



A SUMMARY REPORT BY THE SUMMIT CHAIR - MARK Q SWALES CHIEF ESTATES AND FACILITIES OFFICER - SHEFFIELD HALLAM UNIVERISTY

INTRODUCTION

In the conference room today we have 140 delegates from 26 countries representing 84 different Higher Education institutions and architectural practices.

We have Vice Chancellor's, Rector's, Academic Deans, Directors of Estates and Digital Services, Librarians Senior Educational Technologists, Researchers, Architects to name just a few.

This is a very impressive gathering of talented people each with your own perspective on learning and digital spaces which over the next two days I hope you will get to share and learn from each other.

This is the 4th Innovative Learning Spaces Summit I have attended and the second which I have the pleasure of chairing and I am looking forward to supporting all of you and our excellent speakers to gain the best possible learning experience over the next two days.

I will certainly do my best to keep the speakers on time and to facilitate the question and answer sessions that follow each of the case study presentations. I want all of us to get the most out of the investment we have made in taking the time to be here.

To help me do this you'll find in your pack two questions which I would be very grateful if you can answer and hand in at the registration desk at lunch time. The two questions are:

What is the critical challenge you are facing in respect of innovative learning spaces in your organisation

And

What do you hope to learn by attending the summit?

I will use your responses to frame a feedback report on the two day summit and to help me summarise the outputs from each of the days.

Last year's summit produced some great outputs and I am hoping that we will gain further insights from the responses to your questions and maybe some of the ones that remained unanswered from last year's summit.

In 2018 we learnt a great deal about how to engage with stakeholders when designing learning spaces with some interesting examples of a variety of different approaches. Last year delegates felt they gained new insights through the networking opportunities and took away new contacts to follow up after the event.

The key question that remained unanswered concerned how to collate impact data arising out of pilot projects to help build a compelling business case to roll out changes to existing or for the creation of new learning spaces. We all felt we needed better access to qualitative and quantitative data outputs from such pilots. Having looked at the presentations we are going to hear over the next two days I am hoping that we may gain some insight into this.

The world is undergoing huge changes in the way we work, communicate, live and learn. The education sector, not immune to these changes, has to adapt to the latest technological developments, respond to funding challenges and meet evolving student expectations.

To remain successful, universities must understand how to teach the next generation of students. That entails recognising everything from how macro trends will shape the demographics of the students of the future, to how and what future students will need to learn to achieve their goals.

With property being a major cost for universities, developing innovative approaches to how they use physical space, whilst at the same time ensuring that they react to other developments, is essential. This will mean taking a careful look at what space is used for, and what it could also be used from in order to gain the maximum from existing space.

There are clearly emerging space issues as the application of active learning gains momentum. We face technological developments, preparing students for a career which requires a different type of pedagogy to support. Universities are investing heavily in their physical spaces with the uncertainty of future pedagogy change hanging over these financial commitments. Some big questions that we need to think about over the next two days. Nigel Smith Managing Director of Future Learn (A UK based online learning service)

predicts that the global market and international demand for world-class education will force Higher Education Institutions to seriously consider wholesale shifts to a digital sphere.

He states "Tertiary education enrolment rates globally are expected to rise rapidly by 14 million new students every year from now until 2030. This would require 13 new Universities to be built every week, 700 each year, each serving 20,000 students if they are all going to be educated face to face. That's not going to happen."

I am looking forward to hearing over the next two days about the next generation of learning spaces both physical and digital can raise to this challenge. What are the characteristics that they will need for us to create truly active learning environments which are flexible, engender collaboration as well as team based and project based learning.

END

A SUMMARY OF DELEGATE FEEDBACK ON THE DESIRED LEARNING OUTCOMES AND CURRENT CHALLENGES

What delegates hoped to learn? (Summary)

1. Learn about tools for engaging stakeholders.
2. Understand global trends.
3. Learning from others successes and failures Reaffirmation that what many of you are already doing is right.
4. Stimulating your thinking on how to meet the challenges faced in your institutions around innovative learning spaces.
5. Understanding how to make active learning spaces financially viable and obtaining the evidence to build a compelling case for change.

