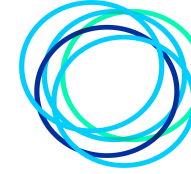




THE UNIVERSITY of EDINBURGH
Moray House School of
Education and Sport



Shared
Learning
Spaces

Regional Skills Initiative Workshop 2



Design Meet 2 Stages

1. Introduction: Design Examples

2. Activity 1 - Design Values

3. Activity 2 – Learning Typologies

4. Creating draft designs

5. Preparing for pitch/presentations

1. Introduction: Design Examples

As a short warm-up, pick up on the tasks from the last workshop. After the last meeting, pupils were asked to:

- Reflect on what makes a good learning space, and bring examples (e.g. drawing, photo, etc.)
- Bring ideas about how they can become responsible activists.

As a group, discuss:

1. What makes a good learning space? (Pupils can talk about any examples that they have brought.)
2. How can we make our voices heard? In what ways can we present our ideas about learning spaces that will get attention and bring about change?

2. Activity 1: Design Values (see activity 1 worksheet)




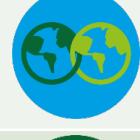



Question: What are your top three design values?

Steps:

1. Divide into small groups of 2/3 pupils.
2. Refer to the Toolkit **Learning Space Design Values** (slide 5) and discuss – questions on Activity 1 worksheet.
3. Consider the following questions:
 - Which of these values are important in your learning space?
 - Do these link in with your school values?
 - Are there any values that are missing that you consider important for learning spaces?
4. Each group select their **top three values** (from the toolkit, school values, or their own values).
5. Groups come together to discuss and debate each other's choice of values. Together they decide on their top three design values.



Learning Design Values

Name	Symbol	Description
Kindness		Kindness is at the heart learning which encourages sharing and caring across all learning spaces.
Inclusivity		Prioritising <i>inclusive</i> learning spaces (including digital), where all learners feel safe and supported to be themselves.
Ownership		Ensuring the learner remains at the heart of decision-making about their learning spaces. Engaging learners in making informed, responsible decisions.
Sharing		Prioritising collaboration with both local and global communities, exploring shared learning in all indoor, outdoor and digital spaces with others across ages, cultures and capacities.
Sustainability		Prioritising physical (material), virtual, cognitive and socially sustainable solutions in our learning spaces based on a commitment to Global responsiveness.
Uncertainty		Embracing uncertainty in our learning spaces in order to develop skills, knowledge and capabilities to deal with and be positive about ambiguity and complexity in diverse contexts.
Wellbeing		Ensuring that our learning spaces promote mental, emotional, social and physical health and wellbeing for ourselves and others guided by 'well learning' principles.

3. Activity 2: Learning Typologies (see activity 2 worksheet)

1. Look at the **Five Key Statements** on learning spaces (slide 7). Do you agree? Is there anything missing? Is there anything you would replace?
2. Look at the **Learning Typologies** (slide 8) and consider the following questions (e.g. for 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?
3. 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. They will design three spaces:
 - A communal space
 - A classroom
 - A corridor

Consider the four categories from Design Meet 1:

Physical design; Learning design; Social space; Healthy space








Key Statements on Learning Spaces

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.



Learning Typologies

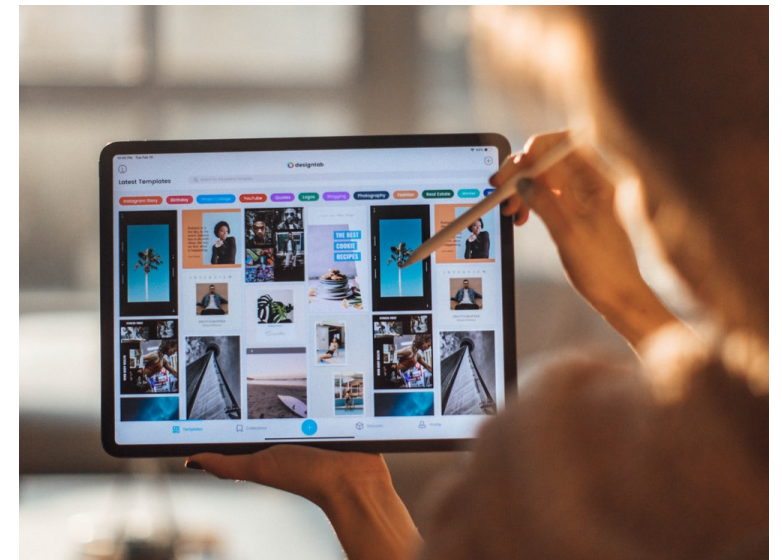
Name	Symbol	Meaning
Campfire (Focused, scaffolded input)		A place for learners to come together, listen to experts and learn from each other. A sharing space for problem-creating, goal setting and curriculum-making.
Cave (Independent, reflective learning)		A safe, reflective space to be alone and to 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.

