The Fourth Symposium on Social Learning Space: Learning Outside the Square
Monday 6th April 2009, Oxford Brookes University

Title: Technology rich learning spaces – opportunities and risks: a workshop to explore how learning in groups might be affected by the place where learning happens.
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Workshop presentation: Jill Beard; Kathryn Cheshir & Penny Dale.

Major theme: the relationship between pedagogy and space
Minor theme: innovative design creating new/different teaching and learning opportunities

In this workshop participants explore the potential of the technology rich group learning spaces such as those in Bournemouth University's SCONUL Library Design Award winning *The Sir Michael Cobham Library.* The development of these spaces was informed by the research undertaken by Educause[1] and the outcomes of Bournemouth's eRes[2,3], which focussed on the pedagogies influencing e-learning with e-resources.

Participants will be assigned to groups and each group will be presented with different profiles such as netgen[4] and digital immigrant [5]. The concept of technology rich learning space will be introduced before the groups engage in a "learning activity" to consider the relationships between technology, space and learning outcomes. The group will then identify and share opportunities and challenges from the student and staff perspective.

This workshop was successfully used in November 2008 with Bournemouth University's PGCert students, who have already begun to incorporate the opportunities presented by technology rich learning spaces into their teaching.

References:

1. http://net.educause.edu/ir/library/pdf/P7102cs4.pdf [accessed 20 November 2008]
2. http://www.bournemouth.ac.uk/eds/eres/index.html [accessed 20 November 2008]
3. Ball, D. Beard, J. Newland, B., 2007. E-books and virtual learning environments: responses to transformational Technology. *The Acquisitions Librarian* 19(3-4): 165-182
4. Oblinger, D.G. & Oblinger, J.L. 2005 Is it age or IT: first steps towards understanding the Net generation. In: *Educating the Net Generation* [online]. Educause. Available from: http://www.educause.edu/educatingthenetgen/ [accessed 20 November 2008]
5. Prensky, M. 2001. Digital natives, digital immigrants. *On the Horizon* 9(5):1-6

Further background

1. Bach , S et al (2007) Transforming learning methods through online teaching In *Online Learning and Teaching in Higher Education pp 124 – 130*
2. Biggs, J &Tang(2007) Contexts for effective teaching and learning In *Teaching for Quality Learning at University* 3rd Edition SRHE / OU pp 90 - 103
3. Collis, B & Moonen J (2002) Pedagogy : making the U turn , In *Flexible learning in a digital world.* Kogan Page pp 86- 109

Gallery: http://www.bournemouth.ac.uk/library/building/building.html
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Our philosophy

"The ability to succeed is the ability to adapt. It's about embracing and leading change, drawing on support from those around you. We must create an active learning environment not only by maximising space but also by ensuring it is sympathetic to the developing pedagogy and to students' expectations."

(David Ball, University Librarian, 2007)

Technology & space

- Booths- Fixed PC; interactive whiteboard & networks (for Microsoft office; VLE; Library e-resources; help through "chat" and FAQs; personal data storage)
  - Connection for memory stick & headphones
  - Online booking for 2 hrs at a time per person
- Wifi network & Connection to power
- Groups of up to 8 at booths and 10 at tables – easy move chairs
- Space for paper based activity
- Printers available nearby

Is the space working?

- Within hours of "opening" enthusiastically used by student groups.
- No negative comments
- More popular than the group spaces with less technology (though these are still used)
- The zones on upper floors intended for silent individual study are working more effectively
- Will the space contribute to students achieving learning outcomes?

Figure 4 : Bournemouth University Library user activity analysis

Bournemouth University – Jill Beard