Howser and Bill Miller, “Mix, Mash, and Share: Empowering 21st-Century Research with Maps,” EDUCAUSE 2009 Concurrent Session
- Michelle Pacansky-Brock, “Teaching Without Walls: Life Beyond the Lecture,” ELI Web Seminar

2.1.5. Learning Environment Design

• Scott Pobiner, “Making Space for Collaboration,” ELI 2009 Fall Focus Session Plenary Session
• Beth Schaefer, “What Happened to the Computer Lab?,” EDUCAUSE Live!
• Janyth Ussery, “Expanding Educational Realities: Exploring Interactive and Immersive Learning Environments,” ELI Annual Meeting Featured Session

3. Synthesize for Action/Session Activities

After participating in the sessions, enhance the discussion with additional information and activities that will prepare attendees to take action. Keep in mind the learning objectives and goals that were set while defining your program.

3.1. Landscape Review: Innovative Learning Spaces

Virtual services are not the only option for reenvisioned computing labs on campus. Consider taking participants on a “tour” of innovative physical spaces and then asking each participant to highlight key features of each environment. The following is a list of campuses with innovative computing labs currently in use. Facilitators are encouraged to search for additional examples:

- The Carnegie Mellon West Wing Collaborative Cluster
- The Computing Center at Cox Hall
- Denison University MIX Lab
- North Carolina State University Learning Commons
- Temple University’s TECH Center

In addition, facilitators might consider reviewing the case studies provided as part of the EDUCAUSE e-book *Learning Spaces* or materials provided as part of the EDUCAUSE Midwest Regional Conference session, “Are Computer Labs Becoming Passé?,” which provides a snapshot of research on computer labs at different institutions.

As participants explore the examples, ask them to note the key features of each model that they like and some key concerns they have about each model. You might use time afterward to discuss potential takeaways for your campus.

3.2. Planning Processes for Designing Engaging Learning Spaces

Review the EDUCAUSE Quarterly article “Learning Space Design with an Inclusive Planning Process Promotes User Engagement” and have teams discuss how the process could be adapted for your institution.

4. Customize Your Event with Additional Content and Activities

In addition to using content provided by EDUCAUSE, we encourage each institution to consider ways to bring local voices into the conversation, allowing for networking among participants and interaction with the community.
Consider:

- **A Lightning Round of Campus Ideas**: Invite faculty, instructional designers, and IT staff to showcase their best examples of effective learning environments for student engagement in a lightning round format. Ask each participant to plan for a five-minute presentation to introduce their topics. After the session, leave time for informal interaction between attendees and speakers.

- **Discussion Sessions**: Ask participants to share their burning issues related to learning environments and student engagement, perhaps posing the question in a poll before the event or on a whiteboard or flipchart throughout the program. Leave time in your day for participants to break into smaller groups around the big issues for informal discussion. To aid the process, consider assigning discussion facilitators who are trained to get the conversation moving and to capture key ideas. Plan time for a report out from all the groups involved.

- **A Brainstorming Carousel**: Carousels are a high-energy activity designed to generate content and build collective ideas. Consider these three questions or create your own:
  1. How do we make learning environment design a priority for campus leadership? How do we make the case for funds and faculty development related to learning environment design?
  2. How do we encourage faculty to think critically about the role of technology, learning principles, and thoughtful design in the creation of learning environments? What type of support do they need?
  3. How do we engage students in the design of their own learning environments? How do we learn what they need and expect?

Create three distinct areas in the room, one for each question, and ask participants to migrate to an area. For five minutes, ask them to react to the questions on a flipchart. When their time is up, ask the group to migrate to the next station and to spend five minutes building on the previous group’s responses. After another rotation, each group should have responded to each question. At the end of the session, ask each group to share big ideas from their last station, incorporating their comments with those of the group before.

**5. After the Event**

This event should just be the start of conversations with your faculty and staff about the role of computer labs on your campus. Consider using your local event as a jump start to continued professional development. Post-session events might include:

- **Problem-Solving Lunches**: Build on the community formed during your event during a series of solution-seeking brown-bag lunches. Ask faculty and staff to bring their frustrations and concerns to the group during a series of “problem-solving lunches” where they seek feedback from colleagues. Or, pose a challenge to the group each week and ask them to collaborate on potential solutions or ideas moving forward.

- **New Ideas Lightning Round**: Consider using a lightning round to highlight new initiatives or projects started after the event ends. A lightning round is delivery of a series of short (~five minute) presentations on related topics in a single session. After the session, leave time for informal interaction between attendees and speakers.

- **Virtual Community**: Use the event—and the interest generated in the topic—to build a virtual community of practice around enterprise services. Learning management systems, social networking tools like Ning, and community wikis can provide the tools necessary for colleagues to share resources, plan events, and continue conversations.
6. Additional Resources

- EDUCAUSE Resource Page on Learning Environments
- EDUCAUSE Resource Page on Student Engagement and Interaction
- EDUCAUSE Resource Page on Learners
- EDUCAUSE Resource Page on Learning