



THE UNIVERSITY of EDINBURGH  
Moray House School of  
Education and Sport



Shared  
Learning  
Spaces

# Regional Skills Initiative Workshop 1

---

# Design Meet 1 Stages

1. Key Questions – Activism and Activists

2. Learning Space Design – Why is it important?

3. Diamond 9 Activity

4. Image Quiz Activity

5. Inquiry

# 1. Key Questions – Activism and Responsible Activists

**Why are we here? Why are we pupil activists? What are the key principles?**

1. What activist groups are you aware of and why do they exist? (Prompts: BLM/MeToo/Climate Change)
2. What cause do you feel strongly about, what fires you up? (Prompts: Is it the environment? Equal rights? Being kind to others? Ending homelessness? Ending world hunger?)
3. What does a responsible activist group look like? What do they have to do to get their voice heard? (see 'useful links' on next slide)
4. Why should there be an activist group around learning spaces? (Prompts: Factual stuff about the amount of time you spend in school, impact of COVID on spaces for learning)

# Activism and Responsible Activists – Useful Links

Videos talking about activism:

- <https://www.youtube.com/watch?v=y4udqAY2Bqc> (UNICEF)
- <https://www.youtube.com/watch?v=5fLaAEMeb90> (Malala and teen activists on learning to speak out)
- <https://www.youtube.com/watch?v=MJX2lObcwTk> (Young Scot talking about the new spirit of political engagement)

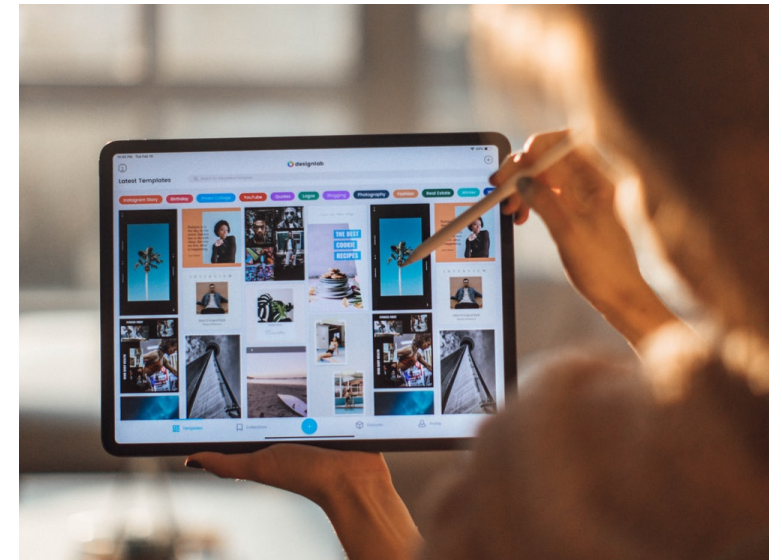
## 2. Learning Space Design – Why is it important?

Here are some key findings about the impact learning space design has:

- When the space is designed and owned by those within it, it can develop capacities for 21<sup>st</sup> century learning (Mulcahy, D; Cleveland, B & Aberton 2015).
- Communities gain huge benefits from being involved in designing learning environments (Clark, H 2002).
- The design of the environment has a significant impact on student/pupil engagement and achievement, suggesting that, in some cases, academic achievement increases by 15% (Byers, T & Imms, W, 2016).

What pupils say about learning space design:

***You act and work the way they make your room like. You go in and there's like barely anything on the walls, and it's such like a boring classroom. You sit there and it's like, **not inspiring**.*** [S3 Pupil, Edinburgh]





# 3. Activity 1:

## Diamond 9 (see accompanying document)

---

**Question:** What are the most important elements of any learning space?

**Steps:**

1. Divide into small groups of 2/3 pupils.
2. Pupils look at each of the cards and discuss what they mean.
3. Pupils organise the 9 statements in order of priority, discussing their reasons.
4. Pupils then create a diamond shape (1-2-2-3-3-3-4-4-5) which shows a consensus on their prioritization of importance.
5. Take pictures of the diamonds and each group compare their choices.
6. **After activity:**
  - What are top 3 across all groups?
  - What was missing?
  - Are all the statements in fact important? Why/Why not?





# 4. Activity 2:

## Image Quiz (see accompanying document)

---

Look at the collection of images and separate these out into classrooms on 4 broad categories and rate:

**Physical design** (attractiveness of the design, the nature of the layout, whether or not they can imagine themselves being in there, furniture etc.).

**Learning design** (what kind of learning can they envisage, 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).



# 5. Inquiry

## Tasks for next Design Meet:

- Pupils reflect on what makes a good learning space, and bring examples (e.g. artifact, text, drawing, design etc.)
- Pupils bring ideas about how they can become responsible activists.