What Critical Challenges do delegates face in their own institutions?

1. How to capture innovations, deliver and evaluate impact.
2. How to communicate with stakeholders and bring people of board with a shared vision.
3. Meeting the needs of future generation of learners.
4. Lack of motivation to change pedagogy approach.
5. When people copy successful projects they copy the product and not the process on the journey.

6. Challenging mind-sets that keep space design for learning activities a nightmare.
7. How to integrate digital, pedagogy and estate.
8. How to encourage stakeholders to look into the future and be fearless and open to new solutions.

DAY ONE SUMMARY

Iris Peeters Educational Developer and Robin Kelchtermans Student representative at the Faculty of Science: Learning spaces at KU Leuven: Engaging all stakeholders by bridging the gaps

Iris & Robin from KU Leuven opened up our first day with a superb presentation which really brought to life the whole sphere of what active learning spaces are about, how to approach their development and the impact it has had on student learning outcomes. It was clear to see that active learning spaces increases student performance and Iris presented the quantitative data to back this up.

Robin provided a new insight for me. He talked about Students also needing a mind shift to adapt to innovative learning environments and this also requires effort on their part. We learnt that working in groups can cause more distraction for some students and more time and effort is required for them to prepare. Active engagement in the learning experience requires more energy and thinking on their part.

Finally Iris presented the thinking around the development of a tool that could assist in the allocation of active learning spaces. Adding pedagogy to the criteria for assigning rooms was a great revelation for me and one which I will be taking back to my own institution.

Mat Davies Director of Estates, Rhodes Trust University of Oxford Designing flexible, innovative and scalable teaching and learning spaces

Next we heard from Matt Davies from University of Oxford which competes on a global scale. He described the power of peer to peer dialogue with learning opportunities being available as you navigate around buildings. I loved his assertion that where ever there is strong wi-fi, strong coffee and comfy seating students would inhabit these spaces rather than traditional seminar rooms. Matt talked about the importance of architects understanding the future requirements around flexibility which can be heavily compromised if the wrong construction method is deployed. Matt gave us a glimpse into the future of

digital engagement with his multi-channel learning environment which could engage multiple learners in multiple locations at the same time all interacting with the academic.

Marc Ó'Riain Lecturer in the Department of Architecture Cork Institute of Technology: Inspiring future Designers through the design of a passive pedagogic supportive environment.

Marc gave us a picture of architectural education which has developed into a student led experience. Where previously academic views went unchallenged students are actively encourage to challenge removing what Marc described as an unhealthy in balance of power. He described a list of design considerations for fostering learning communities and an insight on use of flexible furniture to make it easy to facilitate re-programming of learning spaces. The project he presented with the imaginative use of container units was inspirational and had clearly had a positive impact on the learner and academic experience. It was a great example of how a truly innovative community of practice can be developed.

Christian Feghali Strategic Real Estate Portfolio Manager Swiss Federal Institute of Technology: Learning Space: Yesterday +Today=Tomorrow? Historical pictures on learning from the ETHZurek image archive

Christian Feghali considered life in higher education as being in a scene from the Game of Thrones - who would win the war on academic tradition against the tyranny of innovation with the champion of active learning spaces burning the didactic rows of tables and chairs like a fierce dragon. He presented questions on a number of challenges we are all facing bringing the conversation to life with some interesting results using SLIDO.com on line platform. He talked about learning patterns becoming more hybrid and that decision makers will continue to take a cautious approach to changing a whole system of teaching and learning.

Anna Donato Lecturer and Team-Coach for Creative Solutions Anna Donato - Creative Workshop Design: Out of the Box Thinking in 3D: Using the LEGO® SERIOUS PLAY® method to create learning environments

And then we got to play with LEGO® SERIOUS PLAY® lead by Anna what a fabulous interactive session we had. There was just so much to take away from this session when tables were asked to construct models that represented the answers to active learning space based questions.

