



Activity 2: Learning Typologies and Creating Designs

Look at the **Five Key Statements** on learning spaces below, developed from the Diamond 9 Exercise from the first meeting. Do you agree with these statements?

1. Learning spaces should be owned by learners.
2. Healthy spaces are important for learning.
3. Learning is agile and flexible, not static.
4. Learning is social.
5. Learning spaces should promote creativity and challenge.

Look at the **Learning Typologies** (on page 2 and storyboard slide 9). Some prompt questions to consider about each of the typologies are listed below.

Campfire

- Where is the campfire in your current learning space(s)?
- What does the campfire look like in your learning space?
- How could the campfire be movable in the learning space?
- Do your learning spaces provide opportunities for you to learn together?

Cave

- Where is the cave in your current learning space(s)?
- Can the cave be more than one area in your learning space?
- How does the learning space provide opportunities to learn independently?
- Are there areas in your learning space to feel safe and/or reflect on your learning?

Watering Hole

- Where is the watering hole in your current learning space(s)?

- What does the watering hole look like in your learning space?
- Does your learning space allow you to learn collaboratively?
- Do you think collaborative learning is important? Why?

Fields

- Where are the fields in your current learning space(s)?
- Do your learning space(s) allow you to be creative and solve problems?
- Do you think creativity is important in learning spaces?
- Do your learning space(s) allow you to experiment and try out new ideas?

Journey to the Mountaintop

- Where is the mountaintop in your current learning space(s)?
- What does the mountaintop look like in your learning space?
- Do your learning space(s) allow opportunities to talk about your achievements?
- Do you think it is important to celebrate learning?

Using the **Learning Space Template** (separate document), in groups of 2/3 pupils start to sketch out their designs, selecting where to place the typologies. The pupils will design three spaces:

1. **A communal space**
2. **A classroom**
3. **A corridor**

While sketching out the design, consider the four categories from Design Meet 1:






Physical design (attractiveness of the design, the nature of the layout, furniture etc.).

Learning design (what kind of learning will take place, encouraging different types of learning i.e. groups/collaboration/individual).

Social space (informal conversation, flexible configuration).

Healthy space (promoting wellbeing, mindfulness, self-esteem, movement, air).

Learning Typologies

Name	Symbol	Meaning
Campfire (Focused, scaffolded input)		A place for learners to come together, listen to experts and learn from each other. A sharing space for problem-creating, goal setting and curriculum-making.
Cave (Independent, reflective learning)		A safe, reflective space to be alone and to reflect or to work independently, without interruption or distraction from others.
Watering Hole (Collaborative learning)		A more informal space to gather for learning from peers, exchanging ideas in small groups. A good place to get help and advice when we get 'stuck' or need inspiration. A problem-solving space .
Fields (Experiential learning)		Practice, specialist, and creative spaces. Places where we actively try out ideas, test things out, applying our knowledge and skills in the wider world, life spaces. A 'doing' and moving space .
Journey to the Mountain Top (Celebratory, shared learning)		A place to celebrate and share learning with others. A place to feel proud. A wellbeing and 'feeling good' space.

Example of different design configurations including typologies

