

Learning Spaces: The New Learning Environment

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Abstract:

As higher education evolves from a teacher centred individualised model to a learner centred collaborative model so, too, should campuses evolve to support these developments. Yet we still see the domination of the traditional teacher centred lecture theatres, class rooms and laboratories on our campuses. To support greater use of rapidly emerging online and collaborative learning on campus, both formally and informally, new spaces need to be designed to accommodate these pedagogical directions.

This paper covers research into the relevance of learning environments to teaching and learning focussing particularly on how the built learning environment is increasingly responding to evolving educational technologies. The idea of information technologies and built technologies converging as one holistic set of 'technologies of learning' will be discussed.

The second part of the paper explores links between pedagogy and space particularly in the context of an increase in online learning, both campus-based and distance. The idea of graduate competencies and how these are developed pedagogically, and the spaces in which these pedagogies might be practiced, are explored. The use of mode 1 (teacher centred), mode 2 (learner centred) and mode 3 (informal 'thirdspace') pedagogical/space maps are also considered.

Finally the paper illustrates these emerging paradigms using case studies from Australia and overseas. The collocation of a range of pedagogy/space options is highlighted. Furthermore the critical role of social spaces on campuses is also considered in this new collaborative and cross disciplinary educational paradigm.