I captured most of the feedback which is presented in the table 1 below:

Table 1 Table Feedback Summary

<p>Characteristic of Active Learning Spaces</p> <ul style="list-style-type: none">• Balance• Mentor in the centre• Collaborative problem solving• Stretching the learning outcomes• New broader perspective on situations <p>Build a skill for students to have in the future</p> <ul style="list-style-type: none">• Global perspective• Takes risks and looks at things for diff perspective• Stays Connected• Engage students better, need to be masters of tec, agents for change, a guiding light - ask for help• Balance, passion and connection• Values, adaptability, ethics, unexpected and unknown - post truth environment. <p>Thinking of the next generation of learners what will be the barrier to learning</p> <ul style="list-style-type: none">• Different needs and characteristics• Barrier is chaos r, teachers trying to make sense of it all• People look in different ways at a problem need support to achieve learning outcomes• Creativity - barrier is multitasking, finance, ego and individualism• Students learn everywhere - but academic staff very conservative in approach <p>Build a model that describes what motivates you to learn and what makes this skill more important?</p> <ul style="list-style-type: none">• Working together to learn with others• Curiosity• Aiming for a goal but not knowing the way - searching for the answers, re learn how to learn• Building a better future - collaboration, good energy sustainable model, solid foundation.• Curiosity, progress made through connections with human and digital inputs. All has to be fun• Common sense of adaptiveness - moving parts indicating you have to shift your thinking all the time.

You really engaged in the sessions and it opened up lots of insights around the characteristics of active learning spaces, what skills future students will require and the barriers to delivery these and investigating the motivations of learning. One delegate commented that they thought that in using active learning

spaces we are aiming for a goal but don't know the way - participants are searching collaboratively with each other for the answers.

James Rutherford Senior Educational Technologist City, University of London: The creation of collaborative environments for the development of craft skills for Journalism

James from City, University of London shared with us his journey on a creative and innovative project around the development of an active learning space for journalism students. He talked about the critical need to start with a clear vision for the project as the team developed a richer learning experience that would prepare students for the world of work. The success of the design was evident in that they actively engaged in the new space without any need for complex inductions into the space. It was very natural for them and we heard from key stakeholders on the success of the project which really brought the benefits and impacts of the scheme to life.

Lauren Bell Head of Education Herman Miller: Living Campus

And we ended our first day with Lauren Bell from Herman Miller which kept us all engaged right to the end of the day. She described the learning spaces as where students thrive, where they want to be. Where inspiring interior design helps people do great things. She provided insights from a high level two day event held in Windsor Castle (I think the Queen was out for those two days) and we have the privilege to hear about the learning outcomes from that event. She covered the elements of satisfying basic needs, sense of belonging, learning outcomes, workplace readiness and sense of ownership as the key characteristics that make up a great learning experience. There is more pressure on students to self-direct their own learning and to decide what knowledge they're missing, where to acquire it and how to fit learning into daily routines.

It was a powerful ending to a great day.

DAY TWO SUMMARY

Christopher Abraham CEO & Head - Dubai Campus S P Jain School of Global Management: Reimagining Learning Spaces - The Future of Education

Our session began with Christopher providing an engaging insight into how one of the world's highest ranked institutions is driving innovation and improved performance through technology enhanced learning environments. We saw how the institution delivers a global immersive online experience as good as being in a classroom without being in a classroom. Training for the academic both on psychological issues (no longer playing the sage on the stage but acting as the facilitator of learning) and the use of the technology is a critical success factor.

Kayoko Kurita Associate Professor University of Tokyo: "Interactive Teaching" - blended learning designed program for Faculty Development.

We then moved on to hear from Kayoko who took this last point further by describing the effort they have been taking to train academic staff in the application of blended learning environments. She showed how confidence in use of blended learning environments rose from 20% to 70% post completion of the training programme. She stressed an important aspect of determining the success of Active Learning Spaces is the training of academic staff in new pedagogies. We also learnt about the characteristics of an effective flipped class room experience which is described in more detail on the slide deck.

Patrick Gadat Expert Digital Learning, EdTech Serious Factory: How to transform pedagogical practices in teaching through Immersive Learning?

Next we had the demonstration from the Serious Factory and I hope you have had the opportunity to test out what we saw being created for us this morning. They introduced the concept of UberEats students, another takeaway for me from the summit. Digital learning in your pedagogy is an inescapable revolution. It is a liberator of creative energy that reveals the endless possibilities with producing students and academics own serious game in a virtual environment.