4. Creating draft designs

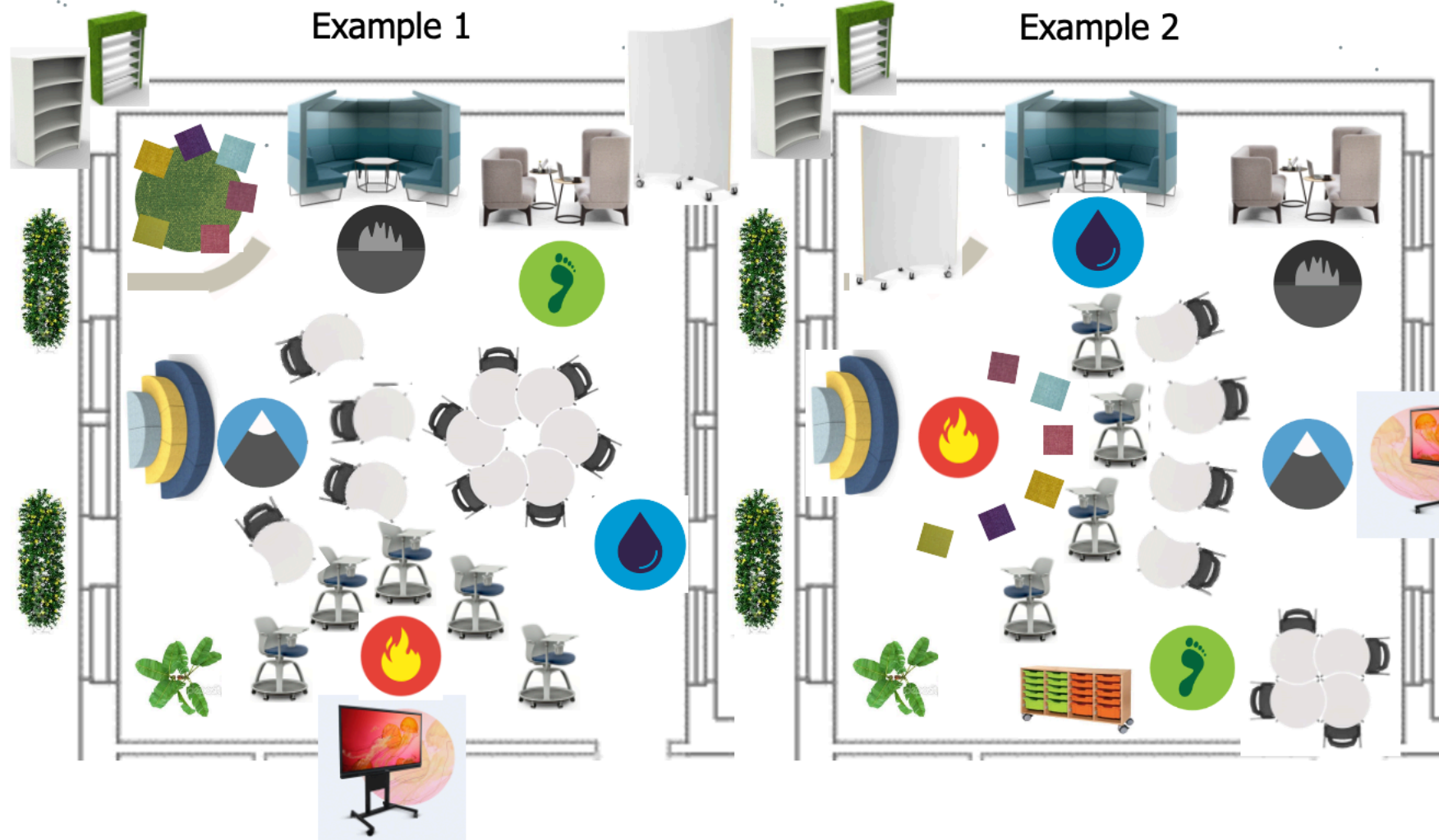
As pupils sketch out their designs of a communal space, classroom, and corridor, stop at points to consider some of the following questions (teacher can ask pupils, and pupils can ask each other):

- Is the space you are creating indoors or outdoors?
- What spaces do we learn best in?
- Can you move things around in the learning space or is it fixed?
- Is there any nature in your design?
- Can all different types of learners use your design space?
- Are there areas for different types of learning in your design?
Are these areas flexible or do they stay where they are?

(Feel free to develop some additional questions of your own, and encourage pupils to ask their own questions about each other's designs)



Example of different design configurations including typologies



Shared Learning Connections



Outdoor Learning

5. Preparing for Pitch/Presentation

Pupils finish draft design and begin to prepare for pitching the design.

Pupils can combine elements of each group design to create one design brief, or they may want to present more than one design.

Some questions for thinking about the pitch:

- How do I want to present and justify my ideas?
- How will we present? (as a group, pick a spokesperson)
- How can I present my ideas in a way that will convince others that this is the way learning spaces should be designed?
- How will I prepare to answer questions from student consultants about my design?
- How will I explain why certain Values and Typologies are included in my design?

