Symposium – Learning and Teaching Space in Higher Education in the Western Balkans
AAB College, Pristina, Kosovo
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PRINCIPLES OF DESIGN, IMPLEMENTATION AND USE OF L&T SPACE(S) IN HIGHER EDUCATION.

Intermediate results from the Erasmus+ Strategic Partnership LTSHE

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Content
All about principles of the design, implementation and use of L&T spaces in HE

✓ Introduction
  ✓ General task
  ✓ LTSHE partners and goals
  ✓ Principle(s) – Definition

✓ Methodology – sources for developing and deriving principles

✓ Principles and guidelines for the design, implementation and use of L&T spaces in higher education
Introduction – General task

L&T space(s)

Physical L&T Space

Hybrid L&T Space

Virtual L&T Space

facilitate, foster, substantially contribute to

Student and Teacher Performance and Satisfaction

L&T Processes

supported, activated or enabled by

L&T environment
Teaching processes
Learning processes
Learning outcomes & assessment

HEI & city
Campus
Buildings
L&T spaces

Practice, needs, options and obstacles for the design, implementation and use of L&T space(s) in HE?
Are there principles which could inform HEIs?
Introduction – principle(s) - definition

- **Etymology**
  - From *principium* (Lat.) = a beginning, an origin, a commencement (from *princeps* (first, foremost; chief, distinguished))
- **Multiple semantic versions** in use
  - a comprehensive and fundamental law, doctrine, or assumption
  - a rule or code of conduct
  - habitual devotion to right principles (e.g., a man of principle)
  - the laws or facts of nature underlying the working of an artificial device
  - a primary source: origin
  - an underlying faculty or endowment (e.g., such principles of human nature as greed and curiosity)
  - an ingredient (such as a chemical) that exhibits or imparts a characteristic quality
  - a fundamental truth or proposition that serves as the foundation for a system of belief or behaviour or for a chain of reasoning (e.g., the basic principles of justice)
  - a general scientific theorem or law that has numerous special applications across a wide field
- **Summary** – “a very basic important rule”
Introduction – LTSHE partners and goals

LTSHE aim and objectives

Aim: develop a set of comprehensive design principles that HEIs can draw on to inform the development of new learning spaces

To be achieved through the following objectives:

- Identify existing policy and practice towards L&T space and related issues across EU and national HE sectors
- Identify existing policy and practice towards L&T space across the partnership institutions
- Highlight examples of good practice in design, implementation and use of L&T space in HE
- Reflect other (earlier and competitive) approaches
Methodology

Sources for developing and deriving principles of the design, implementation and use of L&T spaces in HE

✓ LTSHE IO1: 8 Reports on Politics/Policy and Practice of L&T Spaces (8 countries, many HEIs)
✓ LTSHE IO2: 7 Reports on Experience Case Studies (7 countries, 7 HEIs)
✓ LTSHE IO3: 4 Reports of Site Visits of L&T Spaces (7 partners at 4 partner HEIs)
✓ Strategic SWOT analyses: recommendations from utilising strengths (or other measures) to overcome weaknesses, exploit opportunities and avoid/counteract threats (Leiber et al., 2018, 355)

https://evalag.de/ltshe/

✓ L&T theories/pedagogy
✓ Scholarly literature on L&T spaces ranging from psychology of learning to architecture theory and practice
✓ Neuroscience perspectives on L&T
Methodology

Sources for developing and deriving principles of the design, implementation and use of L&T spaces in HE

**LEARNING PROCESSES & COMPETENCES**

- Teaching processes & competences
- LEARNING PROCESSES & COMPETENCES

**L&T ENVIRONMENT**

- Discovering the problem
- Developing ideas
- Editing learning material
- Discussing learning product
- Identifying learning gain
- Networking and transferring
- Diagnosis/feedback

**Tasks**

- Materials governance (teacher competences)
- Competences (student competences)

**Sources for developing and deriving principles of the design, implementation and use of L&T spaces in HE**

A model of the L&T process in education (Leiber, 2019, 82)

**Model of Cognitive and Emotive Information Processing (CEIP)** (Leiber, 2022, 128)

**L&T theories** (Leiber, 2022, 126)

**Transformative and Holistic Continuing Self-Directed Learning (THCSDL)** (Leiber, 2022, 130)
Methodology  
Sources for developing and deriving principles of the design, implementation and use of L&T spaces in HE

Theoretical perspectives, mechanisms and features of L&T performance (Leiber, 2022, 132)