Professor Stephen Heppell Chair of Learning Innovation, Universidad Camilo José Cela: The Role of Learner in the Design of Learning Spaces

Before lunch we heard from Professor Stephen Heppell on the role of the learner in the design of learning spaces. He talked about the need for agility and not flexibility and the critical factor the environment has on learner's outcomes. It was fascinating to hear the examples he provided on learning space development, the potential now to monitor the environment and a message to us all that we ignore these factors at our peril. Students loved the idea of the sage on the stage becoming uncomfortable in these new learning

environments. They saw it as a positive. There were so many takeaways from Stephens session that I didn't have time to capture which you review when you receive the slide decks.

Professor Osama Khan Former Pro Vice-Chancellor, Students and Teaching Solent University and now at University of Surrey Associate Dean (Education) of the Faculty of Arts and Social Sciences, Professor in Practice for the Centre for Management Learning

From Osama we learnt about the process of developing exciting new learning spaces. He talked about developing a collaborative community to deliver innovative and creative pedagogy which is internationalised. He described the theories of space and learning and the lack of research in this area. He presented a typology of theorized relationship between space and education by Bligh and Crook 2017 which he recommends all those involved in educational space design. Osama described the critical need for academic staff to go through course/pedagogy design training if active learning spaces are truly going to have positive impact on student learning outcomes.

Summary of how the 4th International Learning Summit met your expected learning outcomes.

1. Learn about tools for engaging stakeholders.

We heard from a number projects and how they approached stakeholder engagement and active participation in the design of learning spaces.

2. Understand global trends.

We heard from Lauren Bell on the outputs from their own research, we heard about the challenges in Japan and case studies from 7 different countries and 10 different higher education institutions. Added to which we've had all the great conversations at our networking sessions. I think we've have achieved a global perspective

3. Learning from others successes and failures Reaffirmation that what many of you are already doing is right.

I think the speakers have been very honest in sharing their journeys. We heard about when things didn't go well or as expected. That is where we learn, the points of failure are always more interesting than success because that is the space in which we progress.

4. Stimulating your thinking on how to meet the challenges faced in your institutions around innovative learning spaces.

Having spoken to many of you I know you are taking away lots of new ideas, things you need to read, YouTube video's you need to watch etc. Looking at the challenges you gave to me I think there has been something for everyone over the two days.

5. Understanding how to make active learning spaces financially viable and obtaining the evidence to build a compelling case for change.

Finally the challenge we had from last year's summit did not understand well enough the impact on student outcomes from active learning environment. So this year I feel we have had more evidence of this in the presentations but as Osama stated there is still a gap in research in this area waiting to be filled.

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ABOUT THE CHAIR

Mark has worked in the Higher Education Sector at a senior leadership level since 1988 with a strong focus on the development of estates and facilities management services. He has chaired four UK national sector bodies bringing together higher education professionals from a wide range of disciplines to share best practice and improve performance.

Sheffield Hallam University is one of the largest providers of Higher Education in the United Kingdom and Mark has the primary responsibility for its estates, facilities, commercial, academic timetabling, Health, Safety and Wellbeing and a range of other corporate functions. He has throughout his career held a strong interest in education and training and the difference this makes to students and colleagues fulfilling their ambitions through all stages of their lives and careers whatever their starting point. Placing students at the heart of the education system is an approach he has followed, whether this is in the design of learning spaces or helping to shape the services which support learning and the wider student experience.

The University has invested extensively in its estate, consolidating its teaching facilities and reports one of the highest levels of teaching space utilisation in the UK. Its innovative approach to learning and non-academic space design has won numerous accolades including Best education Building for Student Experience in 2015 and a Leesman Gold Award. Mark has successfully implemented International Standards for Environmental Management and Energy Management across the institution and is currently working on the adoption of ISO Health and Safety Management. He also led the adoption of the European Standard for Quality Management across his Directorate achieving the Recognised for Excellent Award from the British Quality Foundation a first for a University department in the UK. Mark is a Fellow of the Institute of Leadership and Management.