

Learning Spaces

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Biography:

Kenn is recognised as one of the leading learning environment specialists practising internationally. As a consultant to the OECD (where he held the post of Head of the Program on Educational Building in Paris in 1997/8) and UNESCO he has practised in Australia, Asia, the Middle East and Europe. He is multi-skilled in a range of disciplines having practiced in all education sectors as a teacher and academic, a strategic facility and campus planner and as a project, facility and design manager. Through his specialist practice in campus masterplanning, educational facility strategic consulting and architectural briefing, Kenn acts as the prime interface between designers and teachers to co-create learning environments for new and emerging teaching, learning and research paradigms. He has been engaged by more than 30 universities in Australia and overseas, over a dozen vocational training and community colleges, a number of State and National Government Ministries of Education, many school organisations and Government and corporate entities. In recognition of his work one of his doctoral examiners wrote that 'the dissertation has helped to shape the direction of critical pedagogy for the next decade. I am highly impressed with this dissertation and believe it has made a unique contribution to the field of critical education. It will surely become a book, and a highly influential one. I hope this work serves to influence not only education, but art, architecture and design as well'. Kenn was recently awarded a Doctor of Science (honoris causa) from Deakin University as further recognition of his work in this specialised field.

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.