<table>
<thead>
<tr>
<th>Theoretical perspectives of L&amp;T</th>
<th>General mechanisms and focuses of L&amp;T</th>
<th>Features of L&amp;T performance that can be grasped by certain performance indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Behaviouristic perspective</strong></td>
<td>Learning is directly affected by rewards, absence of rewards, or punishment</td>
<td>Observable behavioural performance objectives/outcomes</td>
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<td><strong>CEIP</strong></td>
<td>Learning by reinforcement (based on feedback)</td>
<td>Observable stakeholder performance satisfaction</td>
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<td><strong>Cognitivist perspective</strong></td>
<td>Focus on changes in observable behaviour</td>
<td>Performance incentive systems</td>
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<td><strong>Social perspective</strong></td>
<td>Learning by complex internal 'three-level processing' (sensory register; short-term memory; long-term memory; see Figure 3) and reinforcement (Deep Learning)</td>
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<tr>
<td><strong>Constructivist perspective</strong></td>
<td>Knowledge and learning are based on symbol manipulation and connection (symbol systems: syntax, semantics)</td>
<td>Learning as systematic extension of previous knowledge and skills</td>
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<tr>
<td><strong>Humanistic perspective</strong></td>
<td>Learning occurs as systemic extension of syntax and semantics of previous knowledge and skills</td>
<td>Learning as recursive information processing</td>
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<td>Learners are actively involved in generating knowledge and skills</td>
<td>Critical thinking and self-determination</td>
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<td>Learning is an interactive social process (situated learning; communities of practice; distributed cognition; intercultural experience and learning)</td>
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<td>Learning goals include transdisciplinary and intercultural competences</td>
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<td>Responsibility of learners for their learning process - self-directed learning</td>
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<tr>
<td></td>
<td>Learning performance as a holistic phenomenon</td>
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<tr>
<td></td>
<td>Learning as dialogic and recursive processes (for example cooperative and collaborative learning, situated learning, discussion and debates, group work)</td>
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<td>Student-centredness in L&amp;T</td>
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<td>Social-in-group and community-based learning (for example cooperative and collaborative learning, situated learning, discussion and debates, group work, self-directed learning)</td>
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<td></td>
<td>Communication</td>
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<td>Development of self-competences and social competences (personality development, (Leiber, 2016))</td>
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Principles and guidelines for the design, implementation and use of L&T spaces in higher education

UNIVERSITY and CITY

Develop a strategy for the university/city relation

Develop a coherent mission statement (values, vision, mission) and Masterplan for the university/city relation

• Serve Third Mission with university/city relation
  – Conceive an Open Campus (e.g., by inviting infrastructure for all university members and the public)
  – Align development of campus with city plans for redevelopment and regeneration
  – Secure that city benefits from the university (campus) and vice versa (e.g., university spaces as public event spaces; star architecture as a tourist magnet; redevelopment of the city quarter)
  – Engage with local organisations to collaborate and share with space
  – Ensure the preservation of historic buildings, if appropriate

• Implement sustainable university/city relation
  – Implement climate friendly access/exchange (e.g., sustainable public transport connections; short journeys from all directions; bicycle parking spaces and garages)

• Secure stakeholder participation in design and development
UNIVERSITY CAMPUS

Develop a strategy for the campus
Develop a coherent mission statement (values, vision, mission) and Masterplan for the campus including all core performance areas, with an appropriate focus on L&T (also in terms of buildings’ arrangements/symbolically)

- Implement a communicative campus
  Communication should be a key function of campus space(s) (e.g., providing informal learning spaces on campus and linking these with formal learning spaces, as well as a multi-functional and open campus)

- Implement an accessible campus
  Secure accessibility for impaired people (e.g., wheelchair access to all campus; inductive audio systems and orientation and guidance systems for visually impaired people)

- Implement a sustainable campus
  - Green Campus (e.g., use of groundwater for cold and heat generation; heat recovery in the data center; little sealed areas; sponge campus)
  - Campus of Wellbeing (e.g., provide sufficient shaded areas)

- Secure stakeholder participation in design and development

- Consider future flexibility for externally induced needs/usage of campus (e.g., demography; pandemics)
  - Reserve space for campus expansion
  - Consider flexibility for campus reduction
Principles and guidelines for the design, implementation and use of L&T spaces in higher education

**UNIVERSITY BUILDINGS**

**Develop a strategy for the university buildings**
Develop a **coherent mission statement (values, vision, mission) and Masterplan** for the university buildings including all core performance areas, with an appropriate focus on L&T (also in terms of buildings’ arrangements/symbolically)

- **Implement communicative university buildings**
- **Avoid overemphasis of form, aesthetics and architecture over educational design and practicability** in the design of the buildings
- **Implement sustainable buildings**
  - Build low energy buildings
  - Use green energy (e.g., PV systems; heat pumps)
- **Build accessible buildings**
  Secure accessibility for impaired people (e.g., wheelchair access to all buildings; inductive audio systems and orientation and guidance systems for visually impaired people)
- **Provide easy room allocation for teachers and students** through central room management and digital booking options
- **Secure stakeholder participation** in design and development
- **Protect historical monuments and buildings**, if appropriate
- **Consider future flexibility for externally induced change of need/usage of university buildings** (e.g., demography; pandemics)
  - Consider options for buildings expansion
  - Consider options for buildings reduction
Develop a strategy for the L&T spaces

Develop a **coherent mission statement (values, vision, mission) and Masterplan** for the university L&T spaces

- Develop a **Learning World University**
  - **Implement User Centred Design**, so that **users** can intuitively **understand** the L&T spaces, **use** them, and **experience** them in multi-sensory ways (e.g., active learning; self-directed learning)
  - **Implement a mix of different learning areas**, for a **variety of learning scenarios and learning styles** (e.g., quiet zones, possibility for collaborative learning, learning areas directly adjacent to seminar rooms and classrooms, bookable project rooms, ...)
  - **Use multi-perspective** (disciplinary, interdisciplinary, transdisciplinary) **knowledge and skills** to design and implement L&T spaces that meet diverse requirements of different HEI stakeholders who use the spaces
  - **Implement digital infrastructures** to guarantee the necessary **flexibility and modularity** of L&T spaces (e.g., physical, digital, hybrid L&T spaces)
  - **Equip L&T spaces with flexible furniture**
  - **Build comfortable L&T spaces** (e.g., daylight access; colours experience; room aesthetics)

- **Implement accessible L&T spaces**
  Secure accessibility for impaired people (e.g., wheelchair spaces in all lecture halls; wheelchair access in seminar rooms; inductive audio systems and orientation and guidance systems for visually impaired people)

- **Provide staff development and support system for L&T** including **training** for **teachers (and students)** to improve usage of the new L&T spaces

- **Continuously expand and improve digital and electr(on)ic infrastructure**

- **Avoid predominance of technological considerations over pedagogical or didactic ones** in the design and implementation of L&T spaces

- **Implement sustainable L&T spaces** (cf. sustainable buildings)
  - **Equip L&T spaces with sustainably produced furniture, facilities and materials**

- **Secure stakeholder participation** in design and development
Principles and guidelines for the design, implementation and use of L&T spaces in higher education

OVERARCHING – politics, institutional policies

• Conceive the design, implementation and use of L&T spaces in HE as a strategic core area (to implement the thesis that L&T space is the “third pedagogue” in addition to teachers and students). This may be achieved by
  – Institutional mission statement on L&T and L&T space(s)
  – Institutional Structure and Development Plans on L&T and L&T space(s)
  – Intensify institutional discourse on L&T spaces with HE politics
  – E.g., develop a national plan for buildings and construction projects in HE
  – E.g., implement performance agreements between HEIs and HE politics
• Bundle and coordinate the areas of didactics, digital requirements and infrastructure of different departments to facilitate/enable collaboration on issues affecting multiple units and (strategic) areas of interest
• Inform HEIs’ strategies for the design, implementation and use of L&T architecture/spaces by contemporary scientific knowledge about L&T processes to meet pedagogical requirements
• Balance architectural and aesthetic design with usefulness for L&T needs and requirements
• Ensure enduring financing of the design, implementation and maintenance of L&T space(s) on various organisational levels
  – Activate public (state) funding or private firm funding
  – Activate third-party funding
  – Activate philanthropy funding
• Secure stakeholder participation in design and development
• Ensure continuous quality enhancement of the design, implementation and use of L&T space(s)
• Ensure sustainability as stated in the other areas
References (selection)


References (selection)


References (selection)


LTSHE-IO2-UAveiro (2022) “Case Study of Experience: Designing, Developing and Using Learning and Teaching Spaces in Portuguese Higher Education. The case of University of Aveiro,” Erasmus+ project LTSHE. In preparation


References (selection)


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